



Making the Connection:
**Using College and Career Pathway Endorsements to
Connect Secondary, Postsecondary, and Industry**

February 5, 2019

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Dr. Dan Woestman, Superintendent, Belvidere District 100
Brent Baker, Director of Workforce Solutions, Greater Peoria EDC

Postsecondary and Workforce Readiness Act

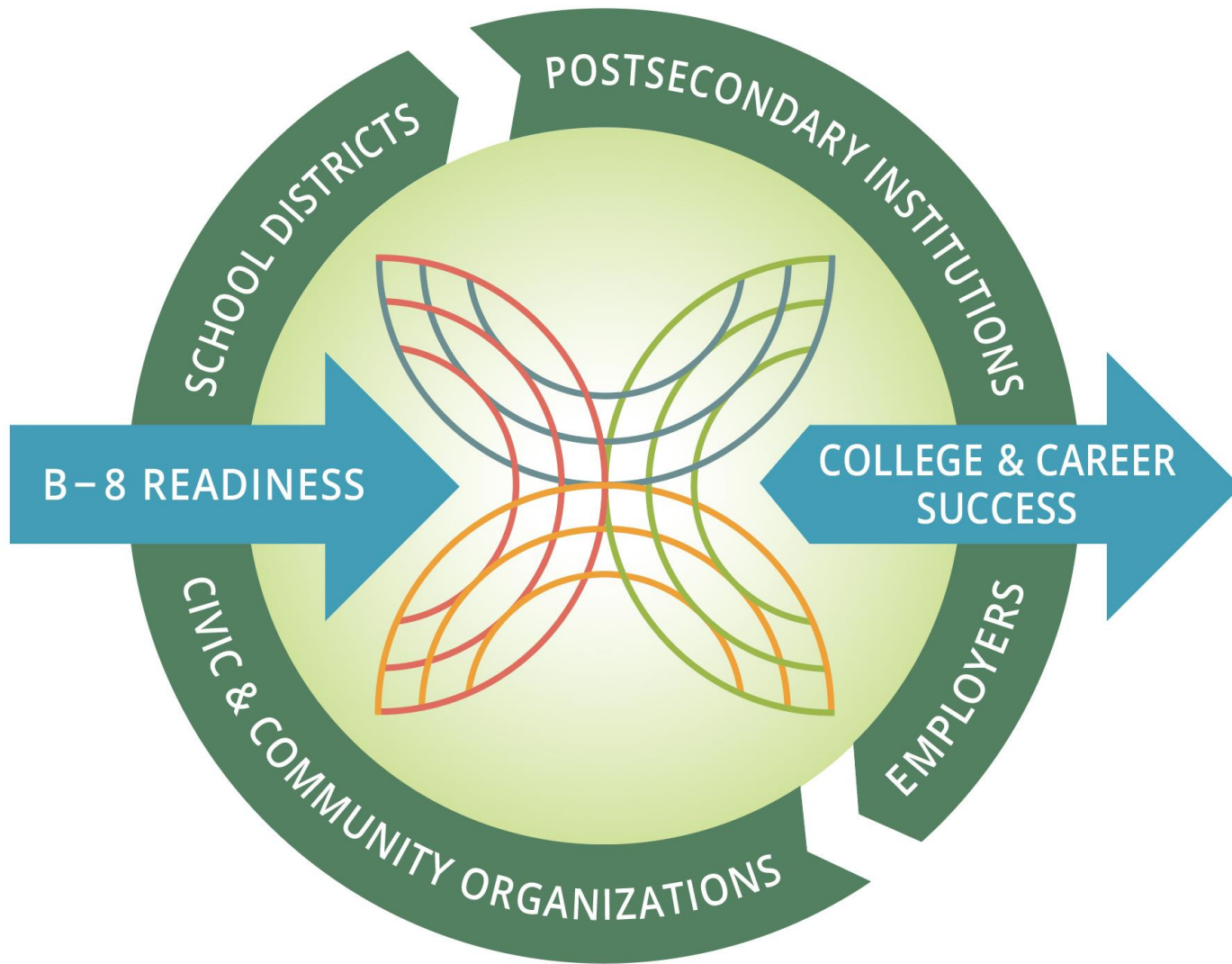
— **Public Act 99-0674** (HB 5729); signed by Governor on 7/29/16

— **Four components:**

- Postsecondary and Career Expectations (PaCE)
- College & Career Pathway Endorsements on High School Diplomas
- Scaling of 12th Grade Transitional Courses
- Pilot of Competency-based High School Graduation Requirements

www.pwract.org





Illinois ESSA

College and Career Readiness Indicator (CCRI)

- **GPA: 2.8/4.0**
- **95% Attendance** in 11th & 12th

AND

- **College and Career Pathway Endorsement**

OR All of the following:

- **1 Academic Indicator** in each of ELA and Math during 11th & 12th
- **Identify a Career Area of Interest** by the end of 10th
- **3 Career Ready Indicators** during 11th & 12th

Career Ready Indicators:

- Career Development Experience
- Industry Credential
- Military Service or ASVAB score of 31 or higher
- Dual Credit Career Pathway Course (college credit earned)
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

Endorsement Elements



9 th GRADE	10 th GRADE	11 th GRADE	11 th & 12 th GRADE
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Individual Plan: Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understandings of career goals, financial aid, resume, and a personal statement.



Career-focused Instructional Sequence:
2 years of coursework or equivalent competencies.
Includes at least 6 hours of early college credit

Orientation or Introduction

Orientation or Introduction

Advanced Courses

Capstone Courses

District and local community college certify articulation to cert/degree with labor market value



Professional Learning: Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in the workplace

At least 2 career exploration activities or 1 intensive experience

60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment

At least 2 team-based challenges with adult mentoring



Academic Readiness: Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

Through these experiences a student gains essential employability and technical competencies in their identified sector.

Endorsement Areas

 **FINANCE &
BUSINESS SERVICES**

**HEALTH SCIENCES
& TECHNOLOGY**

**INFORMATION
TECHNOLOGY**

**MANUFACTURING,
ENGINEERING,
TECHNOLOGY & TRADES**

 **AGRICULTURE
FOOD & NATURAL
RESOURCES**

**HUMAN & PUBLIC
SERVICES**

ARTS & COMMUNICATIONS

CCPE Resources

Postsecondary & Workforce Readiness Act

Statewide Public-Private Steering Committees for
College and Career Pathway Endorsements
Recommended Technical and Essential Employability Competencies

July 2018

PWR



POSTSECONDARY & WORKFORCE READINESS ACT

SUPPORTING STUDENTS FROM HIGH SCHOOL TO COLLEGE AND CAREER

COLLEGE & CAREER PATHWAY ENDORSEMENTS ON HIGH SCHOOL DIPLOMAS

ADDITIONAL RESOURCES

[CCPE Technical & Employability Competencies](#)
[College & Career Pathway Endorsement Example](#)

General Resources

[Pathways to Prosperity Network](#)
[GLCCP Indicators Overview \(PDF\)](#)

<https://pwract.org>



Foundational Skills for All Careers: Recommended Employability Competencies

Postsecondary & Workforce Readiness Act

Statewide Public-Private Steering Committees for
College and Career Pathway Endorsements

Recommended Technical and Essential Employability Competencies

July 2018



TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS COLLEGE & CAREER PATHWAY ENDORSEMENTS

Teamwork & Conflict Resolution

Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.

Communication

Verbal: Students can use their understanding of English grammar and public speaking skills to convey an idea, express information, and be understood by others.

Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.

Digital: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.

Problem Solving

Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.

Decision Making

Students can use their understanding of problem solving to implement and communicate solutions.

Critical Thinking

Students can use their understanding of logic and reasoning to analyze and address problems.

Foundational Skills for a Career Area: Technical Competencies

Postsecondary & Workforce Readiness Act

Statewide Public-Private Steering Committees for
College and Career Pathway Endorsements
Recommended Technical and Essential Employability Competencies

July 2018



INFORMATION TECHNOLOGY

TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR INFORMATION TECHNOLOGY COLLEGE & CAREER PATHWAY ENDORSEMENTS

Basic Principles of Information Technology Concepts, Systems, Platforms & Tools

Students can use their understanding of fundamental IT concepts, systems, platforms, tools, and technology to understand the common roles of IT professionals.

Security

Students can use their understanding of malware, firewall, IDS, and IPS to recognize and describe basic threats to networked computers.

Logic & Fundamentals of Computer Languages

Students can use their understanding of how computer languages communicate to build basic mobile and web applications.

Routing & Network Configuration

Students can use their understanding of common networking protocols to explain the purpose of routing, network configuration, and monitoring.

User & Customer Support

Students can use their understanding of the range of services used to provide assistance and technical support to help users implement and solve problems related to information technology.

Basic Principles of Hardware

Students can use their understanding of communication systems hardware to describe the purpose and function of fundamental end user devices, switches, routers, wireless access points, etc.

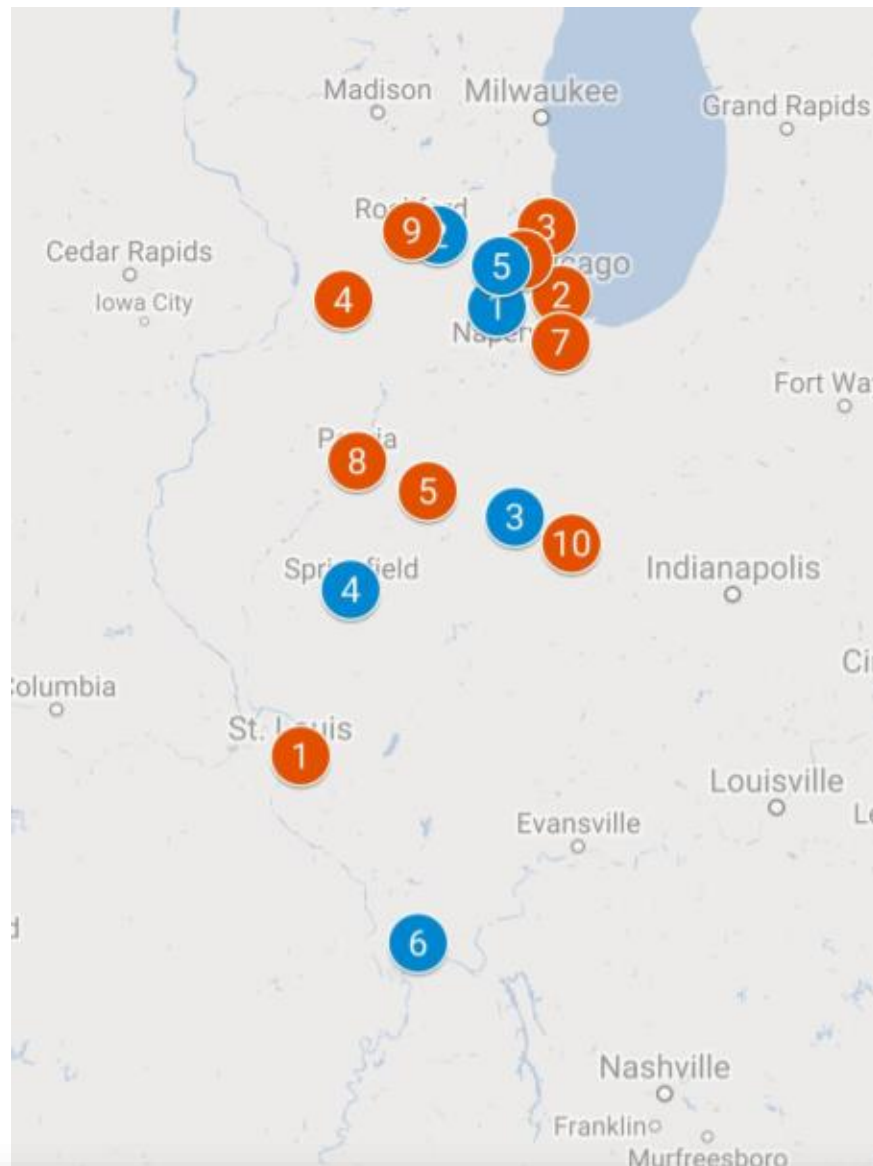
College and Career Pathway Endorsements: Leading Communities

First 60 by 25 Network Grant Opportunity

- 1 East Side Aligned
- 2 Enlace Chicago
- 3 HPEC of Lake County
- 4 Making Opportunities Real (MORE) in the Mississippi and Rock Regions
- 5 McLean County
- 6 Northwest Educational Council for Student Success (NECSS)
- 7 OAI/Rich Township District 227
- 8 Peoria Pathways to Prosperity
- 9 Rockford
- 10 Vermilion County

Second IDES/60 by 25 Grant Opportunity

- 1 Aurora Regional Pathways to Prosperity
- 2 Belvidere School District
- 3 Rantoul Township High School
- 4 Sangamon County Continuum of Learning
- 5 School District U-46
- 6 Shawnee Community College



Endorsement Web-Based Template

Information Technology

Home / Information Technology

Designing, developing, managing, supporting and integrating hardware and software systems.

- 1) Information Support and Services
- 2) Web & Digital Communications
- 3) Network Systems



- Course
- Required Course
- Related Electives
- Early College Credit
- Career Exploration
- Team-based Challenge
- Career Dev Experience

College and Career Pathways: PRAIRIEVILLE HIGH SCHOOL

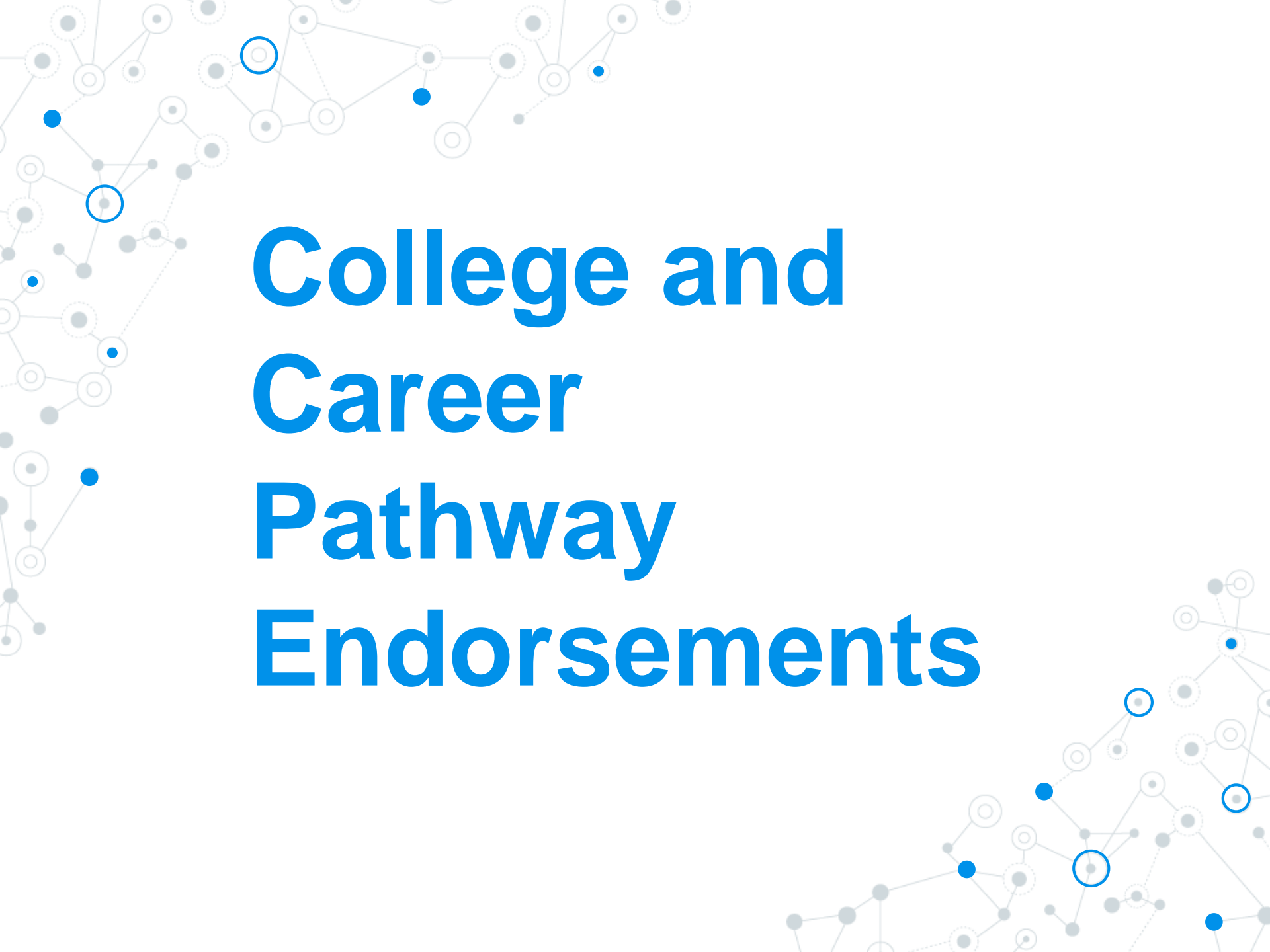
	9th Grade	10th Grade	11th Grade	12th Grade	Post-Secondary Education
PATHWAY COURSES	Technology Orientation	Computer Maintenance Computer Engineering Technology	Computer Science Software Applications	IT Capstone	Computer and Information Systems Security Business/Corporate Communications
RELATED ELECTIVES		Computer Maintenance	Computer Graphics	Technology Orientation Computer Concepts Business & Technology	
TRANSITIONAL SUPPORTS				STEM Transitional Math	
PROF. LEARNING	Computer Hardware Challenge	Employer Site Visit Raspberry Pi Challenge	IT Job Shadow Complete min 20 internship hours	Complete min 40 internship hours	



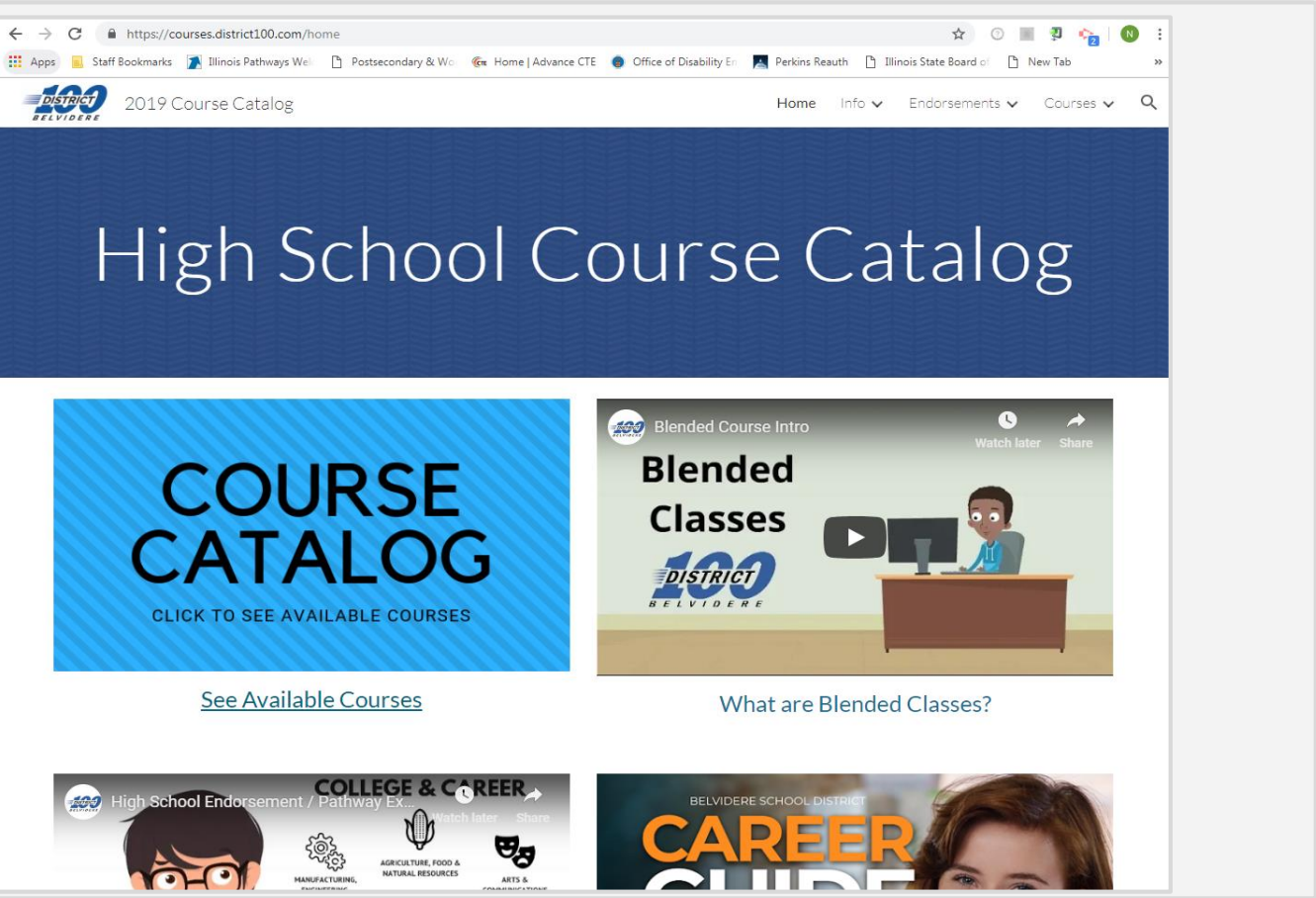
pwract.org

jfurr@niu.edu





College and Career Pathway Endorsements



<http://courses.district100.com>

A decorative network diagram in the top-left corner, consisting of various sized grey circles (nodes) connected by thin grey lines (edges). Some nodes are solid grey, while others are hollow with a grey outline. The network is dense and irregular, extending from the top-left towards the center of the page.

1) Make Meaning

2) Align

3) Enhance

A decorative network diagram in the bottom-right corner, similar to the one in the top-left. It features a cluster of grey nodes of different sizes connected by thin lines. Some nodes are solid grey, and others are hollow with a grey outline. The network is dense and irregular, extending from the bottom-right towards the center of the page.



1) Make Meaning

Key Leader


2) Align

Leaders & Partners

3) Enhance

Staff



A background network diagram consisting of various sized grey circles (nodes) connected by thin grey lines (edges). The nodes are arranged in a complex, interconnected pattern, with some nodes having multiple connections. The overall appearance is that of a social or organizational network.

1) Make “Endorsement” Mean Something

Responsibility: Key Leader



CAREER ENDORSEMENTS



**AGRICULTURE, FOOD &
NATURAL RESOURCES**



**ARTS &
COMMUNICATIONS**



**FINANCE & BUSINESS
SERVICES**



**HUMAN & PUBLIC
SERVICES**



**HEALTH SCIENCES &
TECHNOLOGY**



**INFORMATION
TECHNOLOGY**



**MANUFACTURING,
ENGINEERING,
TECHNOLOGY & TRADES**

Create Individualized Plan



Develop high school experiences that ensure successful transition into college or training for a career

Complete Career- Focused Coursework



Choose a sequence of courses based on a career interest that leads to college credit and/or an industry recognized certification

Participate in Professional Learning



Participate in activities that allow for college and career exploration and development

Achieve Academic Success



Set goals and demonstrate growth in core academic competencies



I like to:
Grow things
Hunt or fish
Protect the environment
Be outdoors
Operate machinery

I am:
Self reliant
A nature lover
Physically active
A planner
Creative problem solver

I like to learn about:
Math
Life sciences
Earth science
Chemistry
Agriculture

Careers

Agribusiness

Farmer, Sales Manager, Sales Rep.

Animal

Animal Scientist, Farmer, Rancher, Veterinarian, Vet Tech

Environmental Services

Environmental Engineer, Soil and Plant Scientist, Microbiologist

Food Production

Butcher, Ag. Inspector, Dietitian,

Natural Resources

Biologist, Conservation Tech, Forest and Conservation Worker

Plants

Landscaping and Lawn Service, Nursery and Greenhouse Worker/Manager, Landscape Architect, Tree Trimmer, Soil and Plant Scientist

Power Structural and Technical

Ag Equipment Operator, Farm Equipment Mechanic, Truck and Diesel Mechanic

Pathways

Crop Management

LEVEL 1 CLASS

Agriculture Science

Livestock Production

LEVEL 1 CLASS

Agriculture Science



AFNR-Agriculture, Food, and Natural Resources
E N D O R S E M E N T

100
DISTRICT
BELVIDERE

Pathways

Mass Communication

LEVEL 1 CLASS

Intro to Journalism or
Broadcast Media 1

Performing Arts

LEVEL 1 CLASS

Intro to Theatre or
Appropriate Band/Choir

Theatre Tech

LEVEL 1 CLASS

Introduction to Theatre

Studio Arts

LEVEL 1 CLASS

Art 1

I like to:

Use my imagination
Use video and recording
technology
Perform and create
Read and write
Play and make music

I am:

Creative and imaginative
a good communicator
Relate well to others
Determined

I like to learn about:

Art/Graphic design
Music
Drama/Theatre
Journalism/Literature
Audiovisual technologies

Careers

Audio, Video & Film Technology

Video Systems Technician, Video Graphics
& Special Effects, Audio Systems Technician

Printing Technology

Graphics & Printing Equipment Operator,
Desktop, Publishing, Web Page Design

Visual Arts

Interior Designer, Graphic Designer,
Photographer, Illustrator, Fashion Design,
Museum/Gallery Curator

Performing Arts

Production Manager, Cinematographer,
Film Editor, Dancer, Play/Script Writer,
Director, Actor, Performer, Make-Up Artist,
Costume Designer, Stagecraft,
Composer, Conductor, Musician

Journalism & Broadcasting

Audio/Video Operations, Control Room Technician,
Radio/TV Personality, Publisher, Editor, Reporter,
Photojournalist, Broadcast Technician



Arts & Communication
E N D O R S E M E N T

I like to:

Work with my hands
Put things together
Find answers
Apply math & find answers
Use power tools

I am:

Step-by step thinker
Mechanically inclined
Objective
Detail-oriented
Physically active

I like to learn about:

Math-Geometry
Sciences
Physics
Drafting
Chemistry

Pathways

Automotive Technician

LEVEL 1 CLASS

Automotive Technology

Manufacturing

LEVEL 1 CLASS

Activities in Technology

Engineering

LEVEL 1 CLASS

Introduction to Drafting

Careers

Architecture and Construction

Carpenter
Design and Pre-Construction
Maintenance and Operations

Manufacturing

Production and Process Development
Maintenance, Installation and Repair
Quality Assurance
Logistics and Inventory Control
Health, Safety and Environmental Control

Science, Technology Engineering & Math

Engineering and Technology
Science and Math
(Investigative, Informational & Educational)

Transportation, Distribution & Logistics

Facility and Mobile Equipment Maintenance
Logistics and Management Services
Sales and Service
Warehousing & Distribution Center
Operations

Manufacturing, Engineering, Technology & Trades

E N D O R S E M E N T

WELCOME LETTER

DEAR READERS,

Assisting schools, students and families embarking on career exploration pathways has been a passion of mine for several years. Through the work of the many instructors at Belvidere School District 100, we have now created dozens of Career Pathway Endorsements, adding to the importance of your future high school diploma. Having an Endorsement from Belvidere School District 100 will prepare you for a career path that you have passion for in a field that is high-demand by employers.

This Career Guide gives our various stakeholders in Belvidere School District 100 an overview to explore and become familiar with Career and Technical Education opportunities right here at home.

- **Students** can explore dozens of career and program options offered at Belvidere School District 100. This magazine can be a great conversation starter with counselors and parents as classes are being chosen. Narrowing down interests are an important step prior to college.
- **Parents** can explore viable opportunities for their children in Belvidere School District 100 using the employment data provided within each career path.
- **School counselors and teachers** can use the information within these pages to guide several conversations. Help your students prepare for their next steps with the information provided within this Career Guide.

I value all the stakeholders within the Belvidere School District 100, and look forward to helping each of you best prepare yourself, or your students, to be both education and career ready.

Happy Career Exploring!

SINCERELY,



Dr. Daniel Woestman
Superintendent
Belvidere Community Unit School District #100

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If you are interested in producing a local Career Guide for your local CTE system, please contact adavis@intervetsonic.com, or visit www.careertechmedia.com.



HEALTH SCIENCES

HEALTH SCIENCES

ARE YOU INTERESTED IN BECOMING A DOCTOR OR NURSE? DO YOU LIKE HELPING PEOPLE?

Consider a career in Health Sciences.

LEADS TO THESE JOBS:

- Certified Nursing Assistant
- Dietician
- Health Information Technician
- Home Health Aide
- Medical Billing Coder
- Pharmacy Technician
- Physician
- Registered Nurse
- Surgeon
- Therapist



WHAT IS IT?

Health Science careers focus on the health and well-being of their patients, and advancing the cause of medicine. Work is performed usually in hospitals or clinics, but can also be found in offices, nursing facilities, and increasingly people's homes. Technology has been transforming healthcare in recent years, allowing patients to be treated better and to live longer more productive lives.

WHAT WILL I DO?

Physicians, nurses, and therapists work directly with patients to diagnose, treat, and comfort their patients. Researchers, biomedical engineers, and technicians work in the laboratory developing new cures for disease. You might also work as a medical assistant or health information specialist that keeps history of medical records for insurance or future use.

IS THIS FOR ME?

- People-person
- Patient
- Caring
- Flexible
- Detailed-oriented
- Good communicator



HEALTH SCIENCES STATS IN ILLINOIS

Annual Earnings:		Top-level
	Average	
Entry-Level	\$46,216	\$67,619
	\$29,798	

11% JOB GROWTH OVER NEXT 10 YEARS
460,560 NEW JOB OPENINGS OVER NEXT 10 YEARS

Source - IDES, 2018



INDUSTRY SPOTLIGHT: MERCYHEALTH

www.mercyhealthsystem.org

Mercyhealth is a regional health system with over 750 employed physician partners, seven hospitals and 85 primary and specialty care locations throughout 50 northern Illinois and southern Wisconsin communities.

Mercyhealth's 8,000+ employees (who we call partners) are committed to providing the most advanced health care services available. Our partners do this with compassion, dedication, pride and professionalism.

We have created a Culture of Excellence at Mercyhealth that truly makes us unique and enhances our vision of providing a "best place to work." Our culture focuses on employee engagement, empowerment and growth, working together as a team to achieve one common goal: our mission of providing exceptional health care services with a passion for making lives better.



HEALTH SCIENCES ENDORSEMENT

STEP 1

To study **HEALTH SCIENCES**, make sure you select "**Intro to Healthcare Occupations**" as your elective.

STEP 2

By choosing **HEALTH SCIENCES** as your career pathway, you have the opportunity to receive a **Health Sciences Endorsement** on your diploma upon high school graduation.

HOW TO USE THIS CAREER GUIDE

STEP
1

EXPLORE YOUR CAREER OPTIONS

This Career Guide was specifically created for you to explore career opportunities that are readily available in and around Boone County. Take some time to browse the Career Guide and ask yourself these questions:

- Can I see myself doing this job?
- Am I the right fit?
- What jobs can this lead to?
- Does the salary and job growth matter?
- How much education is needed after high school?

STEP
2

TALK IT OVER

If you find a career path that sounds like the right fit for you, talk it over with those closest to you. Share the Career Guide and your career path suggestions with your parents or guardians. Talk to your teachers who know you best.

Additionally, you have access to School Counselors who are ready to help you explore career and college options. Find your School Counselor below:

Belvidere High School

Students with last names:

- **A-Gal** – Mr. Jon Young
jyoung2@district100.com; 815-547-4809
- **Gam-Ln** – Mr. Matt Ford
mford@district100.com; 815-547-4183
- **Lo-Ri** – Mrs. Alicia Gomory
agomory@district100.com; 815-547-4162
- **Rj-Z** – Mrs. Michelle Eklund
meklund@district100.com; 815-547-4552

Belvidere North High School

Students with last names:

- **A-FI** – Mrs. Casey Getty
cgetty@district100.com; 815-547-3888
- **Fm-Le** – Mrs. Jodie Freeman
jfreeman@district100.com; 815-547-3848
- **Lf-Rl** – Mrs. Margaret Bausman
mbausman@district100.com; 815-547-3386
- **Rj-Z** – Ms. Lisa Volkman
lvolkman@district100.com; 815-547-3851

STEP
3

SELECT YOUR INTRODUCTORY COURSE

Once you feel comfortable about pursuing a particular career path, make sure you sign up for the right introductory course. Whether you immediately find your calling, or quickly realize it's not the right fit, either way you'll be glad you started early.

Find the class that matches the career path that you are interested in, and sign-up as your elective:

CAREER PATH

INTRODUCTORY COURSE

Agriculture, Food, & Natural Resources

Crop Management
Livestock Production

Agriculture Science
Agriculture Science

Arts & Communication

Mass Communication
Performing Arts
Theatre Tech
Studio Arts

Intro to Journalism OR Broadcast Media I
Intro to Theater OR Appropriate Band/Choir
Intro to Theater
Art I

Finance & Business

Business Management

Introduction to Business

Health Sciences

Health Sciences

Introduction to Health Care Occupations

Human Services

Education

Introduction to Child Care

Information Technology

Coding & Mobile App Development
Network & Troubleshooting

Computer Applications
Computer Applications

Manufacturing, Engineering, Technology, & Trades

Automotive Technician
Engineering
Manufacturing

Automotive Technology
Activities in Technology OR Introduction to Drafting
Activities in Technology OR Introduction to Drafting

INFORMATION TECHNOLOGY

CODING AND MOBILE APP DEVELOPMENT

ARE YOU FASCINATED WITH COMPUTERS AND VIDEO GAMES?

Check out Coding and Mobile App Development.

LEADS TO THESE JOBS:

- Animator
- Coding and Mobile App Development
- Computer engineer
- Creative director
- Game designer
- Information specialist
- Mobile app developer
- Web developer



WHAT IS IT?

Do you love to play video games? Do you wonder how video games are created? Then you should look into the career path of Coding and Mobile App Development. Computer programming is the process of instructing a computer to perform certain tasks in order to create something useful to be used on the computer, whether creating a document, software, or app.

WHAT WILL I DO?

- Computer programmers write code, which is the underlying language that creates software, games, and other things people do on computers
- There is a lot of testing when trying to develop a computer program

- There are “bugs” in the code that need to be fixed, and the programs constantly need to be updated and maintained as technology advances and new computers or mobile devices are launched.

IS THIS FOR ME?

- Algorithms and equations are critical to computer programming, so being really good at math is essential
- Most computer programmers are creative, especially in game programming
- Patience is important too, since there is a lot of trial and error.

CODING AND MOBILE APP DEVELOPMENT STATS IN ILLINOIS

Annual Earnings:		Top-level
Entry-Level	Average	\$110,430
\$56,913	\$88,097	

16% JOB GROWTH OVER NEXT 10 YEARS

NEW JOB OPENINGS OVER NEXT 10 YEARS **50,510**

Source – IDES, 2018



INDUSTRY SPOTLIGHT: GAMING / FORTNITE

www.epicgames.com/fornite

Chances are you have played Fortnite. Maybe your parents would say “too much!” Fortnite is sweeping the world and has quickly become the most popular video game played in America today.

But behind each Battle Pass, character, map, and resource are computer and game programmers who are constantly building code that makes Fortnite come to life. They are creating new programs, testing and maintaining their code, and fixing bugs to ensure that it can support millions of players each day.



INFORMATION TECHNOLOGY ENDORSEMENT

STEP
1

To study **CODING AND MOBILE APP DEVELOPMENT**, make sure you select “**Computer Applications**” as your elective.

STEP
2

By choosing **CODING AND MOBILE APP DEVELOPMENT** as your career pathway, you have the opportunity to receive an **Information Technology Endorsement** on your diploma upon high school graduation.

What's Your Passion ?



A decorative background featuring a network diagram with nodes and connecting lines, primarily visible on the left and bottom right sides of the slide.

2)Align Existing Work to Endorsements

Responsibility: Leaders & Partners

INFORMATION TECHNOLOGY

TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR INFORMATION TECHNOLOGY COLLEGE & CAREER PATHWAY ENDORSEMENTS

Basic Principles of Information Technology Concepts, Systems, Platforms & Tools

Students can use their understanding of fundamental IT concepts, systems, platforms, tools, and technology to understand the common roles of IT professionals.

Security

Students can use their understanding of malware, firewall, IDS, and IPS to recognize and describe basic threats to networked computers.

Logic & Fundamentals of Computer Languages

Students can use their understanding of how computer languages communicate to build basic mobile and web applications.

Routing & Network Configuration

Students can use their understanding of common networking protocols to explain the purpose of routing, network configuration, and monitoring.

User & Customer Support

Students can use their understanding of the range of services used to provide assistance and technical support to help users implement and solve problems related to information technology.

Network Design & Troubleshooting Pathway

10th Grade
Computer Applications



11th Grade
Introduction to
Networking and Coding



12th Grade
Computer Networking
and Troubleshooting

Network Design & Troubleshooting Pathway

10th Grade
Computer Applications

CIS 102:
Intro to
Computers &
Information
Systems



11th Grade
Introduction to
Networking and Coding

PCT 262:
A+ Essentials

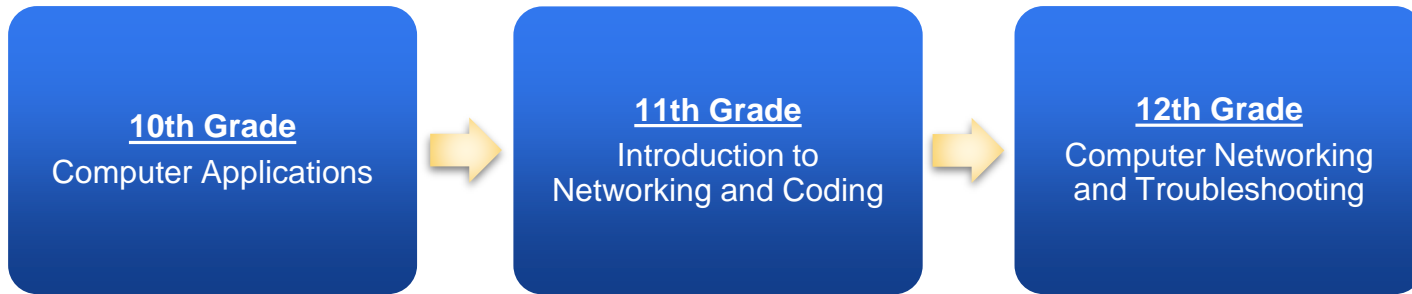


12th Grade
Computer Networking
and Troubleshooting

PCT 110:
Network Essentials

PCT 270:
Intro to Linux/UNIX

Network Design & Troubleshooting Pathway



CIS 102:
Intro to
Computers &
Information
Systems

PCT 262:
A+ Essentials

PCT 110:
Network Essentials

PCT 270:
Intro to Linux/UNIX

Network Technician Certificate: 12 Credits

A decorative background featuring a network diagram with various nodes (circles) and connecting lines, some solid and some dashed, scattered across the page.

3) Enhance Endorsements with Competencies

Responsibility: Staff

Manufacturing Pathway

10th Grade
Activities in Technology



11th Grade
Introduction to Drafting



?

Manufacturing Pathway

10th Grade
Activities in Technology

11th Grade
Introduction to Drafting

12th Grade
Introduction to
Manufacturing

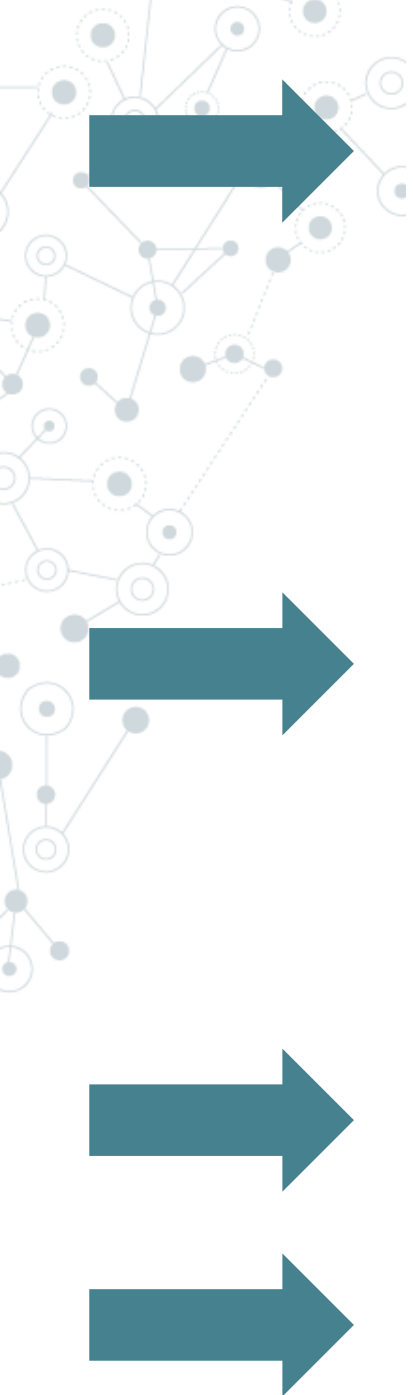
MET 100:
Introductory
CAD & Print
Reading

MET 106:
Metrology

MET 110:
Manufacturing
Processes I

CAD Certificate: 9 of 15 credits completed.

Equipment Safety	Students can use their understanding of equipment usage, practices, and procedures to maintain a healthy, safe, and secure work environment.
Manufacturing Environment	Students can use their understanding of workstations, tools, and equipment operations to safely navigate a manufacturing environment.
Personal Health & Safety	Students can use their understanding of personal safety and environmental regulations to comply with local, federal, and company health/safety demands.
Spatial Reasoning	Students can use their understanding of objects in relation to one another to understand three-dimensional imaging.
Process, Design, & Development	Students can use their understanding of technical drawings and schematics to complete the design and development process.
Installation	Students can use their understanding of tools to assemble and disassemble simple tools.
Customer Focus	Students can use their understanding of communication and project management to understand client needs and complete project accordingly.
Quality Assurance & Continuous Improvement	Students can use their understanding of product and process to meet quality systems requirements as defined by customer specifications.
Digital Manufacturing	Students can use their understanding of digital manufacturing tools and computer-based programs to complete the design and develop implementation process.
Supply Chain Logistics	Students can use their understanding of materials, suppliers, and internal systems to plan and monitor movement and storage of materials and products.

**Equipment Safety**

Students can use their understanding of equipment to maintain a healthy, safe, and secure work environment.

Manufacturing Environment

Students can use their understanding of workstation to safely navigate a manufacturing environment.

Personal Health & Safety

Students can use their understanding of personal safety to comply with local, federal, and company health/safety protocols.

Spatial Reasoning

Students can use their understanding of objects in relation to three-dimensional imaging.

Process, Design, & Development

Students can use their understanding of technical design and development process.

Installation

Students can use their understanding of tools to assist in installation.

Customer Focus

Students can use their understanding of communication to understand client needs and complete project according to specifications.

Quality Assurance & Continuous Improvement

Students can use their understanding of product and process requirements as defined by customer specifications.

ION

((BHS TECH WING))

CLOSED LOOP FEED BACK

RESULT REVIEWED ← BUILD CREATE ← INSPECT IMPROVE ← DREAM DESIGN



NEW CLASS DOUBLE POINT

- * CUSTOMER FOCUS
- * QUALITY
- * SAFETY

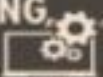

- MANUFACTURING
- INSTALLATION
- DIGITAL MFG
- CONSTRUCTION
- * QUALITY
- * CONT. IMPR
- * SAFETY

- PROCESS DESIGN & DEVELOPMENT
- * CUSTOMER FOCUS
- PROJECT MANAGEMENT



BELVIDERE HIGH SCHOOL INDUSTRIAL TECHNOLOGY WING



MANUFACTURING,
ENGINEERING,  
TECHNOLOGY & TRADES



BUILD / CREATE ↔ INSPECT / IMPROVE ↔ DREAM / DESIGN



Equipment Safety

Installation

Quality Assurance
& Continuous
Improvement

Digital
Manufacturing

Spatial Reasoning

Manufacturing
Environment

Customer Focus

Personal Health
& Safety

Supply Chain
Logistics

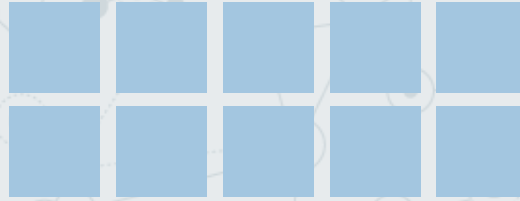
Process, Design,
& Development



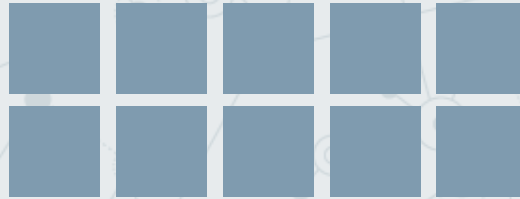


English

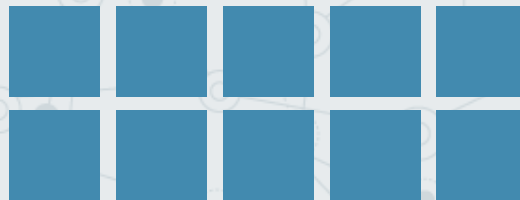
English 9



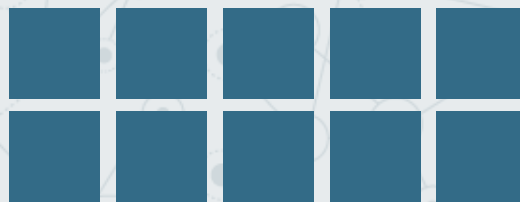
English 10



English 11

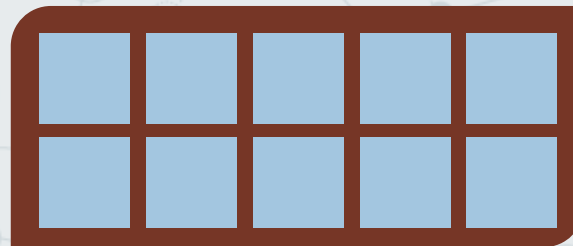


English 12



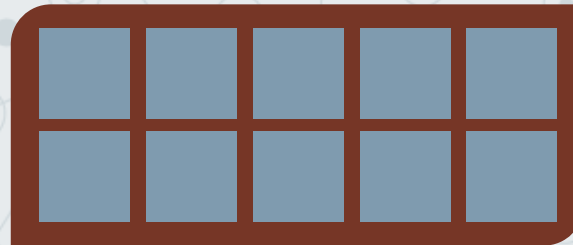
English

English 9




A

English 10



B

English 11



C

English 12



D

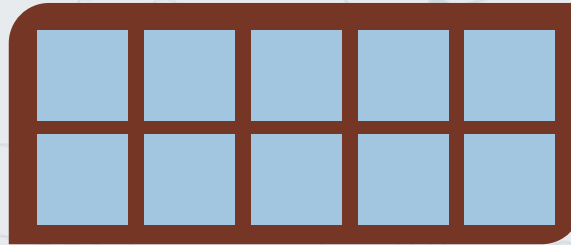


Proficiency Based Levels of Mastery

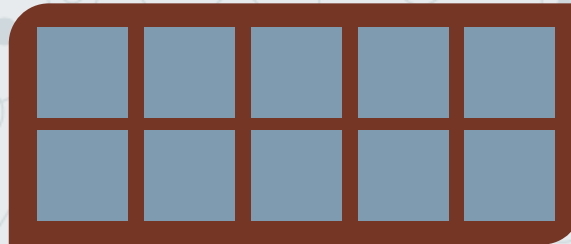
4	Exceeds the Standard
3	Mastery of the Standard
2	Approaching the Standard
1	Partial Knowledge of the Standard with Assistance

English

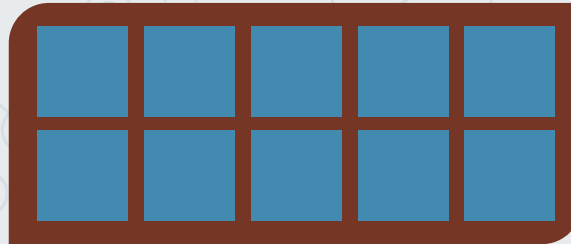
English 9



English 10



English 11



English 12



English

9th Grade

10th Grade

11th Grade

12th Grade



“Unpacking the Standards”

#1. Standard: G-MG.3 Apply geometric concepts in modeling situations. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Simple Name for this Standard: Geometric Modeling



**#2. Stated/Implied “Big Ideas”
(NOUNS)**

*geometric concepts
geometric methods*

**#4. Criteria/Context
(PREPOSITIONAL PHRASES)**

*in modeling situations
to solve design problems*

**#3. Stated/Implied Performances
(VERBS)**

Apply





#5. Understandings /Knowledge/Concepts

Students will know . . .

how to use previous knowledge of perimeter, volume, area, ratios, solving algebraic equations, properties of polygons and polyhedrons to solve modeling and design problems



#5. Skills

Students will be able to . . .

apply geometric concepts in modeling situations
solve design problems
design an object or structure to satisfy physical constraints or minimize cost.
work with typographic grid systems based on ratios.

#6. Academic Vocabulary:

area, volume, perimeter, maximize, minimize, ratios, modeling

#7. Assessment Ideas:

Domain: Geometry

Students will classify shapes by properties of their lines and angles.

4	The student has exceeded the expected level of mastery.
3	The student is demonstrating mastery at: <ul style="list-style-type: none">• Classifying two-dimensional figures based on presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Identify right triangles. (4.G.2)
2	The student is building toward mastery at the 3.0 level and can: <ul style="list-style-type: none">• recognize or recall specific vocabulary and draw the following:<ul style="list-style-type: none">o point, line, line segment, ray, angle, perpendicular lines, parallel lines, intersecting lines, obtuse angle, acute angle, right angle, right triangle, regular polygon, irregular polygon, line of symmetry, horizontal, vertical• recognize and identify specific vocabulary, such as:<ul style="list-style-type: none">o identify vocabulary on two-dimensional figures. (4.G.1)o draw vocabulary specifically relating to lines (i.e. line segments, rays, perpendicular lines etc.) (4.G.1)o recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. (4.G.3)
1	The student can demonstrate partial knowledge with help.



HEALTH SCIENCES & TECHNOLOGY

TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR HEALTH SCIENCES & TECHNOLOGY COLLEGE & CAREER PATHWAY ENDORSEMENTS

Medical Terminology

Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.

Healthcare Industry & Culture

Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.

Healthcare Delivery Practices

Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task.

Healthcare Industry Ethics

Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.

Health Professions Licensure

Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery.

Emergency Response

Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.

Health Sciences Pathway

10th Grade
Introduction to Health
Care Occupations



11th Grade
Introductory Life Science



12th Grade
Medical Terminology

12th Grade
Nutrition for Optimum
Living



Thanks!

<http://courses.district100.com>

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