



Twin Falls School District #41 | P 208.733.6900

201 Main Ave. W F 208.733.6987

Twin Falls, ID 83301 www.tfsd.org

Ryan Nesmith, Ed. S.

Associate Superintendent Director of Federal Programs

Twin Falls School District School Board Trustees,

Twin Falls School District Administration is seeking approval for the following new courses/pathways:

- Banking and Credit (New Course)
- Leadership in Business and Marketing (New Course)
- Pre-Engineering (New Pathway)
- Digital Media Production (New Pathway)
- Web Development (New Pathway)
- Cyber Security (New Pathway)
- Business/Marketing Education (New Cluster)
- Individual Occupational Training (New Pathway)
- Animal Science (New Pathway)

Within your packet you will find the proposals for each course/pathway, which highlights a description of each request, course standards, a cost analysis, etc. Twin Falls School District Administration believes these new courses/pathways will provide expanded learning opportunities for our students. Thank you for your consideration in approving these proposals.

Ryan Nesmith

Associate Superintendent, Director of Federal Programs

1. General descriptive title:

Banking and Credit

2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.

Canyon Ridge High School – Business Grades 10-12

3. Course description - Describe the overall intent of the course.

A course presenting a survey of the principles and practices of banking and credit in the U.S. Students learn about the major functions of banks and other depository institutions, their in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection.

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.

In order for a teacher to receive an additional endorsement (full 9093 business education), an additional business course that is not currently under the teacher's current endorsement needs to be added for one year. This will make the teacher more flexible in courses that are taught in the business department

5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

6. Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.

7. List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.

The Federal Reserve has several free resources regarding functions of banks, central banking system and credit. Next Gen Personal Finance curriculum will also be used including ICEV sim.

8. Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.

This class will not create any additional expenses.

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

2100F-1

(TFSD 2022 Update)

New or Revised Course/Program Proposal

2100F

PAGE 2 OF 2

Course Approval Signature Page

Name
of Course

Teacher

Department Leader

Elementary
or Secondary Director

Date Approved

2100F-2

(TFSD 2022 Update)

New or Revised Course/Program Proposal 2100F PAGE 1 OF 2

1. General descriptive title:

CTE Individual Occupational Training Pathway Program & Employment Preparation Class or Strategies for Success class.

2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.

The grade levels are 9th-12th grades. The students will take The Employment Preparation Class or Strategies for Success their freshman year. This class is a prerequisite for the students to participate in the IOT Program. The students can participate in the work-based learning experiences or internships for 4 semesters or two years. They can do internships starting their sophomore year. The semesters do not have to be consecutive in order.

3. Course description - Describe the overall intent of the course.

The intent of the course is to prepare students for the workforce. The students will learn valuable workforce skills while they are in high school. The students will be able to do career exploration with their various work-based learning experiences/internships.

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.

Internships play a crucial role in a students education by providing them real-life work experience that cannot be replicated in a traditional classroom setting. The rationale for why students need internships to add to their real-life experience:

- **Practical application of knowledge**
- **Skill development**

- **Networking opportunities**
- **Career exploration**
- **Resume building**
- **Confidence and professionalism**
- **Problem solving & adaptability**
- **Competitive advantage**
- **Improved decision making**
- **Enhanced professional ethics**

Internships offer students a unique opportunity to bridge the gap between academia and the real world. They provide practical skills, knowledge and experiences that prepare students for future career success while also allowing them to make informed decisions about their professional journey. As such, internships are an invaluable component of a well-rounded education.

5. **Course Standards/Benchmarks/Objectives** - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

The students will be able to demonstrate the workforce readiness skills provided from The Idaho CTE Workforce Readiness Skills. The students will be able to explore various career options while they are doing their semester internships. The sequence of instruction includes the following:

Strategies for Success Class freshman year

Work-based Learning Experience 1/Internship semester 1

Work-based Learning Experience 2/Internship semester 2

Work-based Learning Experience 3/Internship semester 3

Work-based Learning Experience 4/ Internship semester 4 Capstone Class

6. Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.

The standards that will be used are the Idaho CTE Workplace Skills for Career Readiness some the standards include the following:

- **PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND ABILITIES**
- **PERFORMANCE STANDARD 1.2: DEMONSTRATE INTERPERSONAL SKILLS**
- **PERFORMANCE STANDARD 1.3: DEMONSTRATE PROFESSIONAL COMPETENCIES**

7. List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.

The textbooks that would be beneficial to the program would be Bring Your A Game from The Center for Work Ethic Development. The Soft Skills AHA resources.

8. Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.

There will be no additional cost outside of the allotted budget.

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

2100F-1 (TFSD 2022 Update)

New or Revised Course/Program Proposal 2100F PAGE 2 OF 2

Course Approval Signature Page

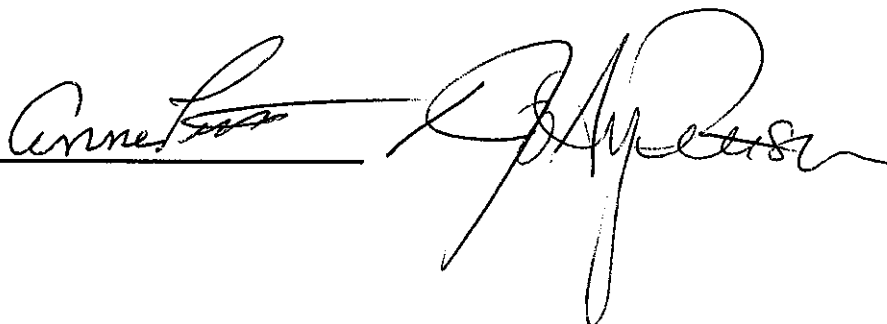
Individual Occupational Training Pathway Program
and The Strategies for Success

Class

Name of Course

Anne Peterson/Jo Ann Peterson

Teacher



Department Leader

Elementary or Secondary Director

2/6/24

Date Approved

New or Revised Course/Program Proposal 2100F PAGE 1 OF 2

1. General descriptive title: **Pre Engineering Program at TFHS**
2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal. **Career Technical Education (CTE)**
3. Course description - Describe the overall intent of the course. **The Twin Falls High School pre-engineering program will enable students to embark on a transformative educational journey designed to provide students with a hands-on, immersive experience that mirrors the challenges and problem-solving scenarios encountered in the professional world. Tailored for aspiring engineers using Project Lead the Way (PLTW) curriculum, this education pathway is designed to bridge the gap between classroom theory and real-world application in the engineering field.**
4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program. **The purpose of the Pre Engineering Program at TFHS is to prepare students for the challenges and expectations of the professional world, giving them a competitive edge in their careers. These experiences contribute to a well-rounded education by integrating theoretical knowledge with practical application in pre engineering, and fostering skills that are essential in the workforce.**
5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

In this program students will engage in a myriad of learning experiences that will enable them to develop a problem solving mindset, engage in real world challenges, participate in collaborative learning, prepare for diverse career paths, and take part in hands-on skill development in the pre engineering field.

Below is the Pre-Engineering PLTW(Project Lead the Way) course sequence with direct links for the CTE (Career Technical Education) pathway and content standards
([Direct Link to Pathway](#)) ([Direct Link to Content Standards](#))

Pre-Engineering (PLTW)	
Course Title	Course Code
Class Level	
1. Introductory	
Introduction to Engineering Design	210060
Class Level	
2. Intermediate	
Principles of Engineering	210050
Digital Electronics	210061
Computer Integrated Manufacturing	210100
Civil Engineering and Architecture	210120
Aerospace Engineering	210130
Biotechnical Engineering	210140
Class Level	
3. Capstone	
Engineering Design and Development	210064
Class Level	

6. Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.
- Skill Stack (micro credentials [DETAILS HERE](#))
 - TSA - Technical Skills Assessment ([DETAILS HERE](#))
 - Portfolio/Resume Evaluation (Artifacts and Evidence [DETAILS HERE](#) for example portfolio)

7. List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.

- Project Lead the Way ([DETAILS HERE](#))
- Industry Field Trips
- Portfolio Experience

8. Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.

CTE (Career Technical Education) ETE (Engineering Technology Education) pathways are supported with both Perkins Grant funding and added cost funding. Over the last few years facilities have been updated and expanded to facilitate multiple ETE class instruction with innovative dual screen projection to provide multiple resource demonstrations and collaboration. PCs have been upgraded with high end GPUs to support drafting and CAD instruction. A breakout maker space has recently been constructed to allow for many hands-on labs and collaboration opportunities.

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

New or Revised Course/Program Proposal 2100F PAGE 2 OF 2
Course Approval Signature Page

Pre Engineering Pathway TFHS
Name of Course

Amanda Moore
Teacher

Department Leader

Elementary or Secondary Director

Date Approved

CONTENT STANDARD 1.0: LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 1.1: General Lab Safety Rules and Procedures

- 1.1.1 Describe general shop safety rules and procedures.
- 1.1.2 Demonstrate knowledge of OSHA and its role in workplace safety.
- 1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PPE).
- 1.1.4 Operate lab equipment according to safety guidelines.
- 1.1.5 Identify and use proper lifting procedures and proper use of support equipment.
- 1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.7 Identify marked safety areas and safety signage.
- 1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.9 Identify the location and use of eye wash stations.
- 1.1.10 Identify the location of the posted evacuation routes.
- 1.1.11 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.12 Secure hair and jewelry for lab/shop activities.
- 1.1.13 Understand knowledge of the safety aspects of low and high voltage circuits.
- 1.1.14 Locate and interpret safety data sheets (SDS).
- 1.1.15 Perform housekeeping duties.
- 1.1.16 Follow verbal instructions to complete work assignments.
- 1.1.17 Follow written instructions to complete work assignments.

Performance Standard 1.2: Hand Tools

- 1.2.1 Identify hand tools and their appropriate usage.
- 1.2.2 Identify standards and metric designation.
- 1.2.3 Demonstrate the proper techniques when using hand tools.
- 1.2.4 Demonstrate safe handling and use of appropriate tools.
- 1.2.5 Identify proper cleaning, storage and maintenance of tools.

Performance Standard 1.3: Power Tools and Equipment

- 1.3.1 Identify power tools and their appropriate usage.
- 1.3.2 Identify equipment and their appropriate usage.
- 1.3.3 Demonstrate the proper techniques when using power tools and equipment.
- 1.3.4 Demonstrate safe handling and use of appropriate power tools and equipment.
- 1.3.5 Identify proper cleaning, storage and maintenance of power tools and equipment.

CONTENT STANDARD 2.0: IMPACT OF ENGINEERING

Performance Standard 2.1: Engineering History

- 2.1.1 Define engineering.
- 2.1.2 Identify engineering achievements throughout history.
- 2.1.3 Research how historical period and regional style have influenced engineering design.

- 2.1.4 Investigate the evolution of a product.

Performance Standard 2.2: Engineering Careers

- 2.2.1 Investigate engineering careers, training, and associated opportunities.
- 2.2.2 Describe the difference between engineering disciplines and job functions.
- 2.2.3 Explore career opportunities and list the educational requirements for a given engineering field.
- 2.2.4 Describe the importance of engineering teams.
- 2.2.5 Differentiate the careers associated with associates degrees, bachelor degrees, and master plus degrees.

Performance Standard 2.3: Ethics in Engineering

- 2.3.1 Knowledge of current professional engineering codes of ethics.
- 2.3.2 Knowledge of ethical engineering issues.
- 2.3.3 Apply and explain how ethical and technical issues contribute to an engineering disaster.
- 2.3.4 Describe how ethics influence the engineering process.

CONTENT STANDARD 3.0: ENGINEERING DESIGN PROCESS

Performance Standard 3.1: Design Process

- 3.1.1 Identify and understand the common elements of a design process, including define the problem, generate concepts, develop a solution, develop a design proposal, construct and test a prototype, refine the design, evaluate a solution and communicate the processes and results.
- 3.1.2 Apply the steps of the design process to solve a design problem.
- 3.1.3 Describe how social, environmental, and financial constraints influence the design process.
- 3.1.4 Diagram the lifecycle of a product.

CONTENT STANDARD 4.0: ENGINEERING DOCUMENTATION

Performance Standard 4.1: Freehand Technical Sketching Techniques

- 4.1.1 Develop design ideas using freehand sketching.
- 4.1.2 Identify the six primary orthographic views.
- 4.1.3 Create pictorial and multi-view sketches.
- 4.1.4 Utilize the alphabet of lines (i.e., styles and weights) and/or line conventions.
- 4.1.5 Legibly annotate sketches.

Performance Standard 4.2: Measuring and Scaling Techniques

- 4.2.1 Identify industry standard units of measure.
- 4.2.2 Convert between industry standard units of measure.
- 4.2.3 Determine appropriate engineering and metric scales.
- 4.2.4 Measure speed, distance, object size, area, mass, volume, and temperature.
- 4.2.5 Determine and apply the equivalence between fractions and decimals.
- 4.2.6 Demonstrate proper use of precision measuring tools.

Performance Standard 4.3: Engineering Documentation Procedures

- 4.3.1 Demonstrate record keeping procedures and communication in engineering.
- 4.3.2 Identify the importance of proprietary documentation in engineering.
- 4.3.3 Understand the copyright and patent process.
- 4.3.4 Illustrate project management timelines.
- 4.3.5 Create a written technical report.

Performance Standard 4.4: Technical Drawings

- 4.4.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions, and line types).
- 4.4.2 Produce drawings from sketches.
- 4.4.3 Identify industry standard symbols.
- 4.4.4 Describe and construct various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic) using proper symbols.
- 4.4.5 Construct drawings utilizing metric and customary (i.e., SAE and Imperial) measurement systems.
- 4.4.6 Arrange dimensions and annotations using appropriate standards (i.e., ANSI and ISO).
- 4.4.7 Construct bill of materials or schedule.

Performance Standard 4.5: Modeling Techniques

- 4.5.1 Identify the areas of modeling (i.e., physical, conceptual, and mathematical).
- 4.5.2 Create a scale model or working prototype.
- 4.5.3 Evaluate a scale model or a working prototype.

CONTENT STANDARD 5.0: MATERIAL PROPERTIES

Performance Standards 5.1: Material Properties and Science

- 5.1.1 Identify the major material families used in manufacturing.
- 5.1.2 Differentiate between the various types of material properties and their applications.
- 5.1.3 Discuss the impact of material usage on the environment.
- 5.1.4 Explain how cost in production is affected by the availability, quality, and quantity of resources.
- 5.1.5 Differentiate among raw material standard stock and finished products.

Performance Standards 5.2: Materials Strength

- 5.2.1 Describe the various forms of stress (i.e., compression, tension, torque, and shear).
- 5.2.2 Recognize and describe a stress strain curve.
- 5.2.3 Create free body diagrams of objects, identifying all forces acting on the object.
- 5.2.4 Differentiate between scalar and vector quantities.
- 5.2.5 Understand magnitude, direction, and sense of a vector.
- 5.2.6 Understand moment and torque forces.

CONTENT STANDARD 6.0: FUNDAMENTAL POWER SYSTEMS AND ENERGY PRINCIPLES

Performance Standard 6.1: Power Systems and Energy Forms

- 6.1.1 Define terms used in power systems (e.g., power, work, horsepower, watts, etc.).
- 6.1.2 Identify the basic power systems.
- 6.1.3 List the basic elements of power systems.
- 6.1.4 Summarize the advantages and disadvantages of various forms of power.
- 6.1.5 Calculate the efficiency of power systems and conversion devices.
- 6.1.6 Define energy.
- 6.1.7 Define potential energy and kinetic energy.
- 6.1.8 Identify forms of potential energy and kinetic energy.
- 6.1.9 Categorize types of energy into major forms such as, thermal, radiant, nuclear, chemical, electrical, mechanical, and fluid.
- 6.1.10 Identify units used to measure energy.
- 6.1.11 Analyze and apply data and measurements to solve problems and interpret documents.
- 6.1.12 Calculate unit conversions between common energy measurements.
- 6.1.13 Demonstrate an energy conversion device.

Performance Standard 6.2: Basic Mechanical Systems

- 6.2.1 Distinguish between the six simple machines, their attributes and components.
- 6.2.2 Measure forces and distances related to mechanisms.
- 6.2.3 Determine efficiency in a mechanical system.
- 6.2.4 Calculate mechanical advantage and drive ratios of mechanisms.
- 6.2.5 Calculate work, power, torque and/or moments.
- 6.2.6 Design, construct, and test various basic mechanical systems.

Performance Standard 6.3: Energy Sources and Applications

- 6.3.1 Identify and categorize energy sources as nonrenewable, renewable, or inexhaustible.
- 6.3.2 Define the possible types of power conversion.
- 6.3.3 Measure circuit values using a multimeter.
- 6.3.4 Calculate power in a system that converts energy from electrical to mechanical.
- 6.3.5 Determine efficiency of a system that converts an electrical input to a mechanical output.
- 6.3.6 Compute values of current, resistance, and voltage using Ohm's law.
- 6.3.7 Solve series and parallel circuits using basic laws of electricity including Kirchhoff's laws.
- 6.3.8 Test and apply the relationship between voltage, current, and resistance relating to a photovoltaic cell and a hydrogen fuel cell.

Performance Standard 6.4: Machine Control Systems

- 6.4.1 Create detailed operational flowcharts.
- 6.4.2 Create system control programs (i.e., sequential, logic)
- 6.4.3 Select appropriate input and output devices based on system specifications and constraints.

- 6.4.4 Differentiate between the characteristics of digital and analog devices.
- 6.4.5 Compare and contrast open and closed loop systems.
- 6.4.6 Design and create a control system based on specifications and constraints.

Performance Standard 6.5: Basic Fluid Systems

- 6.5.1 Define fluid systems (e.g., hydraulic, pneumatic, vacuum, etc.).
- 6.5.2 Identify and define the components of fluid systems.
- 6.5.3 Compare and contrast hydraulic and pneumatic systems.
- 6.5.4 Identify the advantages and disadvantages of using fluid power systems.
- 6.5.5 Explain the difference between gauge pressure and absolute pressure.
- 6.5.6 Discuss the safety concerns of working with liquids and gases under pressure.
- 6.5.7 Calculate mechanical advantage using Pascal's law.
- 6.5.8 Calculate values in a pneumatic system using the ideal gas laws.

CONTENT STANDARD 7.0: STATISTICS AND KINEMATIC PRINCIPLES

Performance Standard 7.1: Statistics

- 7.1.1 Define statistical terminology.
- 7.1.2 Create a histogram to illustrate frequency distribution.
- 7.1.3 Calculate the central tendency of a data array to include mean, median, and mode.
- 7.1.4 Calculate data variation to include range, standard deviation, and variance.

Performance Standard 7.2: Kinematic Principles

- 7.2.1 Define kinematic terminology.
- 7.2.2 Calculate distance, displacement, speed, velocity, and acceleration based on specific data.
- 7.2.3 Calculate acceleration due to gravity based on data from a free-fall device.

1. General descriptive title: **Cyber Security Twin Falls High School**
2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal. **Grades 9-12 CTE**
3. Course description - **These courses will prepare students with foundational understanding of endpoints, networks and data in order to secure access. Students will be given opportunities to protect and defend all things tech from cyber or other data breaches in a simulated environment. After completion of the Cyber Security pathway students will be prepared for post secondary cyber security endeavors including industry certifications and or post secondary collegiate opportunities.**
4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program. **TFHS has already been offering a networking pathway for several years. Upgrading this pathway to cyber security is essential to keep up with the needs of industry and student interest. We will continue to teach existing material with the primary focal capstone of cyber security. Understanding essentials of computers, networks and data is a prerequisite to defending access to all things cyber.**
5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction. ([Direct Link to Pathway](#)) ([Direct Link to Content Standards](#))

Cybersecurity	
Course Title	Course Code
Class Level 1. Introductory	
Introduction to Cybersecurity and Digital Citizenship	103020
Class Level 2. Intermediate	
Cybersecurity I	103021
Cybersecurity II	103022
Class Level 3. Capstone	
Cybersecurity III	103023
Class Level Work Based Learning*	
Work-Based Learning - Cybersecurity	109981

6. Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.
 - Skill Stack (micro credentials [DETAILS HERE](#))
 - TSA - Technical Skills Assessment ([DETAILS HERE](#))
 - Portfolio/Resume Evaluation (Artifacts and Evidence [DETAILS HERE](#) for example portfolio)
 - Industry Certification ([DETAILS HERE](#))

7. List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.

- A+ / Network + / Security + Cert Preparation Courses | Pluralsight ([DETAILS HERE](#))
- Industry Field Trips
- Portfolio Experience

8. Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments. CTE (Career Technical Education) ETE (Engineering Technology Education) pathways are supported with both Perkins Grant funding and added cost funding. Over the last few years facilities have been updated and expanded to facilitate multiple ETE class instruction with innovative dual screen projection to provide multiple resource demonstrations and collaboration. PCs have been upgraded with dual screens and high end CPUs to support data analysis and research. A breakout maker space has recently been constructed to allow for many hands-on labs and collaboration opportunities.

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program. 2100F-1 (TFSD 2022 Update)

New or Revised Course/Program Proposal 2100F PAGE 2 OF 2
Course Approval Signature Page

Cyber Security Pathway

Name of Course

Sarah LaMarche

Teacher

Department Leader

Elementary or Secondary Director

Date Approved

2100F-2 (TFSD 2022 Update)

2022 Cybersecurity

Program Standards

CONTENT STANDARD 1.0: Demonstrate Cybersecurity Career Basics

Performance Standard 1.1: Identify Cybersecurity Career Pathways

- 1.1.1 Identify career pathways in cybersecurity.
- 1.1.2 Identify industry certification options for career pathways.
- 1.1.3 Identify postsecondary options that will advance career pathway goals.

Performance Standard 1.2: Identify the Role of Cybersecurity and Professional Mindsets

- 1.2.1 Describe the objective of cybersecurity in businesses and organizations.
- 1.2.2 Identify the mindsets and traits (e.g., continuous learning, passion, integrity, curiosity) of the cybersecurity professional.

CONTENT STANDARD 2.0: Demonstrate Cybersecurity Fundamentals

Performance Standard 2.1: Identify Cybersecurity Concepts

- 2.1.1 Describe data and data types.
- 2.1.2 Explain the CIA model (confidentiality, integrity, availability).
- 2.1.3 Explain the concepts of authentication, authorization and auditing (AAA).
- 2.1.4 Identify basic cryptography concepts, methods, and uses.
- 2.1.5 Identify the concepts of access control principles.
- 2.1.6 Identify access control models.
- 2.1.7 Explain the principle of least privilege.
- 2.1.8 Describe Zero Trust architecture.
- 2.1.9 Identify techniques to protect data in all three states (i.e., "data in use", "data at rest" and "data in motion").
- 2.1.10 Explain types of vulnerabilities, exploits, and cyber threats.
- 2.1.11 Identify the common types of cyber threat actors.
- 2.1.12 Describe the phases of Cyber Kill Chain framework
- 2.1.13 Describe vulnerability management.
- 2.1.14 Explain the importance of asset inventory.
- 2.1.15 Define *risk* and *risk management*.
- 2.1.16 Describe the value of risk assessment.
- 2.1.17 Describe the importance of cybersecurity policies and procedures.

Performance Standard 2.2: Explain Law and Ethics Related to Cybersecurity

- 2.2.1 Explain ethical and legal issues related to cybersecurity.
- 2.2.2 Describe ethical hacking and non-ethical hacking.
- 2.2.3 Identify cyber laws and regulations for individuals and businesses.
- 2.2.4 Explain the importance of protecting intellectual property.

CONTENT STANDARD 3.0: Demonstrate Cybersecurity Skills on Systems and Networks

Performance Standard 3.1: Work with Systems

- 3.1.1 Compare storage media.
- 3.1.2 Describe the architecture of a computer.
- 3.1.3 Compare read-only memory (ROM) and random-access memory (RAM).
- 3.1.4 Describe basic boot methods and boot order.
- 3.1.5 Compare the file structures of Windows and Linux.
- 3.1.6 Describe password policies.
- 3.1.7 Identify programming languages used in cybersecurity.
- 3.1.8 Program with a text-based language (e.g., Python), using version control, unit testing and recommended styles and idioms.

3.1.9 Describe the role of Bash and PowerShell, used by cybersecurity analysts.

Performance Standard 3.2: **Work with Networks and the Internet**

3.2.1 Describe types of area networks (e.g., LAN, WAN, MAN).

3.2.2 Describe various network communication technologies (e.g., Wi-Fi, mobile data, Ethernet).

3.2.3 Identify networkable devices (i.e., Internet of Things [IoT]), their categories, benefits and security risks.

3.2.4 Compare the Open Systems Interconnection (OSI) model and the TCP/IP model.

3.2.5 Describe tools and techniques available to identify networking interfaces and their settings.

3.2.6 Describe the following network services: Address Resolution Protocol (ARP), Dynamic Host Configuration Protocol (DHCP), and Domain Name System (DNS).

3.2.7 Describe subnetting of Layer 3 addresses.

3.2.8 Identify the common TCP and UDP ports used in networking.

3.2.9 Compare the two transport methods used in Layer 4 of the OSI model within the TCP/IP stack.

3.2.10 Describe the use of an access control list on an interface.

3.2.11 Describe the use of IP tables for access control.

3.2.12 Describe the use of Windows firewall for access control.

3.2.13 Compare communication types: unicast, broadcast, multicast, and anycast.

3.2.14 Describe the purposes and types of virtual access.

3.2.15 Define *Cloud Computing*.

CONTENT STANDARD 4.0: Demonstrate Cybersecurity Operations

Performance Standard 4.1: **Manage Systems, Servers, and Network Operations**

4.1.1 Install and configure Windows desktop operating system.

4.1.2 Install and configure Linux desktop operating system.

4.1.3 Install and configure server operating system.

4.1.4 Manage a desktop operating system through its lifecycle.

4.1.5 Manage a server operating system through its lifecycle.

4.1.6 Recover a desktop operating system

4.1.7 Recover a server operating system.

4.1.8 Explain reasons and options for segmentation.

4.1.9 Describe the value of logging and monitoring.

4.1.10 Obtain information and navigate an operating system, using command line.

4.1.11 Perform basic configurations for routers and switches.

4.1.12 Implement IP addressing schemes, given an address space.

4.1.13 Map different network layer identifiers for a process.

4.1.14 Describe network device port security and hardening.

4.1.15 Describe operating system hardening.

4.1.16 Apply encryption methods and tools to decipher encrypted data.

4.1.17 Identify different options for redundancy.

4.1.18 Implement redundancy.

4.1.19 Identify important data or systems that need redundancy.

4.1.20 Define *high availability* (HA).

Performance Standard 4.2: **Demonstrate Troubleshooting Techniques**

4.2.1 Describe basic hardware and software problems, using industry terminology.

4.2.2 Describe troubleshooting techniques used with hardware and software to identify and fix errors.

4.2.3 Implement systematic troubleshooting strategies used with hardware and software to identify and fix errors.

CONTENT STANDARD 5.0: Mitigate Risk and Vulnerability

Performance Standard 5.1: Manage Risk

- 5.1.1 Perform device discovery.
- 5.1.2 Identify types of tools that can be used to monitor, collect, and analyze information across platforms
- 5.1.3 Describe how a security framework is used to assess the security posture of an enterprise environment.
- 5.1.4 Define *defense in depth*.
- 5.1.5 Describe social engineering.

Performance Standard 5.2: Explore Penetration Testing

- 5.2.1 Explain the proper use of penetration testing versus vulnerability scanning.
- 5.2.2 Describe the steps of a penetration test and its role in securing a business.
- 5.2.3 Identify the Open Web Application Security Project (OWASP) Top 10.
- 5.2.4 Identify Common Vulnerability and Exposure (CVE), a list of specific vulnerabilities for specific products.

Performance Standard 5.3: Explore Physical Security

- 5.3.1 Describe the different types of attacks that affect physical security.
- 5.3.2 Describe physical access controls.

CONTENT STANDARD 6.0: Explore Incident Response

Performance Standard 6.1: Explore Incident Response, Digital Forensics, and Recovery

- 6.1.1 Define *incident response*.
- 6.1.2 Describe the steps of incident response.
- 6.1.3 Explain basic forensic concepts and practices including eDiscovery, documentation, chain of custody, and data transport.
- 6.1.4 Describe the importance of policies and procedures in incident response.
- 6.1.5 Define *recovery*.

1. General descriptive title: **Web Development Pathway**
2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal. **9-12**
3. Course description - Describe the overall intent of the course. **Web Dev 1 - Teaches foundations of HTML and CSS along with basic digital citizenship concepts of W3C & of the Internet. Web Dev 2 Teaches additional concepts of protocols and focuses primarily on JavaScript. Web Dev 3 focuses on service and data concepts and languages.**

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program. **Web Development teaches programming in pure syntax form at the basic level all the way up to creating applications and web hosted programs students have been able to participate in many community projects from creating information websites to interacting web products displayed in the S building classrooms. The Web Development pathway classes are existing at TFHS but Web Dev is not an official pathway, yet. This may affect TSA evaluation access and funding.**

Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction. ([Direct Link to Pathway](#)) ([Direct Link to Content Standards](#))

Web Design and Development

Course Title	Course Code
Class Level 1. Introductory	
Fundamentals of Information Systems Technology	100030
Class Level 2. Intermediate	
Cloud Computing I	100210
Cloud Computing II	100211
Web Design and Development I	102012
Web Design and Development II	102013
Class Level 3. Capstone	
Web Design and Development III	102015
Class Level Work Based Learning*	

6. Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.
 - Skill Stack (micro credentials [DETAILS HERE](#))
 - TSA - Technical Skills Assessment ([DETAILS HERE](#))
 - Portfolio/Resume Evaluation (Artifacts and Evidence [DETAILS HERE](#) for example portfolio)

- Industry Certification (DETAILS HERE)

7. List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.

- Replit | Github | RaspberryPi (Dev 3 server) | FCC | Oden Project | Pluralsight ([DETAILS HERE](#))
- Industry Field Trips
- Portfolio Project Experience

8. Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments. CTE (Career Technical Education) ETE (Engineering Technology Education) pathways are supported with both Perkins Grant funding and added cost funding. Over the last few years facilities have been updated and expanded to facilitate multiple ETE class instruction with innovative dual screen projection to provide multiple resource demonstrations and collaboration. PCs have been upgraded with high end GPUs to support development and design. A breakout maker space has recently been constructed to allow for many hands-on labs and collaboration opportunities. This is especially important as students are able to build interactive online products.

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

New or Revised Course/Program Proposal 2100F PAGE 2 OF 2
Course Approval Signature Page

Web Development Pathway

Name of Course

Sarah LaMarche

Teacher

Department Leader

Elementary or Secondary Director

Date Approved

2100F-2 (TFSD 2022 Update)

CONTENT STANDARD 1.0: UNDERSTAND WEB PAGE DEVELOPMENT

Performance Standard 1.1: Use Standards-Compliant HTML to Create Basic Web Pages

- 1.1.1 Describe how the Internet and the World Wide Web work.
- 1.1.2 Investigate roles and responsibilities behind the development of a Web site.
- 1.1.3 Understanding the Web design environment.
- 1.1.4 Create conventions for filenames and URLs.
- 1.1.5 Set a directory structure.
- 1.1.6 Identify and use tags on a Web page.
- 1.1.7 Document HTML code using comments.
- 1.1.8 Save a text document as an HTML file.
- 1.1.9 Specify Headings.
- 1.1.10 Format Web page text.
- 1.1.11 Insert HTML entities, superscripts, and subscripts.
- 1.1.12 Create a horizontal rule.
- 1.1.13 Create ordered and unordered lists.
- 1.1.14 Learn where to place anchors on a Web page.
- 1.1.15 Create links.
- 1.1.16 Create links to email.
- 1.1.17 Use the element.
- 1.1.18 Use an image as a link.
- 1.1.19 Organize files in your web directory.
- 1.1.20 Understand paths and their application to links.

Performance Standard 1.2: Use Styles to Format Web Pages

- 1.2.1 Identify the differences between HTML and CSS.
- 1.2.2 Write CSS Styles.
- 1.2.3 Create an embedded style.
- 1.2.4 Understand and use the font property.
- 1.2.5 Control line spacing and white space.
- 1.2.6 Change foreground and background colors on a Web page.
- 1.2.7 Create and apply inline styles.
- 1.2.8 Use classes to style several tags.

Performance Standard 1.3: Demonstrate an Understanding of Advanced CSS Selectors and Properties

- 1.3.1 Identify the differences between dependent and independent classes.
- 1.3.2 Use external style sheets to format several Web pages.
- 1.3.3 Understand how to position text on a Web page.
- 1.3.4 Use CSS pseudo-elements.
- 1.3.5 Use the tag.

IDAHO WEB DESIGN AND DEVELOPMENT PROGRAM STANDARDS

2014

- 1.3.6 Create and apply an independent class.
- 1.3.7 Use the <div> tag.
- 1.3.8 Investigate the box model.
- 1.3.9 Explore the padding, margin, and border properties.
- 1.3.10 Group links on a page.
- 1.3.11 Identify the Pseudo-class selectors.
- 1.3.12 Use CSS to style links.
- 1.3.13 Create a stylized navigation.

CONTENT STANDARD 2.0: UNDERSTAND WEB PAGE DESIGN AND LAYOUT

Performance Standard 2.1: Demonstrate Understanding of Design Theory as it Applies to Web Design and Development

- 2.1.1 Explore Web Design Fundamentals.
- 2.1.2 Explore Design Theory.
- 2.1.3 Understand graphics file formats (vector versus raster).
- 2.1.4 Investigate graphics editors.
- 2.1.5 Understand computer color basics.
- 2.1.6 Control color properties with CSS.
- 2.1.7 Optimize images for web use.
- 2.1.8 Understand layering organization.
- 2.1.9 Understand masking and channels.
- 2.1.10 Understand typography use for the web.
- 2.1.11 Understand ethical use of copyrighted materials.
- 2.1.12 Use basic animation techniques.
- 2.1.13 Practice industry acceptable aesthetic techniques.

Performance Standard 2.2: Enhance Web Pages with List, Images and Background-Images

- 2.2.1 Control background images with CSS.
- 2.2.2 Float and image or text.
- 2.2.3 Control image properties with CSS.
- 2.2.4 Understand and use the clear property.
- 2.2.5 Change list style type and position.
- 2.2.6 Format and float headings.
- 2.2.7 Work with background properties.

Performance Standard 2.3: Demonstrate Understanding of and Use the Box Model

- 2.3.1 Understand resolution as it applies to the Box Model.
- 2.3.2 Create boxes for layout.
- 2.3.3 Size and position boxes.

IDAHO WEB DESIGN AND DEVELOPMENT PROGRAM STANDARDS

2014

- 2.3.4 Determine how to control overflow for a box.
- 2.3.5 Understand padding, margins, and border properties.
- 2.3.6 Understand resolution as it applies to the Box Model.
- 2.3.7 Create boxes for layout.

Performance Standard 2.4: Demonstrate the Ability to Effectively Design and Layout Out Web Pages Using CSS

- 2.4.1 Designing for multiple screen resolutions.
- 2.4.2 Crafting the look and feel of a site.
- 2.4.3 Creating a unified site design.
- 2.4.4 Designing for the user.
- 2.4.5 Designing for accessibility.
- 2.4.6 Use the <div> tag to create formatting sections of a document.
- 2.4.7 Use tag to format elements in a document.
- 2.4.8 Understand the positioning properties.
- 2.4.9 Create a print style sheet.
- 2.4.10 Use multiple style sheets.

CONTENT STANDARD 3.0: UNDERSTAND INTEGRATION OF WEB PAGE CONTROLS

Performance Standard 3.1: Appropriately Use Tables to Enhance their Web Pages

- 3.1.1 Discern the difference between data tables and layout tables.
- 3.1.2 Understand the importance of using CSS for layout versus tables for layouts.
- 3.1.3 Learn how to nest a data table within a CSS layout.
- 3.1.4 Create styles to change the appearance of a table.
- 3.1.5 Understand how to position cell contents.
- 3.1.6 Understand how to position a table.
- 3.1.7 Understand how to manipulate table cells.

Performance Standard 3.2: Demonstrate the Ability to Use Design and Layout Web Forms

- 3.2.1 Create an HTML form.
- 3.2.2 Create fields for text.
- 3.2.3 Create text boxes.
- 3.2.4 Understand how to choose appropriate form controls.
- 3.2.5 Create radio buttons, check boxes, and list boxes.
- 3.2.6 Create selection lists.
- 3.2.7 Talk about HTML Form validation (but don't use).

CONTENT STANDARD 4.0: UNDERSTAND WEB RELATED PLANNING AND ORGANIZATIONAL STANDARDS

Performance Standard 4.1: Demonstrate Understanding of Website Architecture and Planning

- 4.1.1 The beginning stages of Web site development.
- 4.1.2 The importance of understanding a site's target audience and how that understanding can affect site development.
- 4.1.3 Methods for getting a site developed.
- 4.1.4 Baseline considerations for every site, including navigation, organization, graphic design, and content development.
- 4.1.5 Understand the Web site development process.
- 4.1.6 Create a site specification.
- 4.1.7 Identify the content goal.
- 4.1.8 Analyze their audience.
- 4.1.9 Build a Web site development team.
- 4.1.10 Create a site storyboard.
- 4.1.11 Publish their Web site.
- 4.1.12 Test their Web site.

Performance Standard 4.2: Demonstrate Understanding of Site Organization and Navigation Principles

- 4.2.1 Create usable navigation.
- 4.2.2 Build text-based navigation.
- 4.2.3 Use graphics for navigation and linking.
- 4.2.4 Use lists for navigation.
- 4.2.5 Build horizontal navigation bars.
- 4.2.6 Build vertical navigation bars.
- 4.2.7 Use background color and graphics to enhance navigation.
- 4.2.8 Create hover rollovers.

Performance Standard 4.3: Demonstrate understanding of Web site Accessibility Standards

- 4.3.1 Investigate Accessibility Standards.
- 4.3.2 Explore and implement Web Content Accessibility Guidelines (WCAG).
- 4.3.3 Explore and understand Section 508 Standards.

CONTENT STANDARD 5.0: UNDERSTAND THE RELATIONSHIP OF WEB MARKETING

Performance Standard 5.1: Use Multimedia on the Web

- 5.1.1 Learn the basics of multimedia and executable content.
- 5.1.2 Embed Social Media Widgets on a Web page.
- 5.1.3 Explore the various formats available for Web-based video, the factors that determine which one to use.

- 5.1.4 Determine the demographics of the viewing audience, what they're watching, and why.
- 5.1.5 Investigate how and why companies are using Web-based video, and how audiences are responding to these efforts.
- 5.1.6 Explore what goes into producing professional videos.

Performance Standard 5.2: Demonstrate Brand and Marketing and Traffic Analysis

- 5.2.1 Identify the different types of sites that make up the Web, how each differs from the other, and how marketers can take advantage of each type of site
- 5.2.2 Understand the importance of keeping visitors coming back to a site
- 5.2.3 Learn the methods that sites utilize to increase customer retention
- 5.2.4 Explain the issues involved in copyrighting, trademarking, and licensing
- 5.2.5 Identify the issues related to working in a global environment
- 5.2.6 Define web-related mechanisms for audience development (attracting and retaining an audience)
- 5.2.7 Identify how the Web is different from other marketing tools and the added value it can provide to marketers in developing brands
- 5.2.8 Discover how to promote and market your Web site to help drive new and returning traffic
- 5.2.9 Learn how marketers can track Web sites and what information relating to a Web site they can analyze

Performance Standard 5.3: Understand the Relationship Between the Web and Social Media

- 5.3.1 Define social media.
- 5.3.2 Understand how and why social media grew to play such an important role in the Web.
- 5.3.3 Explore the demographic breakdown of social media users and how their use of various applications differs.
- 5.3.4 Investigate the various types of social networks, how social networking sites function, and how marketers use these sites to build an audience.
- 5.3.5 Differentiate between Blogging and Content Management Systems.
- 5.3.6 Examine benefits and potential pitfalls of using Blogging and Social Media.
- 5.3.7 Explore Wikis and how they harness the collaborative nature of a user community.
- 5.3.8 Add Fresh Content with RSS/XML feeds.
- 5.3.9 Define "Mashups" and how they give marketers a unique opportunity to present features and information pulled together from other social media tools.
- 5.3.10 Explore the creation of Virtual worlds, how people communicate using avatars.

1. General descriptive title:

121020 Banking and Credit

2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.

Canyon Ridge High School – Business Grades 10-12

3. Course description - Describe the overall intent of the course.

A course presenting a survey of the principles and practices of banking and credit in the U.S. Students learn about the major functions of banks and other depository institutions, their in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection.

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.

In order for Mrs. Jeri Henley to receive an additional endorsement (full 9093 business education certification), an additional business course that is not currently under her current endorsement needs to be added for one year. Consuelo Garcia, Business Ed Department Head, will be mentoring Mrs. Henley while she teaches this new course. Mrs. Henley has already taken and passed the Business Education Praxis test for the 9093 Certification and only needs to teach the new course for one year, 2024-25. Canyon Ridge High School has lost State funding for a few courses and we are working to make sure all courses and teachers receive full funding. Receiving the 9093 Certification will make sure Mrs. Henley is more flexible in the courses she can teach since at this time her OS certification is very restrictive.

5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

The following standards will provide a comprehensive framework for the Banking and Credit course, covering principles and practices of banking and credit in the U.S., as well as opportunities for students to explore careers in the banking industry.

1. Understanding Banking Operations:

- Students will analyze the major functions of banks and other depository institutions in the U.S.
- Students will describe the in-house operations and procedures of banks, including deposit-taking, lending, and customer service.

2. Federal Reserve System:

- Students will explain the role and functions of the Federal Reserve System in the U.S. banking industry.
- Students will analyze the impact of monetary policy decisions made by the Federal Reserve on the economy.
- 3. **Modern Trends in Banking:**
 - Students will identify and analyze modern trends in the banking industry, such as online banking, mobile banking, and financial technology (fintech).
 - Students will evaluate the benefits and challenges associated with these trends for consumers and financial institutions.
- 4. **Overview of Credit Functions:**
 - Students will define credit and its importance in the U.S. economy.
 - Students will identify the key players involved in credit functions, including borrowers, lenders, and credit reporting agencies.
- 5. **Credit Risk Evaluation:**
 - Students will analyze factors that influence credit risk evaluation, such as credit scores, income levels, and employment history.
 - Students will evaluate the importance of creditworthiness in determining loan approvals and interest rates.
- 6. **Loan Creation:**
 - Students will describe the process of loan creation, including application, underwriting, and approval.
 - Students will analyze different types of loans available to consumers, such as personal loans, auto loans, and mortgages.
- 7. **Debt Collection:**
 - Students will explain the debt collection process and the rights of borrowers under the Fair Debt Collection Practices Act (FDCPA).
 - Students will analyze ethical considerations in debt collection practices and identify strategies for managing debt responsibly.
- 8. **Careers in Banking:**
 - Students will explore various career paths within the banking industry, including roles in retail banking, commercial banking, investment banking, and financial planning.
 - Students will research educational requirements, skills, and responsibilities associated with different banking careers.
 - Students will engage with guest speakers and industry professionals to learn about career opportunities and pathways in banking.
 - Students will complete career exploration projects focused on specific banking careers, gaining insights into the day-to-day responsibilities and challenges of each role.

6. **Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.**

To measure students' performance against the above standards, a variety of assessment methods can be. These could include but may not be limited to the following:

1. **Understanding Banking Operations:**

- Assessment: Written exam or quiz requiring students to analyze case studies or scenarios related to banking operations.

- Assessment: Class discussion or presentation where students describe in-house operations and procedures of banks.
 - 2. **Federal Reserve System:**
 - Assessment: Research project or presentation explaining the role and functions of the Federal Reserve System.
 - Assessment: Essay or discussion analyzing the impact of specific monetary policy decisions on various sectors of the economy.
 - 3. **Modern Trends in Banking:**
 - Assessment: Research paper or presentation identifying and analyzing modern trends in the banking industry.
 - Assessment: Debate or discussion where students evaluate the benefits and challenges of specific trends in banking.
 - 4. **Overview of Credit Functions:**
 - Assessment: Concept map or diagram illustrating the components and relationships within credit functions.
 - Assessment: Written response or presentation discussing the importance of credit in the economy and the roles of key players.
 - 5. **Credit Risk Evaluation:**
 - Assessment: Case study analysis where students assess credit risk factors and make recommendations for loan approvals.
 - Assessment: Simulation activity where students role-play as loan officers evaluating creditworthiness based on provided information.
 - 6. **Loan Creation:**
 - Assessment: Project-based assessment where students create a loan application package for a specific type of loan.
 - Assessment: Written exam or quiz testing students' understanding of the loan creation process and types of loans.
 - 7. **Debt Collection:**
 - Assessment: Role-play activity where students act out scenarios involving debt collection practices and ethical considerations.
 - Assessment: Written reflection or discussion on strategies for managing debt responsibly and protecting borrower rights.
 - 8. **Careers in Banking:**
 - Assessment: Career exploration project or presentation showcasing research on different banking careers and their requirements.
 - Assessment: Interview or survey with industry professionals to assess students' understanding of banking career pathways.
7. **List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.**
- The Federal Reserve has several free resources regarding functions of banks, central banking system and credit. Next Gen Personal Finance curriculum will also be used including ICEV sim.
8. **Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.**

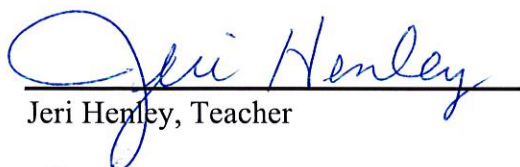
This class will not create any additional expenses.

9. **Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.**

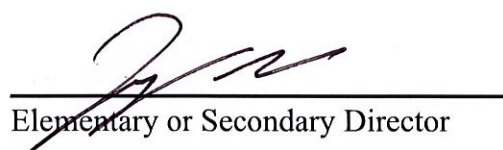
Course Approval Signature Page

Banking and Credit

Name of Course


Jeri Henley, Teacher


Consuelo Garcia, Department Leader


Elementary or Secondary Director

2/6/24
Date Approved

1. General descriptive title:

Digital Media Production Pathway/Courses

Introductory:

111533 Media Technologies Fundamentals

Intermediate:

111030 Broadcast and Video Technologies I

111031 Broadcast and Video Technologies II

Capstone:

111032 Broadcast and Video Technologies III

Work Based Learning

111981 Work-Based Learning - Digital Media Technology/Broadcasting

2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.

Canyon Ridge High School – Grades 9-12

3. Course/Pathway description - Describe the overall intent of the course/pathway.

The Digital Media Production students will analyze and assess current and emerging digital media and broadcast technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.

The courses in the pathway will provide opportunities for students to produce, direct, host and write programs to be aired on the School's/District's, commercial, or public media. The technical aspects of the broadcast fields, audio and video equipment usage will be covered. The students will write, create, produce, and broadcast school news, interviews, and other updates on the multiple televisions around the school. At this time, the current video production students are working with the Director of Secondary Programs, Mr. Erickson, to produce and publish his weekly video to district employees and teachers.

Opportunities and experiences will be in news production, commercial video production, marketing agency video production, sports video coordination, and freelancing in all areas of NFHS Network, national and local TV events, weddings, local athletics, and/or concerts. The career and technical student organization of Business Professionals of America will provide students with work experience and competencies in the competitions of Broadcast News Production Team, Digital Media Production, Digital Communications and Design, Graphic Design Promotion, Video Production Team; Visual Design Team, and Podcast Production Team.

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.

Canyon Ridge already offers Intro to Interactive Media and Video Production. These two classes were implemented when the Administrative Services pathway was started in 2019 which had them as intro and intermediate courses. However, the Administrative Pathway was modified by the State and Video Production is no longer in the Administrative Pathway. Therefore, we need to implement the new Digital Media Production pathway to keep the current classes fully funded by the State which will also allow funding from the Federal Perkins monies.

Each year Canyon Ridge has approximately 77+- students who request Intro to Interactive Media and Video Production classes. Implementing this pathway will add two more classes to the course sequence, one being the capstone which will move the concentrators/completers toward articulation with CSI or entry-level employment. The certification and degree at the College of Southern Idaho are Digital Media Intermediate Technical Certificate or Digital Media, Associate of Applied Science from the Business and Information Systems Department.

5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

At this time, the CTE State department is revising and changing the standards for the courses in the Digital Media Production pathway and the standards should be available by August, 2024. The standards should cover the following work-based activities:

- 1) Conducting research;
- 2) Writing Scripts/storylines;
- 3) Camera set up and operator;
- 4) Use of camera angles;
- 5) Using green screens.;
- 6) Setting up lights;
- 7) Setting up and using audio;
- 8) Creating and using Visual effects/graphics;
- 9) Correct data and file formatting;
- 10) Interview skills;
- 11) Work in a professional studio;
- 12) Software;
- 13) Adobe editing knowledge;
- 14) Exporting files according to which outlet/media;
- 15) Slang/language. (If a student gets hired by CBS Sports for March Madness basketball, they will need to know what the director is asking.);
- 16) Proofreading and proofing;
- 17) Teamwork; and
- 18) Professionalism

6. **Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.**

Assessment will be multifaceted and may include individual and group projects, presentations, case studies, exams, and participation in BPA activities. Evaluation will be based on the demonstration of critical thinking, leadership skills, effective communication, and the application of course concepts in practical scenarios.

7. **List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.**

A formal curriculum adoption has not taken place but will upon approval of the pathway by the Board. Instructional materials have been purchased for the 2024-25 school year from iCEV which is a State approved curriculum provider with Perkins funds that have already been approved and spent. iCEV will allow for activities, projects, simulations, to be added to the course work.

8. **Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.**

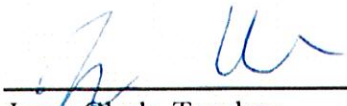
There will be a cost for the adopted curriculum and if iCEV is continued for the 2025-26 year and beyond it will be approximately \$1,500 to \$2,000 per year.

9. **Formal Approval Page** - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

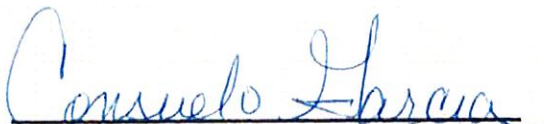
Course Approval Signature Page

Digital Media Production Pathway

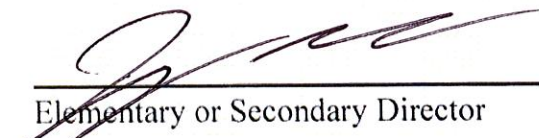
Name of Course/Program



Jesse Clark, Teacher



Consuelo Garcia, Department Leader



Elementary or Secondary Director

2/6/24
Date Approved

1. General descriptive title:

120990 Leadership in Business and Marketing

2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.

Twin Falls High School and Canyon Ridge High School, Business Department Business Professionals of America Grades 10-12

3. Course description - Describe the overall intent of the course.

This course prepares individuals to serve in leadership and communication roles in business and marketing. Course topics will include project management development, financial management of a business and marketing organization, team management, dealing with change, ethics, time management, effective communication, diversity, decision-making, and personal leadership development. BPA (Business Professionals of America) and DECA leadership activities are strongly tied to this course. IDCTE 2023-2024 ISEE Assignment Credential Manual Page | 54 Original 3/15/2023, Updated 12/20/2023

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.

National student organizations like Business Professionals of America have local, state, and national student leaders and this course is designed especially for them. They are not an instructor aide, but rather a leader within the organization and by having this course in place, the student leaders have a class period devoted to the preparation and development of a robust student organization with a high school setting.

5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

This course aligns with Business Professionals of America (BPA) and DECA leadership activities, providing students with opportunities to apply their skills in real-world scenarios. Students will actively participate in BPA and DECA events, competitions, and projects that reinforce the principles learned in the course, fostering leadership development and practical application of business and marketing concepts. The following Standards will be covered:

1. Develop proficiency in project management techniques and tools for successful project execution.
2. Understand the principles of financial management in the context of a business and marketing organization.
3. Cultivate effective team management skills, fostering collaboration and maximizing team potential.
4. Acquire strategies for navigating and leading through organizational change.

5. Explore ethical considerations in business and marketing, emphasizing responsible and sustainable practices.
6. Master time management techniques to enhance productivity and meet organizational goals.
7. Hone effective communication skills, including written, verbal, and non-verbal communication in a professional context.
8. Appreciate the importance of diversity in the workplace and develop strategies for promoting inclusivity.
9. Enhance decision-making abilities through critical thinking and problem-solving exercises.
10. Engage in personal leadership development to build self-awareness, confidence, and resilience.
11. Integration of BPA and/or DECA Leadership Activates

6. **Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.**

Assessment will be multifaceted and may include individual and group projects, presentations, case studies, exams, and participation in BPA and DECA activities. Evaluation will be based on the demonstration of critical thinking, leadership skills, effective communication, and the application of course concepts in practical scenarios.

7. **List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.**

There is not designated textbook for this course. Materials will be used from the National BPA and DECA clubs' websites and other free student leadership curriculum.

8. **Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.**

This class will not create any additional expenses.

9. **Formal Approval Page** - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

Course Approval Signature Page

Leadership in Business and Marketing

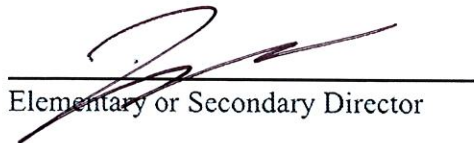
Name of Course



Lorraine Rapp Teacher



Consuelo Garcia, Department Leader



Elementary or Secondary Director

2/6/24

Date Approved

New or Revised Course/Program Proposal 2100F PAGE 1 OF 2

1. General descriptive title:

Agriculture: Animal Science at Canyon Ridge High School

2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.

The newly formed Technical Advisory Committee for Animal Science

3. Course description - Describe the overall intent of the course.

In our proposed Agriculture program with an Animal Science pathway, students can gain realistic work experience that covers various aspects of Agriculture and Animal Science.

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.

The purpose of any Career Technical Education (CTE) program is to effectively prepare students with employable skills for local industry and their employment needs. The program is based on the workforce needs and occupational demand for trained and educated workers.

5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

Here's an overview of the school-based activities:

- **Basic Understanding of Animal Function and Profitability**
- **Anatomy Studies**
- **Animal Handling, Welfare, and Behavior**
- **Livestock Nutrition**
- **Beef Quality Assurance**
- **Work Experience Component**
- **Supervised Agriculture Experience**
- **Equipment Operation**
- **Basic Animal Health**
- **Meat Animal Harvesting and Cuts of Meat**
- **Animal Management Software**
- **FFA Participation**
- **Showmanship and Small Animal Care**
- **Genetics and Heritability**

6. Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.

- **The administration of Workplace Readiness Assessment (WRA) as a component of a CTE program.**
- **The administration of a state-approved technical skills assessment as a component of the capstone course.**

7. List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.

To implement the proposed request for an Agriculture program with an Animal Science pathway, there is an available CTE classroom and shared shop area. Here's a plan outlining facility and lab requirements, necessary instruments, and other elements to support the application:

Classroom and Shop Layout:

- **The classroom is well-designed for both instructional purposes and practical work.**
- **The classroom will allow the integration of audio-visual equipment for presentations, demonstrations, and virtual learning experiences.**
- **The new agriculture teacher will collaborate with the engineering teacher to optimize the shared space for both animal science and engineering activities.**
- **The shop workspace that can be adapted for various hands-on activities, such as bringing in equipment or conducting live demonstrations.**

AI and Animal Models:

Models for artificial insemination (AI) training and animal anatomy models, and calving models will be procured with dedicated space for use.

Sinks and Clean-Up Area:

The classroom has sufficient sinks for students to clean equipment, tools, and models after practical exercises.

Hands-On Labs/Beef Cuts Area:

The shop will have an area for hands-on labs, allowing students to engage in activities related to animal science, dissections, and practicing beef cuts.

Livestock Software:

The computers will be installed with livestock management software for educational purposes. This software can be used to teach students about record-keeping, data analysis, and management practices. The computers will provide access to online platforms that simulate the process of buying cattle and dairy products. This can be integrated into lessons on procurement, market trends, and business aspects of the industry.

Safety Measures:

Safety measures will be implemented, including the provision of personal protective equipment (PPE) for students engaging in hands-on activities.

Storage Facilities:

Extra storage space may be required for models, equipment, and teaching materials to maintain a well-organized and efficient learning environment.

8. Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.

- 1 FTE will be funded by the district. The FTE was never filled when James Siggard retired as a CTE teacher, who worked at Canyon Ridge High School.
- Carl Perkins funds, provided by the federal government for CTE programs, will be used for program expenses.

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

2100F-1 (TFSD 2022 Update)

New or Revised Course/Program Proposal 2100F PAGE 2 OF 2


Course Approval Signature Page

Agriculture: Animal Science

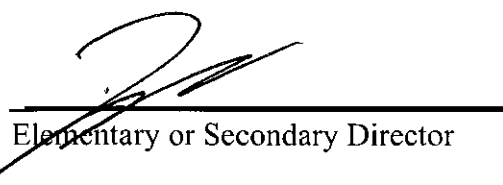
Name of Course



Teacher



Department Leader



Elementary or Secondary Director

2/6/24
Date Approved

2100F-2 (TFSD 2022 Update)