High Schools That Work (HSTW) + Programs of Study (POS)
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know</strong></td>
<td><strong>Want</strong></td>
<td><strong>Learned</strong></td>
</tr>
<tr>
<td>about <em>HSTW</em> and <em>POS</em></td>
<td>to know about <em>HSTW</em> and <em>POS</em></td>
<td>about <em>HSTW</em> and <em>POS</em></td>
</tr>
</tbody>
</table>

**Complete Column 1**

**Complete Column 2**
HSTW and POS What Do I Know and What Do I Want to Know

**KWL- Handout**

1. Find a Partner

2. Introduce Yourself and Tell Where You Are From

3. Share What You Know and Want to Learn About HSTW and POS – Add to your chart.

   **Time Limit: 5 Minutes**

4. Report Out
What about…

- Southern Regional Education Board (SREB)
- *High Schools That Work (HSTW)*

WWW.sreb.org
American Institute for Research

“High Schools That Work is one of only three research-based school reform designs that has significant data supporting effectiveness in raising student achievement.”

That quote is based upon the state network of schools.
HSTW States
HSTW Goals

- Students have the academic knowledge and skills needed to meet local, state and HSTW achievement goals.

- Eight-five (85) percent of graduates complete the HSTW-recommended core curriculum and a concentration of four courses in an academic or career area.
HSTW Goals Cont.

- Ninety (90) percent of students who enter ninth grade complete high school four years later.

- All students leave high school demonstrating readiness for further study or careers by 1) earning postsecondary credit; 2) passing college placement examinations; or 3) earning employer certification or state licensure.
HSTW Key Conditions

- A clear, functional mission statement
- Strong leadership
- Plan for continuous improvement
- Qualified teachers
- Commitment to goals
- Flexible scheduling
- Support for professional development
HSTW Key Practices

- High Expectations
- Program of Study
- Academic Studies
- Career/Technical Studies
- Work-based Learning
- Teachers Working Together
- Students Actively Engaged
- Guidance
- Extra Help
- Culture of Continuous Improvement
HSTW Recommended Academic Core for All Students

- Four credits in college-prep/honors English
  - Students read 8-10 books a year
  - Students write weekly
  - Students complete at least one major research paper

- Four mathematics credits – Algebra I, geometry, Algebra II and above

- Three lab-based science credits at the college-prep level; four credits with a block schedule

- Three credits of social studies; four credits with a block schedule

- Mathematics and Science in the Senior Year
HSTW Recommended Concentrations

- **Career/technical concentration** – four credits in a planned sequence of courses within a broad career field – pre-engineering, health/medical science, etc.

- **Mathematics and science concentration** – four credits in each field, with at least one at the Advanced Placement level

- **Humanities concentration** – four credits each in college-prep level language arts and social studies, with at least one at the college level and four additional credits from foreign language, fine arts, journalism, debate, music, etc.
<table>
<thead>
<tr>
<th>KWL Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I Know about HSTW and POS</strong></td>
</tr>
<tr>
<td>Done</td>
</tr>
</tbody>
</table>
What Have I Learned About HSTW
KWL- Handout Activity

1. Turn to Your Neighbor – “Think, Pair Share”

2. Talk About Something You Learned About HSTW
That was Answered from Your Want List (or
anything new)

Time Limit: 3 Minutes

3. Add to Your Chart
What about …

- The Carl D. Perkins Career and Technical Education Act of 2006
- Rigorous Programs of Study 10 Framework Components
The Spirit of Perkins

- Leading CTE into the 21\textsuperscript{st} Century
  - Global competition
  - Program improvement
  - Ensuring modern, durable and rigorous CTE programs
  - Focus on high skill, high wage, high demand occupations
Themes In Perkins

- Accountability for results and program improvement at all educational levels
- Coordination within the CTE system
- Integration of academic and technical education
- Connection between secondary and postsecondary education, including baccalaureate level
- Involvement of business and industry
Career Clusters

Career Clusters are groups of occupations and industries that have in common a set of foundational level knowledge and skills.

- Organizer of knowledge and skills needed by a broad industry
- There are 16 nationally recognized clusters, within which are multiple career pathways.
Career Pathways

Career Pathways are multi-year programs of academic and technical study that prepare students for a full range of postsecondary options within each of the 16 clusters.

- Organizer of knowledge and skill statements shared by professions.

- Currently, there are ~79 nationally recognized pathways, each with specific pathway level knowledge and skills.
Programs of Study are sequences of courses that incorporate:

- a non-duplicative progression of secondary and postsecondary elements
- both academic and CTE content
- opportunities to earn dual credit
- curriculum alignment to challenging standards and rigorous content
- opportunities to earn an industry recognized certificate or credential
### Agriculture, Food and Natural Resources: Agribusiness Systems

**Career Pathway Plan of Study for Learners, Parents, Counselors, Teachers/Faculty**

This Career Pathway Plan of Study (based on the Agribusiness Systems Pathway of the Agriculture, Food and Natural Resources Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

<table>
<thead>
<tr>
<th>EDUCATION LEVELS</th>
<th>GRADE</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies/Sciences</th>
<th>Other Required Courses &amp; Other Electives</th>
<th>Learner Activities</th>
<th>SAMPLE Occupations Relating to This Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECONDARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>English/Language Arts I</td>
<td>Algebra I</td>
<td>Earth or Environmental Science</td>
<td>State History Civics</td>
<td>All plans of study should meet local and state high school graduation requirements and college entrance requirements. Supervised Agricultural Experience (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students.</td>
<td>- Introduction to Agriculture, Food and Natural Resources</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>English/Language Arts II</td>
<td>Geometry</td>
<td>Biology</td>
<td>U.S. History</td>
<td>- Introduction to Agricultural Marketing, Business and Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>English/Language Arts III</td>
<td>Algebra II or other math course</td>
<td>Chemistry or other science course</td>
<td>World History</td>
<td>- Agricultural Business Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>College Placement Assessments-Academic/Career Advisement Provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>English/Language Arts IV</td>
<td>Statistics or other math course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Articulation/Dual Credit Transcribed** Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.

<table>
<thead>
<tr>
<th>POSTSECONDARY</th>
<th>Year</th>
<th>English Composition</th>
<th>Algebra</th>
<th>Chemistry</th>
<th>American Government</th>
<th>All plans of study need to meet learners’ career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.</th>
<th>- Introduction to Agribusiness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>Speech/Oral Communication</td>
<td>Biological Science or Botany</td>
<td>American History Geography</td>
<td>- Principles of Agribusiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technical Writing</td>
<td>Statistics</td>
<td>Psychology</td>
<td>- Agricultural Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Agricultural Salesmanship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Agricultural Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Agricultural Advertising/Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 16</td>
<td>Continue courses in the area of specialization.</td>
<td></td>
<td></td>
<td>- Continue Courses in the Area of Specialization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Complete Agribusiness Systems Major (4-Year Degree Program)</td>
<td></td>
</tr>
</tbody>
</table>

**Occupations Requiring Postsecondary Education**

- Agricultural Chemical Dealer
- Agricultural Products Buyer-Distributor
- Bank/Loan Officer
- Dairy Herd Supervisor
- Entrepreneur
- Farm Manager
- Farmer-Rancher-Feedlot Operator
- Feed-Supply Store Manager
- Field Representatives for Bank, Insurance Company or Government Program
- Livestock Manager
- Sales Manager
- Salesperson

**Occupations Requiring Baccalaureate Degree**

- Agricultural Commodity Broker
- Agricultural Economist
- Agricultural Educator
- Agricultural Lender
- Banker/Loan Officer
- Farm Investment Manager
- Produce Commission Manager

---

Project funded by the U.S. Department of Education (V0518020001)
OVAE - POS 10 Framework Components

- Legislation and Policies
- Partnerships
- Professional Development
- Accountability and Evaluation systems
- College and Career Readiness Standards
- Course Sequence
- Credit Transfer Agreements
- Guidance Counseling and Academic Advisement
- Teaching and Learning strategies
- Technical Skills Assessments
<table>
<thead>
<tr>
<th>KWL Strategy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I Know about HSTW and POS</strong></td>
<td><strong>What I Want to know about HSTW and POS</strong></td>
</tr>
<tr>
<td>Done</td>
<td>Done</td>
</tr>
</tbody>
</table>
Integration of HSTW Key Practices and Programs of Study

KWL – Handout Activity

1. Turn to Your Neighbor

2. Review the Handout on POS 10 Framework Components and HSTW 10 Key Practices

3. Share What You Think is the Strongest Integration of HSTW Key Practices and POS – Add to Your Chart

   Time Limit: 5 Minutes

4. Report Out
Resources

Illinois State Board of Education:
http://www.isbe.net/career/default.htm

Illinois Community College Board:
http://www.iccb.org/index.html

OCCRL Programs of Study Website:
http://occrl.illinois.edu/projects/pos/

High Schools That Work Website:
http://www.sreb.org/page/1078/high_schools_that_work.htm

Career Clusters, Pathways, and POS
The States’ Career Cluster Initiative:
http://www.careertech.org/
Illinois State Board of Education
Career and Technical Education
Contacts

Mark Williams, Division Administrator at:
217-782-4620 or mawillia@isbe.net

Dora Welker, Principal Consultant for at:
217-782-4620 or dwelker@isbe.net