

# **Southeast Polk High School Registration Guide**

2021 – 2022



**The VISION of the Southeast Polk Community Schools is...**

Learn. Lead. Live.

*Success for college, career, and civic life.*

**The MISSION of the Southeast Polk Community Schools is to engage all students in learning a challenging curriculum delivered through quality instruction.**

# Southeast Polk High School

## Registration Guide

2021 – 2022

### Board of Education

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Chad Crabb	Director
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Joseph M. Horton	Associate Superintendent
Dr. Jo Ellen Latham	Director of Curriculum and Instruction
Dr. Margi Belger	Executive Director of Human Resources
Kevin Baccam	Executive Director of Business Services

### High School Administration

Stephen A. Pettit	Principal
Jayson Campbell	Activities Director
Scott Belger	Assistant Principal
Glenn Dietzenbach	Assistant Principal
Cory Goldsmith	Assistant Principal

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(Teacher Academy, Health Careers, Publications Lab, RISE)

To Our Students,

This book is intended to help in the selection of your high school studies. Review it thoroughly with your parents/guardians to ensure you understand the requirements for graduation and any prerequisites or recommended courses for the courses you desire to take.

Your studies at the high school level extend your general education and prepare you to continue your education or enter the work force. Your life plans may change over the course of time, but we want each of you to leave Southeast Polk High School with a solid plan for your immediate future.

During registration time you are actually making reservations for the courses you desire to take. Because space in classes may be limited, it is important to adhere to registration guidelines and timelines. The only schedule changes that are permitted after a semester begins are those resulting from unusual circumstances or scheduling conflicts.

Best wishes for a productive year of learning.

Stephen A. Pettit

Southeast Polk High School Principal

### **Equal Opportunity- -Notice of Nondiscrimination**

It is the policy of the Southeast Polk Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), genetic information (for employment), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact, Joseph M. Horton, Associate Superintendent, Affirmative Action Coordinator, Equity Coordinator and Title IX Coordinator, Southeast Polk District Office, 8379 NE University Ave., Pleasant Hill, IA 50327, (515) 967-4294, [joseph.horton@southeastpolk.org](mailto:joseph.horton@southeastpolk.org).

Inquiries or grievances may also be directed to the Iowa Civil Rights Commission, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Region VII Office of Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661.

## Graduation Requirements – 48 Required Credits

The following chart breaks down the minimum graduation requirements for students who are in grades 9-12.

8 credits	Language Arts (2-English I, 2-English II, 2-Literature, 1-Writing, 1-English Elective)
6 credits	Math (includes Algebra II)
6 credits	Science (1-9th Physics, 1-9th Earth/Space Science, 2-Biological Science, 2-Chemical Science)
6 credits	Social Studies (2-US History, 2-World Studies, 1-Government, 1-Economics)
4 credits	Physical Education
1 credit	Career and Technical Education (Agriculture Education, Industrial Technology, Family and Consumer Science, Business Education, Teacher Academy, Health Occupations, or PLTW)
1 credit	Fine Arts (Band, Choir, or Art)
1 credit	Health
1 credit	Personal Finance
	*Students beginning with the class of 2022 will need Personal Finance and at least one credit in CTE.
12.5 credits	Electives (World Language is recommended for those wishing to attend a 4 year college or university)
0.5 credit	Freshman Career Seminar
1 credit	Senior Seminar

### General Requirements

- The maximum course load is 8.5 credits per semester.
- All students are **encouraged** to carry 7.5 academic credits per semester.
- Ninth and tenth grade students are scheduled for 8 periods and are required to take a minimum of 6.5 academic credits each semester.
- Eleventh grade students are scheduled for 6.5 periods and are required to take 5.5 academic credits per semester.
- Senior students who take all courses on the SEPHS campus are required to take 5.5 credits each semester.
- Eligible students who take some of their classes away from the SEPHS campus through programming such as PSEO, Central Campus, Career Academy, etc...
  - 1<sup>st</sup> semester:** must enroll in 4.5 credits if 41 total credits have been earned prior to the current semester
  - 2<sup>nd</sup> semester:** must enroll in 4.5 credits if 45 total credits have been earned prior to the current semester
  - Either semester:** If the total credits noted are not earned, seniors must take 5.5 credits each semester.
- Transfer students must assume the requirements at Southeast Polk High School, effective at the time of their transfer.
- All exceptional or unusual circumstances concerning graduation must be evaluated by the high school principal and the superintendent of schools.

## Scheduling Protocol

Student schedules for the upcoming school year are made available one week prior to orientation. The counseling department will be available during specific summer hours to allow students to make schedule changes prior to the start of school.

Student schedules will be set on the first day of classes each semester. Students will be allowed to drop a course and replace that course with a study hall during the first two weeks of each semester without academic consequences. After two weeks, and through the sixth week of school, students may drop a course and be issued a W for withdraw. After the sixth week students who drop a course will be issued an F. Students may not add any new courses after the start of each semester.

### Schedule Changes:

1. Schedule adjustments are made on a very limited basis:
  - a. Incomplete Schedule
  - b. Duplication of courses
  - c. Course in incorrect sequence
  - d. Lacking a required course for graduation or grade level
  - e. Not meeting a prerequisite or teacher approval
  - f. Re-enrollment in a course in which the student received a failing grade or no credit
  - g. Misplacement due to inappropriate skill level for class
2. Students must obtain parent permission to make changes to their schedules.
3. Schedule change forms are available on the guidance website as well as from the counselors.
4. Schedules are **not** adjusted for the following conditions:
  - a. Preference for a different teacher
  - b. Preference for a different period or semester
  - c. Preference to be with friends in class
  - d. Preference for a different lunch

**During the spring and summer:** All first semester changes must be completed prior to the start of the school year. Students will need to make desired schedule changes with their counselors before school begins.

**During the fall:** Students needing a second semester schedule change must have this completed prior to the start of the second semester. Counselors may make changes because a student failed the first semester of a year-long course.

### Pass/Fail Option:

1. The pass/fail course must be an elective.
2. Pass/fail can be used only once per semester and for a total of 4 times during high school.
3. A student must select the course for pass/fail assessment by the end of the thirteenth week of the grading period. The selection becomes final at the end of that week.
4. A student currently taking classes where pass/fail is the only grading option (Ex. - 9<sup>th</sup> grade career seminar) may take another course pass/fail, provided all of the above criteria are met.
5. A pass/fail grade may only be used for the SEP grade when taking a dual credit course. The letter grade earned will appear on the college transcript.

### Retaking a Course/Auditing:

1. A student may retake a course in which credit was earned and the grade was lower than his/her expectations once per semester and twice in a student's high school career.
2. The higher grade will appear on the student's transcript and the lower grade will appear as an audit (AUD). The AUD may only replace a previously earned grade two times.
3. The student's cumulative GPA will be recalculated after replacing the poor grade with the new grade.
4. The retaking of a course is a group decision among the following stakeholders: the student, the student's guardian(s), the student's school counselor, and a school administrator.

### Progress Reports:

Every three weeks Campus Messenger will send out a student's progress. They are not final grades and do not appear on the permanent record. They indicate current performance and what can be expected if the student continues at the same level of performance.

# Senior Seminar

## Program Description:

All graduating seniors will successfully complete this independent study as a Southeast Polk graduation requirement. Each senior will be responsible for completing a Senior Seminar credit. Seniors will work with their advisement teacher and counselor to track the completion of the steps included within the Senior Seminar component. Senior Seminar components must be completed by May 1<sup>st</sup> and will result in the student's earning one (1) required Senior Seminar graduation credit.

## Senior Seminar Checklist Components

1. Completion of the 9<sup>th</sup> Grade College and Career Readiness benchmarks.
2. Completion of the 10<sup>th</sup> Grade College and Career Readiness benchmarks.
3. Completion of the 11<sup>th</sup> Grade College and Career Readiness benchmarks.
4. Completion of the 12<sup>th</sup> Grade College and Career Readiness benchmarks.
5. Completion of the Graduate Reflection Essay.
6. Completion of one post-secondary assessment. Options include:
  - a. ACT
  - b. SAT
  - c. ASVAB
  - d. Community College Placement Exam - Accuplacer
  - e. Apprenticeship Assessment

## Graduate Reflection Essay

Every senior will be expected to complete a Graduate Reflection essay. Students will have time built into senior advisement sessions to complete this task. Students will be expected to write an essay reflecting on the following components. At least a paragraph (containing 5-7 sentences) should be devoted to each of the following components:

1. Introduction of the student
2. Tell your story. Discuss how the student capitalized on his/her high school experiences and opportunities. How did you get the most out of high school?
3. Discuss the most important/biggest lessons learned while in high school. Mention your proudest accomplishments and largest regrets from high school.
4. Provide advice to underclassmen as they plan for their future. What do you wish someone had shared with you?
5. Discuss your post-secondary college/career plans and how you determined them.
6. Conclusion highlighting key points.

Please note that students who plan to graduate in January, mid-year, and students who are off campus during Advisement will complete the Graduate Reflection essay independently.

## Early Graduation Policies

### Junior Year Early Graduation Request Procedures:

1. The student and his/her parent(s)/guardian(s) will conference with the student's counselor to make sure this is possible.
2. Students must obtain the 48 credit requirement. However, a student is only required to have 3 years of PE.
3. The Southeast Polk Board of Education approves all junior graduates.
4. Students must complete the Junior Year Early Graduation Request form located in the counseling office.

### Senior Mid-Year Graduation Procedures:

1. Deadline date for mid-year senior graduation requests is November 1<sup>st</sup>. Students are taken to the November board meeting for approval.
2. Students must obtain the 48 credit requirement. However, a student is only required to have 3.5 years of PE.
3. The student and their parent(s)/guardian(s) will conference with their counselor to make sure this is possible.
4. Must complete Early Graduation Request form located in the Counseling Office

## Commencement Participation

Student must have successfully completed all graduation requirements and be a student in good standing to participate in the graduation ceremony. Students who do not meet the graduation requirements prior to the stated graduation date, but who complete the requirements on or before the first day of school for the subsequent school year, may receive diplomas from the high school counseling office. Students who complete graduation requirements after the stated deadline and wish to participate in a graduation ceremony may arrange with their school counselor to be placed on the list of graduates and participate in graduation ceremonies the following year. These students must meet all the graduation requirements for the class with whom they participate in the ceremony.

## Regent Admission Index (RAI)

Students who wish to enter Iowa State University, the University of Northern Iowa, or the College of Liberal Arts and Sciences at The University of Iowa directly from high school will be admitted based upon the following four factors: ACT composite score, high school grade point average, and the total number of high school courses in the core subject areas.

A Regent Admission Index (RAI) score are calculated for each applicant, based on the following equation:

$RAI = (3 \times \text{ACT composite score}) + (30 \times \text{high school grade point average}) + (5 \times \text{number of HS core courses completed})$ .

An RAI calculator is available at: <http://www.regents.iowa.gov/RAI/index.html>

For purposes of calculating the RAI:

- SAT scores are converted to ACT composite equivalents.
- High school GPA is expressed as a 4-point scale.
- Number of high school courses completed in the core subject areas is expressed in terms of years or fractions of years of study.

Applicants who achieve at least an RAI score of 245 and who meet the minimum high school course requirements will automatically be offered admission. Applicants who achieve less than a 245 RAI score and who meet the minimum high school course requirements may also be offered admission, but their applications will be reviewed on an individual basis. Students who do not achieve an RAI of 245, but who otherwise demonstrate potential and commitment to succeed at a regent university, may be offered admission after an individual review of their applications.

### An Example of Calculating "Mr. Southeast Polk's" RAI

Act	24	$24 \times 3 =$	72
HS GPA	3.5	$3.5 \times 30 =$	105
Core Courses	18	$18 \times 5 =$	90
		<b>RAI</b>	<b>267</b>



## Guidelines for Foreign Exchange Students

1. Exchange students will be accepted only from programs approved by the National Association of Secondary School Principals.
2. Exchange students must be at least 16 years of age.
3. Exchange students must apply to the high school before **June 30**.
4. Exchange students may not be open-enrolled to the Southeast Polk Community School District.
5. Exchange students will follow all rules and regulations of the Southeast Polk Community School District.
6. Exchange students must be enrolled for a full school year.
7. Exchange students must have proficiency in English.
8. Exchange students must have a signed insurance waiver or purchase school insurance.
9. Exchange students must meet all eligibility requirements for participation in extracurricular activities.
10. Exchange students are not allowed to enroll in driver education classes.
11. Exchange students may receive an honorary diploma during commencement exercises. Exchange students are designated a senior, and he/she must enroll in two semesters of English, two semesters of United States history, one semester of Government, and two semesters of physical education.

## Weighted Grading System

Students taking Advanced Placement, postsecondary enrollment option, and dual community college credit courses will receive weighted academic credit. Graduation grade point averages are based on the chart below.

The Southeast Polk High School courses for which the student will receive weighted academic credit are:

### AP Courses

AP Biology	AP Calculus AB	AP Calculus BC	AP Chemistry	AP CSA
AP CSP	AP Human Geography	AP Language	AP Literature	AP Macroeconomics
AP Psychology	AP Physics I	AP Statistics	AP US Government	AP US History
AP World History	AP Online Courses			

### DMACC Academies

Health Occupations	Teacher Academy
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### DMACC Concurrent Credit

Accounting II	Adv. Animal Science	Adv. Composition	Adv. Composition II	Adv. Computer Business Apps
Adv. Horticulture	Adv. Welding Processes/Design		Apprenticeship	Business & Personal Marketing
Comp/Prod for Pub	Computer-Aided Engineering Drafting		Construction Technology	Drafting
Environmental Science	Field Ecology	Finite Math	Fund. of Web Programming	French V
Intermediate CADD Drafting	Math for Liberal Arts	PLTW – IED	PLTW – POE	Pre-Calculus
RISE	Spanish IV	Statistics	Trigonometry	Welding Processes

## Class Rank

Each semester, the highest GPA in the class is assigned rank 1 and the next highest GPA is assigned rank 2, etc., until each student in the class has been ranked from 1 to the final student. If a class has 500 students, the first 250 students are in the top half; the remaining 250 students in the bottom half. If two or more students have the same GPA, each student will receive the same ranking regardless of course selection.

Grade	Standard Scale	Weighted Scale
A+	4.333	4.833
A	4.000	4.500
A-	3.667	4.167
B+	3.333	3.833
B	3.000	3.500
B-	2.667	3.167
C+	2.333	2.833
C	2.000	2.500
C-	1.667	2.167
D+	1.333	1.833
D	1.000	1.500
D-	0.667	1.167
F	0.000	0.000

## Grade Point Average

At the end of each semester, cumulative grade point averages (GPA) are calculated for each student. These are computed by assigning a number to each academic grade. Weighted classes receive .5 points extra per grade. See chart on previous page. Physical Education grades are included in the GPA calculation.

### Example

Miss SEP's report card showed the following final semester grades.

	<u>First Semester</u>	<u>Second Semester</u>
Literature AP	B=3.5	B=3.5
Algebra	B=3	C=2
AP World History	B=3.5	B=3.5
Science	C=2	D=1
French	B=3	C=2
Band	B=3	B=3
Chorus	B=3	B=3
P.E. (.5 credit)	B=1.5	B=1.5
	Total Points 22.5	Total Points 19.5

First semester's GPA is figured by dividing 22.5 by 7.5 classes which equals a GPA of 3.0. Second semester's GPA would be 2.60. Miss SEP's cumulative GPA would be figured by adding 22.5 and 19.5 for a total of 42 points and dividing by the number of classes attempted leaving a Cumulative GPA of 2.8

## Advanced Educational Opportunities

### **Post-secondary Enrollment Options Act (PSEO), DMACC On-Campus Course Options, and DMACC Online Course Options:**

By an act of the Iowa Legislature, students may enroll for courses at a postsecondary institution. Funds for this enrollment will be provided by the local school district, provided that the student meets the admissions requirements of that post-secondary institution and that the course(s) taken are not offered for dual credit by the local school district. If a student fails to complete a PSEO course or receive credit, the student/guardian must pay for the course. Students who successfully complete a course will receive college and high school credit. A student may enroll part-time in an eligible post-secondary educational institution for no more than four semester terms or six quarter terms. Further information about application guidelines and procedures and a list of participating postsecondary institutions may be obtained from the counselors.

### **Advanced Placement:**

Various advanced placement courses are available in a number of content areas on-site and online. Students earn high school credit, and upon completion of the AP exam, students may earn college credit. Students are responsible for the cost of each AP exam; however, adjustments will be made for students who qualify for free or reduced priced lunches. Further information can be obtained from the student's counselor or the AP Coordinator.

### **DMACC Concurrent Credit Courses:**

Southeast Polk High School offers courses that align with courses offered at Des Moines Area Community College. Due to this alignment and the unique qualifications of some staff members at Southeast Polk, students who successfully complete these courses can earn concurrent credit here at Southeast Polk and at DMACC. These credits and grades become part of the students' college transcript, and many of the credits later transfer (in one form or another) to other colleges and universities. Prerequisites apply; check with the student's counselor to ensure the student qualifies for a DMACC concurrent credit course. Students must be proficient in reading, math, and science as determined by the Southeast Polk Board of Education.

### **Career Academy:**

Des Moines Area Community College (DMACC) and Southeast Polk High School formed a partnership to offer students opportunities to earn college certificate program credit while still in high school. This program, Career Academy, allows juniors and seniors to enroll and complete DMACC technical courses while enrolled in high school. Program options include but are not limited to: auto mechanics, business, computer programming, criminal justice, culinary arts, diesel, machine operations/tool and die, robotics, visual communications, and welding.

Students interested in Career Academy opportunities must first complete all Southeast Polk courses in that area before pursuing Career Academy programs. Students are also required to complete all DMACC registration materials. Career Academy credits will appear on the Southeast Polk High School transcript as well as on the DMACC college transcript. Shared credit classes will appear as a weighted grade on the student's Southeast Polk High School transcript. Students taking a shared credit course are also encouraged to speak with the college they plan to attend to determine that college's policy in regards to accepting shared credit classes for a grade and/or for a credit. Shared credit classes may not be taken pass/fail for DMACC credit.

These technical classes are taught in a two-hour block of time at the DMACC Ankeny and Southridge campus locations. Students may register at no cost.

### **Central Campus:**

Central Campus is a regional academy of Des Moines Independent School District extending unique learning opportunities to students in central Iowa. Students attending Central Campus have the opportunity to participate in hands-on, real world, work-based educational programs while earning community college credit from institutions such as Des Moines Area Community College (Ankeny), Iowa Central Community College (Fort Dodge), and Indian Hills Community College (Ottumwa). Southeast Polk students are eligible to attend the Career and Technical Institute and World Language classes

once they have exhausted all the academic opportunities available at Southeast Polk. Students enrolled in a Central Campus program continue to be a part of the home high school and share time between the two locations. More information about Central Campus and its programs can be found at [www.centralcampus.org](http://www.centralcampus.org).

**NOTE:** The college or university you choose to attend after graduating from high school will determine how these advanced educational opportunity credits transfer to their graduation/program requirements. The institution may accept all, some, or none of these credits.

## Counseling Services

A personal, caring atmosphere is the focus of the counseling office. Each student is assigned alphabetically to the same counselor throughout high school. The counselors offer a comprehensive developmental curriculum containing the three components described below.

### Component I – Personal & Social

**Personal and small group counseling** – As needed on a short term basis

**Student Ambassadors** – A group of students whose main purpose is to orient new students. For up to two days, ambassadors escort new students to classes, meet for lunch, etc. Other activities include help with ninth grade orientation, parent-teacher conferences, Governor's Volunteer Awards, and exchanges with other schools. Students are selected by counselors who look at GPA, personal behavior, and ability to get along well with their peers.

### Component II – Educational

**Four-Year Education Plan** – A four-year education plan is developed based upon a student's post-secondary career expectations. This plan is created at the 8<sup>th</sup> grade level for the 9<sup>th</sup> grade year and then is completed for the remainder of the high school years during Freshman Career Seminar. Counselors and the Freshman Seminar teachers work directly with students to develop these plans. Plans are reviewed annually using the benchmarks.

**Post-secondary Planning** – 11<sup>th</sup> grade – students meet to discuss post-secondary options in one-on-one conferences.  
12<sup>th</sup> grade – will discuss through advisement activities.

**College Planning Night** – An information session provided by ICAN is held for parents explaining post-secondary options.

**Financial Aid Night** – Junior and senior parent/guardians are invited to an information session on financial aid and paying for college.

**College and Career Planning Night** – Families and students of all grade levels, 9<sup>th</sup> – 12<sup>th</sup>, are invited to a college and career fair night.

**College Visits** – Students are encouraged to pursue and visit college and/or career post-high school options.

**Career Planning** – Xello is a computer program where students can explore careers and colleges, take interest, skills, and work values inventories, and search for financial aid

### **Testing offered at Southeast Polk**

**ISASP** – The Iowa Statewide Assessment of Student Progress is given to 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders to evaluate student progress and proficiency on the Iowa Core Curriculum.

**ACT** – The ACT Assessment is designed to assess high school students' general education development and their ability to complete college-level work. Cost assessed to student.

**Community College Placement Exams - Accuplacer** - For students planning to attend a community college.

**PSAT** – A practice test for the SAT exam that is recommended for sophomores who test well and

juniors attempting to qualify as National Merit Scholars. Test scores are used by some companies to determine scholarship recipients. Cost assessed to student.

AP Testing – Advanced Placement tests are offered in May. Normally students are enrolled in an accompanying course. However, it is not a requirement to take the class in order to take the AP exam. The cost for these tests are made available each year and are the responsibility of the student.

ASVAB—Career exploration program designed to help students learn about themselves and the world of work.

Scholarships –Scholarships are posted on the guidance web page. The Southeast Polk Dollars for Scholars Scholarship applications will become available on-line in the month of January.

### **Component III – Career Education**

To get help planning for high school, college, and your career, use Xello to find the education and career options that are right for you. This portal will serve as a one-stop shop for career exploration and planning, financial literacy, life budgeting, career inventories and assessments (including prep tests for ACT, SAT, and vocabulary builders), high school and college/university planning links, and Iowa employment opportunities. Iowa College Aid provides your financial aid connection to plan, prepare, and pay for training after high school. Iowa Code specifies that all Iowa students, beginning in 8th grade, create a course plan for high school that supports their career options and educational plans. This begins in the 8th grade career exploration. Iowa Code specifies students must complete all components for each grade. As a guardian, please review the plan with your child and approve it with your signature.

#### **12<sup>th</sup> Grade Career Education Opportunities**

- Apprenticeship/Internship Opportunities
- Completed benchmarks and Portfolio in Xello – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of postsecondary study, occupational outlooks, financial aid and scholarship searches.

#### **11<sup>th</sup> Grade Career Education Opportunities**

- Completed benchmarks and Portfolio in Xello – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of post-secondary study, occupational outlooks, financial aid and scholarship searches.

#### **10<sup>th</sup> Grade Career Education Opportunities**

- Completed benchmarks and Portfolio in Xello – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of post-secondary study, occupational outlooks, financial aid and scholarship searches.

#### **9<sup>th</sup> Grade Career Education Opportunities**

- Completed benchmarks and Portfolio in Xello – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of post-secondary study, occupational outlooks, financial aid and scholarship searches.
- 9th Grade Seminar – see course description under the Business Education department

## DAILY SCHEDULES – 8 Period Day Structure

8 Period NORMAL SCHEDULE		
PERIOD	TIME	
Early Bird PE	6:35-7:15	
1.....	7:50-8:37	
2.....	8:42-9:29	
3.....	9:34-10:21	<u>Lunch Times</u>
4.....	10:26-11:13	(A) 11:13-11:45
5..... LUNCH.....	11:18-12:02	(B) 11:40- 12:07
5 or 6 or LUNCH.....	12:07-12:29	(C) 12:02-12:34
6..... LUNCH.....	12:34-1:18	(D) 12:29-12:56
7.....	1:23-2:10	(E) 12:51- 1:23
8.....	2:15-3:01	

FRIDAY ADVISEMENT SCHEDULE		
PERIOD	TIME	
Early Bird PE	6:35-7:15	
1.....	7:50-8:32	
2.....	8:37-9:19	
Advisor	9:24-9:48	
3.....	9:53-10:35	<u>Lunch Times</u>
4.....	10:40-11:22	(A) 11:22-11:54
5..... LUNCH.....	11:27-12:11	(B) 11:49-12:16
5 or 6 or LUNCH.....	12:16-12:38	(C) 12:11-12:43
6..... LUNCH.....	12:43-1:27	(D) 12:38-1:05
7.....	1:32-2:14	(E) 1:00-1:32
8.....	2:19-3:01	

LATE START SCHEDULE		
PERIOD	TIME	
1.....	9:50 - 10:17	
2.....	10:22 - 10:49	
3.....	10:54 - 11:21	<u>Lunch Times</u>
4.....	11:26 - 11:53	(A) 11:53 – 12:25
5... .. LUNCH .....	11:58 - 12:42	(B) 12:20 – 12:47
5 or 6 LUNCH.....	12:47 – 1:09	(C) 12:42 – 1:14
6..... LUNCH.....	1:14 - 1:58	(D) 1:09 – 1:36
7.....	2:03 - 2:30	(E) 1:31 – 2:03
8.....	2:35 - 3:01	

## DAILY SCHEDULES – Block Day Structure

BLOCK PERIOD SCHEDULE		
PERIOD	TIME	
Early Bird PE	6:35-7:15	
1 <sup>st</sup> or 2 <sup>nd</sup> .....	7:50-9:10	
3 <sup>rd</sup> or 4 <sup>th</sup> .....	9:15-10:35	
5 <sup>th</sup> or 6 <sup>th</sup> .....	10:40-12:00	<u>Lunch Times</u>
Lunch .....	12:00-1:40	(9th) 12:00-12:50
7 <sup>th</sup> or 8 <sup>th</sup> .....	1:40-3:01	(11/12th) 12:35-1:40
		(10th) 12:50-1:40

WEDNESDAY LATE START SCHEDULE		
PERIOD	TIME	
1.....	9:50-10:10	
2.....	10:15-10:38	
3.....	10:43-11:06	<u>Lunch Times</u>
4.....	11:11-11:34	(9th) 12:30-1:20
5.....	11:39-12:02	(11/12th) 1:05-2:10
6 .....	12:07-12:30	(10th) 1:20-2:10
Lunch .....	12:30-2:10	
7 .....	2:10-2:33	
8 .....	2:38-3:01	

BLOCK PERIOD – WEATHER DELAY SCHEDULE		
PERIOD	TIME	
1 <sup>st</sup> or 2 <sup>nd</sup> .....	9:50-10:40	
3 <sup>rd</sup> or 4 <sup>th</sup> .....	10:45-11:35	
5 <sup>th</sup> or 6 <sup>th</sup> .....	11:40-12:30	<u>Lunch Times</u>
Lunch .....	12:30-2:10	(9th) 12:30-1:20
7 <sup>th</sup> or 8 <sup>th</sup> .....	2:10-3:01	(11/12th) 1:05-2:10
		(10th) 1:20-2:10

## NCAA and NAIA Student-Athletes

College-bound student-athletes preparing to enroll in a Division I, Division II, or NAIA college or university athletic program need to register with the respective Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework. Registering once with the NCAA Eligibility Center will qualify you for both Division I and Division II athletic programs. Student-athletes that are unsure at which level they are going to participate may want to register for the NCAA Eligibility Center and the NAIA Eligibility Center.

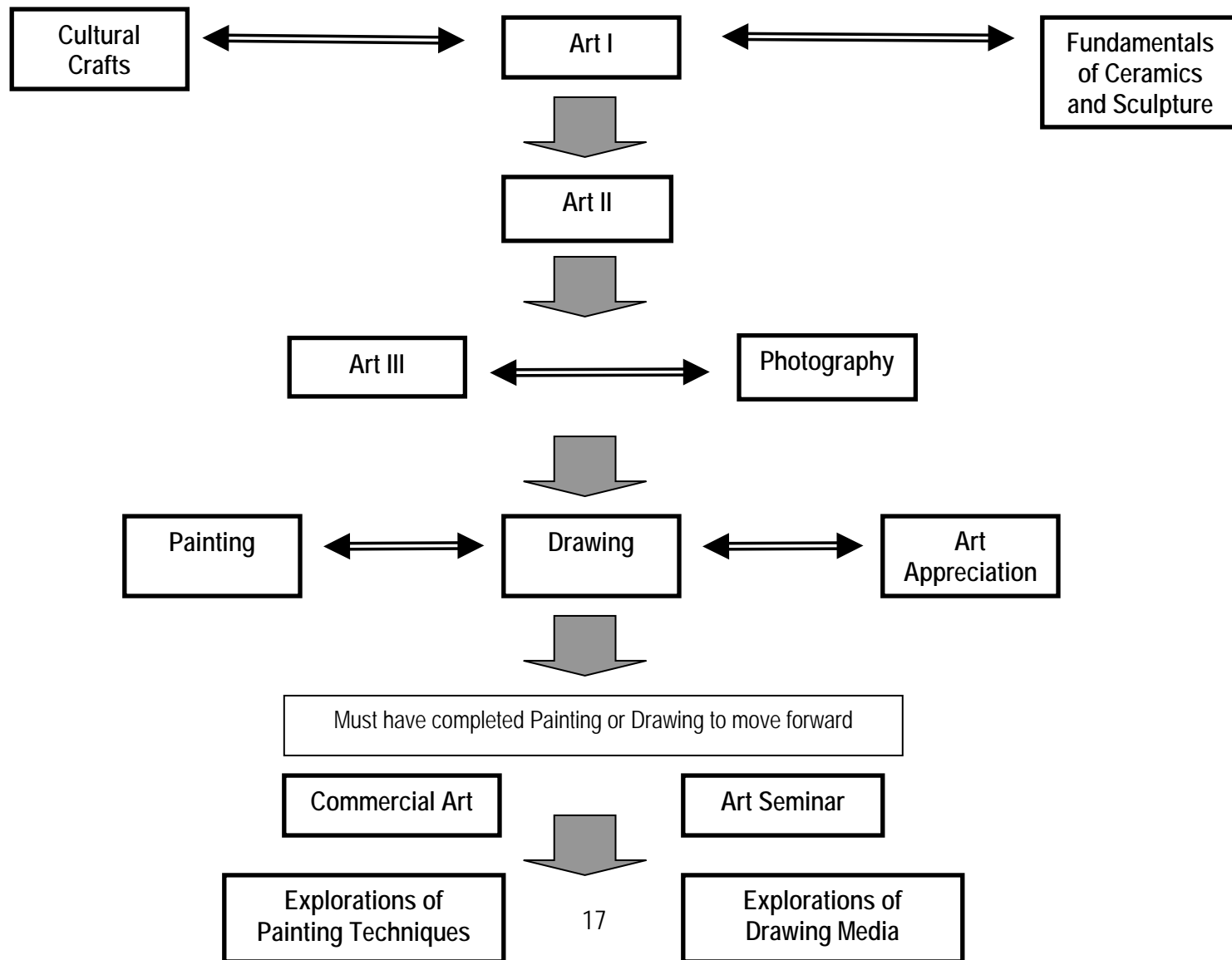
- To register for NCAA Division I or Division II athletic programs, please go to this site: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- To register for NAIA athletic programs, please go to this site: [www.playnaia.com](http://www.playnaia.com)

Those wishing to participate in Division III athletic programs must meet the admission requirements and be admitted to that respective school in order to participate. You do not register through any clearinghouse.



# Art

## Flowchart for Course Selection



# Art Department

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**Course:** Art I  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This class concentrates on the students' visual perceptions and artistic responses to their surrounding environment. Emphasis will be on drawing skills and principles of design.

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**Course:** Cultural Crafts  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Students will acquire understanding and abilities in traditional craft media through lectures, demonstrations, self-study, studio assignments, and group and individual critiques.

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**Course:** Fundamentals of Ceramics and Sculpture  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This course introduces students to the principles of art and design in three dimensions. Students are introduced to the appropriate materials, the elements of art, principles of design, conceptual concerns, and formal elements. Projects focus primarily on ceramics and other materials.

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**Course:** Art II  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** Art I

**Course Description:**

This class concentrates on the students' visual perceptions and artistic responses to their surrounding environment building upon Art I experiences. Students will have a review in drawing and will be introduced to acrylic painting techniques.

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**Course:** Photography  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** Art II

**Course Description:**

Student will learn basic black and white photography using a single lens reflex camera, developing film, and printing pictures. They will also learn creative techniques involved in manipulated black and white prints. Students will also learn digital, color photography using a digital single lens reflex camera, as well as basic digital editing techniques. Students will be responsible for cameras that are owned by the school. **Students will be held financially responsible for a lost or damaged camera.**

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**Course:** Art III  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** Art II

**Course Description:**

This class is designed for art students interested in improving their art making skills and in learning to express themselves visually. Students will build on skills acquired in Art I and Art II; emphasis will be placed on unexplored drawing and painting media.

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**Course:** Drawing  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** Art III

**Course Description:**

This class is designed to help advanced art students improve their drawing skills. Students draw each day in class with differing materials using a variety of subjects.

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**Course:** Painting  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** Art III

**Course Description:**

This class is designed for advanced art students who want to improve their painting skills. Students will paint with a variety of media with emphasis on oil painting.

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**Course:** Art Appreciation  
**Semesters:** 1  
**Credit:** 1  
**Recommendation:** Art III

**Course Description:**

This course is designed for students interested in enhancing their education in the aesthetics of visual arts. Emphasis will be placed on history and interpretation of artwork. **This course is strongly recommended to those who will continue the study of art after high school.**

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**Course:** Commercial Art  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Drawing or Painting

**Course Description:**

This class is designed for students who are considering art as a career and prepares for post-secondary commercial art training. The emphasis is on art designed for a customer or used in advertising. Students will learn to use Adobe Photoshop and Illustrator as a design tool.

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**Course:** Art Seminar  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Drawing or Painting

**Course Description:**

This class is designed for students interested in continuing their education in the visual arts and building on their skills. Emphasis will be on creating a portfolio appropriate for college admission and/or scholarship.

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**Course:** Explorations of Drawing Media  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** Drawing

**Course Description:**

Explorations of Drawing Media is a lab study of the tools and techniques necessary for entry level collegiate visual arts in drawing.

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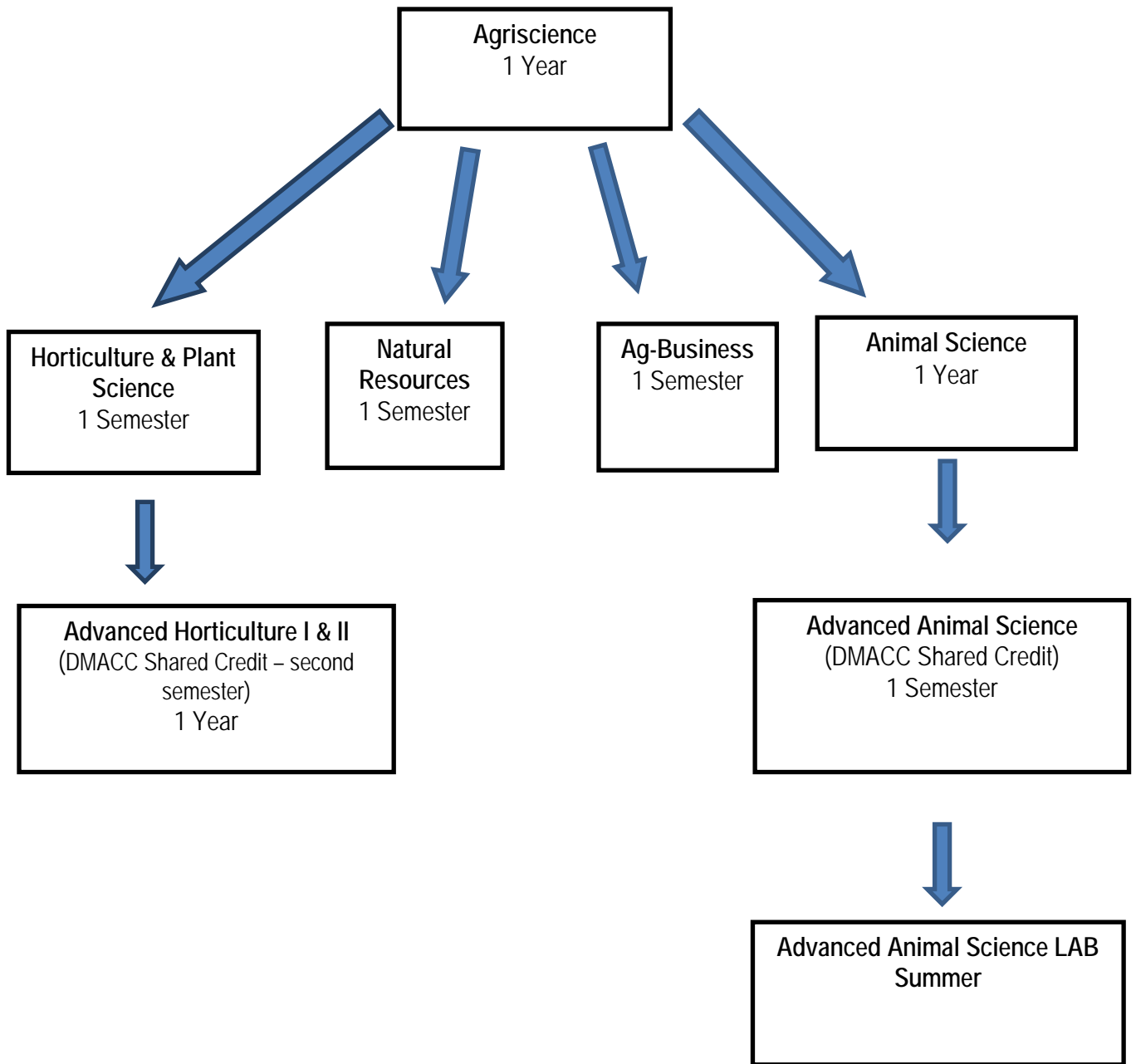
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**Course:** Explorations of Painting Techniques  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** Painting

**Course Description:**

An exploration of Painting Techniques is a lab study of the tools and techniques necessary for entry level collegiate visual arts in painting.

# Agricultural Education Flowchart for Course Selection



**Note:** FFA membership requires student be enrolled in one agriculture education course per year.

# Agriculture Education Department

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**Course:** Agriscience  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

The major purpose of the *Introduction to Agriculture, Food, and Natural Resources (AFNR)* course is to introduce students to the world of agriculture, and the pathways they may pursue. Students participating in the *Introduction to AFNR* course will experience exciting “hands-on” activities, projects, and problems. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

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**Course:** Horticulture & Plant Science  
**Semesters:** 1  
**Credit:** 1 SEP credit;  
**Recommendation:** Agriscience

**Course Description:**

Students’ experiences will involve the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Coursework will also require students to acquire knowledge and skills required to utilize plants effectively. Students will research the value of plant production and its impact on the individual, the local, and the global economy.

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**Course:** Animal Science  
**Semesters:** 2  
**Credit:** 2  
**Recommendation:** Agriscience

**Course Description:**

This course is designed for those students with an interest in animals. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program. In addition, students will understand specific connections between the Animal Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

---

**Course:** Natural Resources  
**Semesters:** 1 (Fall)  
**Credit:** 1  
**Recommendation:** Agriscience

**Course Description:**

This course will provide the student with essential knowledge and skills necessary for a solid orientation in Natural Resources. Areas of study will include history of natural resource, hunter education, forestry, wildlife ID, survival, fishing, and trapping.

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**Course:** Agricultural Business  
**Semesters:** 1 (Spring)  
**Credit:** 1  
**Recommendation:** Agriscience

**Course Description:**

A course that combines economics principles of business with sales, management, and service skills. Economic principles will include supply/demand, forecasting. Students will be expected to complete a farm or small business plan. Sales units will include human relations, personal inventory, careers, sales presentations, customer relations, marketing, purchasing, grading, and transporting.

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**Course:** Advanced Horticulture (DMACC Dual Credit: AGA157–Soil Fertility)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 1 DMACC credit second semester  
**Recommendation:** Horticulture

**Course Description:**

This course has specific objectives for each semester. During the first semester, instruction will be focused on plant identification, production, growth establishment and maintenance in the turf and landscape industry. Students will be expected to research types of plants to learn multiple varieties that are commonly used in the Midwest. In addition, students will be asked to work outdoors installing turf and landscape. Students are challenged to be collaborative workers and community contributors through implementing various turf and landscape practices around the school facility and in the local community.

During the second semester, students will perform an in-depth study in the management and production of greenhouse products. The contents of this course provide students the opportunity to develop complex thinking skills through the study of plant processes and utilization. Students are challenged to be complex thinkers and self-directed learners by performing laboratory activities relating to the horticulture and greenhouse plant production. Students will be responsible for care of plants; this may require some out of class time in addition to that spent in class.

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**Course:** Advanced Animal Science (DMACC Dual Credit : AGS114 –Survey to the Animal Industry)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 2 DMACC credits  
**Recommendation:** Animal Science

**Course Description:**

This course is designed for those students with an interest in advancing their knowledge of animal science. This course has a heavy lab component with the Animal Learning Center cows – Students will manage a small herd of beef cows from birth until the conclusions of the Iowa State Fair. Labs include animal reproduction, nutrition, calf management, marketing and other aspects of the beef production cycle. Students will be challenged to understand issues of welfare and health in the production and consumption of animals as well as understand the importance of companion animals. Opportunity to participate in the Cattleman's Beef Extravaganza also available along with FFA and SAE opportunities to expand animal science knowledge. Ideal for students considering careers in veterinary medicine or any other livestock career field.

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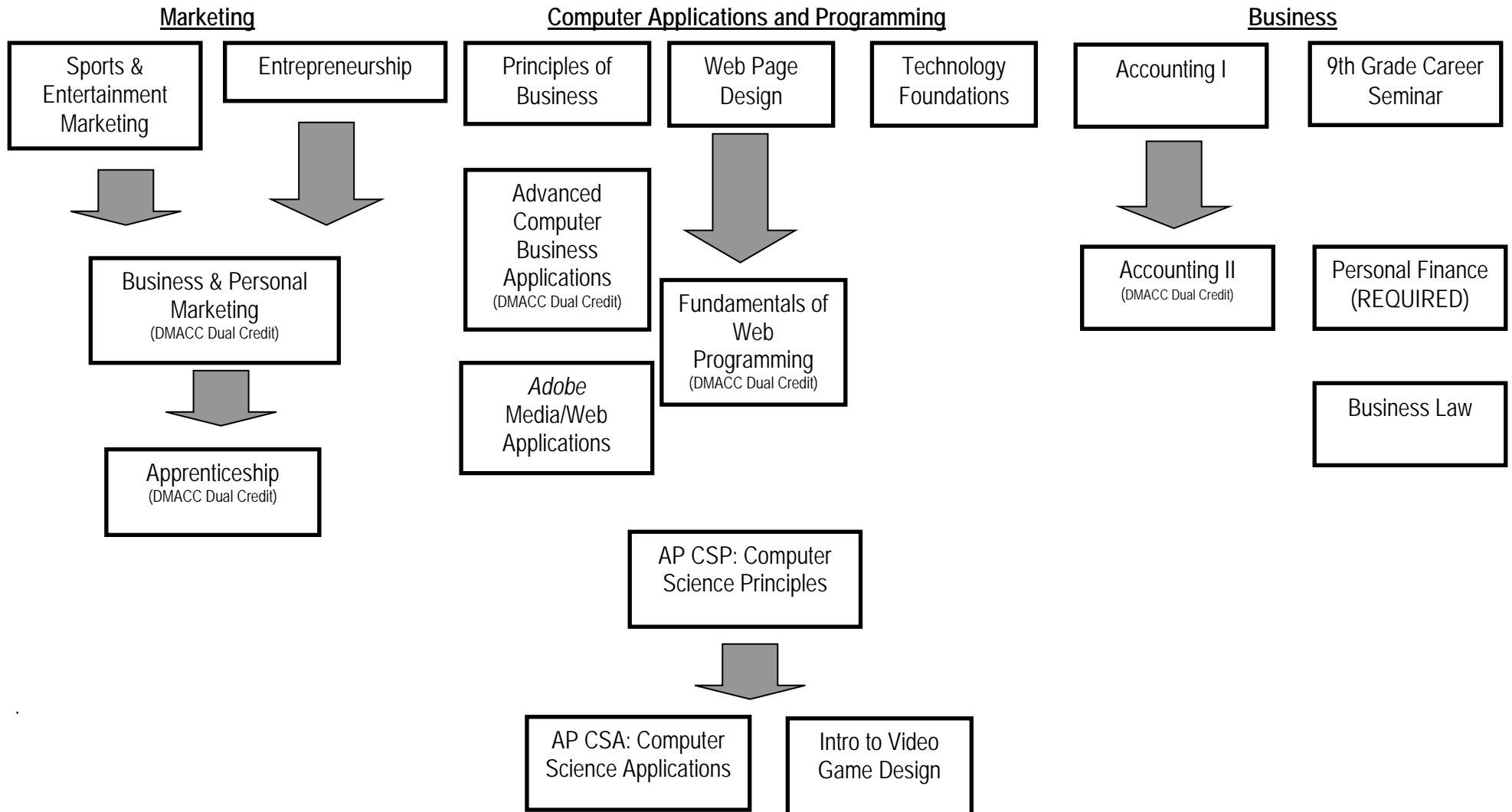
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**Course:** Animal Science Lab  
**Semesters:** Summer  
**Credit:** 1 SEP Credit  
**Recommendation:** Advanced Animal Science

**Course Description:**

This course is designed to be taken by students prior to their senior year. It revolves around the Animal Learning Center at the Iowa State Fair – with hours at the Animal Learning Center included in the coursework. Students will participate in advanced lab work, visit different types of animal operations including swine farrow-to-finish, lambing operations, and a working dairy. Students will also complete an Independent project, be responsible for self-guided group projects, and document class work to earn the SEP and DMACC Credit. Students will also work with Veterinarians, and other agriculture animal professionals in the course of this class. Class time is flexible and can be designed for each individual's needs as long as they meet the 120 hours for course credit

# Business Education Flowchart for Course Selection



# Business Education Department

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**Course:** 9th Grade Career Seminar  
**Semesters:** 1 (meeting every other day during the first semester)  
**Credit:** .5

**Course Description:**

Students will learn to understand themselves as they relate to the real world. They will identify their personality types, interests, values, and skills and use this information to set realistic career goals for themselves. Students will be introduced to career clusters/pathways, labor market trends, and skills needed to be successful in the real world. After identifying a career cluster/pathway, students will research the education needed to achieve their career goal and develop a four-year plan for the remainder of high school. Counselors will be introducing students to options for post-secondary training while they are still in high school and assist students with schedules for the remainder of high school. Students will be exposed to different technology programs that will be necessary for success in high school, post-secondary training, and into the majority of careers. Students will understand their own learning needs and become an active participant in their educational training because it is personally meaningful. Learning these skills will enable students to make a successful transition from high school to the post-secondary level, the military, an apprenticeship program, or the world of work.

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**Course:** Technology Foundations  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This course focuses on the individual needs of students with very limited understanding of technology. Students will learn basic keyboarding skills with an emphasis placed on correct keyboarding techniques to increase typing speed and accuracy. Students will also use software based programs and Google Applications to develop their skills. Students need counselor recommendation in order to take this class.

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**Course:** Principles of Business  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Principles of Business is an overview of the exciting and challenging world of business. This course will serve as a background for other business courses you will take in high school and in college, as well as prepare you for future employment or business ownership. Students will develop basic knowledge of opportunities available in business professions, as well as basic knowledge of business principles. This course will provide information in the areas of business communications, technology, leadership, management, marketing, international business, project management, human resources and finance.

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**Course:** Advanced Computer Business Applications (DMACC Dual Credit: BCA212 – Intro to Computer Business Applications)  
**Semesters:** 1  
**Credit:** 1  
**Recommended:** Principles of Business Technology

**Course Description:**

This course is strongly suggested for any student interested in entering any aspect of the business world after high school or studying business in college. This course is designed so that students will master the features of various programs used in today's business world. Students will plan and create spreadsheets, databases, presentations, and word processing documents using the latest Microsoft Office Suite. This is an advanced course in microcomputer software applications. This course will prepare students to pass a Microsoft Office Specialist Exam at the completion of the course.

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**Course:** Web Page Design (with *Adobe Dreamweaver*)  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Students will be introduced to Adobe Dreamweaver. Students will learn three basic design concepts for a web site: information design (how to structure information), programming design (getting the site to function), and visual design (what the site will look like). Critical analysis of Web page organization, design, and functionality will be implemented in this class. Students will explore the use of designing concepts and techniques used in industry standard software, such as Dreamweaver. This class will provide essential preparation for a common-sense approach to design fundamentals, focusing on the Web home page as a practical tool designed to capture an audience.



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**Course:** *Adobe Media/Web Applications*  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This comprehensive multimedia application class teaches the skill behind the applications of Adobe Photoshop and Illustrator including the creation of dynamic graphics. Students will go through basic concepts to intermediate techniques – all with a hands on approach. Students will create polished, professional looking layouts, photographs, illustrations, and art work.

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**Course:** **Fundamentals of Web Programming (DMACC Dual Credit: WDV101 – Intro to HTML and CSS)**  
**Semesters:** 1  
**Credit:** 1 SEP credit; 3 DMACC credits  
**Recommendation:** Web Page Design

**Course Description:**

Students will learn to create web pages using current CSS, XHTML, and Dynamic HTML programming languages. The students will use HTML in a text editor to create basic to complex web sites. Students are expected to have some familiarity with the Windows-based environment, the World Wide Web, and Adobe Dreamweaver prior to taking this course. This class provides students with hands-on experience and skills necessary to develop web sites.

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**Course:** **Accounting I**  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Accounting I will involve the students in a discussion and hands-on approach to financial transactions and reports. The students will cover subject material including the eight step accounting system, journalizing business transactions in a specialized journal, posting to a general ledger, preparing a worksheet, income statements, balance sheets, end of month adjusting entries, and reconciling bank statements. Any student interested in attending college and focusing on a business major should strongly consider taking this course.

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**Course:** **Accounting II (DMACC Dual Credit: ACC111 – Accounting Fundamentals)**  
**Semesters:** 1  
**Credit:** 1 SEP credit; 3 DMACC credits  
**Prerequisite:** Accounting 1

**Course Description:**

Accounting II presents a complete accounting cycle for a merchandising business organized as a corporation. The primary differences between a merchandising business (Accounting II) and a service business (Accounting I) are that a merchandising business purchases merchandise for resale, charges sales tax on sales of merchandise, and includes a cost of merchandise sold section on the income statement. The corporation form of business organization requires different equity accounts and an additional financial statement. The business in this semester uses subsidiary ledgers and has a payroll system for compensating employees.

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**Course:** **Personal Finance (REQUIRED)**  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Personal Finance provides students with financial consumer skills that are needed in everyday life. Topics include Savings, Investments Options, Wealth Building, College Savings, Dangers of Debt, Consumer Awareness, Credit Bureaus and Collections Practices, Budgeting 101, Bargain Shopping, Relating with Money, Career Choices and Employment Taxes, Ins and Outs of Insurance, Real Estate, and Mortgages. This class is a graduation requirement for all students, and will be beneficial when making future financial decisions.

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**Course:** **Business Law**  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Business Law goes beyond consumer law to apply legal concepts and process to business. Business Law emphasizes business and consumer applications within the frameworks of federal, state, and local laws, and introduces the impact of law. This course is designed to introduce the student to the study of law through a brief look at how law developed, the legal system in the United States, the functions of the federal and state court systems, and civil and criminal law. Students will examine the relationship of law and ethics, due process, contract law, court systems, and methods of dispute resolution. Types of law covered include tort lawsuits, courts, contracts, employment, and property. Analysis of relevant cases and current issues in the law will be incorporated. This course is a foundation in law for those planning to major in business in college to pursue business careers and for personal and consumer applications.

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**Course:** Entrepreneurship  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Have you ever considered going into business for yourself? Entrepreneurship is designed to provide students with the information and skills that lead to successful management or ownership of a business. Students are provided opportunities to discover benefits and risks of self-employment. This course will explore the steps and processes to become a successful business owner, and how to effectively market a business. Students will create and design their own business plan along with participating in a computer business simulation.

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**Course:** Sports and Entertainment Marketing  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship, and creation of a sports or entertainment advertising campaign. Students will design an advertising plan for a product, brand, team or event of their choice. Students taking sports marketing will have the opportunity to participate in DECA (student marketing leadership organization). Real world scenarios will be used for this course, and careers in this industry will be explored.

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**Course:** Business and Personal Marketing (DMACC Dual Credit: ADM221 – Career Development Skills)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 2 DMACC credits second semester  
**Recommendation:** Sports and Entertainment Marketing

**Course Description:**

Business and Personal Marketing is for students interested in business/marketing careers. Business and Personal Marketing incorporates activities in the area of customer relationship/satisfaction, leadership, marketing principles, career exploration, and writing a resume/cover letter. This year long course is project based and incorporates business marketing in the first semester and personal marketing in the second semester. Students develop a solid understanding of the marketing concept through marketing activities and real world projects. In addition, students develop their knowledge for marketing themselves to ensure success in the pursuit of a job/career of their choice.

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**Course:** Apprenticeship (DMACC Dual Credit: ADM936 – Occupational Experience)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 3 DMACC credits first semester

**Course Description:**

Students can earn one high school credit per semester for their job or on-the-job training. Apprenticeship recognizes the basic fact that learning about the work and developing vocational skills and work habits can best be developed on the job. This supervised work experience gives the student a practical and educational look at the work world. There is an online component to the class so students are required to check their Google Classroom on a regular basis. Students must submit weekly hours, and be evaluated regarding their progress in the workplace as a part of the evaluation for this course. Students will explore different career options, learn about job placement procedures and participate in a seminar that examines current work trends and issues. All students are given the opportunity to receive work experience (minimum of 7 hours per week) in various industries and businesses.

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**Course:** AP Computer Science Principles  
**Semesters:** 2  
**Credit:** 2 SEP credits  
**Prerequisite:** Algebra I or 8<sup>th</sup> Grade Compacted Math

**Course Description:**

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. By the end of this course, students will learn basic programming skills as well as fundamental concepts about how computers and the Internet work. Python will be used as the primary programming language.

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**Course:** AP Computer Science A  
**Semesters:** 2  
**Credit:** 2 SEP credits  
**Prerequisite:** PLTW – CSP: Computer Science Principles or AP Computer Science Principles

**Course Description:**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes project-based, object-oriented programming and design using the Java programming language. This course will prepare you to take the AP Computer Science A exam.

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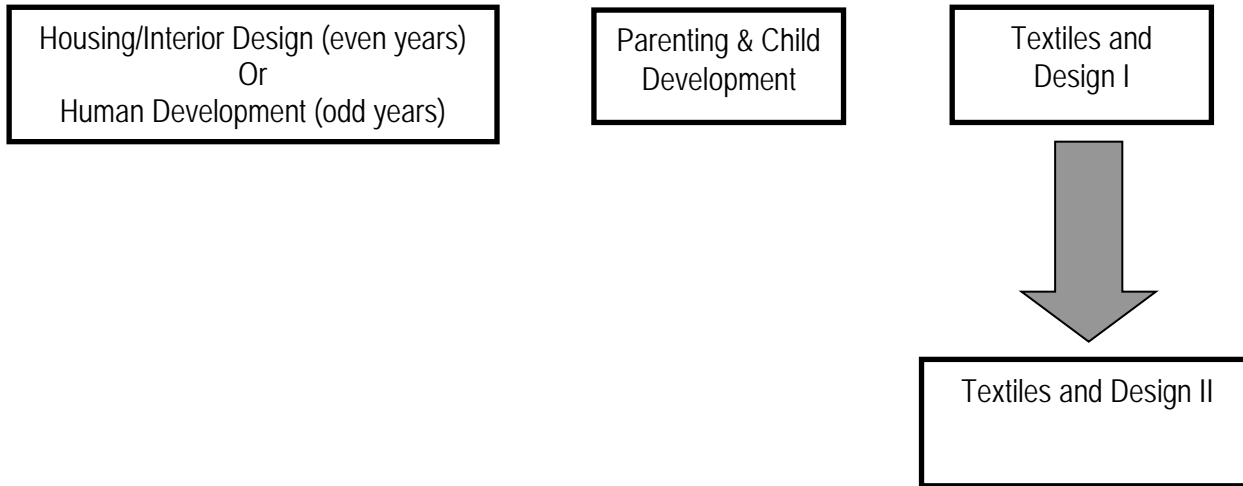
**Course:** Intro to Video Game Design  
**Semesters:** 1  
**Credit:** 1  
**Recommendation:** PLTW – CSP: Computer Science Principles or AP Computer Science Principles

**Course Description:**

Students learn how to create video games in JavaScript. This course reviews the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the course, they will have an introduction to programming in JavaScript.

# Family and Consumer Science

## Flowchart for Course Selection



# Family and Consumer Sciences

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**Course:** Textiles and Design I

Semesters: 1

Credit: 1

**Course Description:**

This course is an introduction to the apparel selection, the fashion industry and sewing techniques. Basic fashion concepts such as elements and principles of design, terminology related to clothing, history of apparel, and fabric and sewing equipment will be covered. With the sewing machine, students will complete 1 basic garment, 1 community service project, and 1 project of choice from a given list of options. They will also learn to sew a button and create a project by hand sewing. Ideal for students interested in art and design careers.

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**Course:** Textiles and Design II

Semesters: 1

Credit: 1

Prerequisite: Textiles and Design I

**Course Description:**

This course builds upon the learning in Textiles & Design 1, requiring sewing projects of increased skill level to be completed. Students will focus on the fashion industry, including merchandising and marketing, and textiles science. Students will complete 1 community service project, and a minimum of 1 garment to be modeled in our annual fashion show. Ideal for students interested in art and design careers.

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**Course:** Parenting and Child Development

Semesters: 1

Credit: 1

**Course Description:**

This course explores the physical, emotional, social and intellectual development of children from conception to age 6. Among the many topics included are pregnancy, birth, appropriate methods of guidance and discipline, health and safety, and modern societal issues related to parenting. Students will attend a trip to a local child care facility to observe development at all age levels covered in the course. Ideal for students interested in human services careers --health, education, child care, etc.

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**Course:** Housing/Interior Design

Semesters: 1

Credit: 1

**Course Description:** OFFERED EVEN YEARS

This course offers students an opportunity to gain knowledge of interior design, architecture, careers and problem solving skills related to living environments. Students will demonstrate skills in designing floor plans, creating color schemes, and planning areas for specific purposes. Ideal for students interested in art and design careers.

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**Course:** Human Development

Semesters: 1

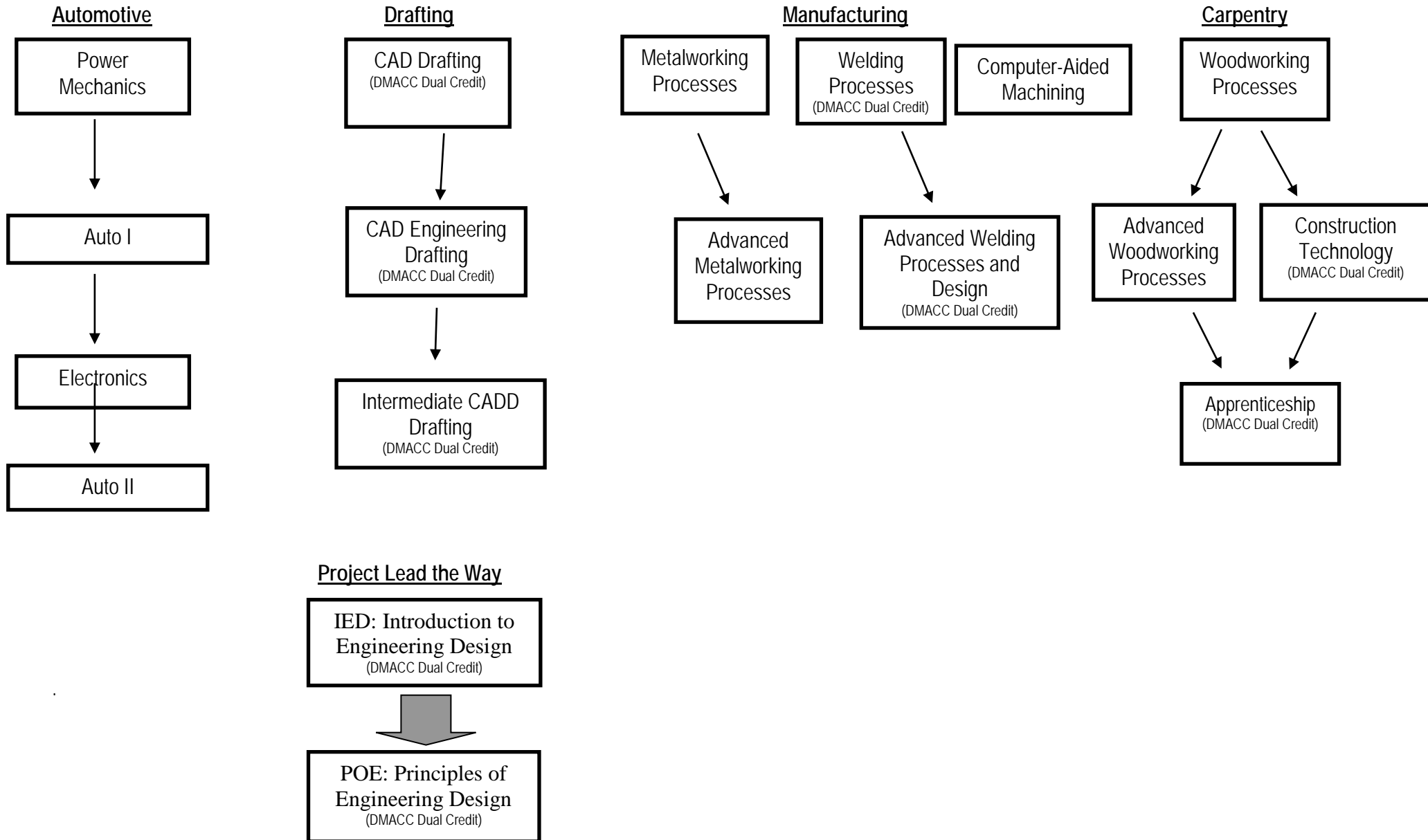
Credit: 1

**Course Description:** OFFERED ODD YEARS

Human Development is a course that explores physical, cognitive, and psychosocial development across the lifespan. Students will analyze how influences such as heredity, environment, life events, and culture affect how we grow and develop from birth through the lifetime. Students will learn about communication, support systems, and nurturing relationships to improve life. This course would be beneficial for students interested in health careers, education, child care, and human services careers.

# Industrial Technology

## Flowchart for Course Selection



# Industrial Technology Department

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**Course:** Woodworking Processes  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Students will learn beginning level woodworking skills. Students who select this course will learn machine and power tool safety, basic wood joints, construction techniques, and finishing techniques. Students will choose from a variety of projects plans made available to them. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Advanced Woodworking Processes  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Woodworking Processes

**Course Description:**

This is an advanced course in woodworking. It is designed to expand the students' skill in cabinet and furniture making. Students will learn advanced techniques in wood joinery and construction techniques. Students will build larger, more complex projects with emphasis on cabinetry and developing skills for frame and panel construction. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Metalworking Processes  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Students will explore a variety of metal fabrication skills through the construction of projects such as tool boxes, hammers, metal casting, and many more. Students learn competencies associated with metalworking trades. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Advanced Metalworking Processes  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Metalworking Processes

**Course Description:**

Students will develop advanced skills in a variety of metalworking occupations using metalworking lathes, computer controlled milling machines, 3D modeling software, and the metal-casting process. Additional fees may be assessed when students choose to use upgraded supplies that exceed the district allocation.

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**Course:** Welding Processes (DMACC Dual Credit: WEL228 – Intro to Welding, Safety & Health of Welders)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 1 DMACC credit

**Course Description:**

A variety of welding methods is offered in this course. Students develop competencies in SMAW, GMAW, Gas Welding, torch cutting, and plasma cutting. Concepts taught in this class include: Welding safety; Occupational opportunities for male and female students in welding trades; Arc welding and torch cutting; Oxy-acetylene welding, cutting, and brazing; Welding theory; Gas Welding, Brazing. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Advanced Welding Processes and Design (DMACC Dual Credit: WEL208 – Intro to Fabrication , WEL233 – Print Reading and Welding Symbol Interpretation)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 5 DMACC credits second semester  
**Prerequisite:** Welding Processes  
**Recommendation:** CAD Drafting I

**Course Description:**

Students develop advanced competencies in the areas of shielded-metal-arc welding, GMAW, TIG and Oxy-acetylene welding and plasma cutting. Welding in all positions, construction of projects and repair welding is included. This has strong focus on project design with AutoCAD and CNC Plasma Cutter. Concepts taught in this course include: Welding safety; Occupational opportunities for men and women in the welding industry; Use of arc, GMAW, TIG, and oxy-acetylene equipment; CNC Plasma Cutting; AutoCAD; Project Design; Working in groups; Mathematics for Welders. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Construction Technology (DMACC Dual Credit: CON336 – Care/Use of Power/Hand Tools, CON337 – Construction Blueprint Reading, CON333 – Materials & Construction Theory)  
**Semesters:** 2  
**Credit:** 4 SEP credits; 2 DMACC credits first semester, 5 DMACC credits second semester  
**Prerequisite:** Woodworking Processes  
**Recommendation:** Advanced Woodworking Processes

**Course Description:**

This course is open to male and female students who wish to explore construction trades. Students will experience many aspects of construction through course work and hands on building activities. Students will gain knowledge and build skills necessary for entering the construction trades industry or continuing their education at the post-secondary level. College credit and apprenticeship training credit may be available for those who qualify.

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**Course:** CAD Drafting I (DMACC Dual Credit: CAD 119 – Intro to Computer Aided Drafting)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 3 DMACC credits

**Course Description:**

Drafting is the beginning course for students in a series of drafting courses which are articulated with Des Moines Area Community College. This course should be taken by anyone interested in entering the manufacturing, engineering, architectural and related fields. Students will be working with the most current AutoCAD software. Drafting techniques will be explored to develop both 2-D and 3-D drawings.

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**Course:** CAD Engineering Drafting (DMACC Dual Credit: CAD 151 – CAD Graphics I)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 6 DMACC credits second semester  
**Prerequisite:** CAD Drafting I

**Course Description:**

Engineering Drafting is second in the series of courses for students to earn college credit in Drafting and Computer Aided Drafting at Des Moines Area Community College. This course should be taken by students interested in drafting, engineering, design, and manufacturing fields. Students will be working with the most current AutoCAD and Solidworks software. Drafting techniques will be explored to develop both 2-D and 3-D drawings with 3-D modeling activities.

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**Course:** Intermediate CADD - Architectural (DMACC Dual Credit: CAD 126 – Inter. CAD II Architectural)  
**Prerequisite:** CAD Drafting I and Architectural Drafting I  
**Semesters:** 1  
**Credit:** 1 SEP credit; 3 DMACC credits

**Course Description:**

Architectural Drafting is a class in line with our articulation agreement with Des Moines Area Community College. This class should be taken by anyone entering the housing or commercial fields, interior design, sales, manufacturing, and architectural studies. Students will be working with the most current AutoCAD software and manual drafting techniques.



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**Course:** Power Mechanics  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Students will explore a variety of areas related to engine operation including: simple machines, hydraulics, pneumatics, thermodynamics, and 2 & 4 stroke engine theory of operation. Safety in an automotive lab environment is stressed, as is the use of a variety of precision measurement tools normally used in an automotive lab. The class also has a strong basis in mathematics that emphasizes the uses of data to predict outcomes and prove theorems. Students will be introduced to engine systems by rebuilding and test running a small gas engine during the course. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Auto Mechanics I  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This course is a beginning class designed to prepare students to be a dealership/repair facility technician. Students will perform minor vehicle service, access electronic service information, and study automotive systems. Entry level tasks like tire rotation, balance, dismounting, and mounting will be stressed. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Auto Mechanics II  
**Semesters:** 2  
**Credit:** 2  
**Recommendation:** Electronics  
**Prerequisite:** Auto Mechanics I

**Course Description:**

First semester provides theoretical instruction of the automobile four stroke power plant. Students will learn proper assembly procedures and engine rebuilding techniques. Precision measuring techniques for rebuilding engines will be stressed using dial calipers, micrometers, and feeler gauges. Second semester provides theoretical electronics instruction using intense mathematical formulas and concepts to understand electronic circuits. The use of electrical measuring devices such as voltmeters, current meters, and ohm meters will be stressed. The last part of the class deals with automotive electrical circuits, specifically starting, charging, ignition, and computer circuits.

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**Course:** Electronics  
**Semesters:** 2  
**Credit:** 2  
**Recommendation:** Algebra I

**Course Description:**

A course designed to familiarize students with the fundamentals of solid state electronics. Included in the course is basic electrical theory. RCL circuits, radio and TV theory and projects construction involving circuit board construction, component mounting, and device testing. Heavy emphasis on mathematical formulas and processes. Concepts taught in this course include: Basic electronic theory and components of DC and AC; Construction techniques including printed circuit board construction; Use of testing and measuring equipment; Home Wiring. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** Computer Aided Machining  
**Semesters:** 1  
**Credit:** 1  
**Recommendation:** CAD Drafting I

**Course Description:**

Students learn the basics of a computer-controlled lathe (wood, plastic, metal); computer-controlled milling machine (wood, plastic, metal); and computer-controlled sign making and laser engraving. Additional fees may be assessed when students chose to use upgraded supplies that exceed the district allocation.

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**Course:** PLTW – IED: Introduction to Engineering Design (DMACC Dual Credit: EGT400 – PLTW IED)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 3 DMACC credits  
**Recommendation:** Algebra I

**Course Description:**

This is the first of two foundational courses in the Project Lead the Way Engineering program. In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students investigate topics such as aerodynamics and astronautics, biological engineering and sustainability, and digital

electronics and circuit design, which give them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers. In this first of two foundational courses, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

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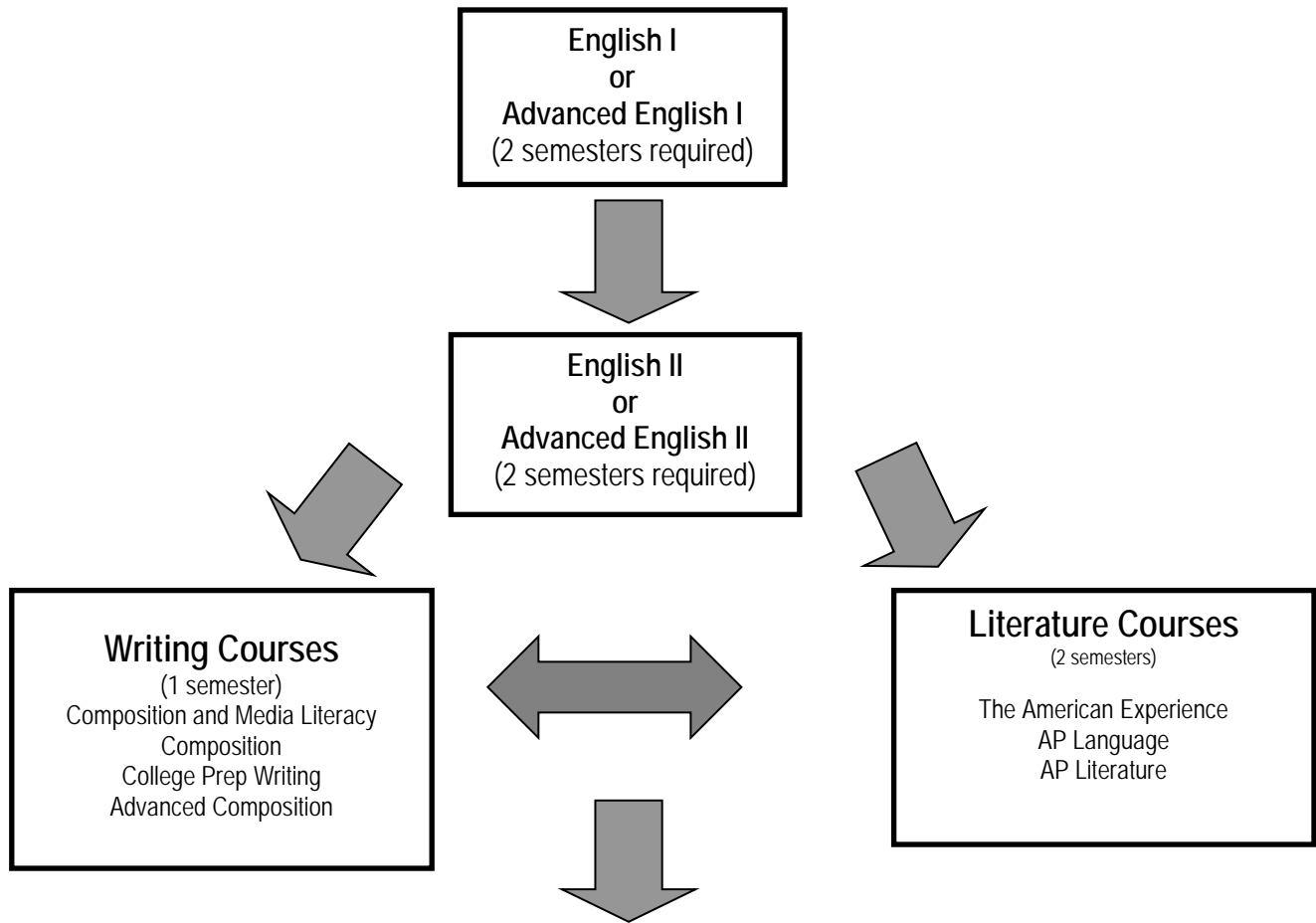
**Course:** PLTW – POE: Principles of Engineering (DMACC Dual Credit: EGT410 – PLTW POE)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 3 DMACC credits  
**Prerequisite:** PLTW – IED: Principles of Engineering

**Course Description:**

This is the second foundational course in the Project Lead the Way Engineering program of study. In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students investigate topics such as aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and circuit design, which give them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers. In this second foundational course, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation through engaging and challenging problems. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

# Language Arts

## Flowchart for Course Selection



Some of the elective courses below may be taken concurrently with English II.

**Elective Courses**  
Students must choose from the courses listed below in order to complete a total of eight semesters of high school language arts.

Advanced Composition	Advanced Composition II	AP Language
AP Literature	College Prep Writing	Composition
Composition and Media Literacy	Comp/Production for Publications (Rampage)	Speech Communications
Creative Writing	Drama	*Class-Connected Reading Strategies
The American Experience	Yearbook	

**Note:**

- Composition and Media Literacy, Comp/Production for Publications, Drama, and Yearbook are not accepted by the NCAA Clearinghouse and may not be accepted as an English credit by some colleges and universities including Iowa, Iowa State, and the University of Northern Iowa. See your counselor for more details.
- Taking both AP Literature and AP Language will satisfy the two literature, one writing, and one elective requirements for graduation.

# Language Arts Department

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**Course:** English I

**Semesters:** 2

**Credit:** 2

**Course Description:**

English I is designed to develop effective speaking, writing, and reading skills. Through specific activities, students will be able to recognize writing and speaking as a valuable and enjoyable means of communication. A variety of modern and classic literature is studied and analyzed by genre and theme. Assessments will consist of quizzes and tests, written essays and papers, projects, and speeches. Areas of study will include short stories, novels, compositions, speeches, poetry, drama, nonfiction, grammar, mechanics, writing structure and research.

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**Course:** Advanced English I

**Semesters:** 2

**Credit:** 2

**Course Description:**

Advanced English I is designed for highly motivated students who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. Effective speaking, writing, and reading skills will be developed through challenging texts and activities. The course covers the same content as English I with additional reading and writing assignments. Material is approached at an accelerated pace and in greater depth. This course will provide additional preparation in thinking/reading/writing skills that would be valuable in AP and college level courses.

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**Course:** English II

**Semesters:** 2

**Credit:** 2

**Prerequisite:** English I

**Course Description:**

English II will continue to develop effective speaking, writing, and reading skills. Through specific activities, students will be able to recognize writing and speaking as a valuable and enjoyable means of communication. A variety of fiction and nonfiction is organized, studied, and analyzed by genre and theme. Assessments will consist of quizzes and tests, written essays and papers, projects, and speeches. Areas of study will include short stories, novels, compositions, speeches, poetry, drama, nonfiction, grammar, mechanics, writing structure and research.

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**Course:** Advanced English II

**Semesters:** 2

**Credit:** 2

**Prerequisite:** English I

**Course Description:**

Advanced English II is designed for highly motivated students who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. This course will continue to refine effective speaking, writing, and reading skills. The course covers the same content as English II with additional reading and writing assignments. Material is approached at an accelerated pace and in greater depth. This course will provide additional preparation in thinking/reading/writing skills that would be valuable in AP and college level courses.

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**Course:** Speech Communications

**Semesters:** 1

**Credit:** 1

**Recommendation:** English I

**Course Description:**

Speech Communication is a one-semester course designed to improve verbal and nonverbal communication skills. Concepts and activities include the development of interpersonal skills, intrapersonal awareness, listening skills, organizational skills, and delivery skills for public speaking. Students will research topics of their choice using online databases and other online resources. They will utilize presentation software and other audio/visual digital resources. Students will use technology to record and reflect upon their presentations. They will engage in group processing and discussions, as well as other activities to enhance listening and overall communication skills for application to real-life situations.

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**Course:** Drama  
**Semesters:** 1  
**Credit:** 1  
**Recommendation:** English I

**Course Description:**

This performance based course teaches students acting techniques and helps to build an appreciation for theatre. Activities are designed to help students apply their knowledge of improvisation, mime and movement, voice production, and ensemble building. Students will participate in creative dramatics, makeup and/or set design, improvisation (individual and/or group), storytelling, and acting (individual and/or group). Students will present both solo and group performances. Students will also study the history of theatre and a variety of genres to evaluate how drama has changed over the years.

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**Course:** Composition and Media Literacy  
**Semesters:** 1  
**Credit:** 1  
**Recommendation:** English I

**Course Description:**

Composition and Media Literacy is a writing and reading course which serves as an introduction to the print and online media. Students will study the industry's conventions with emphasis on scholastic applications. Assessments will be conducted through practical application of writing skills in a variety of settings, along with objective tests, quizzes and daily classroom learning activities. Areas of study include news gathering, media law, ethics, and history, news writing, specialty writing (features, sports, editorials) and publication analysis.

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**Course:** College Prep Writing  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** English I and English II

**Course Description:**

College Prep Writing provides a rigorous writing experience for students to prepare them for DMACC Composition, AP Composition, and college. Students will engage in six theme-based units that are reflective of the ACT College Readiness Standards in writing. Areas of study include the following: study skills, ACT College Readiness Standards, rhetorical analysis, scholarship essays, styles of documentation, college readiness/transcript essays, and an annotated bibliography.

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**Course:** Composition  
**Semesters:** 1  
**Credit:** 1  
**Prerequisite:** English I and English II

**Course Description:**

Composition is a one-semester course in which students write and read nonfiction. The course follows a conventional composition structure, focusing on the modes of discourse: narrative, comparison, analysis, synthesis, and argument. The course is based on the principle that reading and writing are best taught together. Students will be asked to write papers, read and analyze professional essays, and practice general language skills. The course is good preparation for advanced English classes, for college, and for the workplace.

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**Course:** Advanced Composition (DMACC Dual Credit: ENG105 – Composition I)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 3 DMACC credits  
**Prerequisite:** English I and English II

**Course Description:**

This course introduces students to the college-level writing process through the construction and revision of a series of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course introduces library and computer-based research strategies. Students will write and revise at least four essays and produce a minimum of 20 pages.

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**Course:** Advanced Composition II (DMACC Dual Credit: ENG106 – Composition II)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 3 DMACC credits  
**Prerequisite:** Advanced Composition

**Course Description:**

This course is a continuation of Advanced Composition. Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose. Academic integrity is a key expectation of this course.

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**Course:** Advanced Placement Language and Composition  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** English I and English II

**Course Description:**

AP Language is a two-semester course that focuses on the study of language in all forms. Students enrolled in this course will become skilled readers of prose written in a variety of rhetorical contexts and will communicate their understanding through strong written communication skills. Students will analyze how authors use language to rhetorically manipulate a specific audience for a purpose. The course requires students to develop analytical and argument based essays that examine a variety of literary and nonfiction texts. Students should expect a college-level curriculum and intensive reading and writing assignments.

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**Course:** The American Experience  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** English I and English II

**Course Description:**

The American Experience is a two semester course of classic and contemporary American literature and non-fiction texts. Backgrounds of major American authors, including essayists, poets and novelists are studied, along with the time periods in which they wrote. The course covers the literary periods ranging from the 1600s through 21st century, with emphasis on the analysis and interpretation of literary pieces, both fiction and non-fiction, writing and speaking. Students must take this course or AP Literature junior or senior year in order to meet the Core Standards.

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**Course:** Advanced Placement Literature and Composition  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** English I and English II

**Course Description:**

AP Literature is a two-semester course that focuses on reading and writing with the rigor of a college class. The course moves chronologically from Old English literature to contemporary fiction, synthesizing an understanding of the persistent themes of human existence: suffering, temperance, family, love. The course emphasizes close reading and strong writing; student work is held to a high standard. The rigor of the course demands that only students serious about this type of study enroll. Students should take a composition course before enrolling in AP Literature.

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**Course:** Composition and Production for Publications (DMACC Dual Credit: first year in this course would provide students with JOU122 and JOU142; second year in course would provide students with JOU143 and JOU242)  
**Semesters:** 2 (firm commitment)  
**Credit:** 2  
**Prerequisites:** Composition and Media Literacy, application, possible interview

**Course Description:**

Composition and Production for Publications is a workshop-style course designed to provide students with experience in all facets of newspaper production. Students will apply concepts developed in the Composition and Media Literacy course by responsibly gathering and reporting information in the student newspaper, *Rampage*. Students will be expected to contribute significantly in all aspects of producing a high-quality publication. Meeting deadlines and fulfilling responsibilities will be emphasized as a fundamental expectation of the class. Areas of study include review all areas of journalistic writing, media law and ethics, advertising sales and design, photography, copyediting and proofreading, publication design and page layout, and journalism technology.

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**Course:** Yearbook  
**Semesters:** 2 (firm commitment)  
**Credit:** 2  
**Recommendation:** Composition and Media Literacy, Faculty approval

**Course Description:**

Yearbook is a workshop-style course designed to provide students with experience in all facets of a working publication. Students will apply concepts developed in the Composition and Media Literacy course by responsibly gathering and reporting information in the yearbook, *The RAM*. Students will be expected to contribute significantly in all aspects of producing a high-quality publication. Meeting deadlines and fulfilling responsibilities will be emphasized as a fundamental expectation of the class. Students are required to sell sponsorships to pay for book production and to devote after-school and summer vacation time to finishing the book. Areas of study include review all areas of journalistic writing, media law and ethics, sponsorship sales, photography, copy editing and proofreading, publication design and page layout, journalism technology.

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**Course:** Creative Writing  
**Semesters:** 1  
**Credit:** 1  
**Recommendation:** English I

**Course Description:**

This course is a fiction and poetry writing seminar in which creativity and imagination take precedence over mechanics. This course is separated into three units: short stories, poetry, and children's stories. Additional areas of focus may include song writing or drama. Students will be asked to write and understand the components for each genre. Areas of study within short fiction include elements of short stories, fairy tale, surprise ending, classic fiction, detective story, tragedy, myth, science fiction, fantasy, mystery, satire/comedy. Topics of study under poetry include elements of poetry, acrostic, free verse, linking poems, cinquain, ransom poems, pantoum, concrete poems, tanka, and haiku.

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**Course:** Classroom Connected Reading Strategies  
**Semesters:** 1-4 based off of student need  
**Credit:** 1 per semester

**Course Description:**

Classroom Connected Reading Strategies is for students with identified reading needs. Students receive explicit instruction in the four components of reading: comprehension, fluency, vocabulary, and motivation or attitude toward reading. The course is goal-oriented and students are able to complete the class as they demonstrate a grade-level, independent reading ability. Areas of study include six key comprehension skills, three major components of fluency, vocabulary: context clues, prefixes, suffixes, and roots, test-taking strategies, choice reading, ninth grade core curriculum support, guided and independent practice, and fiction and nonfiction texts.

# World Languages Department

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**Course:** Spanish I  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

Spanish I is a one-year course of two semesters that establishes the academic foundation for success in Spanish II, III, and IV. Students acquire a conversational and grammatical vocabulary of a variety of words and expressions. This course introduces the skills of reading, writing, listening comprehension, and speaking while developing proficiency in the three modes of communication: interpersonal, interpretive, and presentational. Areas of study include introduction to conversational vocabulary topics such as greetings, weather, activities, likes/dislikes, food, classes/school, age, descriptions, family, places in town, house/home, parties, leisure activities, etc.; pronunciation, listening, and speaking skills; basic conjugations of regular and irregular verbs in present tense. Cultural information and festivities celebrated in Spanish speaking countries will be discussed.

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**Course:** Spanish II  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Spanish I; Special consideration for heritage learners

**Course Description:**

Students will apply and manipulate vocabulary and structural skills acquired in Spanish I. This course continues to build on the skills of reading, writing, listening comprehension, and speaking while developing proficiency in the three modes of communication: interpersonal, interpretive, and presentational. Spanish II focuses on communicating effectively using a variety of tenses including the present, past and present progressive. Areas of study include conversational vocabulary including household vocabulary and chores, clothing, classroom vocabulary and interactions, extracurricular activities, shopping and community living, childhood and special events. Cultural information and festivities celebrated in Spanish speaking countries will be discussed.

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**Course:** Spanish III  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Spanish II; Special consideration for heritage learners

**Course Description:**

Students learn advanced structures of language to expand their level of communication proficiency. This course continues to build on the skills of reading, writing, listening comprehension, and speaking while developing proficiency in the three modes of communication: interpersonal, interpretive, and presentational. Students further explore the cultures of countries where Spanish is spoken. Areas of study include communication topics such as family, leisure activities, home/city, environmental issues, health, and volunteer vocabulary. Students read, write, and speak Spanish in past and future tenses by conducting peer interviews, and writing descriptions and narrations. Students also compare and contrast American traditions with Spanish holidays and customs, and use technology to reinforce communication skills.

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**Course:** Spanish IV (DMACC Dual Credit: FLS 241 – Intermediate Spanish I , FLS242 – Intermediate Spanish II)  
**Semesters:** 2  
**Credit:** 2 SEP credits; 4 DMACC credits first semester, 4 DMACC credits second semester  
**Prerequisite:** Spanish III; Special consideration for heritage learners

**Course Description:**

Spanish IV is a weighted grade course. The focus of the course is to increase the student's proficiency in Spanish. High expectations are placed on listening, speaking, reading, and writing skills in Spanish. The activities in class focus on communicating in and understanding Spanish. Areas of study include conversational vocabulary topics such as school, home and family, jobs and future careers, sports and activities, travel situations and plans, works of art, social/societal problems, education, advice, entertainment and interests, heroes, food, idiomatic and slang expressions, etc.. The class is conducted primarily in Spanish with comprehension and speaking skills emphasized. The students work with longer segments producing essays and more complex sentences. Students will discuss and research Hispanic art and artists and present individually in Spanish on a chosen artist; perform drama presentation to present a fairy tale for lower level Spanish students; refine grammar skills; read segments of Don Quixote; and prepare for further use/study of the language.



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**Course:** French I  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

French I is an active participatory class in which students begin the process of communicating in French. Students learn the phrases, vocabulary, and structures needed to have brief conversations in French. Students will be introduced to the diverse cultures of the countries where French is spoken. Areas of study include communication topics such as greetings, exchanging information about daily life, family, school, personal interests, and talking about oneself; survival skills such as meeting people, shopping for clothing, exchanging money, etiquette, grocery items; culture areas including the city of Paris, the region of Québec, and the country Sénégal.

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**Course:** French II  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** French I

**Course Description:**

French II is an active participatory class in which students continue the process of communicating in French. Students continue to learn phrases, vocabulary, and structures needed to increase their level of comprehension and expression in French. Students will further explore countries where French is spoken. Areas of study include communication topics such as talking about where one is from, explaining personal demographics, describing the activities of others, asking and answering more specific questions; survival skills including travel skills such as describing what one sees, learning background about travel destinations, eating out at restaurants, dining etiquette, visiting tourism sites, and being able to explain and follow schedules including preparing for the day; culture lessons including cultural perspectives related to everyday life and what one encounters while immersed in another culture.

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**Course:** French III  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** French II

**Course Description:**

The focus of the class is to expand students' level of communication proficiency. This course continues to build on the skills of reading, writing, listening comprehension, and speaking while developing communicative proficiency in presentational, interpersonal, and interpretive modes of communication. Students further explore the diverse cultures of the countries where French is spoken. Areas of study include communication topics such as talking about biographical themes, explaining personal demographics, simulating experiences abroad, transportation and navigation, technology as well as narrating past experiences and potential future experiences with a focus on professions. Students will be able to follow, with teacher support, the themes and interactions between characters of the native French film *le Papillon*. Students will be able to narrate more extensively in the past tenses at an intermediate level to narrate a story or situation. Students will learn more about francophone holidays and celebrations, historical eras and the influences French speaking cultures have had in the past, as well as current trends, and the increasing future impact of French in many developing nations in Africa.

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**Course:** French IV  
**Prerequisite:** French III  
**Semesters:** 1 (held during 1<sup>st</sup> semester only)  
**Credit:** 2 SEP credits  
**Prerequisite:** French III

*\*This course will be taught in a two-period block schedule.*

**Course Description:**

French IV is a block course offered first semester. Students complete the study of the French language and use their written and verbal skills to communicate information and give their personal opinions and reactions. Special studies provide students with the opportunity to explore the French influence in the world and expand their French communication skills and knowledge of French speaking cultures. Areas of study include conversational vocabulary in topics such as transportation, navigation, urban vs. rural life, planning for the future, entertainment, preparation of food, and discussing future professional plans, and exploring register, diplomacy and etiquette between cultures. Students will be expected to make progress verbally for a high degree of academic success at this level. Comprehension skills will include an extension of both listening and reading skills. Listening will include recordings of native speakers such as actors, singers, and other native recordings as well as an expectation that students will listen to and interact with both their peers and teacher in French.

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**Course:** French V (DMACC Dual Credit: FLF241 – Intermediate French I, FLF242 – Intermediate French II)  
**Semesters:** 1 (held during 2<sup>nd</sup> semester only)  
**Credit:** 2 SEP credits; 8 DMACC credits  
**Prerequisite:** French IV

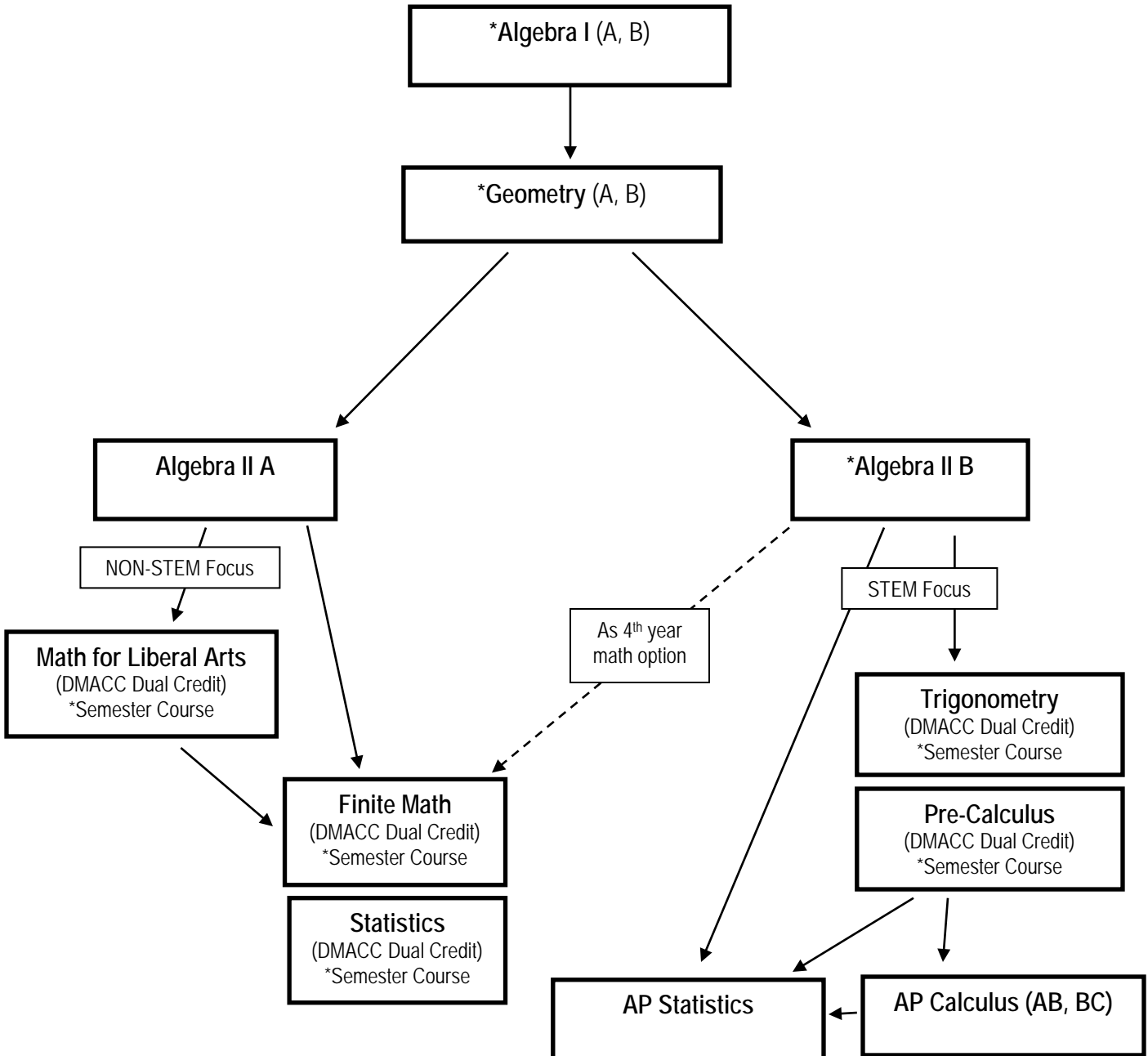
*\*This course will be taught in a two-period block schedule.*

**Course Description:**

French V is a weighted course. Students complete the study of the French language and use their written and verbal skills to communicate information and give their personal opinions and reactions. Areas of study include conversational vocabulary in topics such as friendships, urban vs. rural life, current events, societal challenges, the environment, preparation of food, entertainment, appreciation of artistic works, and resiliency from a crisis and how francophone societies face or have faced such events as poverty, colonization, war, and natural disasters. Comprehension skills will include an extension of both listening and reading skills. Listening will include recordings of native speakers such as journalists, actors, singers, as well as the native fictional post-war film *les Choristes*, as well as an expectation that students will listen to and interact with both their peers and teacher in French. Students will write short narrations and give written input on a variety of topics. Students will learn to use electronic tools (not translators) to improve their independent learning and revision of the language as well as enhance their presentations both orally and in writing. Students will be asked to read excerpts from major French authors that have been adapted for high school language learners at this level.

# Math Education Flowchart for Course Selection

\* indicate Possible 9<sup>th</sup> Grade Entry Levels



# Math Department

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**Course:** Algebra I

Semesters: 2

Credit: 2

**Course Description:**

Study of the real number system and its operations, solving equations and inequalities, working with polynomials, and solving real-world problems using Algebra. There are two different delivery systems for this course.

- **Algebra A** is the base course that is fully aligned to the Iowa Core Curriculum. This course is offered in a modified block schedule, with an additional 45 minute class period every other day. *\*This course offers an additional elective credit for the additional lab experience.*
- **Algebra B** is a more rigorous course for the student who was successful in 8<sup>th</sup> Grade Math

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**Course:** Geometry

Semesters: 2

Credit: 2

Recommendation: Algebra I

**Course Description:**

Geometry explores plane figures and extensions into space. Relationships between lines, planes, polygons, circles, and spheres are studied. Emphasis is placed on inductive and deductive reasoning and problem-solving skills.

- **Geometry A** is the base course that is fully aligned to the Iowa Core Curriculum. This course is offered in a modified block schedule, with an additional 45 minute class period every other day. *\*This course offers an additional elective credit for the additional lab experience.*
- **Geometry B** is a more rigorous course for the student who was successful in Algebra B

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**Course:** Algebra II

Semesters: 2

Credit: 2

Recommendation: Geometry

**Course Description:**

This course is the study of the real number system and the complex number system. Topics include equation solving, systems of equations, matrices, quadratics, polynomials, powers and roots, and rational functions. Students will also take the ALEKS placement test at the end of the first semester as required by DMACC for dual credit programming. Students planning to take Pre-Calculus and Trigonometry should take Algebra IIB, since there is added emphasis on trigonometry to better prepare students for that course. Algebra II may be taken concurrently with Geometry in special circumstances with teacher and administrative approval.

- **Algebra II A** is the base course that is aligned to the Iowa Core Curriculum.
- **Algebra II B** is a more rigorous course for the student who was successful in Geometry B and plans on taking Pre-Calculus.

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**Course:** Math for Liberal Arts (DMACC Dual Credit: MAT 110 – Math for Liberal Arts)

Semesters: 1

Credit: 1 SEP credit; 3 DMACC credits

Prerequisite: C- in Algebra II / previous DMACC math course or qualifying score on the ALEKS placement exam

Recommendation: Algebra IIA, Non-STEM focus

**Course Description:**

This course is a general education course in mathematics. Topics include logic, sets and statistical reasoning, problem-solving, probability, modeling, financial mathematics, math history, and application of mathematics in art, music, business and/or politics.

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**Course:** Finite Mathematics (DMACC Dual Credit: MAT 141 – Finite Mathematics)

Semesters: 1

Credit: 1 SEP credit; 4 DMACC credits

Prerequisite: C- in Algebra II / previous DMACC math course or qualifying score on the ALEKS placement exam

Recommendation: Algebra II

**Course Description:**

This course is a general education course in mathematics. Topics include set operations, methods of counting, probability, systems of linear equations, matrices, geometric linear programming, and an introduction to Markov chains.

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**Course:** Statistics (DMACC Dual Credit: MAT 157 – Elementary Statistics)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 4 DMACC credits  
**Prerequisite:** C- in Algebra II / previous DMACC math course or qualifying score on the ALEKS placement exam  
**Recommendation:** Algebra II

**Course Description:**

This course is a study of the principles of statistics and probability. Topics include measures of central tendency, normal distributions, probability concepts, sampling techniques and design of a statistical study. Application of these topics will lead the student into simple hypothesis testing methods and the study and evaluation of confidence intervals.

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**Course:** Pre-Calculus (DMACC Dual Credit: MAT 129 – Pre-Calculus)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 5 DMACC credits  
**Prerequisites:** C- in Algebra IIB / previous DMACC math course or qualifying score on the ALEKS placement exam

**Course Description:**

This course explores algebraic topics in greater depth. Topics include functions (polynomial, rational, exponential, and logarithmic), systems of equations, conic sections, combinatorics, probability, and sequence and series. Students will find zeros of functions, graph functions, solve systems of equations, graph conic sections, and solve basic combinatoric problems.

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**Course:** Trigonometry (DMACC Dual Credit: MAT 130 – Trigonometry)  
**Semesters:** 1  
**Credit:** 1 SEP credit; 3 DMACC credits  
**Prerequisites:** C- in Algebra IIB / previous DMACC math course or qualifying score on the ALEKS placement exam

**Course Description:**

This course explores geometric topics in greater depth. Topics include an introduction to functions, trigonometric ratios, trigonometric identities, vectors, and polar equations. Students will use trigonometric functions to solve problems that relate to triangle measurement, prove trigonometric identities, and model motion using trigonometric functions.

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**Course:** Advanced Placement Statistics  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Algebra II (A or B)  
**Recommendation:** Algebra IIB

**Course Description:**

The AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns.
2. Sampling and Experimentation: Planning and conducting a study.
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
4. Statistical Inference: Estimating population parameters and testing hypotheses.

It is expected that students who take an AP course will seek credit or placement, or both from institutions of higher learning. It is expected that students who take this AP course will complete the AP Statistics exam given in May of the second semester.

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**Course:** Advanced Placement Calculus  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Pre-Calculus and Trigonometry

**Course Description:**

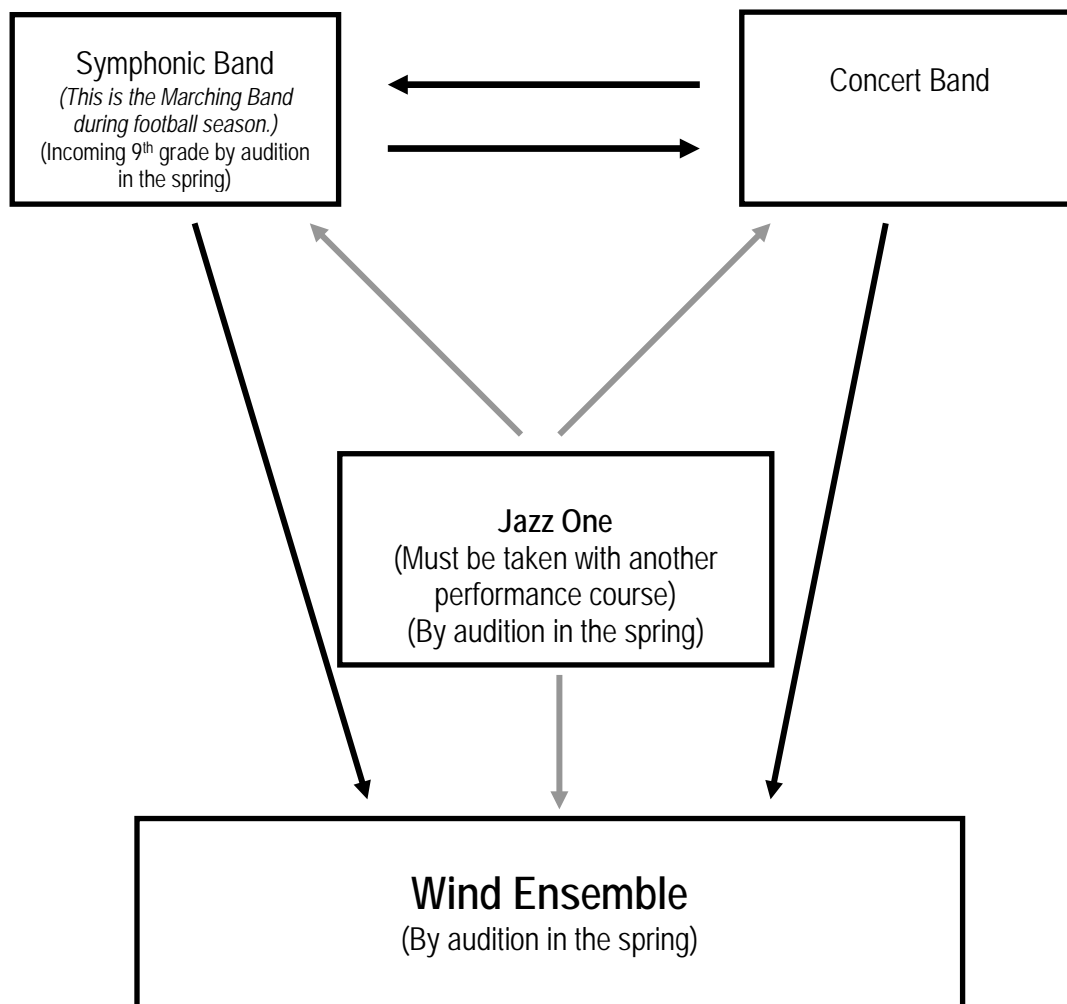
Advanced Placement Calculus consists of a full academic year of work in calculus comparable to courses in colleges and universities. It is expected that students who take an AP course will seek credit or placement, or both from institutions of higher learning. It is expected that students who take this AP course will complete the AP Calculus AB or BC exam given in May of the second semester. Topics and concepts will be explored and studied using numerical, graphical and algebraic techniques. Use of a graphic calculator is required. (A TI-nspire CAS or TI-89 will be the primary calculator used and demonstrated by the instructor.) Students will begin the course by using a district-owned graphing calculator; however, students should consider acquiring their own graphing calculator. The student is responsible to reimburse the district if district-owned calculators are lost or damaged beyond normal use.

**AP Calculus AB** consists of a full academic year of work in calculus comparable to **one semester** of Calculus in colleges and universities.

**AP Calculus BC** consists of a full academic year of work in calculus comparable to **two semesters** of Calculus in colleges and universities. This course moves through the material significantly more quickly than the AB course.

# Instrumental Music

## Flowchart for Course Selection



**Note:** All course titles in boldface print have prerequisites.

# Instrumental Music Department

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**Course:** Concert Band

Semesters: 2

Credit: 2

**Course Description:**

This course offers training in music performance through wind and percussion instruments. In addition to the Concert Band, students will have the opportunity to participate in basketball pep band, honor bands, and other extracurricular music events. Areas of study include performance, reading and notating music, listening to and analyzing music, evaluating music and music performances, comparing music historically and culturally, and musical creativity.

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**Course:** Symphonic Band (This band is the Marching Band from August through October.)

Semesters: 2

Credit: 2

**Course Description:**

This course offers training in music performance through wind and percussion instruments. In addition to the Symphonic Band and Marching Band, students will have the opportunity to participate in basketball pep band, honor bands, and other extracurricular music events. Required 6:45 a.m. rehearsals are part of this course from August through October (during marching band season.) Freshmen may audition in the spring of their 8th grade year for participation in this group. Areas of study include performance, reading and notating music, listening to and analyzing music, evaluation of music and music performance, comparing music historically and culturally, and musical creativity.

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**Course:** Wind Ensemble

Semesters: 2

Credit: 2

Recommendation: Successful completion of a high school band course, instructor approval

**Course Description:**

All students, including incoming freshmen, must complete an audition the spring semester prior to the year of participation. Re-auditions may occur at semester based on necessity. The course offers advanced training in music performance. In addition to Wind Ensemble, students will have the opportunity to participate in basketball pep band, honor bands, and other extracurricular music events. Areas of study include performing alone and with others on a varied repertoire of music, reading and notating music, listening to, analyzing, and describing music, evaluating music and music performances, the interdisciplinary relationship of music to other arts and non-arts, and musical creativity.

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**Course:** Jazz Band

Semesters: 2

Credit: 2

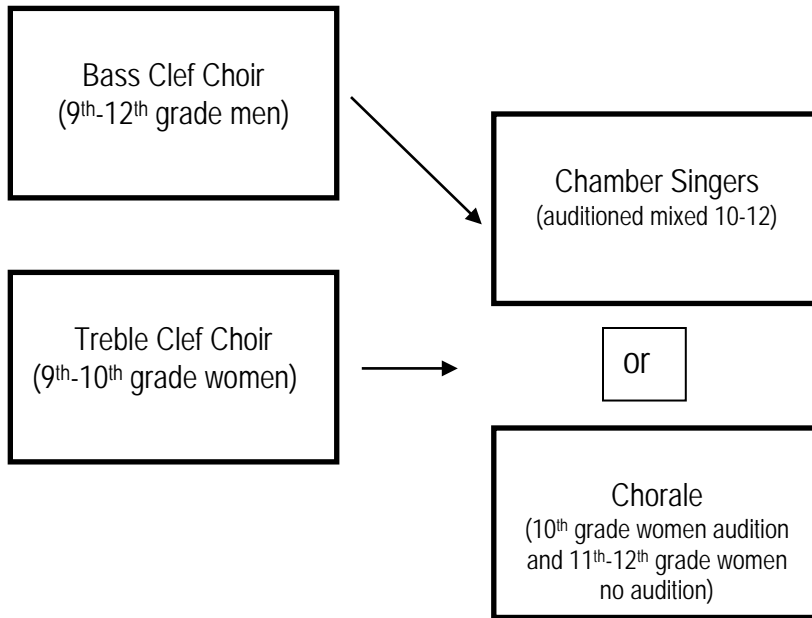
Recommendation: Students must be enrolled in Wind Ensemble, Symphonic Band, or Concert Band to be eligible for Jazz Band (exceptions: guitar and piano). All students, including incoming freshmen, must complete an audition the spring semester prior to the year of participation.

**Course Description:**

This course offers training in jazz ensemble styles, theory, history, and performance. Areas of study include fundamentals of all jazz styles, jazz in relation to various historical periods and cultures, jazz improvisation, jazz performance historically and culturally, and musical creativity.

# Vocal Music

## Flowchart for Course Selection



**Note:** Chamber Singers by audition only. 10<sup>th</sup> grade women may audition for Chorale.



# Vocal Music Department

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**Course:** Bass Clef Choir  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

This course is a non-auditioned ensemble that offers basic training in choral music performance for any bass clef singer in grades 9-12. Units include concert music study for three 'home' concerts and possibly State Large Group Contest (May). Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extracurricular opportunities include Show Choir, a variety of Honor Choirs, and field trips. Students are encouraged to seek outside opportunities for performance and/or study.

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**Course:** Treble Clef Choir  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

This course is a non-auditioned ensemble that offers basic training in choral music performance for any treble clef singer in grades 9 or 10. Units include concert music study for three 'home' concerts and possibly State Large Group Contest (May). Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extra-curricular opportunities include Show Choir, a variety of Honor Choirs, and field trips. Students are encouraged to seek outside opportunities for performance and/or study.

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**Course:** Chamber Singers  
**Semesters:** 2  
**Credit:** 2  
**Recommendation:** One academic year (2 full semesters) of membership in SEPHS Choral Program

**Course Description:**

This course is open to students in grades 10-12 by audition only and offers advanced training in choral music performance for the four voice part choir. Units include concert music study for three 'home' concerts, and State Large Group Contest (May). Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extracurricular opportunities include Show Choir, a variety of Honor Choirs, and field trips. Students are encouraged to seek outside opportunities for performance and/or study.

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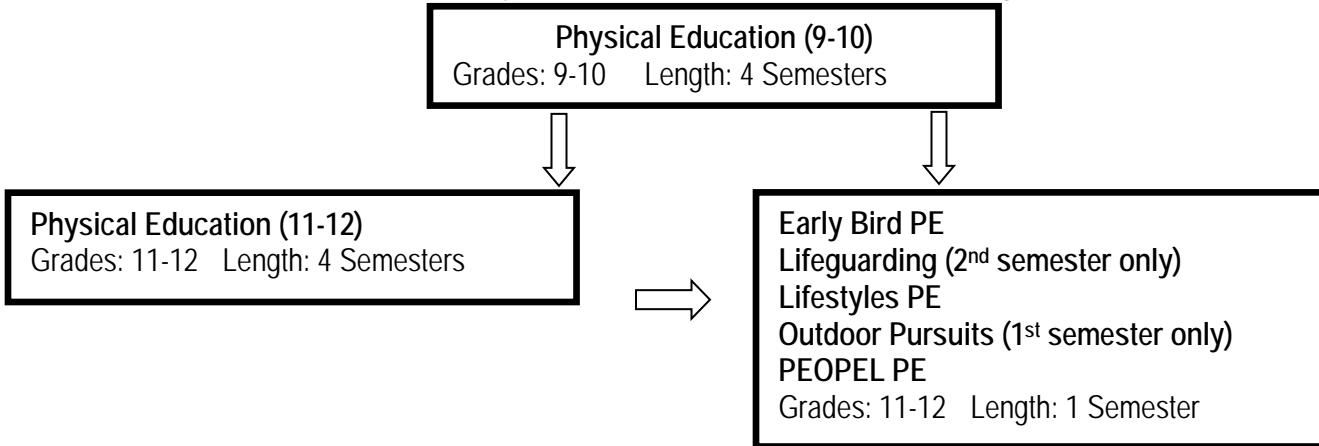
**Course:** Chorale  
**Semesters:** 2  
**Credit:** 2  
**Recommendation:** One academic year (2 full semesters) of membership in SEPHS Choral Program

**Course Description:**

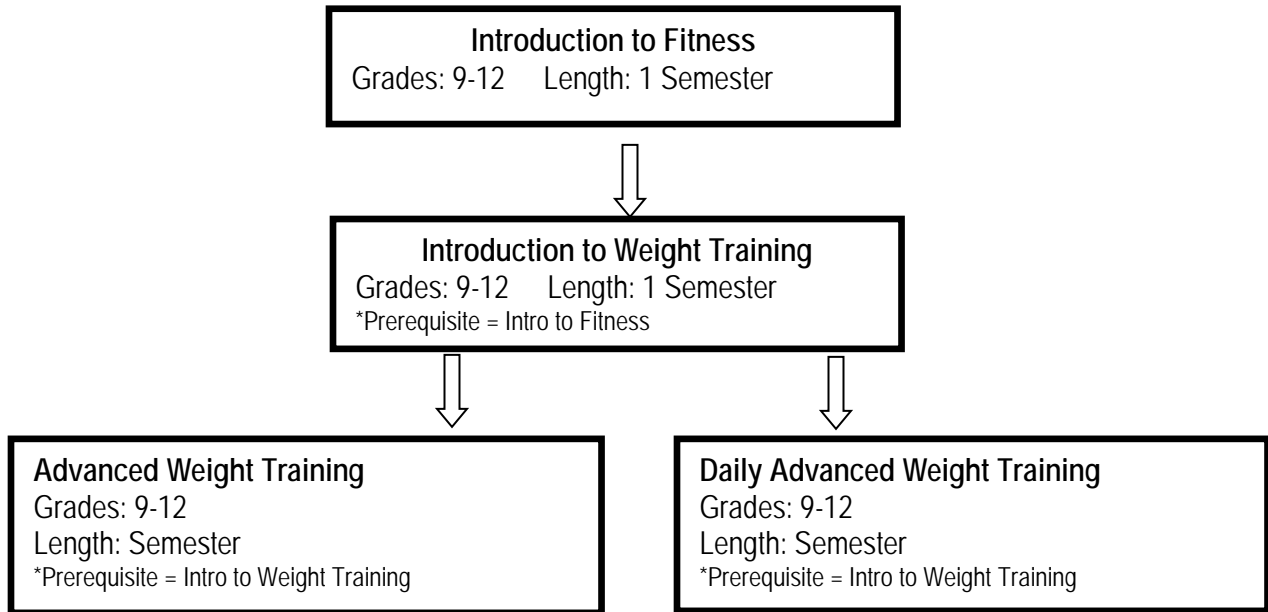
This course is open to any treble clef singer in 11th and 12th grade and any 10th grade student by audition only. It offers intermediate training in choral music performance. Units include concert music study for three 'home' concerts, and possibly State Large Group Contest (May). Additional small group and solo performance opportunities will be available, including participation in State Solo/Small Ensemble Contest (April). Music performed will be from a variety of styles. Extracurricular opportunities include Show Choir, a variety of Honor Choirs, and field trips. Students are encouraged to seek outside opportunities for performance and/or study.

# Physical Education Department

## General Physical Education Course Progression



## Athletic Development Physical Education Course Progression



Students who appropriately opt out will receive an EXCUSED on their records and will receive a semester of PE credit.

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# Physical Education Department

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**Course:** Physical Education (9-10)  
**Semesters:** 4  
**Credit:** 2 (1/2 credit each semester)

**Course Description:**

Freshmen and sophomores will take this course their first two years of high school. The course meets in alternating day fashion. Students will develop basic movement skills and knowledge of rules and strategies in a variety of activities. This will provide a well-rounded physical education experience and promote lifelong activities.

**Areas of Study**

This class will include activities within the following areas:

Team Sports, Individual Sports, Personal Fitness, Fitness Center Activities, Aquatics, Rhythmic Movements, Outdoor/Adventure Learning

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**Course:** Physical Education (11-12)  
**Semesters:** 4  
**Credit:** 2 (1/2 credit each semester)

**Course Description**

This course is for Juniors and Seniors. The course meets in alternating day fashion. Students will develop basic movement skills and knowledge of rules and strategies in a variety of activities. This will provide a well-rounded physical education experience and promote lifelong activities.

**Areas of Study**

This class will include activities within the following areas:

Fitness Activities, Team Sports, Individual Sports, Aquatics

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**Course:** Early Bird Physical Education  
**Semesters:** 1  
**Credit:** ½

**Course Description:**

Early Bird Physical Education is designed for the student who takes eight academic classes. This course meets from 6:35 a.m. to 7:40 a.m. Throughout the semester. Classes may be offered Monday through Thursday, depending on enrollment. Choices of study are the same as the regularly scheduled Physical Education courses.

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**Course:** Lifeguarding  
**Semesters:** 1  
**Credit:** ½  
**Recommendation:** 15 years of age by last day of class, swimming skills to include crawl, side stroke, and breaststroke.

*\*Book available for purchase*

**Course Description:**

Lifeguarding teaches the skills and knowledge needed to prevent and respond to aquatic emergencies. Class work involves skill practice and demonstration both in the pool and with manikins as well as study of textbook materials in the classroom. Class will be divided between the classroom and the swimming pool. Concepts included in this course include: The Professional Lifeguard – characteristics and responsibilities; preventing aquatic injury – surveillance and emergency action plans; Rescue Skills – general rescue procedures; CPR for the Professional Rescuer – breathing emergencies and CPR for adults, infant and child, two rescuer CPR, resuscitation mask; First Aid – care of injuries and sudden illness; Spinal Injury Management – recognizing and caring for spinal injuries.

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**Course:** Lifestyle PE  
**Semesters:** 1  
**Credit:** ½

**Course Description**

This course is for Juniors and Seniors. Lifestyle PE will provide a non-competitive physical education environment where students can develop lifelong movement and fitness skills. This class will focus on the components of fitness and healthy living. Areas of study will include: Fitness Walking, Flexibility, Yoga, Low impact movements, Body weight exercises.

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**Course:** Outdoor Pursuits  
**Semesters:** 1  
**Credit:** ½

**Course Description**

This is a junior/senior course. This course focuses on outdoor adventure learning. The students will participate in a number of outdoor activities like; orienteering, geocaching, survival skills, archery and kayaking. This will require students to work as a team through cooperation and communication to navigate different terrain and complete tasks.

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**Course:** PEOPEL PE (Physical Education Opportunity for the Exceptional Learner)  
**Semesters:** 1  
**Credit:** ½

**Prerequisite:** Teacher Recommendation or Student Application

**Course Description: (Adapted Physical Education)**

A diversified program of physical education having the same goals and objectives as regular physical education but modified when necessary to meet the unique need of each individual. This program is designed to develop physical and motor fitness and fundamental motor skills, so the individual can participate in recreation and sport activities and enjoy an enhanced quality of life. This course is also available to peer helpers that have met all criteria established by the instructor. Several areas of study are presented during each semester. Those areas include: Team/individual activities, aquatics, health and fitness. Each activity will last approximately 3 weeks

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**Course:** Introduction to Fitness  
**Semesters:** 1  
**Credit:** ½

**Course Description:**

An introduction to all things movement and fitness! The aim of this program is to provide each and every student a foundation upon which they can develop their personal fitness or performance training moving forward. We seek to cement proper mechanics through all of the fundamental human movements, begin to develop relative strength & mobility while also introducing the concept of capacity.

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**Course:** Introduction to Weight Training  
**Semesters:** 1  
**Credit:** ½  
**Prerequisite:** Introduction to Fitness or previous weight training experience with teacher approval

**Course Description:**

An introduction to the wide world of resistance and capacity training, expounding upon our mastery of human movement by adding weighted instruments and intensity. Athletes will learn various compound movements and loaded versions of our fundamental movement patterns. We will add elements of competition and intensity, growing our mental and physical work capacity as well.

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**Course:** Advanced Weight Training  
**Semester:** 1  
**Credit:** ½  
**Prerequisite:** Introduction to Weight Training or Fitness Center Activities

**Course Description:**

Advanced weight training is a semester long class that meets in alternating day fashion. This class gives students an opportunity during the school day to participate in a structured program that does not interfere with practice time or after-school jobs or homework. During the season it prevents extended practice time and allows for recovery before practice and games. Students will be exposed to all phases of a complete and comprehensive strength training program which emphasizes functional strength, core stability/strength, flexibility and injury reduction. Students will be tested throughout the semester to monitor progress.

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**Course:** Daily Advanced Weight Training  
**Semesters:** 1  
**Credit:** 1 (½ credit will meet semester PE graduation requirement and additional ½ credit is elective credit)  
**Prerequisite:** Introduction to Weight Training or Fitness Center Activities

**Course Description:**

This is a semester long class that meets every day. Extended time is available for sections of the 1<sup>st</sup> period section of this. This class gives students an opportunity during the school day to participate in a structured program that does not interfere with practice time or after-school jobs or homework. During the season it prevents extended practice time and allows for recovery before practice and games. Students will be exposed to all phases of a complete and comprehensive strength training program which emphasizes functional strength, core stability/strength, flexibility and injury reduction. Students will be tested throughout the semester to monitor progress.

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**Course:** Health I (REQUIRED)  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

The course will provide appropriate information dealing with all aspects of the students' health. Concepts taught in this course will include: Physical, Mental/Emotional, and Social Health choices and behaviors; Stress and stress management; Nutrition; Fitness; Drug use and abuse, alcohol and tobacco; AIDS and the STD's; suicide prevention, CPR, goal setting, and decision making.

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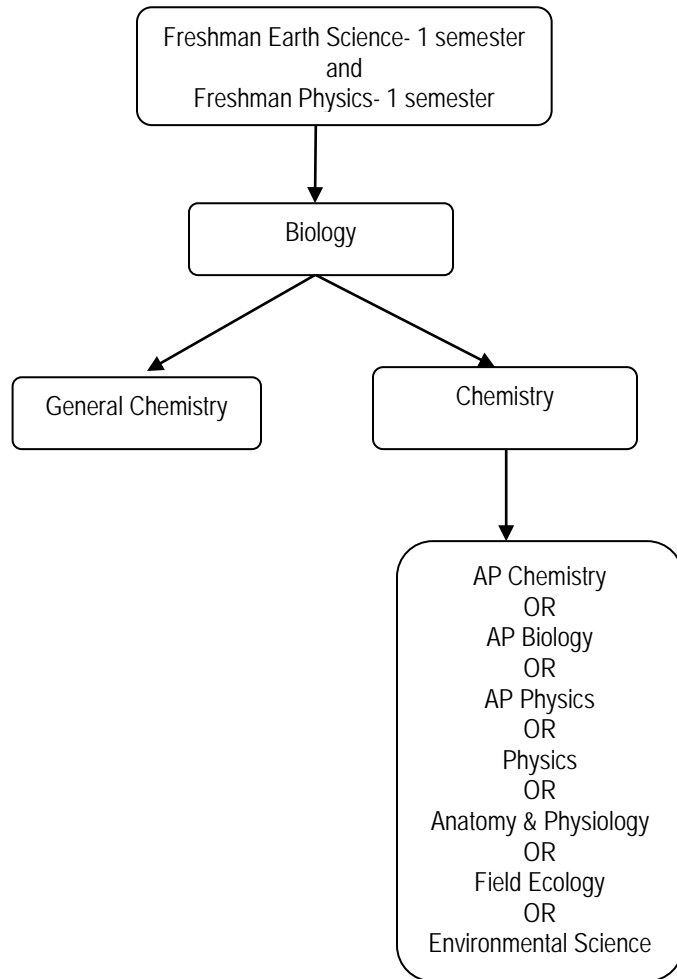
**Course:** Health II  
**Prerequisite:** Health I  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

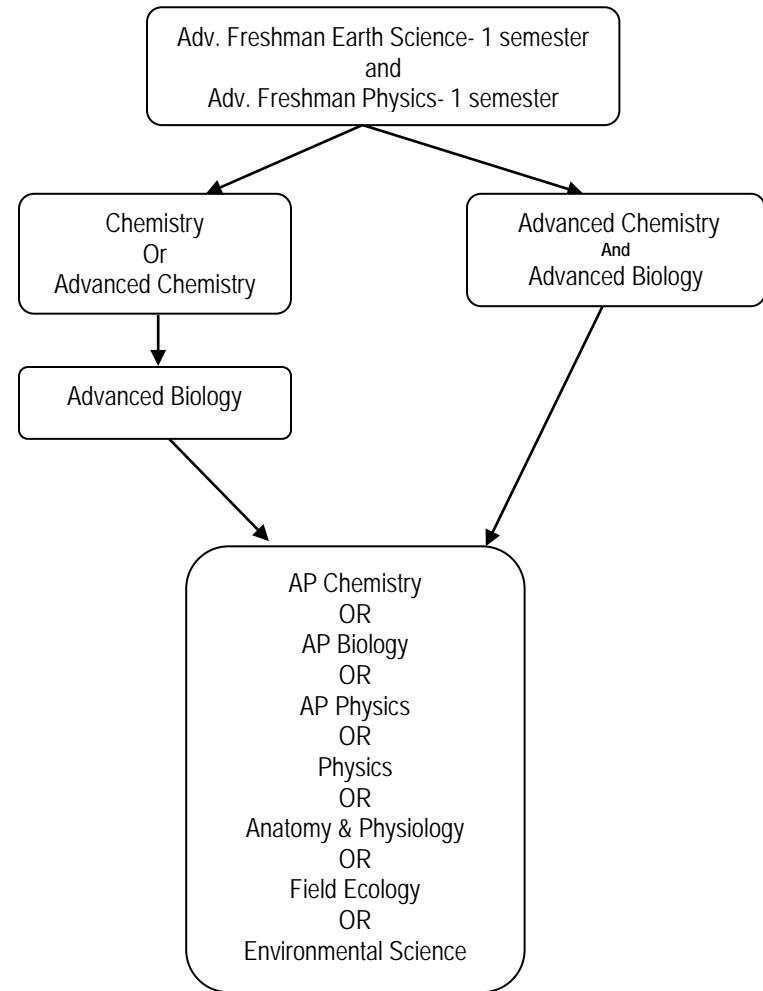
Health II will provide appropriate information dealing with the following aspects of student health. Concepts taught in this course will include: Wellness Choices and Behavior; Essential Self-Exams-Maintaining a Healthy Body; Heart and Artery Disease; Cancer; The Environment And Your Health; Disease/Disease Prevention; Health Insurance, Personal Hygiene, and Global Health Issues.

# Science

## Flow Chart for Course Selection



OR



# Science Department

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**Course:** Freshman Physics

Semesters: 1

Credit: 1

**Course Description:**

Freshmen physics is a course designed to introduce students to the basic concepts of physics, as outlined by NGSS, through the utilization of scientific methods. Areas of study include scientific methods and equipment, measurement systems, forces, laws of motion, energy transfer and conservation, and the fundamentals of electricity and magnetism.

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**Course:** Advanced Freshman Physics

Semesters: 1

Credit: 1

Recommendation: At least first semester of Algebra I

**Course Description:**

Advanced freshman physics is a course designed to prepare students for an accelerated path in the sciences. This course relies heavily on the use of algebra to understand of the natural world. The foundation of the class is a strong emphasis in inquiry, data collection, graphing, and analysis. Concepts studied within this semester are in alignment with the Next Generation Science Standards and include describing and measuring motion, the study of forces and fields, energy in its different forms, principles and properties of waves, sound and light; and the fundamentals of electricity and magnetism.

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**Course:** Freshman Earth Science

Semesters: 1

Credit: 1

**Course Description:**

Freshmen Earth and Space Science is a course designed to further student understanding of Earth and Space systems; how these systems are interrelated, how they have changed over time, and their impact on life. Areas of study will include our solar system, galaxy, and our universe, Earth history and processes, climate change, and human sustainability.

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**Course:** Advanced Freshman Earth Science

Semesters: 1

Credit: 1

**Course Description:**

Advanced freshmen Earth science is a course designed to prepare students for an accelerated path in the sciences. There will be a strong emphasis on the scientific processes of inquiry, data collection, analysis and presentation, while students gain a more thorough understanding of the Earth and space systems. Areas of study will include our solar system, galaxy, and universe, Earth's formation and processes, climate change, human sustainability, the scientific processes used to study our past

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**Course:** Biology

Semesters: 2

Credit: 2

**Course Description:**

Biology will introduce students to life from its simplest form at the microscopic level to the more advanced and complex types. Inquiry based teaching strategies are applied which emphasize observation, collection and analysis of data, decision making and problem solving. Students are actively engaged with lab practicums that allow them to experience biological concepts. Area of emphasis include: environmental/ecological interactions, classification of organisms, cell structure/function, genetics, microbial factors, bacteria, viral invaders, plants/photosynthesis and fungi/protists, and animals/organism diversity.

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**Course:** Advanced Biology  
**Semesters:** 2  
**Credit:** 2  
**Recommendation:** Advanced Freshman Physics, Chemistry

**Course Description:**

This course is for students who want a challenging experience in the biological sciences. An advanced level of reading comprehension is required for success in this course. Topics of study will be in-depth with a strong emphasis on preparing students for Advanced Placement Biology. Areas of study include: biochemistry, cell structure and function, genetics, biotechnology, microbiology, natural selection and ecology.

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**Course:** General Chemistry  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

The intent and purpose of this course is to understand the basics of chemistry through a hands on, practical approach. This course is intended for junior or senior students looking to gain their final science credits. This course is specifically designed for students who may need extra instruction in math and do not have intentions of pursuing a science career or a four-year college directly after high school. There will be an emphasis on critical thinking, problem solving, and data collection using technology with applications to real-world situations. Areas of study for this course are energy and matter, elements and the periodic table, modeling energy in chemical reactions, exploring interactions between atoms, molecules, and light, modeling changes to atoms in nuclear processes, and chemical equilibrium and its effect on life. General chemistry may not count towards a student's college RAI admittance score for some colleges and universities in Iowa (i.e University of Iowa, Iowa State University, etc.).

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**Course:** Chemistry  
**Semesters:** 2  
**Credit:** 2  
**Recommendation::** Algebra

**Course Description:**

The intent and purpose of this college preparatory course is to expose students to fundamental chemistry concepts. This course will have an emphasis on critical thinking, problem solving, and data collection using technology with applications to real-world situations. A complete understanding of Algebra is needed to successfully complete this course. Areas of study for this course are measurement, matter and energy, structure of the atom, light, the periodic table, chemical bonding, chemical reactions, and kinetics and equilibrium.

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**Course:** Advanced Chemistry  
**Semesters:** 2  
**Credit:** 2  
**Recommendation::** Algebra

**Course Description:**

The intent and purpose of this college preparatory course is to expose students to rigorous chemistry concepts to successfully prepare them for AP chemistry and other high-level science courses. This fast-paced course will have an emphasis on critical thinking, problem solving, and data collection using technology with applications to real-world situations. A complete understanding of Algebra is needed to successfully complete this course. Areas of study for this course are measurement, matter and energy, matter and structure, light, the periodic table, chemical bonding, chemical reactions, kinetics, equilibrium, thermochemistry, and acids/base chemistry.

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**Course:** Field Ecology (DMACC Dual Credit: BIO138 – Field Ecology, BIO100 – Opportunities in Biology)  
**Semesters:** 1 (Fall semester only)  
**Credit:** 2 SEP credits 4 DMACC credits  
**Prerequisite:** Biology or Advanced Biology  
**Recommendation:** General Chemistry or Chemistry

*\*This course is offered in two-period block schedule at the Environmental Learning Center*

**Course Description:**

This is a challenging laboratory and field based course for students who want an ecological perspective on the sciences. This course will emphasize the environmental aspects of the fall season. This course combines the basic principles of environmental science with an emphasis on ecological relationships between species, population, environment, and ecology. The course will include an exploration of advanced educational opportunities and professional opportunities within the field of biology and environmental sciences. Lab includes laboratory and field work related to environmental science. Students will have a semester long research-based project involving field data collection at the field site. Appropriate attire for all weather conditions is required.



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**Course:** Environmental Science (DMACC Dual Credit: ENV 115 – Envi. Science, ENV116 –Env. Science Lab)  
**Semesters:** 1 (Spring semester only)  
**Credit:** 2 SEP credits 4 DMACC credits  
**Prerequisite:** Biology or Advanced Biology  
**Recommendation:** General Chemistry or Chemistry

*\*This course is offered in two-period block schedule at the Environmental Learning Center*

**Course Description:**

This is an engaging laboratory and field based course for students who want an environmental perspective on the sciences. This course combines the basic principles of environmental science with ecology. Issues examined include environmental policy, sustainability, and biodiversity. Energy conservation, water resources, agriculture, climate change, and waste management are also emphasized. Lab includes both laboratory and field work related to environmental science. Emphasis is placed on scientific methodology and investigation. Students will have a semester long research-based project involving field data collection at the field site. Appropriate attire for all weather conditions is required.

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**Course:** Anatomy & Physiology  
**Credit:** 2  
**Prerequisite:** Biology or Advanced Biology  
**Recommendation:** Chemistry

**Course Description:**

The course is designed to prepare students who are seeking post educational training in the nursing field or other medical fields. The course focuses on the relationship between structures and functions of the human body while looking at how homeostasis plays a role in human life. The course includes several dissections which includes but is not limited to a cat, heart, lung, and kidney. Areas of study include: histology, integumentary system, skeletal system, muscular system, blood, cardiovascular system, respiratory system, urinary system, and the nervous system.

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**Course:** Physics  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Freshman grade Physics, Geometry

**Course Description:**

Physics is a yearlong, college preparatory course involving rigorous problem solving and critical thinking skills. An emphasis is placed on the application of physics to everyday experiences through modeling and labs. Technology is used as a tool for data collection, analysis and presentation. Concepts studied include motion and energy in its various forms; force, work and power; wave motion and optics; and electricity and magnetism.

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**Course:** Advanced Placement Chemistry  
**Semesters:** 2  
**Credit:** 2  
**Prerequisite:** Chemistry, Algebra II

*\*This course is offered in a modified block schedule, with an additional 45 minute class period every other day.*

**Course Description:**

Advanced Placement Chemistry is a course designed to be the equivalent of the general chemistry course taken during the first year of college. AP Chemistry is a demanding course and is recommended for students with serious study habits and excellent attendance. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. It is assumed that the student will spend at least five hours a week in unsupervised individual study. The students may be required to begin their assignments during the summer. A student taking AP chemistry will have the opportunity to take the AP Chemistry exam in May. Many colleges grant credit for a chemistry course and laboratory credit for qualifying work on the examinations and lab notebook. Trigonometry and calculus are recommended for those who take the AP chemistry exam. Areas of study include a brief review of regular chemistry, aqueous reactions, solution stoichiometry, thermal chemistry, atomic structure, quantum theory of the atom, periodic properties, chemical bonding, molecular geometry, bonding theories, gases, intermolecular forces, chemical kinetics, chemical equilibrium, acid-base equilibrium, electrochemistry, nuclear chemistry and proper lab techniques.

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**Course:** Advanced Placement Biology

Semesters: 2

Credit: 2

Prerequisite: Advanced Biology

Recommendation: Chemistry

*\*This course is offered in a modified block schedule, with an additional 45 minute class period every other day.*

**Course Description:**

Advanced Placement Biology is a laboratory-oriented and math-based course which helps develop a conceptual framework for modern biology. It is a weighted course that is equivalent to two semesters of college biology and prepares students for the national Advanced Placement Biology Exam given in May. The areas of study include molecules, cells, heredity, evolution, organisms, and populations. Students who elect to take AP Biology must be willing to be challenged in terms of work load and ability. Students are required to contact the instructor regarding the summer assignment due at the beginning of the school year.

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**Course:** Advanced Placement Physics I

Semesters: 2

Credit: 2

Prerequisite: Physics or Advanced Freshman Physics, Geometry

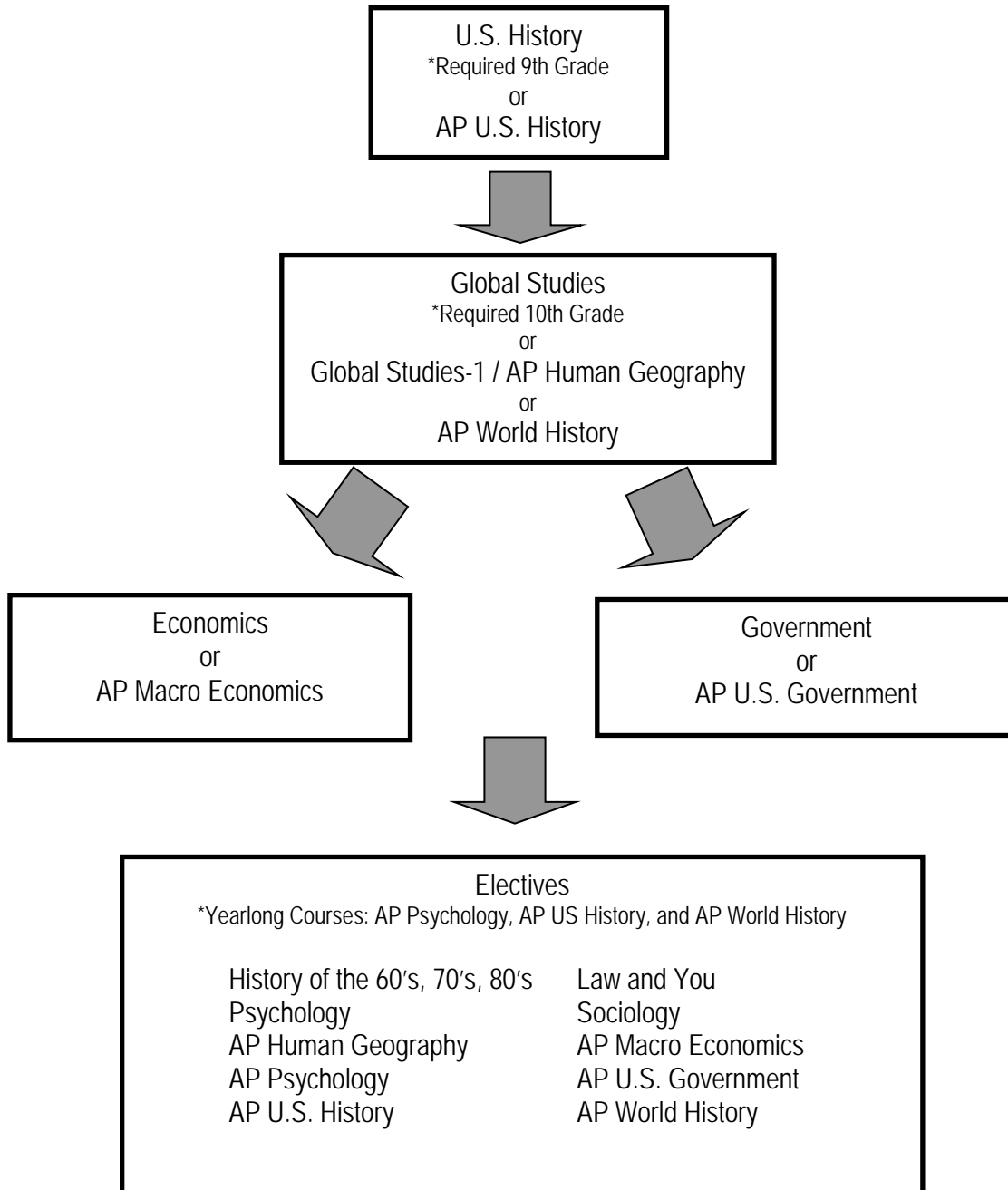
*\*This course is offered in a modified block schedule, with an additional 45 minute class period every other day.*

**Course Description**

Advanced Placement Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. It is designed to be the equivalent of a general physics course taken during the first semester of college. AP Physics I is a demanding course that requires the student to have a thorough understanding of algebra and basic right triangle trigonometry, as well as, the ability to work independently outside of class several days a week. It is the goal of this course that through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

# Social Studies

## Flowchart for Course Selection



# Social Studies Department

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**Course:** U.S. History (Since 1890)  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

The U.S. History course is an introduction to the study of the United States history from 1890 to the present time. Students will learn about events, people, decisions, and cultural differences that have shaped the country. Time will be spent discussing how past history affects us today.

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**Course:** Government  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This course deals with the application of governmental principles. Concepts taught in this class include: Foundations of Government; The Bill of Rights; The Constitution; The Legislative Branch; The Executive Branch; The Judicial Branch; State and Local Government; Foreign Policy.

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**Course:** Global Studies  
**Semesters:** 2  
**Credit:** 2

**Course Description:**

This is a required course for sophomores beginning with the graduating class of 2019. It combines the study of modern, global problems with analysis of their historical roots. The course will focus on global issues and infuse core social studies concepts from geography, history, and world cultures.

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**Course:** Economics  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

Introductory study of both micro and macroeconomics that seeks to explain how people use scarce resources to best satisfy their needs and wants. Concepts taught in this class include: Introduction to economics; supply and demand; fiscal and monetary policy; the global economy; and personal finance.

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**Course:** Law and You  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This course is an introductory study into criminal justice and law in the United States. Students will develop and use problem solving skills to examine solutions to problems in the criminal justice system including issues surrounding drug abuse and our prison system. Additionally, the course will center around current, contemporary issues within the U.S criminal justice system.

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**Course:** History of the 60's, 70's, 80's  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This is a fun elective course, nicknamed "Hippie History," that is designed to provide a glimpse of the culture and life in the U.S. during the 1960's, 70's, and 80's. The main concepts taught in this course include: The Assassination of JFK, Civil Rights, Vietnam, Counterculture (hippies), Watergate Scandal, influence of music of the times, along with other major events throughout the 60's, 70's, and 80's.

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**Course:** Sociology  
**Semesters:** 1  
**Credit:** 1

**Course Description:**

This course will introduce students to a range of basic sociological principles so that they can develop a sociological perspective. Students will learn about the origins of sociology as a discipline and be introduced to major sociological theories and methods of research. Students will also explore such topics as culture, socialization, deviance, relationships, and social control.

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Course: Psychology  
Semesters: 1  
Credit: 1

**Course Description:**

The field of study that seeks to describe, understand, predict, and control human behavior. This class provides an overview of the various areas of general psychology. Concepts taught in this class include: Thinking critically with psychology; Neuroscience and behavior; Developmental Psychology (infancy and childhood, adolescence, adulthood and old age); Sensation and perception; Learning; Thinking, language, and intelligence; Personality; Psychological disorders and therapies

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Course: Sociology  
Semesters: 1  
Credit: 1

**Course Description:**

This course will introduce students to a range of basic sociological principles so that they can develop a sociological perspective. Students will learn about the origins of sociology as a discipline and be introduced to major sociological theories and methods of research. Students will also explore such topics as culture, socialization, deviance, relationships, and social control.

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Course: Advanced Placement Human Geography  
Semesters: 1 (Second Semester Only)  
Credit: 1

**Course Description:**

AP Human Geography goes beyond memorizing locations on a map, and instead examines how humans impact their surroundings. Among the topics discussed are population, migration, religion, culture, economic development, urban patterns, and agriculture. Successful completion of this course would replace the second semester of the required Global Studies course.

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Course: Advanced Placement Macroeconomics  
Semesters: 1 (Second Semester Only)  
Credit: 1

**Course Description:**

AP Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation, and unemployment, are constructed and how to apply them to evaluate the conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model. Students will evaluate the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability, as well as examine the impact of international trade and international finance on national economies.

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Course: Advanced Placement Psychology  
Semesters: 2  
Credit: 2

**Course Description:**

AP Psychology will introduce students to the scientific study of the behavior and mental processes of humans and animals. Students will study the facts, principles, and phenomena associated with each of the major subfields of psychology and will learn the methods psychologists use in science and practice. Students electing this course should expect to be challenged in terms of course content and work load. **Summer homework required.**

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Course: Advanced Placement U.S. Government and Politics  
Semesters: 1 (Second Semester Only)  
Credit: 1

**Course Description:**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

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**Course:** Advanced Placement U.S. History

**Semesters:** 2

**Credit:** 2

**Recommendation:** U.S. History (Since 1900)

**Course Description:**

In AP US History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. AP U.S. History is designed to be a challenging class, equivalent to a full-year introductory college course. Class may be taken in place of required U.S. History, or as an elective in addition to taking U.S. History.

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**Course:** Advanced Placement World History

**Semesters:** 2

**Credit:** 2

**Course Description:**

AP World History Course is a yearlong college level course with college credit potential. This course focuses on the big picture, making connections in the world that go all the way back to ancient times (Ancient Greece/Persia) and weaving them together to explain our world today. More time is spent on the years past 1000 CE, and increases as it gets closer to modern day. The course emphasizes the analytical and writing skills necessary for a college level course. A lot of time is spent preparing students for college level materials, including how to read a college level textbook, test taking strategies, and study strategies for rigorous material. Periods of time studied will include: 600BC to 600 AD (Classical Era) ; 600 AD. to 1450 (Post Classical Era); 1450 to 1750(Pre Modern Era); 1750 to 1914 (Modern Era); 1914 to Present (Contemporary Era), with a focus on certain topics for each. Sample topics include The Rise of Empires (Rome, Han China, etc...), The Birth of All Major Religions, The Effects of Europeans in the Americas, Industrialization, the Cold War and its effects, and many more.

# Special Programs and Services

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**Course:** Foundations of Education (DMACC Dual Credit: EDU 210 – Foundations of Education)

**Semesters:** 1 (held during 1<sup>st</sup> semester only)

**Credits:** 2 SEP credits; 3 DMACC credits

**Prerequisite:** English II

*\*This course will be taught in a two-period block schedule*

**Course Description:**

Foundations of Education (DMACC EDU210) presents a broad overview of the field of education including the foundations of American education, the roles of teachers and students, educational history and philosophy, societal challenges which impact teaching and learning, and curriculum structure and design. Students will complete 40 hours of observations at the elementary and secondary level (20 hours at each). Students will need reliable transportation and appropriate attire for classroom observation experiences.

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**Course:** Initial Teaching Field Experiences (DMACC Dual Credit: EDU 218 – Initial Field Experience, SDV 164 – Electronic Portfolio)

**Semesters:** 1 (held during 2<sup>nd</sup> semester only)

**Credits:** 2 SEP credits, 4 DMACC credits

**Prerequisite:** Foundations to Education (DMACC EDU 210)

*\*This course will be taught in a two-period block schedule*

**Course Description:**

Initial Field Experience (DMACC EDU 218) is a career exploration course which highlights the realities of the teaching profession through hands-on work in the schools. After an initial induction period, students will spend the majority of their class time in one of the two 40-hour internship placements (one elementary, one secondary) where they will assist in classrooms as teacher aides in order to assess their potential and interest in teaching as a career. Students will gather for a two-period seminar each Wednesday to reflect on classroom experiences and to study and discuss relevant educational topics. Students will need reliable transportation and appropriate attire for classroom observation experiences. Students will receive instruction in creating an electronic portfolio (DMACC SDV 164) of work. Emphasis will be on selecting artifacts, reflecting on choices, formatting and displaying a web-based portfolio for career or college transfer.

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**Course:** Health Occupations Academy – Health Careers (DMACC Dual Credits: HSC 114, HSC 109, HSC 105, HSC 102)

**Semesters:** 1

**Credit:** 2 SEP credits; 8 DMACC credits

**Prerequisites:** Application process, open to seniors only

*\*This course will be taught in a two-period block schedule*

**Course Description:**

The Health Occupations Academy is designed for students interested in the study of health care. Students will be exposed to extensive learning in medical terminology, health careers, and emergency care that make up 4 different DMACC courses. This course is ideal for student pursuing a medical related career and builds the foundation for success at the next level of education. Superior attendance is an expectation. Interested students must complete an application and attend an informational meeting with the instructor. Admission into the program is competitive. Candidates will be selected based on the following criteria: number of science courses completed (Chemistry, Advanced Biology, Physics, Anatomy, and/or any of the three AP science courses will be given the strongest consideration), attendance, and GPA. ~~Please note, seniors will be given precedence over juniors.~~

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**Course:** Health Occupations Academy – Advanced Nurse Aide (DMACC Dual Credits: HSC 172, HSC 182)

**Semesters:** 1

**Credit:** 2 SEP credits; 6 DMACC credits

**Prerequisites:** Application process, open to seniors only

*\*This course will be taught in a two-period block schedule*

**Course Description:**

The 75 Hour Nurse Aide Course and the Advanced Nurse Aide Course are fast paced courses that prepare students to become safe, professional nurses' aides in nursing home and hospital settings. During the 75 Hour Nurse Aide course, students will learn hygiene, bathing, elimination, nutrition, feeding, vital signs, intake/output and how to care for the dying patient. They will practice their acquired skills at a long term care facility. The Advance Nurse Aide course will expand the acquired skills of the 75 Hour Nurse Aide course and also include learning and practicing various special procedures such as application of heat and cold, removal of staples and sutures, collection of specimens, as well as learning the admission/discharge process, isolation technique, and pre/post-operative care in the hospital setting. Clinical practicum will be evenings and weekends and occasionally during school. Students must attend a mandatory meeting to discuss course requirements. Requirements include: 80% passing; 90% attendance; background check; provide own transportation; immunizations that include flu shots and a physical.

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**Course:** Publications Lab  
**Semesters:** 2  
**Credit:** 1  
**Prerequisite:** English I  
**Recommendation:** 1 semester on *Rampage* or Yearbook

**Course Description:**

This is a yearlong workshop style course focused on visual storytelling. It will extend the work done by *Rampage* and Yearbook by creating digital compositions. Students will organize, record and edit video productions. Students in the course will work independently and collaboratively to produce digital media that tells the stories of Southeast Polk High School. Content will be published on [southeastpolkpublications.org](http://southeastpolkpublications.org), social media and the district's website. Work (video recording, interviewing, editing, etc.) outside of class meeting times will be required; only students serious about digital storytelling should enroll.

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**Course:** RISE (DMACC Dual Credit: ADM 269 – Workplace Professionalism, SDV 164 – Electronic Portfolio)

**Semesters:** 1  
**Credit:** 2 SEP Credits; 5 DMACC Credits  
**Prerequisite:** English II  
**Recommendation:** Composition and Media Literacy and/or Sports and Entertainment Marketing

*\*This course will be taught in a two-period block schedule*

**Course Description:**

RISE is a project-based learning course that helps bridge the gap between coursework and the workforce. Students will be working with local businesses on projects that the business proposes in order to help further their own personal knowledge and skill set, while also gaining professional experience in an internship-like setting. To prepare for the work with local businesses or institutions, students will learn about what it means to be a professional, covering such topics as personal values and leadership, business communications, workplace dynamics, and project management. Students will also create a digital portfolio documenting all of their work throughout the semester. This course is beneficial for any student interested in further developing their professional skill set, but is limited to juniors and seniors. Students must have appropriate clothing for meeting with business owners/contacts. This is a one-semester block-period course but can be repeated to make a full year. In the second semester students receive management credit through DMACC.