Southeast Polk 9-12th Grade Registration Guide

2026 – 2027

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 9-12th Grade

Registration Guide
2026 – 2027

Board of Education

Chad Crabb	President
Brett Handy	Vice President
Tracy Dawson	Director
Brigid Ernst	Director
Grant Gillon	Director
Kelly Simmons	Director
Lori Slings	Director

District Administration

Dr. Dirk Halupnik	Superintendent
Joseph M. Horton	Deputy Superintendent
Dr. Jo Ellen Latham	Associate Superintendent
Anthony Spurgetis	Chief Operating Officer
Kevin Baccam	Chief Financial Officer

High School	Administration	Junior High
Stephen Pettit	Principal	Michael Dailey
Jayson Campbell	Activities Director	Darin Carpenter
Scott Belger	Assistant Principal	Jenny Rinehart
Glenn Dietzenbach	Assistant Principal	Zachary Welter
Robin Llewellyn	Assistant Principal	
	Building Improvement Leader	Monica Capper
Cory Goldsmith	District Programs	

Table of Contents

To Our Students,

This book is intended to help in the selection of your high school courses after ninth grade. Each student's high school transcript includes all high school credited courses taken at Southeast Polk Junior High. This book includes courses taught at Southeast Polk High School, courses only taught at Southeast Polk Junior High (denoted by an * after the course title), and courses taught in both buildings (denoted by an ^ after the course title). Review this book 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 workforce. 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
Principal, Southeast Polk High School

Michael Dailey
Principal, Southeast Polk Junior High

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.

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, Geometry, 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 Academy, or PLTW)
1 credit	Fine Arts (Band, Choir, or Art)
1 credit	Health
1 credit	Personal Finance
13 credits	Electives (World Language is recommended for those wishing to attend a 4-year college or university)
1 credit	Senior Seminar

General Requirements

1. Ninth and Tenth grade students are encouraged to carry 7.5 academic credits per semester but are required to take a minimum of 6.5 academic credits each semester.
2. Eleventh and twelfth grade students are encouraged to take 5.5 academic credits per semester but are required to take a minimum of 4 academic credits each semester. ***Please note a minimum of 5 academic credits are necessary to qualify for Academic Awards.***
3. Transfer students must assume the requirements at Southeast Polk High School, effective at the time of their transfer.
4. The high school principal and the superintendent of schools must evaluate all exceptional or unusual circumstances concerning graduation.

Scheduling Protocol

Student schedules for the upcoming school year are made available at the beginning of August each summer. The counseling department will be available during orientation in August 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 may not add any new courses after the start of each semester. Students will be allowed to drop a course (to be replaced with a study hall or release period) 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.

Schedule Changes:

1. Schedule adjustments are made on a very limited basis:
    a. Incomplete Schedule or duplicate courses
    b. Course in incorrect sequence or not meeting a prerequisite
    c. Lacking a required course for graduation or grade level
    d. Re-enrollment in a course in which the student received a failing grade or no credit
    e. Misplacement due to inappropriate skill level for class
2. Students must obtain parent permission to drop courses from their schedules.
3. 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 due to student failure of courses.

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 four 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 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 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 lower 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 in the course and are not intended as predictors of future performance.

Senior Seminar

Program Description:

All graduating seniors will successfully complete this independent study as a Southeast Polk graduation requirement. Seniors will work with their RAM Time teacher and counselor to track the completion of the steps included within the Senior Seminar component. Seniors will earn (1) required Senior Seminar graduation credit upon completion.

Senior Seminar Checklist Components

1. Completion of the 9th Grade College and Career Readiness benchmarks.
2. Completion of the 10th Grade College and Career Readiness benchmarks.
3. Completion of the 11th Grade College and Career Readiness benchmarks.
4. Completion of the 12th Grade College and Career Readiness benchmarks.
5. Completion of the Graduate Reflection Essay.

Graduate Reflection Essay

Every senior will be expected to complete a Graduate Reflection essay. 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 RAM Time will complete the Graduate Reflection essay independently.

Early Graduation Policies

Early Graduation Request Procedures:

1. The student and his/her parent(s)/guardian(s) will conference with the student's counselor to confirm all graduation requirements will be met.
2. Students must complete the Early Graduation Request form located in the counseling office.

Mid-Year Graduation Procedures:

1. The student and their parent(s)/guardian(s) will conference with the student's counselor to confirm all graduation requirements will be met.
2. The student must complete Early Graduation Request Form located in the counseling office.

Commencement Participation

The 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 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 may choose to participate in the following school year's graduation 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 three factors: ACT composite score, RAI-approved 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 x ACT composite score) + (30 x high school grade point average) + (5 x number of RAI-approved 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 RAI-approved 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 x 3 =	72
HS GPA	3.5	3.5 x 30 =	105
RAI-Approved Core Courses	18	18 x 5 =	90
		RAI	**267**

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 may receive an honorary diploma during commencement exercises. Exchange students are designated a senior, and he/she must enroll in two semesters of English, one semester 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 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

Teacher Academy

DMACC Concurrent Credit

Accounting II	Adv. Animal Science	Adv. Composition	Adv. Composition II	Adv. Computer Business Apps
Adv. Horticulture	Adv. Welding	Bus. & Personal Marketing	Construction Tech.	Contemporary Lit
Environmental Science	Field Ecology	Finite Math	French IV	Intro to Lit
Math for Liberal Arts	Medical Terminology	Nurse Aide	Occupational Experience	PLTW – IED
PLTW – POE	Pre-Calculus	RISE	Spanish IV	Statistics
Trigonometry				

Class Rank

Each semester, the highest GPA in the class is assigned rank 1, 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 are in the bottom half. If two or more students have the same GPA, each student will receive the same ranking regardless of course selection. Some post-secondary institutions require students to provide an unweighted GPA, so 4.000 is the top GPA on this scale.

Grade	Unweighted Scale	Weighted Scale
A+	4.000	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 above. Physical Education grades are included in the GPA calculation.

Example

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

	First Semester	Second Semester
AP Literature	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 in 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. PSEO courses specifically must go above and beyond high school course offerings. 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. Transportation is not provided.

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 student's 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, EMT, fashion, digital marketing, and welding.

Students are 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. Transportation is not provided.

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 potentially earning community college credit. Southeast Polk students are eligible to

attend the Career and Technical Institute and World Language classes. Students enrolled in a Central Campus program continue to be a part of the home high school and share time between the two locations. Transportation is not provided. More information about Central Campus and its programs can be found at 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.

Work-Based Learning Opportunities

Work-based learning includes a continuum of structured activities utilizing the partnership between industry and education to engage student learning. Through experiences with industry professionals, participants are able to foster first-hand engagement with in-depth application of academic, technical and professional skills to the tasks required of a given career field while meeting specific learning objectives. Work-based learning is a progression through awareness, exploration, preparation and training to support student learning for future success. The following work-based learning courses are offered at Southeast Polk:

Pre Apprenticeship Courses
Introduction to Apprenticeship
Construction Technology
Electronics/Residential Wiring
Plumbing & HVAC
Sheet Metal Worker
(CAD Drafting, Adv. Welding, Adv. Metals)

Registered Apprenticeship Courses
Automotive Tech
CNC Operator
Diesel Tech
Welding

Industry-Recognized Credential Courses
Advanced Metalworking Processes
Advanced Welding Processes
Advanced Woodworking Processes
Metalworking Processes
Welding Processes
Construction Technology (OSHA 10, Scissor Lift)
Introduction to Apprenticeship (OSHA 10)
Auto I (S/P2)
Auto II (S/P2)
Plumbing and HVAC (Scissor Lift)

Sustained Work-Based Learning Courses
ACE Mentoring Program of Iowa
Construction Technology
Health Academy
Occupational Experience
RISE
Teaching Internship

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 – Social & Emotional

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

10-12th Grade 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 orientation,

parent-teacher conferences, Governor's Volunteer Awards, and exchanges with other schools. Students interested in volunteering as a student ambassador should speak with their counselor.

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 8th grade and will be reviewed every year thereafter. Counselors work directly with students to develop and review these plans. Plans are reviewed annually using the benchmarks.

Post-secondary Planning – 11th grade – students meet to discuss post-secondary options in one-on-one conferences.
12th grade – will discuss through Senior Seminar 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 Fair & Apprenticeship Night – All families and students of all grade levels are invited to these events.

Post-Secondary 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

ACT	The ACT Assessment is designed to assess high school students' general education development and their ability to complete college-level work. The cost is assessed to the student.
AP	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 is made available each year and is the responsibility of the student.
ASVAB	Career exploration program designed to help students learn about themselves and the world of work.
ISASP	The Iowa Statewide Assessment of Student Progress is given to 10th and 11th graders to evaluate student progress and proficiency on the Iowa Core Curriculum.
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. The cost is assessed to the student.

Scholarships –Scholarships are posted within Xello. The Southeast Polk Dollars for Scholars Scholarship applications will become available online in the month of January or February.

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 that students must complete all components for each grade. As a guardian, please review the plan with your child and approve it with your signature.

12th Grade Career Education Opportunities

- Apprenticeship/Internship Opportunities
- Completed benchmarks and lessons 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.

11th Grade Career Education Opportunities

- Completed benchmarks and lessons 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.

10th Grade Career Education Opportunities

- Completed benchmarks and lessons 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 Career Education Opportunities

- Completed benchmarks and lessons 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.

NCAA and NAIA Student-Athletes

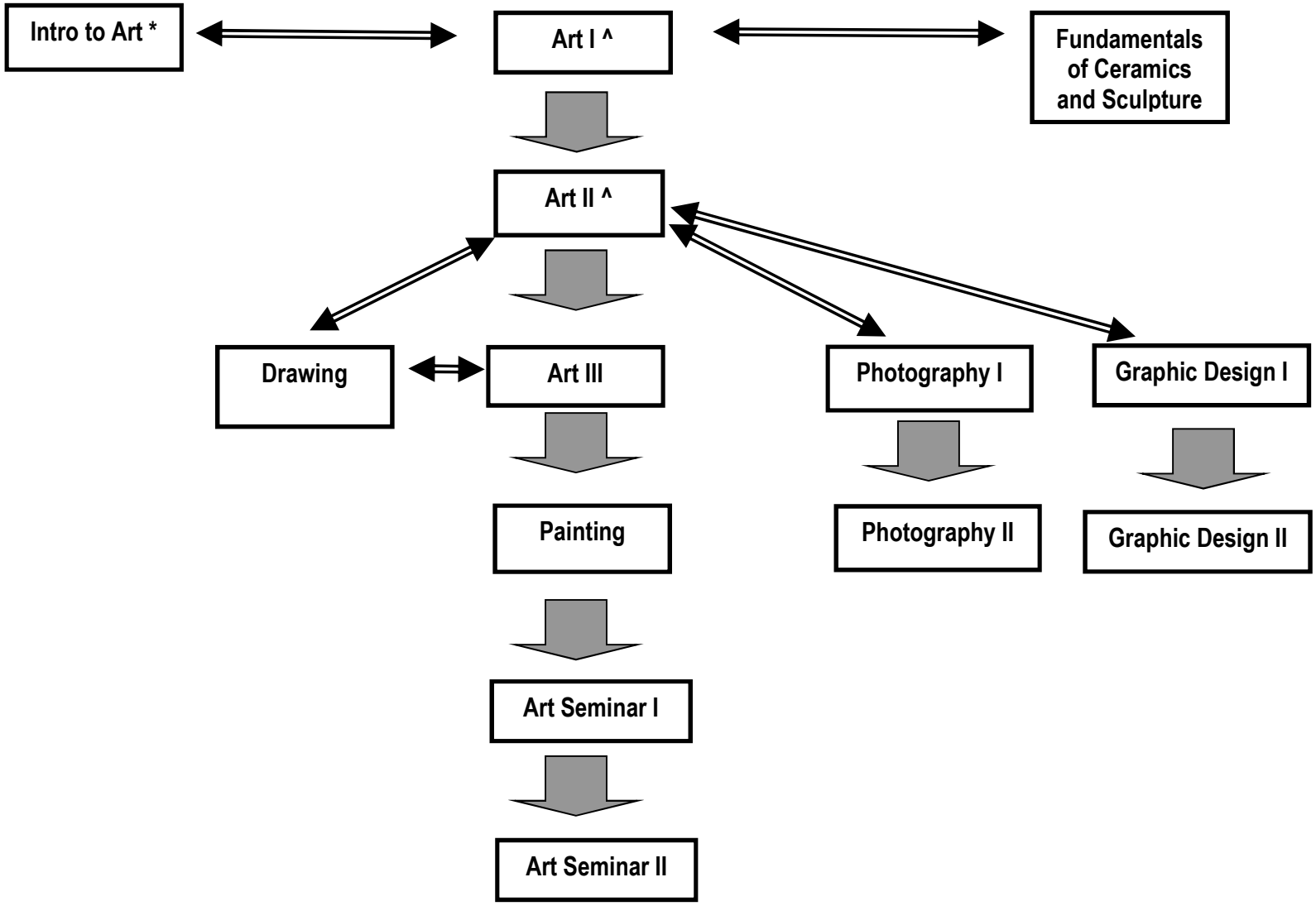
College-bound student-athletes preparing to enroll in a Division I, Division II, or NAIA college or university athletic program need to register with the respective Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework. Registering once with the NCAA Eligibility Center will qualify you for both Division I and Division II athletic programs. Student-athletes who 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 visit the NCAA Eligibility Center
- To register for NAIA athletic programs, please go to this site www.playnaia.org

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

Course: **Introduction to Art ***
Semesters: 1
Credit: 1
Course Description:
Students will acquire understanding and abilities in various media through lectures, demonstrations, self-study, studio assignments, and group and individual critiques.

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. The class projects focus primarily on ceramics.

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.

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.

Course: **Photography I**
Semesters: 1
Credit: 1
Prerequisite: Art II
Course Description:
Students will learn basic black and white photography using a single lens reflex camera, developing film, and printing in the darkroom. Students will also learn digital, color photography 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.**

Course: **Photography II**
Semesters: 1
Credit: 1
Prerequisite: Photography I
Course Description:
Students will learn advanced darkroom and digital photography techniques. They will also learn advanced creative techniques involved in photo manipulation and editing. Students will be responsible for cameras that are owned by the school. **Students will be held financially responsible for a lost or damaged camera.**

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.

Course: **Drawing**
Semesters: 1
Credit: 1
Prerequisite: Art III (could be a corequisite)

Course Description:

This class is designed to help advanced art students improve their drawing skills. Students will work with different materials using a variety of subjects.

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.

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

Course Description:

This class will be an exploration of graphic design. The emphasis is on art designed through digital graphics and illustration. Students will learn to use various graphic design tools and web applications, including basic skills in Adobe Photoshop and Illustrator.

Course: **Graphic Design II**
Semesters: 1
Credit: 1
Prerequisite: Graphic Design 1

Course Description:

This class is designed for students who want to advance their knowledge and are considering a career in graphic design. The emphasis is on commercial art designed for a customer or used in advertising, in addition to digital graphics and illustration. Students will learn advanced skills in Adobe Photoshop and Illustrator, along with other web applications.

Course: **Art Seminar I**
Semesters: 1
Credit: 1
Prerequisite: Art III, Painting
Recommended: Drawing and Fundamentals of Ceramics and Sculpture

Course Description:

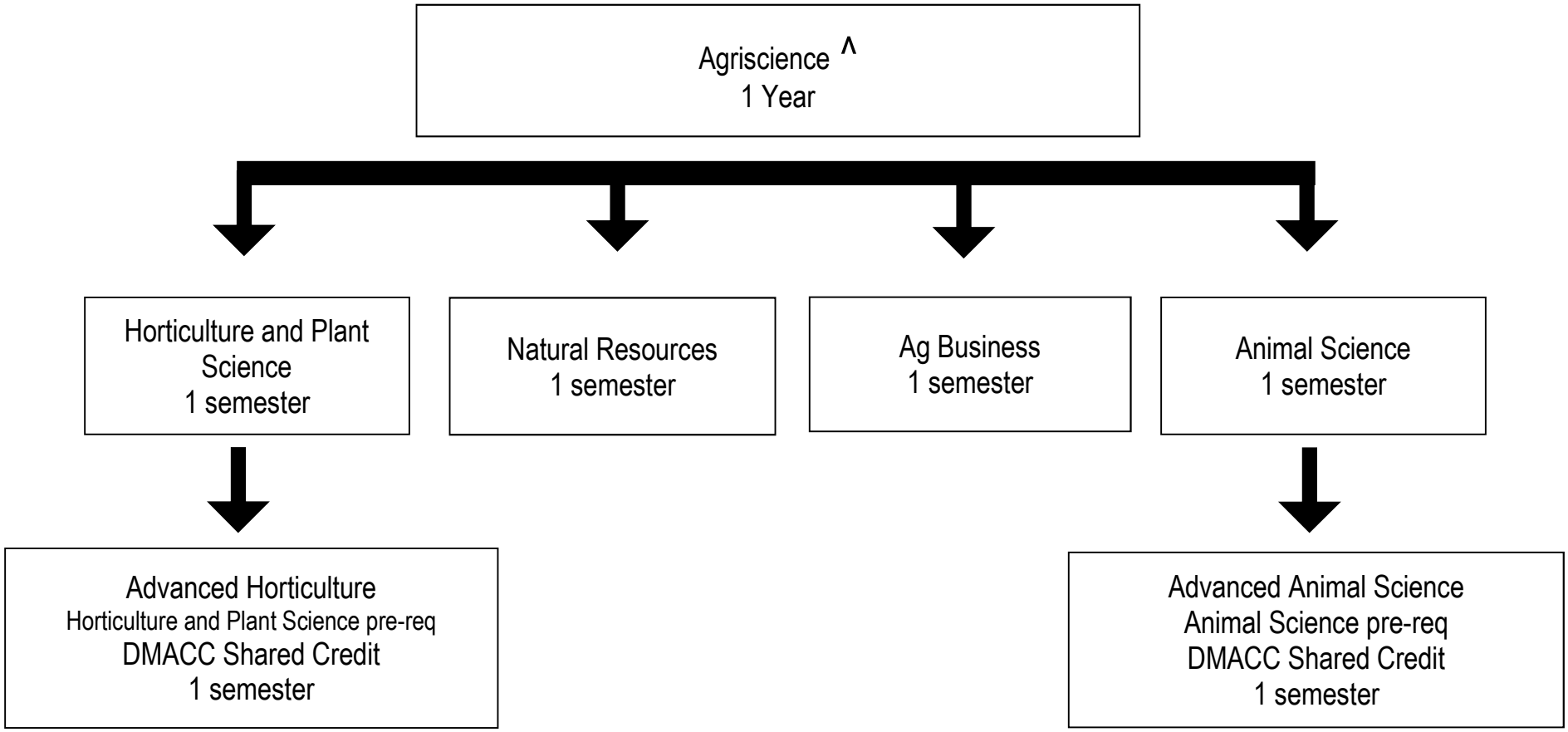
This class is designed for students interested in continuing their education in the visual arts and building on their skills. Emphasis will be on creating a portfolio appropriate for college admission and/or scholarship.

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

Course Description:

This class is a continuation of Art Seminar I.

Agriculture Education Flowchart for Course Selection



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

Agriculture Education Department

Course: **Agriscience ^**
Semesters: 2
Credit: 2
Course Description:

The major purpose of the Agriscience course is to introduce students to the world of agriculture and the pathways they may pursue. Students participating in the 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.

Course: **Horticulture & Plant Science**
Semesters: 1
Credit: 1
Prerequisite: 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 the knowledge and skills required to utilize plants effectively. Additionally, students will learn how to use flowers in floral design and spend a portion of the class creating personal arrangements. Students will research the value of plant production and its impact on the individual, the local, and the global economy.

Course: **Animal Science**
Semesters: 1
Credit: 1
Prerequisite: 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, livestock producers, or industry personnel, face in their respective careers. The knowledge and skills students develop will be used in future courses.

Course: **Natural Resources**
Semesters: 1 (Fall)
Credit: 1
Prerequisite: 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.

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

Course Description:

A course that combines economics principles of business with sales, management, and service skills. Economic principles will include supply/demand, f 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.

Course: **Advanced Horticulture (DMACC Dual Credit: AGA 114–Principles of Agronomy)**
Semesters: 1 (Spring)
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: Horticulture & Plant Science

Course Description:

Students will perform an in-depth study of the management and production of greenhouse products. The contents of this course provide students with 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 the care of plants; this may require some out-of-class time in addition to that spent in class.

Course: **Advanced Animal Science (DMACC Dual Credit: AGS 113–Survey of the Animal Industry)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: Animal Science

Course Description:

This course is designed for those students with an interest in advancing their knowledge of animal science. This course is heavy in lab dissections. Labs include animal anatomy & physiology, such as fetal pigs, the nervous system, & reproduction. 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. Ideal for students considering careers in veterinary medicine or any other livestock career field.

Business Education Flowchart for Course Selection

Business Pathway

Intro to Business*

Sports and Entertainment Marketing^
and/or
Entrepreneurship

Business Management & Communications

and/or

Business Law

and/or

Business and Personal Marketing
(DMACC Dual Credit): year-long

Adv. Computer Bus. Applications
(DMACC Dual Credit)

Accounting I

↓

Accounting II
(DMACC Dual Credit)

SENIORS ONLY

Occupational Experience
(DMACC Dual Credit): year-long

and/or

RISE
(DMACC Dual Credit): year-long

Technology Pathway

Social Media Design*

PLTW CS Essentials*
or
Comp. Sci Foundations

↓

AP Computer Science Principles

and/or

Game Design

Foundations of Artificial Intelligence*

Web Design I

↓

Web Design II

Adobe Media/Web Applications

Personal Finance
(Required to graduate)

Technology Foundations*
(Counselor assigned)

Business Education Department

Course: **Introduction to Business ***
Semesters: 1
Credit: 1
Course Description:
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 with a variety of basic business skills and principles that can be applied to personal life/career prep. The course will highlight big-picture business concepts and explore career opportunities in the areas of communications, leadership, management, marketing, accounting, human resources, law, and entrepreneurship.

Course: **Social Media Design ***
Semesters: 2
Credit: 2
Course Description:
Help tell the amazing story of the Southeast Polk Junior High! Students will gain hands-on experience managing the social media channels for the SEP JH utilizing the Class Intercom platform. Students will learn about branding, how to create social media content, maintain a content calendar, and build soft skills by interacting with fellow students and teachers. Most importantly, students will learn current, real-world skills!

Course: **Foundations of Artificial Intelligence***
Semesters: 1
Credit: 1
Course Description:
Foundations of Artificial Intelligence introduces students to the core principles of computer science and the growing role of artificial intelligence in everyday life. Through hands-on programming, visual problem solving, and critical analysis, students explore how computing systems work, how data powers AI, and how intelligent tools make decisions. They learn to write Python programs, analyze the structure of the Internet, investigate cybersecurity risks, and interpret data through visualizations and models. Throughout the course, students examine how AI systems impact individuals and communities, and build the skills to use computing and AI to solve meaningful problems in their world.

Course: **PLTW Computer Science Essentials ***
Semesters: 2
Credit: 2
Course Description:
Computer Science Essentials is a year-long course that is an excellent entry point for new high school computer science (CS) learners. Students with prior CS experiences will have ample opportunity to expand upon those experiences in this course. All students who take CSE will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development or connecting computing with the physical world.

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.

Course: **Accounting II (DMACC Dual Credit: ACC 104–Fundamentals of Bookkeeping)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: Accounting I
Course Description:
Accounting II presents a complete accounting cycle for a merchandising business organized as a corporation. This class will build on concepts from Accounting I, including new concepts of merchandise, sales tax, inventory, and cost of merchandise sold. The corporate 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.

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

Course Description:

This course will help students develop a comprehensive understanding of the marketing concepts and theories applicable to the sports and entertainment industries. Topics to be discussed include targeted marketing, branding, promotions, pricing, and more. Students taking sports and entertainment marketing will have the opportunity to participate in DECA (a student marketing leadership organization).

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 creatively problem-solve situations related to starting and owning a business, and discover benefits and risks associated with 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.

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

Course Description:

Business Law goes beyond consumer law to apply legal concepts and processes 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.

Course: **Business Management and Communications**
Semesters: 1
Credit: 1

Course Description:

Business Management and Communications is an exciting glimpse into the world of business management. Students will explore how to develop their leadership skills and how to act professionally in business settings through real-world projects and activities. The course will give students a perspective on many topics that will prepare them for a future in business, including business communication, leadership and management, international business, human resources, and social responsibility and ethics.

Course: **Business and Personal Marketing (DMACC Dual Credit: WBL 110–Employability 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 to market themselves to ensure success in the pursuit of a job/career of their choice.

Course: **Advanced Computer Business Applications (DMACC Dual Credit: BCA 212–Intro to Computer Business Applications)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits

Course Description:

This course covers computer terminology, operating systems, email, and the internet. The focus is on using business software applications as a tool for productivity. This will include using PCs to word process, create spreadsheets, manage databases, and present using Microsoft Office. Training includes a hands-on introduction to computer applications vital in business and industry.

Course: **Web Page Design I**
Semesters: 1
Credit: 1

Course Description:

Web Page Design is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CCS and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the internet, analyze and fix errors in existing websites, and create their own multi-page websites.

Course: **Web Design II**
Semesters: 1
Credit: 1
Prerequisite: Web Page Design I (cannot be taken simultaneously)

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 websites. Students are expected to have some familiarity with the Windows-based environment, the World Wide Web, and basic web design before taking this course. This class provides students with hands-on experience and the skills necessary to develop websites.

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

Course Description:

This comprehensive multimedia application class teaches the skills 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 artwork.

Course: **Computer Science Foundations**
Semesters: 1
Credit: 1

Course Description:

Students will learn the basics of programming in JavaScript and Python. Students learn JavaScript and Python commands, functions, and control structures by solving puzzles and writing creative programs. Students will also learn the basics of SQL, how to structure information, write queries, and analyze data. This course requires no knowledge of SQL and is a great way to get introduced to databases. Students will also learn how to build their very own virtual reality worlds using HTML and the A-Frame library. Students can view their VR creations on the computer, through phones, or through a VR device such as an Oculus. This course is required for students wanting to take AP Computer Science Principles and recommended if students plan to pursue DMACC computer science courses during their junior and senior years.

Course: **Advanced Placement Computer Science Principles**
Semesters: 2
Credit: 2
Prerequisite: PLTW CS Essentials or Computer Science Foundations, and Algebra I

Course Description:

Advanced Placement Computer Science Principles introduces students who are very interested in programming 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. Python will be used as the primary programming language. This class will prepare students to take the AP Computer Science Principles exam.

Course: **Game Design**
Semesters: 1
Credit: 1
Prerequisite: Computer Science Foundations

Course Description:

Game Design teaches the fundamentals of designing a game using the most widely accessed and preferred editing engine in the world (Unity). Game Design is a project-based course that incorporates a combination of web-based and offline activities utilizing the platforms in CodeHS and Unity. Students will understand the design planning process, be knowledgeable in industry-related careers, and be able to create 3D games in Unity.

Course: **Personal Finance**
Semesters: 1
Credit: 1

Course Description:

Personal Finance provides students with essential skills and knowledge to make educated financial decisions now and in the future. Topics include Goal Setting, the effects of Career Choices, Incomes, Benefits, Taxes, Budgeting, Savings, Investments Credit/Loans, and different forms of Protection.

Course: **Occupational Experience (DMACC Dual Credit: ADM 936–Occupational Experience**
Semesters: 2
Credit: 2 SEP credits; 3 DMACC credits first semester (WBL Course)

Course Description:

Occupational Experience is a program for seniors that emphasizes professional skills and adds value to our business partners. Students work exclusively at one employer. In the fall, students prepare by taking a career development course while working at the employer. The occupational experience is a cooperative arrangement between a student, the school, and an employer. The goal is for students to receive work experience and evaluation by professionals in the workforce. Students will apply what they learn in class to their work site. Students will work 120 hours to receive the DMACC credits.

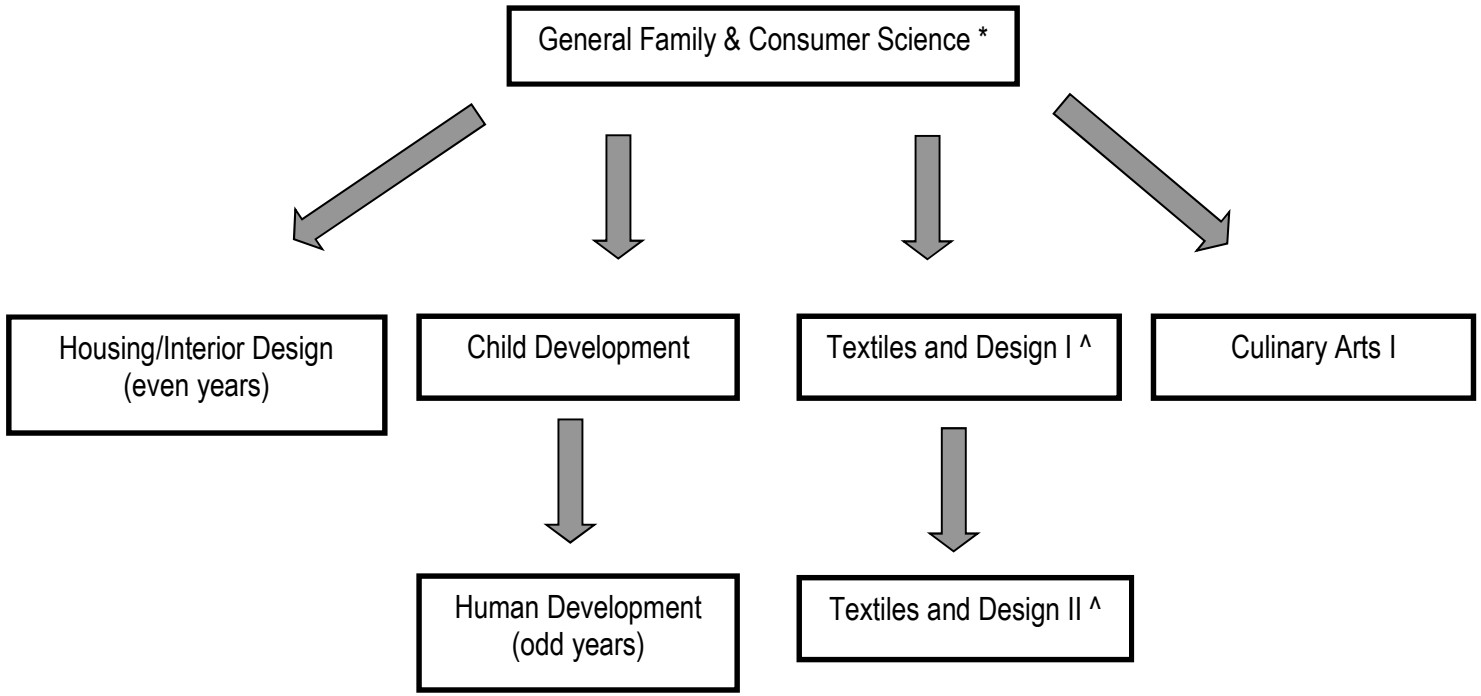
Course: **RISE (DMACC Dual Credit: SDV 164–Electronic Portfolio, SDV 212–Coop Career Seminar, SDV 222 & SDV 223–Coop Career Experience I & II)**
(DMACC Dual Credit: first semester in this course would provide students with ~~SDV 164,~~ SDV 212, and SDV 222; second semester in course would provide students with SDV 164, SDV 212, and SDV 223)
Semesters: 1 (can take both semesters)
Credit: 2 SEP Credits per semester; 2 DMACC Credits during first semester & 5 DMACC Credits during second semester (WBL Course)
Prerequisite: Application process, open to seniors only
Recommendation: Business and Personal Marketing

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 seniors. Students must have appropriate clothing for meetings with business owners/contacts. This course meets for a full block-period each day, and it can be repeated to make a full year experience.

Family and Consumer Science

Flowchart for Course Selection



Family and Consumer Sciences

Course: **General Family & Consumer Science ***
Semesters: 1
Credit: 1
Course Description:
General Family & Consumer Sciences is a course that explores the many areas in FCS through mini-units. Course topics would include Fashion, Child Development, Wellness, Interior Design, Financial Fitness, Nutrition, Career Exploration, and FCCLA (Leadership). This class would be perfect to explore the opportunities our other FCS courses offer.

Course: **Textiles and Design I ^**
Semesters: 1
Credit: 1
Course Description:
This course is a hands-on course that serves as an introduction to sewing techniques and the fashion industry. 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. Students will learn to use a sewing machine and follow a pattern, completing 1 basic garment. Other projects may be made as time permits. They will also learn to sew a button and create a project by hand sewing. Ideal for students interested in art and design careers.

Course: **Textiles and Design II ^**
Semesters: 1
Credit: 1
Prerequisite: Textiles and Design 1
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 textile science. Students may complete a community service sewing project, and/or a minimum of 1 garment (or similar size project) as time permits. Ideal for students interested in art and design careers.

Course: **Culinary Arts I**
Semesters: 1
Credit: 1
Course Description:
This is a course that explores the culinary arts and food science for the beginning level. Course standards include food safety & sanitation practices, maintaining equipment, evaluating nutrition, food plans, and preparation techniques. Students will demonstrate professional food preparation methods and explore social and global food influences. This class would prepare students for careers in the food service industry.

Course: **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 by developmental stage, health and safety, and modern societal issues related to child development. Ideal for students interested in human services careers, health, education, child care, etc.

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 their lives. This course would be beneficial for students interested in health careers, education, childcare, and human services careers.

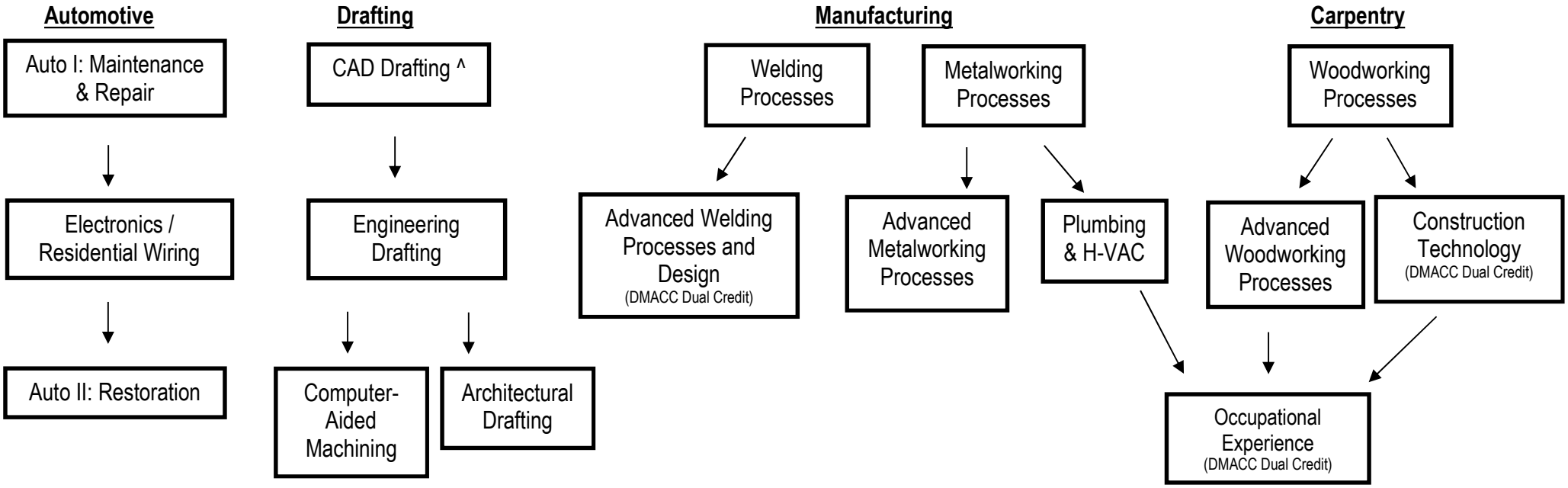
Course: **Housing/Interior Design**
Semesters: 1
Credit: 1

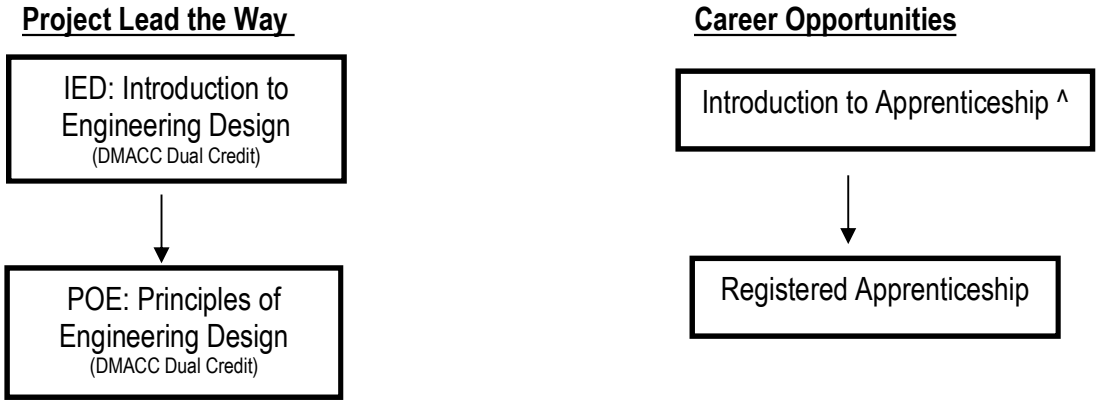
Course Description: ***OFFERED EVEN YEARS***

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.

Industrial Technology

Flowchart for Course Selection





Industrial Technology Department

Course: **Woodworking Processes**
Semesters: 1
Credit: 1 (WBL Course)
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.

Course: **Advanced Woodworking Processes**
Semesters: 2
Credit: 2 (WBL Course)
Prerequisite: Woodworking Processes
Course Description:
This is an advanced course in woodworking. It is designed to expand the students' skills 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 project planning, estimation, and manufacturing technologies, including CNC routing and laser engraving. Additional fees may be assessed when students choose to use upgraded supplies that exceed the district allocation.

Course: **Metalworking Processes**
Semesters: 1
Credit: 1 (WBL Course)
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 choose to use upgraded supplies that exceed the district allocation.

Course: **Advanced Metalworking Processes**
Semesters: 2
Credit: 2 (WBL Course)
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.

Course: **Plumbing & H-VAC**
Semesters: 1
Credit: 1 (WBL Course)
Recommendation: Prior Industrial Technology course
Course Description:
This course is a Quality Pre-Apprenticeship course that helps prepare students for a career in the pipe trades and/or HVAC. This course is designed to expose students to the tools, techniques, and problem-solving required to be a successful plumber or Heating and Cooling technician. It is recommended that students take an industrial technology course before enrolling in this course.

Course: **Welding Processes**
Semesters: 1
Credit: 1 (WBL Course)

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 choose to use upgraded supplies that exceed the district allocation.

Course: **Advanced Welding Processes and Design (DMACC Dual Credit: WEL 208–Intro to Fabrication, WEL 228–Intro to Welding, Safety & Health of Welders, WEL 233–Print Reading and Welding Symbol Interpretation)**
Semesters: 2
Credit: 2 SEP credits; 6 DMACC credits second semester (WBL Course)
Prerequisite: Welding Processes; Students must be 16 years old at the start of this course per DMACC regulations
Recommendation: CAD Drafting

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 are included. This has a strong focus on project design with AutoCAD and CNC Plasma Cutter. Concepts taught in this course include: Welding safety; Occupational opportunities; 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 choose to use upgraded supplies that exceed the district allocation.

Course: **Construction Technology (DMACC Dual Credit: CON 336–Care/Use of Power/Hand Tools, CON 337–Construction Blueprint Reading, CON 333–Materials & Construction Theory)**
Semesters: 2
Credit: 4 SEP credits; 2 DMACC credits first semester, 5 DMACC credits second semester (WBL Course)
Prerequisite: Woodworking Processes
Recommendation: Advanced Woodworking Processes

Course Description:

This course is offered as an opportunity for students to develop knowledge and skills in the subject areas of residential and construction. Students will experience many aspects of construction through coursework and hands-on building activities, as well as review important topics of safety and project estimation. These skills will help prepare students to begin a career in the construction industry or prepare them to further their skills at a college or in an apprenticeship program. College credit and apprenticeship training credit may be available for those who qualify.

Course: **CAD Drafting ^**
Semesters: 1
Credit: 1

Course Description:

Drafting is the first in a series of drafting courses. This course should be taken by anyone interested in entering the manufacturing, engineering, architectural, and related fields. The focus of this course is to learn the fundamentals of 2D drafting by using the most current Autodesk software.

Course: **Engineering Drafting**
Semesters: 1
Credit: 1
Prerequisite: CAD Drafting

Course Description:

Engineering Drafting is second in the series of courses for students within our program. This course should be taken by students interested in drafting, engineering, design, and manufacturing fields. The focus of this course is to learn the fundamentals of 3D modeling and assembly using the most current Autodesk software

---

Course: **Architectural Drafting**
Semesters: 1
Credit: 1
Prerequisite: CAD Drafting & Engineering Drafting

Course Description:

Architectural Drafting is the third in a series of courses for students within our program. This course focuses on architectural drafting techniques and uses the most current Autodesk software. This class should be taken by anyone entering the housing or commercial fields, interior design, sales, manufacturing, or architectural studies.

Course: **Computer-Aided Machining**
Semesters: 1
Credit: 1
Prerequisite: CAD Drafting & Engineering Drafting

Course Description:

This course is the third in the CAD Series. Students learn the basics of CNC Machining and creating G-code in Inventor CAM, to be used at the CNC Lathe, CNC Mill, and CNC Router. As well as learning to use 2D CAD Drawings at the Laser Engraver, Plasma Cutter, and Vinyl cutter.

Course: **Automotive I: Maintenance & Repair**
Semesters: 1
Credit: 1

Course Description:

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge, and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Careers and various job opportunities in the automotive repair industry will also be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Students will begin SP/2 Industry Certification in Automotive Service Safety and Automotive Lift Institute, which will transfer directly to the Industry

---

Course: **Automotive II: Restoration**
Semesters: 1
Credit: 1
Recommendation: Electronics
Prerequisite: Auto Mechanics I

Course Description:

This course gives an overview of transportation industry skills and career opportunities, with an emphasis on automotive restoration. Students will develop hands-on skills related to collision repair, auto restoration, and auto technology projects. This course is recommended for students interested in a career in the automotive industry, and highly suggested to students interested in automotive restoration. Students will complete their SP/2 Industry Certifications in preparation for a career in the field.

Course: **Electronics / Residential Wiring**
Semesters: 2
Credit: 2 (WBL Course)
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 project 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. The second semester of this course will focus on residential wiring and helping prepare students interested in a career as an Electrician. Additional fees may be assessed when students choose to use upgraded supplies that exceed the district allocation.

Course: **PLTW – IED: Introduction to Engineering Design (DMACC Dual Credit: EGT 400–PLTW IED)**
Semesters: 2
Credit: 2 SEP credits; 3 DMACC credits

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. 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.

Course: **PLTW – POE: Principles of Engineering (DMACC Dual Credit: EGT 410–PLTW POE)**
Semesters: 2
Credit: 2 SEP credits; 3 DMACC credits
Recommendation: Algebra I

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. 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.

Course: **Introduction to Apprenticeship ^**
Semesters: 1
Credit: 1 (WBL Course)

Course Description:

This is a course that will help you understand what an apprenticeship is and how it could benefit you as a student. The main resource used will be the MC3 Curriculum (Multi-Craft Core Curriculum). This course will provide exposure to students who believe they may be interested in a career in trades. They will gain high-quality, apprentice-level content to prepare them for lifelong learning and careers in the industry. Upon completion of this course and your high school graduation, a student may join the Building Trades and work among the safest, most highly skilled workers in the world. Students who completed MC3 receive the NABTU (North America's Building Trades Union) certificate. This course is a pre-apprenticeship course recognized by the Iowa Department of Labor and all trade unions in the metro area.

Course: **Registered Apprenticeship**
Semesters: 2
Credit: 2 (WBL Course)

Course Description:

The Registered Apprenticeship system provides opportunities for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. Registered Apprenticeship is an employer-driven model, combining on-the-job learning with related classroom instruction. If accepted, students will have the opportunity to participate in a paid apprenticeship with a local company or business related to their career choice. Requirements to be considered for this program are: Students must be 16 years of age or older, junior or senior standing, must apply for the registered apprenticeship, have a signed parent permission form, GPA and attendance will also be considered. Apprenticeships are not guaranteed; students must apply for and be hired by our business partner.

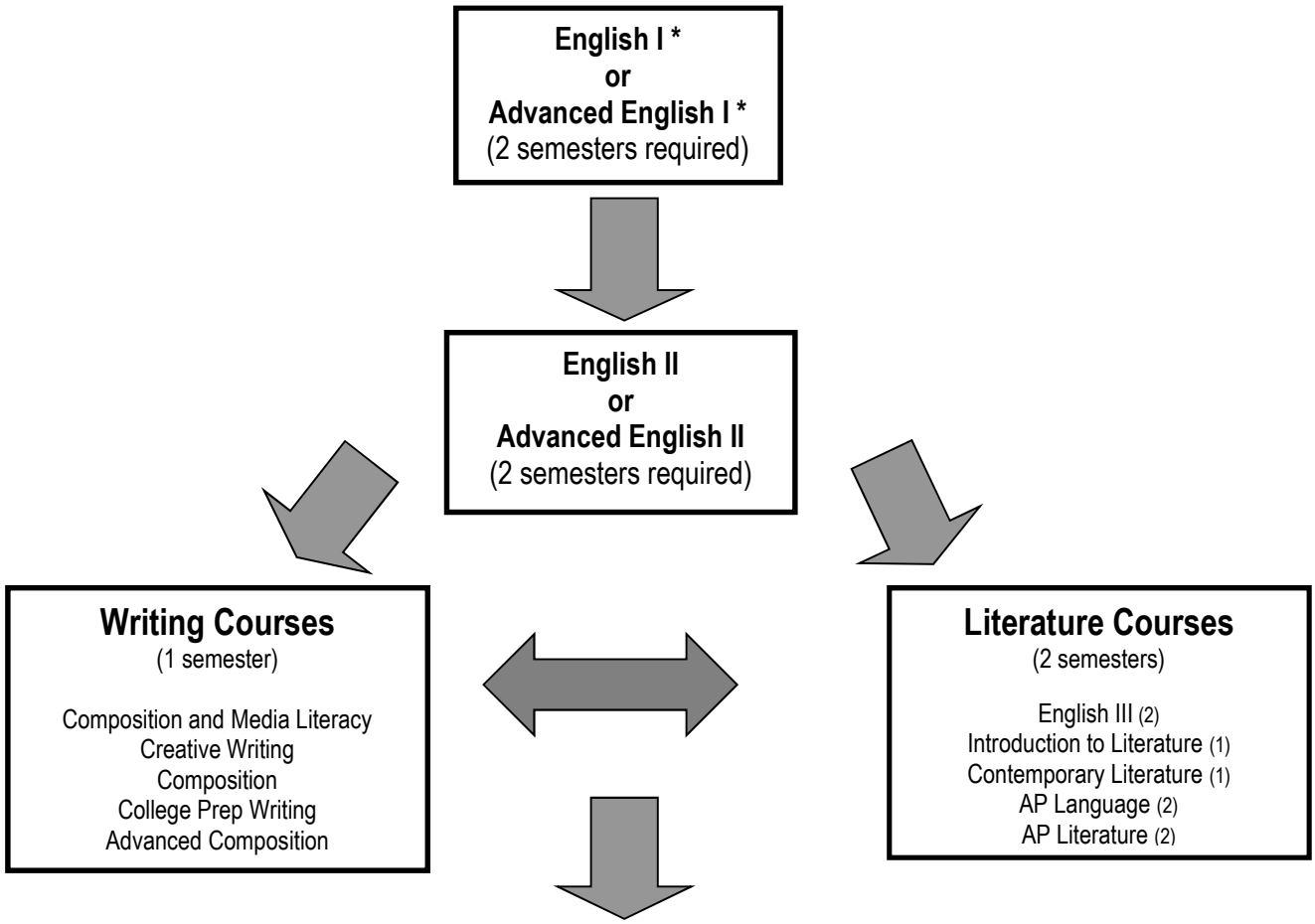
Current programs offered:

1. Diesel Mechanics: Prerequisites - Auto Mechanics I & *Auto Mechanics II
2. Numeric Control Operator: Prerequisites - Geometry, Drafting I, *Adv. Metalworking Process
3. Auto Technician: Prerequisites - Auto Mechanics I & *Auto Mechanics II
4. Welding: Prerequisites - Geometry, CAD Drafting I, Welding Processes, *Adv. Welding Processes

***Can take concurrently while in Registered Apprenticeship**

Language Arts

Flowchart for Course Selection



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	Drama II
AP Language	AP Literature	College Prep Writing
Composition	Composition and Media Literacy	Comp/Production for Publications
Contemporary Literature	Creative Writing	English III
Drama I	Introduction to Literature	Speech Communications
Yearbook	*Class-Connected Reading Strategies	

Note:

- Composition and Media Literacy, Comp/Production for Publications, Drama I, Drama II, 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

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 fiction and nonfiction is studied, analyzed, and assessed through projects and speeches. Areas of study will include reading literature, reading informational texts, writing, speaking and listening, and language skills.

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. 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.

Course: **English II**
Semesters: 2
Credit: 2
Prerequisite: English I
Course Description:
English II will continue to develop effective speaking, writing, and reading skills. Students will be able to recognize writing and speaking as a valuable and enjoyable means of communication. A variety of fiction and nonfiction is studied, analyzed, and assessed through tests, various writings, projects, and speeches. Areas of study will include reading literature, reading informational texts, writing, speaking and listening, and language skills

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. 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.

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 through the development of interpersonal skills, intrapersonal awareness, listening skills, and delivery for public speaking. Students will utilize digital resources to research and record their presentations, as well as direct speaking delivery. Students will engage in group discussions and activities that enhance listening and overall communication skills for real-life application.

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

Course Description:

This course helps students develop a well-rounded appreciation for the theatrical arts through an exploration of various creative, design, and production areas of the craft of theatre. Units of study include theatre history from Greek to modern American; creative technical design, makeup and/or set design; and acting forms including improvisation, individual, and group scene work. Additional activities are designed to help students apply their knowledge of movement, voice production, and ensemble building. This course will provide a foundational knowledge of the theatrical arts that would be valuable in college-level courses and theatre production.

Course: **Drama II**
Semesters: 1
Credit: 1 (English elective or Fine Arts credit)
Prerequisite: Drama I

Course Description:

This advanced-level drama course expands on the concepts, theories, and history explored in Drama I. Activities are designed to deepen student understanding of script analysis, theatre production leadership, and performance. Students will participate in a performance showcase depicting a variety of character monologues and dialogues. Students will also have multiple tracks available to select an independent study for theatre production or create a full production promptbook, including an independent script analysis, production schedule, and associated design work. This course will provide a practical knowledge of theatrical design and production that would be valuable in college-level courses and theatre production.

Course: **Creative Writing**
Semesters: 1
Credit: 1
Prerequisite: English II

Course Description:

This course is a fiction and poetry writing seminar in which creativity and imagination work in tandem with mechanics. This course is separated into five units: Introductory biographies, poetry, short stories, children's stories, and journaling. Additional areas of focus may include songwriting 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 tales, and surprise endings. Poetry includes elements of poetry and multiple styles of poetic writing. Children's stories include the differences between early, intermediate, and late childhood literature; the incorporation of poetic elements within a story; and being able to strip a story down to its essential details without sacrificing the elements of plot.

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

Course Description:

This is a writing course that serves as an introduction to various facets of journalism. Students will bolster their communication and interpersonal skills through interviewing various sources. Assessments will be conducted through the practical application of writing skills in a variety of settings. Areas of study include newsgathering, media law, ethics, history, news writing, and specialty writing (profiles, features, sports, editorials).

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

Course Description:

College Prep Writing provides a rigorous writing experience for students to prepare them for current DMACC and AP courses, along with any college-level writing they may encounter. Students will engage in theme-based units that reflect the ACT College Readiness Standards in writing. Areas of focus are study skills, note-taking strategies, time management, ACT College Readiness Standards, scholarship essays, rhetorical analysis, and college-level styles of documentation. The goal of this course is to prepare students for exploring post-high school options, college entry, paying for college, and finding ways to complete a degree or program.

Course: **Composition**
Semesters: 1
Credit: 1
Recommendation: English II

Course Description:

Composition is a one-semester course focused on real-world writing. Students will build a strong foundation of grammar, writing with professionalism, and writing across various contexts. Students will read critically and research. Projects will range from short pieces to essays to multimedia projects.

Course: **Advanced Composition (DMACC Dual Credit: ENG 105–Composition I)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: English II, Senior Year Plus Proficiency Requirements

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 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.

Course: **Advanced Composition II (DMACC Dual Credit: ENG 106–Composition II)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: Advanced Composition, Senior Year Plus Proficiency Requirements

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.

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

Course Description:

English III is a two-semester course utilizing classic to contemporary literature. Emphasis is placed on the analysis and interpretation of literary pieces, both fiction and non-fiction, along with writing and speaking. Students must take this course, AP Literature, or both Introduction to Literature and Contemporary Literature during their junior or senior year in order to meet graduation requirements.

Course: **Introduction to Literature (DMACC Dual Credit: LIT 101–Intro to Literature)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: English II, Senior Year Plus Proficiency Requirements

Course Description:

The course offers an introduction to the study of poetry, fiction, and drama. Students will engage in analytical writing, interpretation, and basic critical approaches. Students will read a range of authors that span cultural and ethnic groups across history.

Course: **Contemporary Literature (DMACC Dual Credit: LIT 185–Contemporary Literature)**
Semesters: 1 (spring only)
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: English II
Recommendation: Introduction to Literature, Senior Year Plus Proficiency Requirements

Course Description:

This course is a study of significant contemporary writers and literary movements from 1945 up through the present day. The emphasis will be on the relationship of current literature to society as well as global contexts. Poetry, short stories, novels, and plays written by a diverse collection of writers will be analyzed using basic critical approaches.

Course: **Advanced Placement Language and Composition**
Semesters: 2
Credit: 2
Prerequisite: 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 persuade 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.

Course: **Advanced Placement Literature and Composition**
Semesters: 2
Credit: 2
Prerequisite: 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 studies a variety of works from 17th-century literature to contemporary fiction, synthesizing an understanding of the persistent themes of human existence: suffering, temperance, family, and 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.

Course: **Composition and Production for Publications**
Semesters: 2 (firm commitment)
Credit: 2
Recommendation: Composition and Media Literacy, application

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, copy editing and proofreading, publication design and page layout, and journalism technology.

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

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 to 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 of all areas of journalistic writing, media law and ethics, sponsorship sales, photography, copy editing and proofreading, publication design and page layout, and journalism technology.

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

Course Description:

Classroom Connected Reading Strategies is for students with identified reading needs who also receive teacher recommendations for this course. 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 can complete the class as they demonstrate a grade-level, independent reading ability. Areas of study include six key comprehension skills, four major components of fluency, vocabulary: context clues, prefixes, suffixes, and roots, test-taking strategies, choice reading, core curriculum support, and guided and independent practice, with fiction and nonfiction texts.

World Languages Department

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

Course Description:

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 the present tense. Cultural information/festivities celebrated in Spanish speaking countries will be discussed.

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

Course Description:

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, classroom vocabulary and interactions, extracurricular activities, shopping, and community living. Cultural information and festivities celebrated in Spanish speaking countries will be discussed.

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 interpretation, interpersonal, and presentational communication skills in Spanish. Students further explore the cultures of countries where Spanish is spoken. Areas of study include communication topics such as childhood, leisure activities, home/city, legends and storytelling, environmental issues, health, and travel recommendations. Students also compare and contrast American traditions with those in Spanish speaking countries, and use technology to reinforce communication skills.

Course: **Spanish IV (DMACC Dual Credit: FLS 241–Intermediate Spanish I, FLS 242–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, Senior Year Plus Proficiency Requirements

Course Description:

Spanish IV is a weighted grade course that is taught primarily in Spanish. Students will examine comprehensible, educator-created texts with the final goal of reading or listening to authentic sources of Spanish. Areas of study include home and family, education, jobs and careers, sports, activities, and entertainment, heroes, food, idiomatic and slang expressions, personal and public identity, responsible, respectful, and sustainable travel, how humans create and interact with art, personal and societal health, building a better future, and the role of myths in human culture.

Course: **Heritage Spanish I**
Semesters: 2
Credit: 2 SEP credits
Prerequisite: Language evaluation

Course Description:

This course is designed for students of a Spanish speaking background; speakers whose abilities in the heritage language range from high proficiency to basic speaking and listening skills, or general understanding of the language. The main goal of this course is to develop academic and social language skills through an immersive curriculum centered around interpretive, interpersonal, and presentational communication within a range of formal and informal contexts. In addition, daily classroom activities will engage students with linguistic development through authentic language materials and projects to develop greater familiarity with U.S. Hispanic cultures.

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. Communication topics include: greetings, family, school life, personal interests/activities, personality, and physical descriptions. Students will also learn how to talk about places in a city and how to tell time. Cultural topics include the French speaking world, the city of Paris, and food.

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

Course Description:

French 2 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 continue to explore countries where French is spoken. Communication topics include: the house, daily routines and chores, weather, seasonal activities, dining out, clothing/shopping. Students will learn to talk about activities in the past, present and future. Cultural topics include French dining, contemporary music, and regions of the French speaking world.

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. 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 and excerpts of the short story novel Petit Nicolas. Students will be able to narrate more extensively in the past tenses, approaching an intermediate level to narrate a brief story or situation. Students will listen and read to understand passages about holidays and celebrations, childhood experiences, historical figures, and influences French speaking cultures have had in the past, as well as current trends, and the increasing future impact of the French language and francophone cultures.

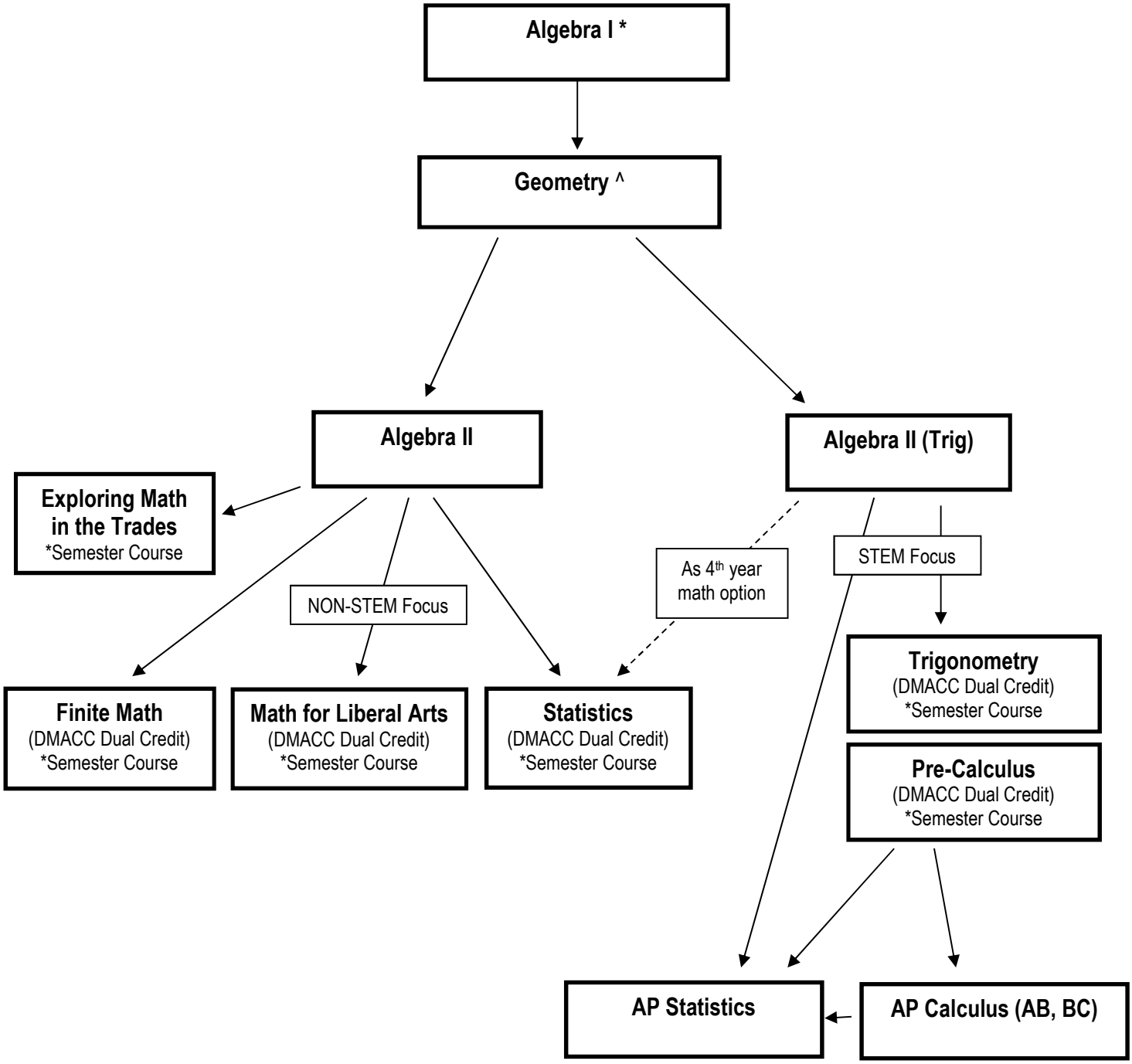
Course: **French IV (DMACC Dual Credit: FLF 241–Intermediate French I, FLF 242–Intermediate French II)**
Semesters: 2
Credit: 2 SEP credits; 4 DMACC credits first semester, 4 DMACC credits second semester
Prerequisite: French III; Special consideration for heritage learners, Senior Year Plus Proficiency Requirements

Course Description:

French 4 is a year-long weighted grade, dual-enrollment course worth 8 credits of college credit. Topics include: education, professional plans, travel, entertainment, preparation of food, aesthetics of art and nature. Current events such as storms, natural disasters, innovation, technology, and interviews with famous French speaking influencers are a focal point for listening and reading. Students will be expected to practice to enhance their progress in listening, reading, writing, and speaking. Listening will include recordings of native speakers such as actors, newscasters, singers, and other authentic recordings stemming from interactions with their teacher, enrolled native speakers, and their peers. Writing and speaking will reinforce skills such as elaborating, hypothesizing, justifying, organizing, using idioms, and connecting ideas.

Math Education

Flowchart for Course Selection



Math Department

Course: **Algebra I ***
Semesters: 2
Credit: 2
Course Description:
Study of the real number system and its operations, solving equations and inequalities, solving systems, working with polynomials, exponents, exploring graphs and relationships of linear, quadratic, exponential, and other functions. At the same time, solving real-world problems using Algebra standards.

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.

Course: **Algebra II**
Semesters: 2
Credit: 2
Recommendation: Geometry
Course Description:
Algebra II is the continuation of topics learned in Algebra I, with an emphasis on the Iowa Core Curriculum (reviewing and learning new functions). Functions will include linear, piecewise, quadratic, polynomial, radical, exponential, logarithmic, and rational. Other topics will include solving equations, systems of inequalities, systems of equations, factoring, probability, and statistics.

Course: **Algebra II (Trig)**
Semesters: 2
Credit: 2
Recommendation: Geometry
Course Description:
Algebra II (Trig) is college prep and intended for students going into STEM or business-related fields or other areas that need a strong foundation in math. Students planning to take Trigonometry and Pre-Calculus should take Algebra II (Trig). This course is the continuation of topics learned in Algebra I, with a focus on reviewing and learning new functions. Functions will include linear, piecewise, quadratic, polynomial, radical, exponential, logarithmic, rational, and trigonometric. Other topics will include: solving equations, systems of equations, factoring, and trigonometry. This course may be taken concurrently with Geometry in special circumstances with teacher and administrative approval.

Course: **Exploring Math in the Trades**
Semesters: 1
Credit: 1 SEP credit
Prerequisite: Geometry and Algebra II
Recommendation: Intro to Apprenticeship
***This does NOT fulfill the 3rd year math requirement. Could be a co-requisite with Algebra II**
Course Description:
This course uses a problem-solving approach to exploring mathematics used in trades-based careers. Several content strands (e.g., measurement, proportional reasoning, slope) are addressed while students solve real-world mathematics problems situated in the work of electricians, plumbers, carpenters, and laborers.

Course: **Math for Liberal Arts (DMACC Dual Credit: MAT 110–Math for Liberal Arts)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: B- in Algebra II-2, C- in a previous DMACC math course, or qualifying score on the ALEKS placement exam
Recommendation: Algebra II, 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.

Course: **Finite Mathematics (DMACC Dual Credit: MAT 141–Finite Mathematics)**
Semesters: 1
Credit: 1 SEP credit; 4 DMACC credits
Prerequisite: B- in Algebra II-2, C- in a 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.

Course: **Statistics (DMACC Dual Credit: MAT 156–Elementary Statistics)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisite: B- in Algebra II-2, C- in a 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.

Course: **Pre-Calculus (DMACC Dual Credit: MAT 129–Pre-Calculus)**
Semesters: 1
Credit: 1 SEP credit; 5 DMACC credits
Prerequisites: C- in previous Trigonometry 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 sequences and series. Students will find zeros of functions, graph functions, solve systems of equations, graph conic sections, and solve basic combinatoric problems.

Course: **Trigonometry (DMACC Dual Credit: MAT 130–Trigonometry)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits
Prerequisites: B- in Algebra II-2, C- in a 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, ar polar equations. Students will use trigonometric functions to solve problems that relate to triangle measurement, prove trigonometric identities, and model motion using trigonometric functions.

Course: **Advanced Placement Statistics**
Semesters: 2
Credit: 2
Prerequisite: Teacher-approved corequisite with Algebra II (Trig) or Algebra II
Recommendation: Algebra II (Trig)

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.

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

Course Description:

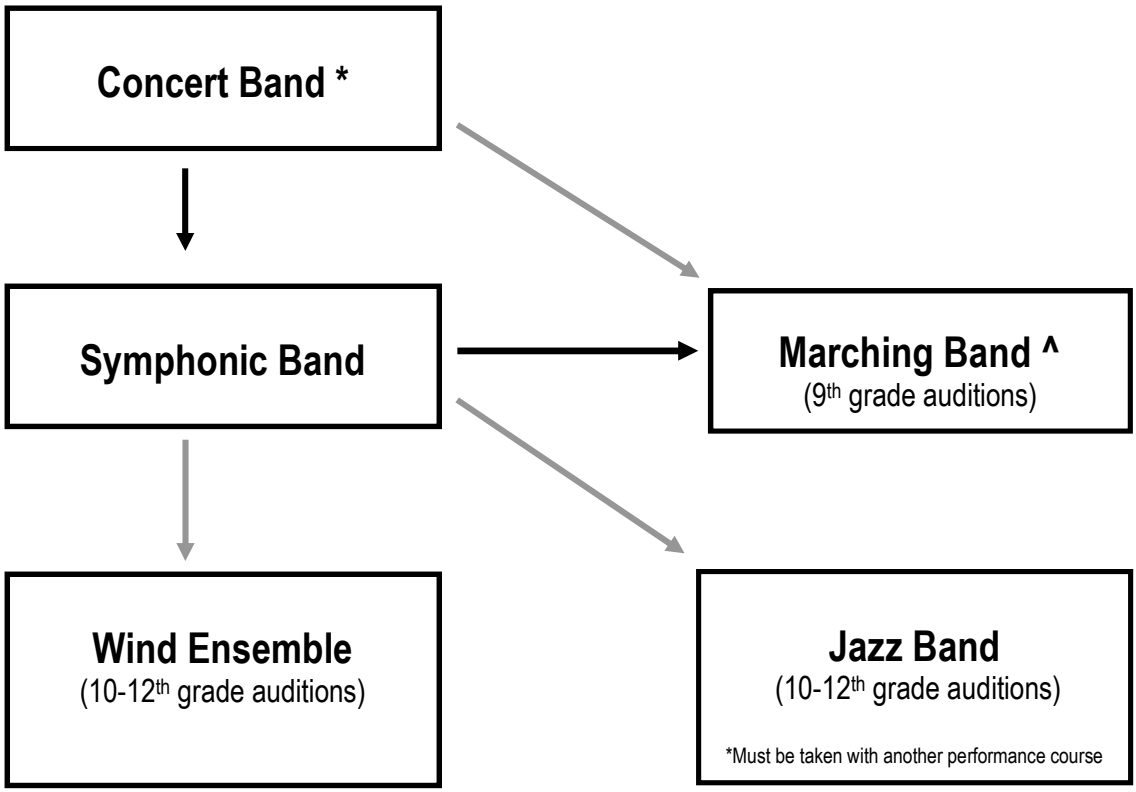
AP Calculus AB and AP Calculus BC courses focus on three big ideas: Modeling change, Approximation and limits, and Analysis of functions. The courses feature a multi-representational approach, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Students will explore connections among these representations to develop important ideas, definitions, formulas, and theorems, and use them to build arguments and justify conclusions.

AP Calculus AB is designed to be the equivalent of a **first-semester** college calculus course devoted to topics in differential calculus (finding and applying a rate of change at an instant) and integral calculus (defining and applying the accumulation of change over time).
AP Calculus BC is designed to be the equivalent to **both first and second-semester** college calculus courses. In addition to the AP Calculus AB content, AP Calculus BC learns additional integration techniques, applies skills to non-rectangular equations, and introduce sequences and series.

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 exam given in May of the second semester.

Instrumental Music

Flowchart for Course Selection



Instrumental Music Department

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.

Course: **Marching Band ^**
Semesters: 1st Quarter only
Credit: 1
Course Description:
Marching band is a curricular, zero-hour (early bird) band class. Freshman students must audition to be a part of the marching band in the spring of their 8th-grade year. Students are required to perform graded playing exams, attend all home football games, contests, and scheduled parade performances. Students participating in marching band must also be registered for either Concert Band, Symphonic Band and/or Wind Ensemble. The Marching Band also has required summer rehearsals before the start of the school year.

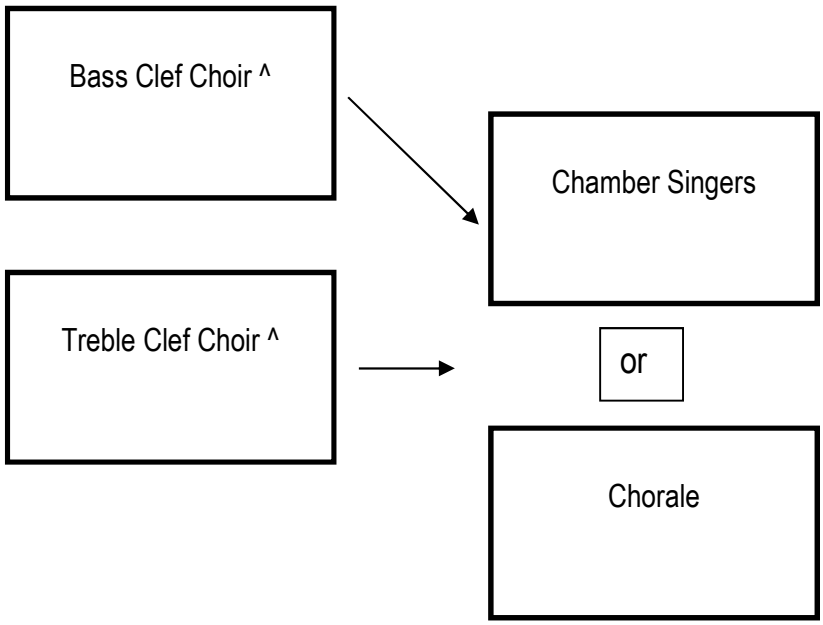
Course: **Symphonic Band**
Semesters: 2
Credit: 2
Course Description:
This course develops student musicianship through performance. This ensemble performs four home concerts throughout the year and performs at various concert band festivals. In addition to performing in the Symphonic Band, students will have the opportunity to participate in basketball pep band, honor bands, percussion ensemble, solo & ensemble festival, and other extracurricular music events. 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.

Course*:* **Wind Ensemble**
Semesters: 2
Credit: 2
Recommendation: Successful completion of a high school band course, instructor approval
Course Description:
All students, including incoming sophomores, must complete an audition in the spring semester before the year of participation. Re-auditions may occur at the semester, based on necessity. The course offers advanced training in music performance. In addition to the 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.

Course: **Jazz Band**
Semesters: 2
Credit: 2
Recommendation: Students must be enrolled in Wind Ensemble or Symphonic Band to be eligible for Jazz Band (exceptions: guitar and piano). All students, including incoming freshmen, must complete an audition in the spring semester before the year of participation.
Course Description:
All students, including incoming sophomores, must complete an audition the spring semester before the year of participation. Jazz Band is a performing ensemble that plays four home concerts in addition to jazz festivals and community performances during the Spring semester. 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



Vocal Music Department

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 2-3 concerts. Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extracurricular opportunities include show choir, solo contests, and an annual musical. Students are encouraged to seek outside opportunities for performance and/or study.

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 9-11. Units include concert music study for 2-3 concerts. Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extracurricular opportunities include show choir, solo contests, and an annual musical. Students are encouraged to seek outside opportunities for performance and/or study.

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 mixed choir. Units include concert music study for five concerts. Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extracurricular opportunities include show choir, solo contests, and an annual musical. Students are encouraged to seek outside opportunities for performance and/or study.

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 12th grade and any 10th-11th grade student by audition only. It offers intermediate training in choral music performance. Units include concert music study for five concerts. Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extracurricular opportunities include show choir, solo contests, and an annual musical. Students are encouraged to seek outside opportunities for performance and/or study.

Physical Education Department

Course: **Physical Education ^**
Semesters: 1
Credit: ½

Course Description

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. This class may include lifetime sports, rec and backyard games, outdoor pursuits, dance, fitness, weight training, and aquatics.

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 6:45 a.m. to 7:30 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.

Course: **Lifeguarding**
Semesters: ½
Credit: ½
Recommendation: 15 years of age by the last day of class, swimming skills to include crawl, side stroke, and breaststroke.
**Students will be scheduled into the study hall during the opposite quarter within the semester when taking this course.*
**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.

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

Course Description

This course is for 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.

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 needs 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 who 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.

Course: **Introduction to Weight Training ***
Semester: 1
Credit: ½
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

Course: **Weight Training ***
Semesters: 1
Credit: ½
Prerequisite: Introduction to Weight Training or 8th Grade Weight Training
Course Description:
Weight training is a semester-long class that meets for half of a block period. This class allows students during the school day to participate in a structured training program. 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.

Course: **Advanced Weight Training**
Semesters: 1
Credit: 1 (½ credit will meet semester PE graduation requirement, and an additional ½ credit is elective credit)
Prerequisite: Active participant in a Southeast Polk extra-curricular activity
Course Description:
This is a semester-long class that meets for a full block period or as a daily ½ block class. 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.

Course: **Health I ^**
Semesters: 1
Credit: 1
Recommendation: 9th-grade students should take this course
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. This is a required course in 9th grade.

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.

P.E. OPT OUT POLICY

Parents or guardians may complete the Physical Education Opt Out Form to request their student be excused from P.E. class. This form is available in the Guidance section of the High School webpage. This form must be completed each semester the opt-out is desired. Physical education grades for students who have opted out of P.E. will be listed as excused on the report card and transcript. Students are eligible to opt out of P.E. if they are enrolled or participating in any of the following:

- An educational program authorized by the school that requires the student to leave the school premises for specified periods of time during the school day.
- An activity that is sponsored by the school and meets the minimum requirement for physical activity as established by the Iowa Department of Education (900 minutes per semester).
- A full schedule that includes classes during all eight (8) periods.

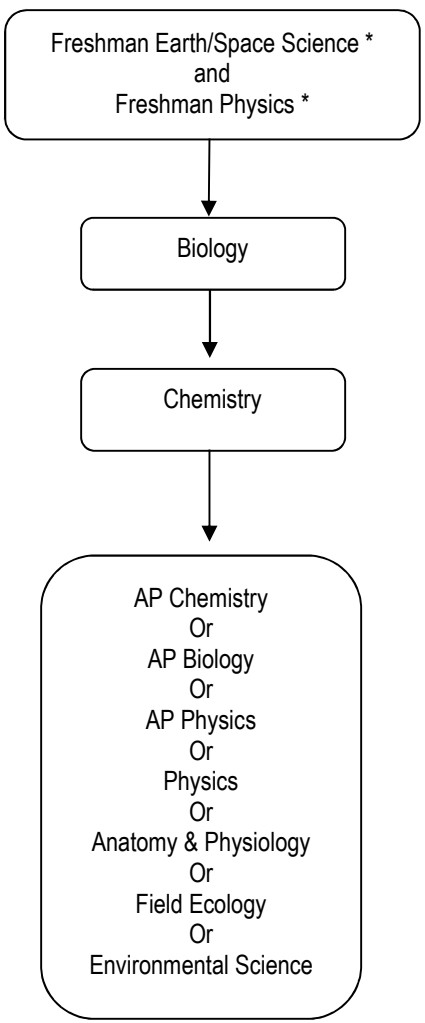
Students who participate in any of the following Southeast Polk activities/programs are eligible to opt out of the first-semester P.E. requirement:

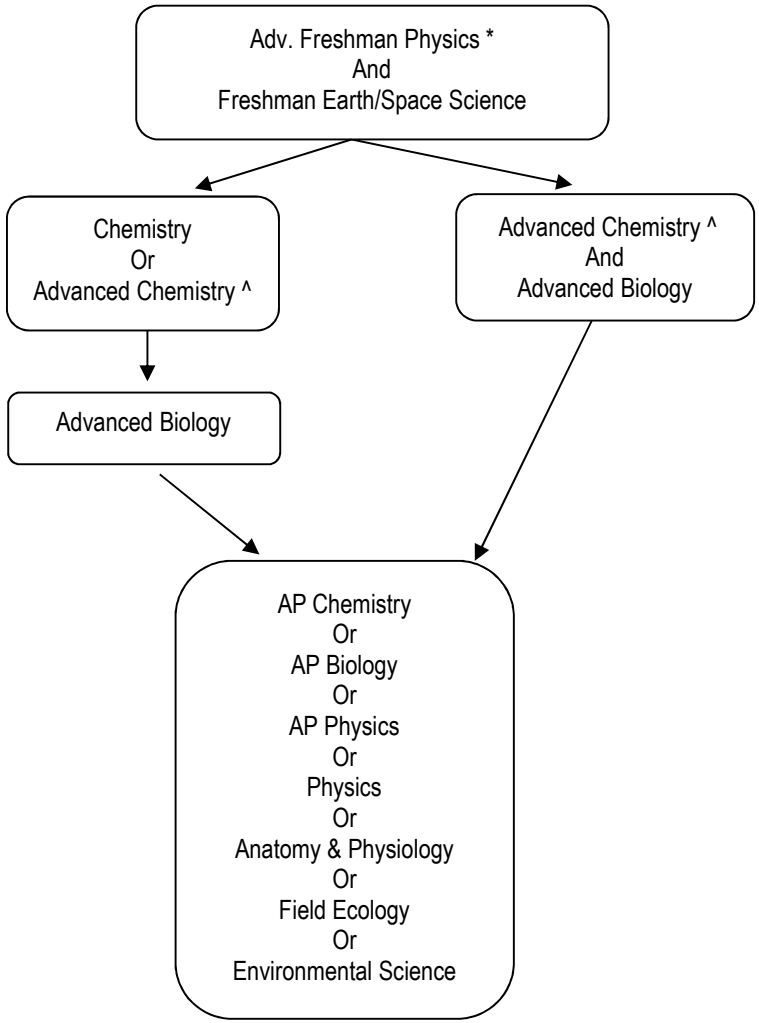
- All fall/winter Southeast Polk athletics programs
- Fall or Winter Cheerleading
- RythAMetteS
- Marching Band or Show Choir
- Approved student clubs - Girls Rugby
- Health Occupations Academy, RISE, Teacher Academy, Registered Apprenticeships
- DMPS Central Campus, PSEO, or DMACC on-campus concurrent courses

Students who participate in any of the following Southeast Polk activities/programs are eligible to opt out of the second-semester P.E. requirement:

- All winter/spring/summer Southeast Polk athletics programs
- Competition or Winter Cheerleading
- RythAMetteS
- Show Choir
- Approved student clubs - Boys Rugby
- Health Occupations Academy, RISE, Teacher Academy, Registered Apprenticeships
- DMPS Central Campus, PSEO, or DMACC on-campus concurrent courses

Science
Flow Chart for Course Selection





Science Department

Course: **Freshman Physics ***
Semesters: 1
Credit: 1
Course Description:
Freshman physics is a course designed to introduce students to the basic concepts of physics. The foundation of the class is a strong emphasis on inquiry, data collection, and analysis of the data, including adding quantitative relationships to concepts studied in junior high. Areas of study include energy transfer and conservation, momentum, forces, laws of motion, the fundamentals of electricity and magnetism, and waves.

Course: **Advanced Freshman Physics ***
Semesters: 1
Credit: 1
Recommendation: At least the 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 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 energy transfer and conservation, momentum, forces, laws of motion, the fundamentals of electricity and magnetism, and waves.

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.

Course: **Biology**
Semesters: 2
Credit: 2
Course Description:
Biology introduces students to the study of life in all its forms. Students will be actively engaged in collecting data/evidence that supports reasoning through biological concepts. These inquiry-based teaching strategies emphasize observation, collection and analysis of data, decision making, and problem solving. Areas of study include: environmental/ecological interactions, cell-energetics, homeostasis, protein synthesis, cell division, genetics, and natural selection

Course: **Advanced Biology**
Semesters: 2
Credit: 2
Recommendation: Advanced Freshman Physics, Chemistry
Course Description:
Advanced Biology introduces students to the study of life in all its forms. Students will be actively engaged in collecting data/evidence that supports reasoning through biological concepts. These inquiry-based teaching strategies emphasize observation, collection and analysis of data, decision making, and problem solving. There is a strong emphasis on helping students exceed standards by including some pre-teaching of the Advanced Placement Biology curriculum. Areas of study include: environmental/ecological interactions, cell-energetics, homeostasis, protein synthesis, cell division, genetics, and natural selection.

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 complete this course. Areas of study for this course are matter and energy, the structure of the atom, the periodic table, chemical bonding, chemical reactions, and kinetics and equilibrium.

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 conservation of mass, kinetics, kinetic molecular theory, atomic structure, the periodic table, bonding, chemical reactions, and intermolecular forces.

Course: **Field Ecology (DMACC Dual Credit: BIO 138–Field Ecology, BIO 100–Opportunities in Biology)**
Semesters: 1 (Fall semester only) **This course is offered in two-period block schedule at the Environmental Learning Center*
Credit: 2 SEP credits; 4 DMACC Credits
Prerequisite: Biology or Advanced Biology
Recommendation: Chemistry

Course Description:

This is a challenging laboratory and field-based course for students who want an ecological perspective on the sciences. This course combines the basic principles of Iowa ecology with an emphasis on ecological relationships, population limiting factors, environmental impacts, succession, natural selection, environment impacts and geochemical cycles. The course also includes 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 Iowa ecology. Appropriate attire for all weather conditions is required.

Course: **Environmental Science (DMACC Dual Credit: ENV 115–Environmental Science, ENV 116–Environmental Science Lab)**
Semesters: 1 (Spring semester only) **This course is offered in two-period block schedule at the Environmental Learning Center*
Credit: 2 SEP credits; 4 DMACC Credits
Prerequisite: Biology or Advanced Biology
Recommendation: Chemistry

Course Description:

This course is an engaging laboratory and field-based course for students who want an environmental perspective on the sciences. Issues examined include environmental policy and history, energy-renewable and nonrenewable, conservation, sustainability, air and water quality, agricultural practices, climate change, waste management, and human impact on ecosystems. Lab includes both laboratory and field work related to environmental science. Emphasis is placed on investigation, data collection, and problem-solving. Students will have a lengthy research project involving field data collection at the field site. Appropriate attire for all weather conditions is required.

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 include but are not limited to the brain, heart, lung, and kidney. Areas of study include: histology, anatomical language, integumentary system, skeletal system, muscular system, blood, nervous system, endocrine system, blook, cardiovascular system, respiratory system, digestive system, urinary system, and the reproductive system. Students will also learn the importance of vital signs and assessing overall human health.

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

Course Description:

Physics is a yearlong, college preparatory course developing rigorous problem-solving and critical thinking skills. Students will explore the content of: kinematics, dynamics, uniform circular motion, gravitational fields, energy, linear momentum, impulse, and oscillatory motion by engaging in the construction and application of physics knowledge collaboratively. Students will develop multiple representations as thinking tools to understand physical phenomena.

Course: **Advanced Placement Chemistry**
Semesters: 2
Credit: 3 **This course is offered in a modified block schedule, with an additional 45-minute class period every other day.*
Prerequisite: Chemistry, Algebra, Geometry

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 1-3 hours a week in unsupervised individual study. A student taking AP Chemistry will have the opportunity to take the AP Chemistry exam in May. Most colleges grant credit for a chemistry course and laboratory credit for qualifying work on the examinations and lab notebook. If a student passes the AP Exam, they can be awarded up to 8-9 credit hours at the college level (varies depending on the school). Areas of study include: atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, thermodynamics, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics.

Course: **Advanced Placement Biology**
Semesters: 2
Credit: 3 **This course is offered in a modified block schedule, with an additional 45-minute class period every other day.*
Prerequisite: Advanced Biology
Recommendation: Chemistry

Course Description:

Advanced Placement Biology is a lab oriented and content-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: biological molecules, cellular interactions and energetics, genetics, protein synthesis, meiosis/mitosis, natural selection, and environmental/ecological interactions. Students who elect to take AP Biology must be willing to be challenged in terms of workload and ability. Students who hope to enter the biology field or simply want to study the science of life in further detail are encouraged to take this course.

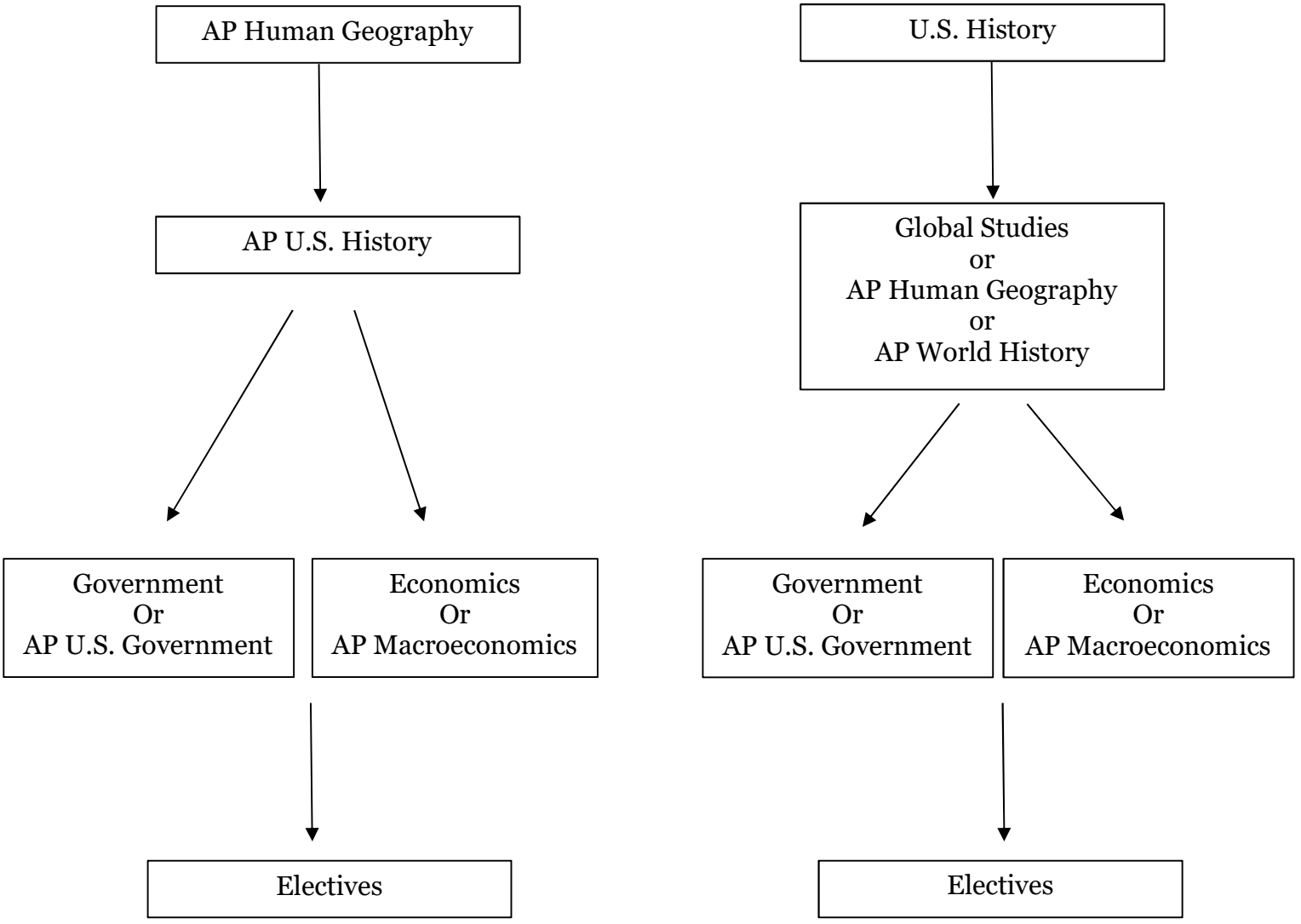
Course: **Advanced Placement Physics I**
Semesters: 2
Credit: 3 **This course is offered in a modified block schedule, with an additional 45-minute class period every other day.*
Prerequisite: Physics or Advanced Freshman Physics, Geometry

Course Description

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course. Students will acquire a deeper understanding of physics by developing models of physical phenomena through lab-based investigations. Students will build their understanding of physical models as they explore and solve problems in: Kinematics, Forces, Energy, Linear Momentum, Torque, Rotational Motion & Dynamics, Energy & Momentum of Rotating Systems, Oscillations, and Fluids.

Social Studies

Flowchart for Course Selection



<u>One Semester Electives:</u>
AP Macro Economics (spring only)
AP U.S. Government (spring only)
History of the 60s – 90s
History through Media
Law and You
Psychology
Sociology

<u>Year Long Electives:</u>
AP Human Geography
AP Psychology
AP U.S. History
AP World History

Social Studies Department

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 the past affects us today.

Course: **Government**
Semesters: 1
Credit: 1
Prerequisite: Junior or Senior students only
Course Description:
This course deals with the application of governmental principles. Concepts taught in this class include: foundations of government; branches of government, political behavior/ideology, campaigns and elections, and civil liberties.

Course: **Global Studies**
Semesters: 2
Credit: 2
Course Description:
Global Studies combines the study of modern, global problems with an analysis of their historical roots. The course will focus on global issues and infuse core social studies concepts from geography, history, and world cultures.

Course: **Economics**
Semesters: 1
Credit: 1
Prerequisite: Junior or Senior students only
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.

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. Additionally, the course will center around current, contemporary issues within the U.S criminal justice system.

Course: **History of the 60s through the 90s**
Semesters: 1
Credit: 1
Course Description:
This is a fun elective course, nicknamed “Hippie History,” that is designed to provide a glimpse of the music, culture, and social life in the U.S. during the 1960s through the 1990s. Some concepts taught in this course include: The JFK Assassination, Counterculture (hippies), MTV, the internet, the influence of music of the times, along with other major events throughout the 60s through the 90s.

Course: **History through Media**
Semesters: 1
Credit: 1
Course Description:
This course offers upperclassmen the opportunity to examine history through the camera lens. Students will learn to analyze films critically in an attempt to understand and evaluate film as a cultural and historical artifact. Students will explore the influence that various forms of media have on society as a whole. Emphasis will be placed on various themes found in historical movies, as well as a focus on historical accuracy while utilizing various sources to uncover if the information that made its way to the reel was, in fact, real. Course requirements include film screenings, assigned readings, position papers, and various projects.

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.

Course: **Psychology**
Semesters: 1
Credit: 1

Course Description:

General Psychology will introduce students to the scientific study of human behavior and mental processes. Students will study the psychological facts, principles, and phenomena associated with a variety of subfields within psychology. They also learn about the methods psychologists use in their science and practice. Topics include: the brain & nervous system, heritability, states of consciousness, sensation & perception, learning, memory, intelligence, development, motivation, emotions, personality, mental illness, therapy, and positive psychology.

Course: **Advanced Placement Human Geography ^**
Semesters: 2
Credit: 2

Course Description:

AP Human Geography asks students to think about not only where things are on our Earth, but why those features and patterns got there. We examine how people impact our landscape by looking at historical and contemporary patterns and processes in population, migration, religion, and agriculture. Additional themes we explore include languages, urbanization, political geography, and economic development. Study, test-taking, and writing strategies are also practiced throughout the year in preparation for the AP Exam and college readiness.

Course: **Advanced Placement Macroeconomics**
Semesters: 1 (Second Semester Only)
Credit: 1
Prerequisite: Junior or Senior students only

Course Description:

Do you want to learn how the world works and or why we (countries, states, businesses, individuals) make certain decisions? AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics. It is not a requirement that a student take the one-semester economics course first. If you are a student deciding between Economics and AP Macroeconomics, the AP option is preferable.

Course: **Advanced Placement Psychology**
Semesters: 2
Credit: 2

Course Description:

AP Psychology will introduce students to the systematic and scientific study of human behavior and mental processes. Students will study the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Topics include: the brain & nervous system, heritability, states of consciousness, sensation & perception, learning, memory, intelligence, development, motivation, emotions, personality, mental illness, and therapy. Students selecting this course should expect to be challenged. They will find the material intellectually stimulating and directly relevant to their everyday lives. All students will prepare to do acceptable work on the AP Exam in May to earn three college credit hours in psychology (a general education requirement option on most college campuses). It is not a requirement that a student take the one-semester general psychology first. If you are a college-bound student deciding between Psychology and AP Psychology, the AP option is preferable for most students if it works within their schedule.

Course: **Advanced Placement U.S. Government and Politics**
Semesters: 1 (Second Semester Only)
Credit: 1
Prerequisite: Junior or Senior students only

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 project or an applied civics project.

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.

Course: **Advanced Placement World History**
Semesters: 2
Credit: 2

Course Description:

AP World History Course is a year-long 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

Course: **Education Exploration/Experience**
Semesters: 1
Credits: 1
Prerequisite: English II

Course Description:

This course is designed for students interested in exploring the field of education and considering a future career in a school setting as a Paraeducator, school associate, or teacher, without the commitment of college-level coursework. The course focuses on providing practical support to teachers with classroom duties such as establishing a safe and positive classroom climate, identifying and assisting with diverse learner needs, preparing educational materials, and communicating effectively with children, parents, and colleagues. This hands-on, classroom-based experience offers a foundational understanding of the educational environment and prepares students for further study or entry-level roles in schools.

Course: **Foundations of Education (DMACC Dual Credit: EDU 210–Foundations of Education)**
Semesters: 1 (held during 1st semester only)
Credits: 2 SEP credits; 3 DMACC credits
Prerequisite: English II
Recommendation: Education Exploration/Experience
**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 that 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.

Course: **Teaching Internship (DMACC Dual Credit: EDU 218–Initial Field Experience, SDV 164–Electronic Portfolio)**
Semesters: 1 (held during 2nd semester only)
Credits: 2 SEP credits, 4 DMACC credits (WBL Course)
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 that 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 an 80-hour intership 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.

Course: **Introduction to Officiating (Certification)**
Semesters: 1
Credit: 1

Course Description:

This course is designed for students who are interested in pursuing sports officiating as a secondary job or career. Students will learn basic rules and procedures in a number of sports to earn certification to officiate lower-level high school, AAU, and club sports. The class will focus on officiating mechanics, rules, and dealing with athletes, coaches, and spectators.

Course: **Medical Terminology (DMACC dual Credit: HSC 114–Medical Terminology)**
Semesters: 1
Credit: 1 SEP credits; 3 DMACC credits
Prerequisites: Open to juniors and seniors

Course Description:

A comprehensive study of medical terminology as the language of medicine. Analyzes words by dividing them into component parts. Relates the medical terms to the structure and functional pathology of diseases and current medical procedures. Emphasizes word usage, abbreviations, pronunciation, and spelling. This course is ideal for students pursuing a medical-related career and builds the foundation for success at the next level of education. In the event of full classes, priority will be given to students enrolled in Nurse Aide.

Course: **Nurse Aide (DMACC Dual Credit: HSC 172–Nurse Aide)**
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits (WBL Course)
Prerequisites: Open to juniors and seniors

Course Description:

The Nurse Aide Course prepares students to become safe, professional nursing assistants in long-term care facilities. This course also prepares students to take the state written and skills exams, if they choose, to become a Certified Nursing Assistant – CNA. Students are responsible for the associated costs of the state testing. During this 90-hour course, students will learn hygiene, bathing, elimination, nutrition, feeding, vital signs, intake/output, and how to care for the dying patient. They will utilize their acquired skills at a long-term care facility. Clinical practicum will be during the school day or on weekends. Students must attend a mandatory meeting to discuss course requirements before class starts. Requirements include: a minimum of 80% to pass; 100% attendance; a background check; provide own transportation; a clinical uniform; immunizations that include the flu vaccine, and a physical. Superior attendance is an expectation.