

*Western Dubuque High School*

**2021-2022**

*Curriculum Guide*

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Pursuant to Title IX and other applicable state and federal laws, it is the policy of the Western Dubuque County Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and activities and its employment practices, including applicants for employment.

The District has grievance procedures for processing and resolving discrimination complaints, including formal and informal Title IX sex discrimination and sexual harassment complaints, and will respond to complaints accordingly. Discrimination employment grievances that do not fall under Title IX should be directed to Rick Colpitts, Equity Coordinator, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6004, rick.colpitts@wdbqschools.org. Grievances related to this policy for employment matters that fall under Title IX and grievances for any program/student matters should be directed to Vicky Coyle, Title IX and Equity Coordinator, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6040, vicky.coyle@wdbqschools.org. If you have any questions related to this policy, please contact Vicky Coyle. Title IX inquiries may also be referred to the U.S. Department of Education, attn. Assistant Secretary, Office for Civil Rights, 400 Maryland Avenue SW, Washington, DC 20202, 800-421-3481, OCR@ed.gov.

# Western Dubuque Community School District

High school students are in the middle of one of the most exciting times of their lives. We encourage you to get involved! Our school offers countless extracurricular activities to enhance students' personal, social and academic growth. Take advantage of the opportunity to get to know your teachers and fellow classmates. The more relationships you can establish at this age, the greater your capacity will be to work with a variety of people as you get older.

The time is now for you to begin thinking about where you see yourself working someday. Choosing a Career Pathway or two and exploring them in depth will give you a strong foundation on which to build. We offer a wide range of courses designed to meet the needs of our students. Our staff is committed to providing you with quality of programming and the flexibility and support you need to be successful.

Learn to advocate for yourself. Ask for what you need and communicate with your principals, counselor and teachers. We are all here to help you! Please do not hesitate to contact one of us. We want your time here to be meaningful and worthwhile.

On behalf of all of us at Western Dubuque Community School District  
good luck to you as you register for another year of courses!

Success for All

Better Every Day

***Mr. Jake Feldmann***  
WDHS Principal

***Mr. Rich Hatcher***  
WDHS Assistant Principal

# COUNSELING OFFICE

Casey Bryant (A-K) Carrie Edgin (L-Z)

School Counselors

This Curriculum Guide contains the courses offered at Western Dubuque High School and Cascade High school; it is designed to assist you in the registration process. It is suggested that students create a career plan and then choose courses that align with that plan. Students and their counselor should re-visit this Career Plan at registration time each year. Parents are encouraged to participate in this registration process. Students and parents can make appointments with your counselor by calling 876-3017 ext. 3005.

## Graduation Requirements

1 credit = one term

### Department

English	8 credits
Science	6 credits
Social Studies	6 credits
Math	6 credits
Health I	1 credit
Personal Finance	1 credit
Physical Education	4 credits (One course per year)
Electives	26 credits
TOTAL = 58 credits	

# Registration and Scheduling Rules and Regulations

The registration process is an important part of the educational process. Once students have registered for classes for the upcoming year, many decisions are made. We hire teachers, develop curriculum, and purchase instructional resources. To make the best use of these resources once they are secured, we have developed these Rules and Regulations.

1. Students should not request to add or drop a course unless they have had a change in their career plan or personal interests, or a crisis management plan is in order. Students will have two days at the beginning of each term to make this determination. Requests to add or drop a Term 2 course should be made before the end of Term 1. Students may not drop a two-term required course at term unless they are getting a C- or below.
2. Students sign up for courses. School personnel schedule students into these courses in such a way as to maintain as balanced of sections as possible. *Students will not be granted a schedule change in order to be with friends, to change teachers, or to change periods of the day.*
3. Students register for 6 courses per term. Seniors may register for four courses and 2 open campuses per term.

## Senior Open Campus Agreement

Open campus is a privilege. We would expect students assigned to Open Campus to maintain their grades, proper attendance and adhere to our discipline policy. Those students whose academic effort, attendance pattern or conduct fails to meet these standards put their Open Campus status at risk. Open Campus can be revoked. You may wish to consider taking an additional academic course rather than signing up for study hall/open campus.

## Earning College Credit During High School

*Students at Western Dubuque High School have the opportunity to earn college credit during their high school years through several options.*

### **Senior Year Plus Option**

Western Dubuque Community School District offers two types of post-secondary enrollment courses; the first type must be taken off campus. Students may enroll in these courses at other sites, such as Northeast Iowa Community College (NICC) or Kirkwood. To enroll in such a class, students may need to adjust their schedule to accommodate the college's schedule. This option is open to eleventh and twelfth grade students or to ninth or tenth grade students identified as "talented and gifted." Students may not enroll in courses that are comparable to high school offerings. Students are limited to part-time enrollment, and they may be required to earn a certain score on the Accuplacer test or be required to complete a high school pre-requisite prior to enrolling in the college course.

The Western Dubuque Community School District reimburses the post-secondary institution up to \$250 for every student enrolled in each post-secondary enrollment options course. This amount is used to pay for tuition, textbooks, and other course fees. Western Dubuque Community School District can, in turn, receive supplemental weight for each student enrolled. Students must notify their counselor of their intent to enroll in a post-secondary enrollment course prior to the start of the term in which the course will be taken. They may enroll in up to 23 credits per year at NICC, Kirkwood, or any other approved post-secondary school through the PSEO Act. Students can earn dual credit (both high school and college credit) for these courses if approved. Students may not drop or fail these courses without reimbursing the school district all of the costs of the particular course.

## **Advanced Placement (AP®)**

Advanced Placement (AP®) courses are rigorous college prep courses offered by high schools. The courses, curriculum requirements, and optional tests are provided by The College Board. Based on the examination score and the postsecondary institution's policies, students may be eligible for college credit.

## **Concurrent Enrollment**

The concurrent enrollment program promotes rigorous academic or career and technical pursuits by providing opportunities for high school students to enroll part-time in eligible nonsectarian courses at or through community colleges. Per Senior Year Plus, concurrent enrollment courses are offered through contractual agreements between community colleges and school districts within their service area.

This option allows students to earn college credit through courses taught at Western Dubuque High School or Cascade High School by WDCSD staff members meeting the qualifications set by the post-secondary institution. Students in these courses can earn dual credit (both high school and college credit) upon successful completion of the course. Western Dubuque School District reimburses the post-secondary institution approximately \$75 per course. All current courses that are contracted in the curriculum guide will be identified as such with the title of "Concurrent Enrollment" following the course title.

## **Articulated Courses**

Articulated courses are courses from Western Dubuque Community Schools that have aligned their curriculum with courses from a post-secondary institution such as NICC or Kirkwood. Although no college credit is given, if the course has been articulated they would then be able to attend the cooperating post-secondary school after high school is completed and waive that course and continue on with the desired program upon successful completion of at least one term. Each post-secondary institution handles articulated courses a little differently, so you should contact the institution of your choice with more questions. This provides a financial savings for the student when they attend the cooperating institution after high school. WDCSD is continuously working to articulate with other institutions such as NICC and Kirkwood. All current courses that are articulated in the curriculum guide will be identified as such with the title of "articulated" following the course title.

## **Who Can Take College Credit Courses?**

Students who have met the requirements of both the school district and the post-secondary institution can take college credit courses. For the college, students must meet any placement test score requirements and any pre-requisite course requirements. At the school district level, students must be proficient in the areas of Reading Comprehension, Mathematics Concepts and Problem Solving and Analysis of Science Materials. Iowa Assessment, MAP and ACT scores will be used to determine proficiency. If a student is NOT proficient in one or more areas, alternative assessments may be used.

## **Why Take College Credit Courses?**

To prepare for college! If the credits transfer and fulfill a college requirement it is an added bonus, however, this should not be the SOLE PURPOSE for taking a college credit course. It will be the student's responsibility to contact colleges to see if the credits transfer and whether they transfer as an elective or a required course in college.

## **Permanent College Transcripts**

If a student is to withdraw, drop, or fail a college credit course it will be reflected on their permanent college transcript. A student's final grade will also be recorded on both their permanent high school and college transcript. These grades will follow students to college after high school and cannot be changed.

# College Credit Courses Offered at Western Dubuque High School

Composition I  
Introduction to Literature  
Composition II  
Calculus I  
Pre-Calculus  
Statistics  
Math for Liberal Arts  
Introduction to Accounting  
Computer Accounting  
Technology Solutions  
Civil Engineering and Architecture  
Intro to Engineering Design  
Employability Skills

## **NICC Consortiums (college credit):**

Automotive Mechanics Consortium  
Diesel Consortium  
Health Occupations Consortium

# Your Courses Count:

## Preparing for Academic Success at Iowa's Regents Universities

	<u>Minimum</u> Requirements for Admission			<u>Optimum</u>
	Iowa State University	The University of Iowa	University of Northern Iowa	Recommendations for Success
<b>FOREIGN LANGUAGE</b>	Two years of a single foreign language for admission to the Colleges of Engineering and Liberal Arts and Sciences.	Two years of a single foreign language are required for admission. For many degrees, the fourth year of proficiency is required for graduation.  Nursing—4 years in a single language or two years in two different languages.	Foreign language courses are not required for admission. However, two years of foreign language in high school with a C- or above in the last course will meet the university graduation requirement.	Four years of a single foreign language. By taking foreign language during all four years of high school, you'll go beyond the basic skills and begin to use the language and reinforce your fluency.
<b>ENGLISH</b>	Four years of English/language arts emphasizing writing, speaking, reading, as well as an understanding and appreciation of literature.	Four years with an emphasis on the analysis and interpretation of literature, composition, and speech.	Four years, including one year of composition; also may include one year of speech, communication, or journalism.	Four years of English courses with an emphasis on the communication skills of writing, reading, and listening and the analysis and interpretation of literature. In addition, courses such as journalism and media literacy will be valuable.  Extracurricular activities such as debate, speech contest, newspaper, and yearbook will further develop essential competencies.
<b>MATH</b>	Three years, including one year each of algebra, geometry, and advanced algebra.	Three years, including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Science.  *Four years, including two years of algebra, one year each of geometry and higher math (trigonometry, analysis, or calculus) for admission to the College of Engineering.	Three years, including equivalent of algebra, geometry, and advanced algebra.	Four years, one in each year of high school. While advanced courses like calculus and statistics are good, it's more important that you gain a complete understanding of advanced algebra and trigonometry.
<b>NATURAL SCIENCE</b>	Three years, including one year each from any two of the following: biology, chemistry, and physics.	Three years, including courses in physical science, biology, chemistry, and environmental science and physics for admission to the college of Liberal Arts and Sciences.  Three years, including at least one year each in chemistry and physics, for admission to the College of Engineering. Nursing—3 years, including one year each of biology, chemistry and physics.	Three years, including courses in general science, biology, chemistry, earth science, or physics. Laboratory experience is highly recommended.	Four years, one in each year of high school. To be really well prepared, take at least one year each of biology, chemistry, and physics.  These can be taken in any order and may be taught productively in either a separate or integrated fashion, depending on your school's offerings.
<b>SOCIAL STUDIES</b>	Two years for admission to the Colleges of Agriculture and Life Science, Business, Design, Engineering, Human Sciences.  Three years for admission to the College of Liberal Arts and Sciences.	Three years, with U.S. history and world history recommended for admission to the college of Liberal Arts and Sciences.  Two years, with U.S. history and world history recommended for admission to the College of Engineering.	Three years, including courses in anthropology, economics, geography, government, history, psychology, or sociology.	Three years is essential, but four is better. Take at least one year of U.S. History and one year of world history.  Additional courses in anthropology, economics, political science, psychology, and sociology provide an important understanding of political, social, and economic institutions.
<b>OTHER COURSES</b>	Specific elective courses are not required for admission to Iowa State University.	Specific elective courses are not required for admission to the University of Iowa.	Two years of additional courses from the required subject areas, foreign languages, or fine arts.	Explore! Courses in fine arts, performing arts, computers, or technology will help round out your high school experience. Your future field of concentration or career may lie in one of those areas. Follow your interests, your talents, and the strengths of your school. Remember to choose courses with high academic standards.



# AGRICULTURAL EDUCATION

*Classes in Agricultural Education offered at Western Dubuque High School at Epworth are a four-year Sequence of instruction in Agriculture. Students enrolled in agriculture courses are expected to conduct a Supervised Agricultural Experience, consisting of productive projects such as livestock or crops and/or a work experience in an agricultural occupation field with proper ability to maintain records. Membership in the National FFA Organization and taking part in local West Dubuque FFA Chapter Activities is highly recommended to students to get the most out of their agricultural studies and to develop 21<sup>st</sup> Century Employment Skills.*

## **INTRODUCTION:**

**SUBJECT: INTRODUCTION TO AGRICULTURE LEADERSHIP**

**LENGTH: ONE TERM**

**GRADE: 9-10-11-12**

**COURSE DESCRIPTION:** Introduction to Agriculture Leadership is the introductory course where students will experience exciting “hand-on” activities, projects, and problems related to agriculture. This class is designed to introduce students to many career pathways in the agricultural industry. Intro to Agriculture Leadership is the entry level course for high school students and is the foundation for all agriculture classes to follow. Students will learn what the FFA can do for them, leadership, communication, and team building skills. Students are required to have a Supervised Agricultural Experience (SAE) or a project outside of class.

**SUBJECT: INTRODUCTION TO AGRI-SCIENCE**

**LENGTH: ONE TERM**

**GRADE: 9-10-11-12**

**COURSE DESCRIPTION:** Introduction to Agri-Science is the introductory course where students will experience exciting “hand-on” activities, projects, and problems related to agriculture science. This class is designed to introduce students to many career pathways in the agricultural industry. In addition, students will be exposed to a brief overview of animal science, plant science, natural resources, and agriculture technology and systems, and science in agriculture. Intro to Agri-Science is an entry level course for high school students to learn and explore the difference facets of the agriculture industry. Upon completion of this course students will have a better understanding of what agriculture career pathway best fits their interest for future studies. Students are required to have a Supervised Agricultural Experience (SAE) or a project outside of class.

## **AGRICULTURE MECHANICS**

**SUBJECT: AGRICULTURAL MECHANICS I**

**LENGTH: ONE TERM**

**GRADE: 10-11-12**

**PRE-REQUISITES: INTRO TO AGRICULTURE LEADERSHIP OR INTRO TO AGRISCIENCE**

**COURSE DESCRIPTION:** This course will focus on familiarizing students with the Agricultural Shop procedures. Units to be covered are GPS, Drone Deployment, Welding, Cutting, and basic Ag Mechanics.

**SUBJECT: AGRICULTURAL MECHANICS II**

**LENGTH: ONE TERM**

**GRADE: 10-11-12**

**PRE-REQUISITES: AGRICULTUREAL MECHANICS I**

**COURSE DESCRIPTION:** Agriculture Mechanics I will teach students about the fundamentals of agricultural mechanics through inquiry-based exercises filled with activities, projects, and problems that focus upon the form and function of material, machines, and tools used in agriculture. Students will apply technical skills to the process that is used to operate, repair, engineer, and design agricultural tools and equipment. **STUDENTS NEED SAFETY GLASSES, EAR PLUGS, AND ANY ADDITIONAL SUPPLIES WHEN NEEDED.**

## **ANIMAL SCIENCE**

**SUBJECT: ANIMAL SCIENCE I**

**LENGTH: ONE TERM**

**GRADE: 10-11-12**

**PRE-REQUISITES: INTRO TO AGRICULTURE LEADERSHIP OR INTRO TO AGRISCIENCE**

**COURSE DESCRIPTION:** The major focus of this course is to expose students to the world of agriculture, animal science, and career options. Students participating in the Animal Science I course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal needs by humans, domestication, classification through binomial nomenclature, animal rights and welfare, behaviors, basic care and handling, and livestock facilities. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers.

**SUBJECT: ANIMAL SCIENCE II**

**LENGTH: ONE TERM**

**GRADE: 10-11-12**

**PRE-REQUISITES: ANIMAL SCIENCE I**

**COURSE DESCRIPTION:** The major focus of this course is to expose students to the world of agriculture, animal science, and career options. Students participating in the Animal Science II course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal cellular functions, anatomy including internal and external organs, nutrition and digestion systems, feeding and nutrition, balancing rations, reproduction and breeding. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers.

**SUBJECT: ANIMAL SCIENCE III**

**LENGTH: ONE TERM**

**GRADE: 11-12**

**PRE-REQUISITES: ANIMAL SCIENCE II**

**COURSE DESCRIPTION:** The major focus of this course is to expose students to the world of agriculture, animal science, and career options. Students participating in the Animal Science III course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal genetics, animal health, diseases, and parasites, products from animal production, proper animal selection, and marketing within the animal industry. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers.

## **PLANT**

**SUBJECT: PLANT SCIENCE/HYDROPONICS**

**LENGTH: ONE TERM**

**GRADE: 10-11-12**

**PRE-REQUISITES: INTRO TO AGRICULTURE LEADERSHIP OR INTRO TO AGRISCIENCE**

**COURSE DESCRIPTION:** This course will expose students to the world of agriculture, plant science, and career options. Experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production and its impact on the individual, the local, and the global economy. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers. Students will also learn to construct a hydroponics grow system and grow their own vegetables for consumption.

**SUBJECT: AGRONOMY/SOILS**

**LENGTH: ONE TERM**

**GRADE: 10-11-12**

**PRE-REQUISITES: PLANT SCIENCE/HYDROPONICS**

**COURSE DESCRIPTION:** This class introduces principles of plant-soil-climate relationships in crop production. Students in this course will also be primarily in charge of the FFA test plot located north of the school. Students will learn how to work with local area businesses and learn from industry experts about crop production and what is required to produce crops from pre-planting to post-harvest.

## **BUSINESS**

**SUBJECT: AGRICULTURAL BUSINESS MANAGEMENT**

**LENGTH: ONE TERM**

**GRADE: 11-12**

**COURSE DESCRIPTION:** This advanced level course is designed to emphasize agricultural business management. Students will have hands-on experience with computers and other data serving networks. They will manage simulated businesses. Learning opportunities will include credit and money management marketing, planning and decision making. Management principles, record keeping, and occupational/career planning will be stressed.

## **CAPSTONE**

**SUBJECT: AGRICULTURAL LEADERSHIP SEMINAR**

**LENGTH: ONE TERM**

**GRADE: 11-12**

**PRE-REQUISITES: TEACHER APPROVAL REQUIRED**

**COURSE DESCRIPTION:** Agricultural Leadership Seminar course is the capstone designed to culminate students' experiences in agriculture, based on the pathway of study they pursued. Woven throughout the course are projects and problems based in practical applications and designed to develop and improve employability skills of students. Students will further enhance research, critical thinking, and teamwork skills as they expand on content knowledge from previous courses. Students will work to solve complex, real-world problems through a focused research project. This process will include conducting research, data analysis and communication, and the development of new products.

## **Agricultural courses offered at Cascade High School – Course information available in CHS Curriculum Guide**

**AG III** which consists of Survey of Animals, Working with Animals & Agricultural Mechanics

**AG IV** which consists of Farm Business Management, Principles of Agronomy, Ag. Farm Machinery & Facility Management & Precision Farming Systems

# Art

**SUBJECT: ART EXPLORATION**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**COURSE DESCRIPTION:** Art Exploration is the entry-level art course. Art Exploration deals with basic drawing and design problems. A review of basic art techniques in picture composition will be explored. Art experiences will be based on the art elements of line, shape and form, value, color, space and texture. Art History will be incorporated into the curriculum. A wide range of art media will be used to complete assignments. Students should have a high interest in art and have the ability to enjoy working with art materials for an extended period of time.

**COURSE: ESSENTIAL ART**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**DESCRIPTION:** An alternative course designed for special education students who are four or more grade levels behind their peers in reading in the content area skills. Adaptations and modifications are made to the art curriculum in order to meet the needs of the students. Students will be placed in this course based on district criteria.

**SUBJECT: DRAWING**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**PRE-REQUISITES: ART EXPLORATION**

**COURSE DESCRIPTION:** This course is designed for the art student who has a high interest in drawing. A wide variety of drawing and design experiences will be explored. Various drawing media will be introduced such as graphite, charcoal, ink, colored pencil, and pastels. Art projects based on various art elements and principles of design will be incorporated into lessons.

**SUBJECT: PAINTING**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**PRE-REQUISITES: ART EXPLORATION**

**COURSE DESCRIPTION:** This course is designed for the student who has an interest in painting. The artist should have a sound background in drawing technique and the basics of paint color and theory learned in Art Exploration. The student will explore the world of traditional and modern painting techniques and ideas. The student's individual expression and style will be encouraged. Techniques in various painting media will be presented. Students will be expected to do art history projects for the painting course.

**SUBJECT: CERAMICS**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**PRE-REQUISITES: ART EXPLORATION**

**COURSE DESCRIPTION:** This course is designed for the student who has an interest in learning about and working with clay and glaze. This class introduces building techniques for the creation of three-dimensional forms. Additive building methods, as well as embossing and engraving surface techniques will be explored. Students will also work at a variety of firing ranges and techniques during the glazing process.

**SUBJECT: SCULPTURE**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**PRE-REQUISITES: ART EXPLORATION**

**COURSE DESCRIPTION:** This course is designed for the student who has an interest in learning about sculpture materials such as paper, cardboard, mache, wood, wire and some small metals. This class introduces sculptural building techniques for the creation of three-dimensional forms. Additive and subtractive methods, construction, assemblage, and carving will be covered and used in various ways.

**SUBJECT: DIGITAL PHOTOGRAPHY/GRAPHIC DESIGN I****LENGTH: ONE TERM****GRADES: 10-11-12**

**COURSE DESCRIPTION:** In this class students will learn to properly use a DSLR camera. Students will study the modes, functions, lighting and composition needed to take fundamental photos. Students will work toward creating a rich and diverse portfolio of photographs. Students will learn to use photo editing software (Adobe products are the professional standard). Photo enhancement, photo manipulation, design layout, graphic creation, etc. will be explored. Students will submit work digitally but may print photos at their expense. Students will need to have access to a digital camera for at home use.

**SUBJECT: DIGITAL PHOTOGRAPHY/GRAPHIC DESIGN II****LENGTH: ONE TERM****GRADES: 10-11-12****PRE-REQUISITES: DIGITAL PHOTOGRAPHY/GRAPHIC DESIGN I**

**COURSE DESCRIPTION:** In this class students will review how to properly use a DSLR camera. Students will build on their understanding of modes, functions, lighting and composition. Students will work toward creating a rich and diverse portfolio of photographs. Students will complete advanced assignments using photo editing software (Adobe products are the professional standard). Advanced Photo enhancement and photo manipulation will be the emphasis during the first half of the course. Design layout and graphic creation will be the emphasis for the second half. Students will submit work digitally but may print photos at their expense. Students will need to have access to a digital camera for at home use.

**SUBJECT: FILM PHOTOGRAPHY****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITES: DIGITAL PHOTOGRAPHY/GRAPHIC DESIGN**

**COURSE DESCRIPTION:** This course is designed for the student who has a strong interest in the processes of using film or for those choosing a career in photography. The basic principles of photography will be studied including the developing and printing of student's individual work. Emphasis will be placed on the artistic qualities of photography. Students will learn how to operate a 35mm SLR camera, develop black and white film, and print black and white pictures in the darkroom. Students are required to purchase their film and paper at an estimated cost of **\$35.00**. Students will keep all photographs printed. Students are required to write weekly research papers on the topic of photography. Students should be mature to handle the freedom of the class

**SUBJECT: ADVANCED ART****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITES: ART EXPLORATION & TWO OTHER ART COURSES**

**COURSE DESCRIPTION:** Advanced Art is for the serious art student who wishes to build upon their experiences from previous art courses. The advanced art student will focus on one art discipline for each half of the trimester. Students may choose to focus on the areas of drawing, painting, or 3D design. Students will choose a path in which the number of completed works is predetermined. This course allows flexibility in projects but includes specific due dates and scheduled critiques.

**SUBJECT: INDEPENDENT STUDIO****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITES: ADVANCED ART OR TEACHER APPROVAL**

**COURSE DESCRIPTION:** Independent Studio is available for the serious art student to continue their interest in specific areas of art. The student will work closely with an art instructor continuing their independent work on art projects. Independent Studio is on a contract basis and is a continuation of Advanced Art. Students will be expected to create a digital portfolio showcasing all projects from course. Students are expected to complete blueprints, project reflection sheets and peer critiques in addition to projects. This course is for the self-motivated art student.

# BUSINESS

**COURSE: INTRODUCTION TO BUSINESS****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** Introduction to Business is designed for the student to be introduced to the ownership and workings of a business both from the perspective of an owner and the consumer. This class will help to make you a well-prepared employee and a better, informed citizen. Topics studied include basic economics, business organization, international business, business ethics, social responsibilities of consumers, businesses and government, community involvement, business structures and profiles different career opportunities in the business world. This course will serve as a core class for other business classes you will take to help prepare for future employment or business ownership.

**COURSE: INTRODUCTION TO ACCOUNTING****LENGTH: TWO TERMS****GRADES: 9-10-11-12****CATALOG#: ACC115****4 CREDITS**

**DESCRIPTION:** This college credit course is an introduction for students to fundamental accounting concepts. The accounting cycle of journalizing transactions, posting, adjusting and closing entries as well as the preparation of financial statements is emphasized for service and merchandising concerns. Students will learn how to use special journals, calculate and record payroll and payroll taxes, and calculate depreciation. This course is for anyone who wants to explore the Accounting, Business, or Finance fields or just wants to learn how businesses and organization operate

**COURSE: COMPUTER ACCOUNTING (FORMALLY ACCOUNTING II)****LENGTH: TWO TERMS****GRADES: 10-11-12****PRE-REQUISITES: ACCOUNTING****CATALOG #: ACC:312****4 CREDITS**

**DESCRIPTION:** This course gives students the opportunity to take another college credit accounting class, that will strengthen the skills that they got from Introduction to Accounting. Students will be introduced to accounting on a computer through the use of Microsoft Excel and QuickBooks. Finally this course will get students ready to sit for the QuickBooks Certification Exam if they so choose. This course is primarily for students with career objectives in business or the accounting profession, want to go to college and major in areas such as Business Education, Business Administration, Finance, Business Management, or Marketing, or prepare for careers such as accounting specialist, accounting clerk or business specialist.

**COURSE: BUSINESS MANAGEMENT & COMMUNICATIONS****LENGTH: ONE TERM****GRADES: 10-11-12****PREREQUISITE: INTRODUCTION TO BUSINESS HIGHLY RECOMMENDED**

**DESCRIPTION:** Business Management & Communications is an advanced, hands-on course. It will focus on students' abilities to manage and operate an organization/business, while exploring Western Dubuque's Future Business Leaders of America chapter. All the while students will develop skills in management, teamwork, delegation, community service, interacting with local businesses, recordkeeping, and professional communication/interviewing skills through public speaking assignments and live interviews with professionals.

**COURSE: MARKETING****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** Introduction to Marketing is a project-based business course that develops student understanding and skills in the functional areas of marketing. Students will acquire an understanding and appreciation of each of the marketing functions, as well as develop skills in promotion, planning and budgeting, the nature and scope of selling, economic systems, and career-seeking skills.

**COURSE: SOCIAL MEDIA MARKETING****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** This course focuses on the use of social media in business. The course teaches individuals how to create a social media campaign, and how to analyze and present data in order to address organizational issues and make appropriate business decisions. This course is ideal for anyone that wishes to use or gain a greater understanding of social media!

**COURSE: ENTREPRENEURSHIP****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** Students will have an opportunity through this course to earn college credit from the University of Iowa. While receiving an understanding of business principles and concepts involved in a successful business enterprise. Students will study how to successfully launch a business, finance a business, produce and market a product, and manage all aspects of a business. Students are involved in running a school business. This course will provide students with hands on experience in operating a business which is background for the business and marketing classes students will take in post-secondary education.

**COURSE: PERSONAL FINANCE****LENGTH: ONE TERM****GRADES: 12**

**DESCRIPTION: This course is required during your senior year.** Personal Finance gives students the opportunity to learn how to budget their money, make better buying decisions, avoid the pitfalls of using credit, explore options for investing their money and learn basics of insurance. This course is recommended for all students who want to get the most out of their money and achieve their future financial goals. Students will work on simulations where they prepare a budget, pay bills for a family, purchase vehicles, buy various types of insurance, obtain a loan, prepare income tax returns, and other financial activities of a single person or a family.

## School-To-Work Programs

**SUBJECT: EMPLOYABILITY SKILLS****“Concurrent Enrollment”****LENGTH: 1 TERM****GRADES: 12****NICC: EMPLOYABILITY SKILLS****CATALOG #: WBL:110****2 CREDITS**

**DESCRIPTION:** Employability Skills is a 2-credit concurrent class from NICC. The class is taught at WDHS. This is a school-business partnership that is designed to provide students with a valuable worksite learning experience in a selected career pathway. Placements can be either paid or non-paid. The placement will last for at least one trimester and counts for two WDHS credits as well as two NICC college credits. The students will provide their own transportation to the worksite. Daily attendance is critical! Students will have classroom work one day a week and will be at the job site the rest of the week. The classroom work involves workplace skills and job search skills. The application process must be completed during the spring of the student’s junior year. If a suitable work placement is not located by the first 3 days of the trimester, the student will not be able to participate in the program.

**Entry criteria:**

- Minimum GPA of 2.0.
- Good Attendance Record – at least 90% for previous year.
- Must complete School to Work application.
- Must attend scheduled meetings and interview with School to Work coordinator.
- Must complete ALL necessary paperwork by the deadlines set by the School to Work coordinator.

**SUBJECT: INTERNSHIP/MENTORING**

**LENGTH: 1 or 2 TERMS (available 2 or 3 TERMS)**

**GRADES: 12**

**PRE-REQUISITES: EMPLOYABILITY SKILLS**

**DESCRIPTION:** Internship/Mentoring is a 2-credit class from WDHS. The class is taught at WDHS. This is a school-business partnership that is designed to provide students with a valuable worksite learning experience in a selected career pathway. Placements can be either paid or non-paid. The placement for this class will last for at least one trimester and counts for two WDHS credits per trimester. The students will provide their own transportation to the worksite. Daily attendance is critical! Students will have classroom work one day a week and will be at the job site the rest of the week. The classroom work involves workplace skills and job search skills. The application process must be completed during the spring of the student's junior year. If a suitable work placement is not located by the first 3 days of the trimester, the student will not be able to participate in the program.

**Entry Criteria:**

- Must successfully pass Employability Skills

**COURSE: JOB EXPLORATION**

**LENGTH: 1, 2 or 3 TERMS (available for all terms)**

**GRADES: 12**

**DESCRIPTION:** Job Exploration is a school-business partnership that is designed to provide an at-risk student an opportunity to experience career exploration in a field in which they are interested. This career exploration can be paid or unpaid. Students can receive 1 or 2 credits per trimester, and up to a maximum of 6 credits during their senior year. Students will attend class one day a week for the first trimester and will be at their placement the rest of the week. The students will complete class assignments, timecards and a project related to their work experience. Students must provide their own transportation to the work site. Parental approval is required. If an appropriate placement is not located by the first 3 days of the trimester, the student will not be able to participate in the program.

**Entry Criteria:**

- Must be recommended by a counselor.
- Good Attendance Record – at least 90% for previous year.
- Must complete School to Work application.
- Must attend scheduled meetings and interview with School to Work Coordinator.
- Must complete ALL necessary paperwork set by the School to Work Coordinator.



# COMPUTERS

**COURSE: COMPUTER SCIENCE ESSENTIALS (CSE)**

**LENGTH: TWO TERMS**

**GRADES: 9-10-11-12**

**DESCRIPTION:** This course is designed for students who have never programmed before. Students will work in teams to create apps for mobile devices using MIT App Inventor, explore the impact of computing in society and build skills in digital citizenship and cybersecurity, and learn basics of HTML. Beyond learning the fundamentals of programming, students will build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students will transfer the understanding of programming gained in App Inventor to text-based programming in Python and apply their knowledge to create algorithms for games of chance and strategy.

**COURSE: AP® COMPUTER SCIENCE PRINCIPLES (CSP)**

**LENGTH: TWO TERMS**

**GRADES: 10-11-12**

**PRE-REQUISITES: COMPUTER SCIENCE ESSENTIALS (CSE)**

**DESCRIPTION:** Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Computer Science Essentials (CSE). This course will help students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course curriculum is a College Board-approved implementation of AP CS Principles. This course aligns with CSTA 3B standards.

**COURSE: AP® COMPUTER SCIENCE APPLICATIONS (CSA)**

**LENGTH: TWO TERMS**

**GRADES: 10-11-12**

**PRE-REQUISITES: COMPUTER SCIENCE ESSENTIALS (CSE)**

**DESCRIPTION:** This course focuses on further developing computational thinking skills through the medium of Android App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. The course curriculum is a College Board-approved implementation of AP CSA.

**COURSE: DESKTOP PUBLISHING/YEARBOOK**

**LENGTH: ONE TERM**

**GRADES: 10-11-12**

**DESCRIPTION:** Students will work together as a team to create the school yearbook. Students will use computer applications such as Adobe Master Collection, Microsoft Office Suite, and web-based editing programs. Students will learn specific skills needed to create and publish a yearbook. Skills include: understanding design esthetics, basic photography skills, photo editing, page layout, etc. Journalistic concepts will be put into practice to tell an accurate history of the current school year.

**COURSE: VIDEO PRODUCTION/WDTV**

**LENGTH: ONE TERM**

**GRADES: 12**

**DESCRIPTION:** In this course students will produce a daily television program for the high school. The students will be using state of the art digital video equipment and software to produce the informational program. Students will learn about and be able to perform the various jobs that are required for a news cast. These jobs include: editor, producer, anchor, field reporter and camera operator. Students will also be responsible for creating special features that promote positive experiences here at Western Dubuque. Some out of school videotaping may be required.

# ENGLISH

**COURSE: ENGLISH I****LENGTH: TWO TERMS****GRADES: 9**

**DESCRIPTION:** English I is a two-term course that focuses on developing and strengthening the writing skills necessary for proficient high school writing. The focus areas include: thesis and paragraph development, MLA format, informative and argumentative writing, and oral presentations. Literary focus will first be on shorter nonfiction and fiction selections. The course also focuses on developing and strengthening the reading skills necessary for high school. Students will deepen their understanding of the elements of literature through studying selected works of poetry, mythology, and Shakespearean drama. Students will continue to strengthen their skills in listening, speaking, and writing through the analysis of literature.

**COURSE: ENGLISH II****LENGTH: TWO TERMS****GRADES: 10**

**DESCRIPTION:** This course builds on concepts explored in English I. Term 1 will explore literature through novel studies that focus on aspects such as historical context, characterization, and theme while continuing to develop their analytic and narrative writing skills. Term 2 will continue with a more in-depth examination of historical context culminating in a written research paper assessing the students' ability to accurately and effectively incorporate the use of outside sources into their own writing. Students will also analyze classic works of literature and drama from Arthurian legends to Shakespeare's *Julius Caesar*. Written research and argumentative skills will be used to complete an oral informational presentation.

**COURSE: ENGLISH IIIA****LENGTH: ONE TERM****GRADES: 11**

**DESCRIPTION:** This course examines the American experience through the examination of foundational American texts. Students will choose one of three literature themes to further explore a dimension of American Literature. Students will also select an individual novel to read. Writing instruction will focus on building the capacity for writing fluency.

**COURSE: ENGLISH IIIB1 – SELF & SOCIETY****LENGTH: ONE TERM****GRADES: 11**

**DESCRIPTION:** This course will focus on exploring novels, short-stories, films, and poems that center around the how an individual understands their identity given the influences that surround that person. Instruction will focus on building skills in literature analysis and demonstrating those skills through writing. Students will discuss and analyze two novels through the sociological lens.

**COURSE: ENGLISH IIIB2 – CLASSIC NOVELS****LENGTH: ONE TERM****GRADES: 11**

**DESCRIPTION:** This course will focus on literature that has been recognized as 'classic'. Instruction will focus on building skills in literature analysis and demonstrating those skills through writing. The pace of the reading and writing will prepare students for the rigors of college level classes.

**COURSE: ENGLISH IIIB3 – CONFLICT & RESOLUTION****LENGTH: ONE TERM****GRADES: 11**

**DESCRIPTION:** Focused on literature that is built around conflict and the search for resolution, this course will focus on building skills in literature analysis and the ability to demonstrate those skills through writing.

**COURSE: ENGLISH IV****LENGTH: TWO TERMS****GRADES: 12**

**DESCRIPTION:** This course focuses on language arts, composition, literature, and communications/speaking skills. English IV builds skills relevant to college and/or career employment. Term 1 focuses on the development of writing skills in narrative, informative, and argumentative writing. Term 2 allows students to develop essential reading skills and a love for reading through class novels as well as individually selected materials.

**COURSE: COMPOSITION I *“Concurrent Enrollment”*****LENGTH: 1.5 TERMS****GRADES: 12****NICC: COMPOSITION I****CATALOG #: ENG:105****3 COLLEGE CREDITS****PRE-REQUISITES: ACCUPLACER SCORE OF 5 ON WRITING TEST OR ACT SCORE OF 18 IN ENGLISH.**

**DESCRIPTION:** This course prepares students for the type of communication and thought essential to academic and working-world success. The course focuses on writing as a process and is intended to help students identify their writing strengths and weaknesses and, thereby, refine their own personal writing. Emphasis will be placed on providing writing and vocabulary skills essential to success in college. Instruction concentrates on rational persuasion, critical evaluation of ideas, writing style, and methods of research. Students must earn at least a C- in this course to enroll in the Introduction to Literature course and Composition II.

**COURSE: INTRODUCTION TO LITERATURE *“Concurrent Enrollment”*****LENGTH: ONE TERM****GRADES: 12****NICC: INTRODUCTION TO LITERATURE****CATALOG #: LIT:101****3 COLLEGE CREDITS****PRE-REQUISITES: COMPLETED COMPOSITION I WITH A GRADE OF " C- " OR ABOVE.**

**DESCRIPTION:** This course focuses on the art of fiction, drama, and poetry. Students will closely examine literature that challenges and enlightens. Engagement with these works will stimulate independent analytical thinking that is shared through writing and discussion.

**COURSE: COMPOSITION II *“Concurrent Enrollment”*****LENGTH: 1.5 TERMS****GRADES: 12****NICC: COMPOSITION II****CATALOG #: ENG:106****3 COLLEGE CREDITS****PRE-REQUISITES: COMPLETED COMPOSITION I WITH A GRADE OF " C- " OR ABOVE.**

**DESCRIPTION:** This writing course focuses on writing as a process with emphasis on persuasion, evaluation, analysis, investigation, and research and documentation of sources.

**COURSE: CONTEMPORARY YOUNG ADULT LITERATURE****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** The primary focus of this course is to read strong literature that deals with contemporary issues that people face today. This would be for the student who enjoys reading and sharing what he/she feels, interprets, or understands from the words on the page.

**COURSE: INDIVIDUALIZED READING****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** Individualized Reading is a class designed for those students who would like an opportunity to talk and write about what they are reading. This class will combine all of the elements of language arts: reading, writing, vocabulary development, and presentation skills. Students will self-select their reading materials and keep track of the number of pages completed. A writing element offers students the chance to reflect on books they have completed.

**COURSE: CREATIVE WRITING & JOURNALISTIC PUBLICATIONS****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** This course is designed to introduce students to the many forms of creative writing and journalism. During the course, students will gain experience with several forms of creative expression, such as poetry, drama, fiction, and nonfiction. Importance will be placed on proofreading and revision, voice and style, audience, and the use of literary elements. Students will also focus on the basic elements of journalism as they explore news, feature, opinion, sports, and caption writing. Other important components will include editing, interviewing, and basic research skills. Lastly, this course will submit articles to the Dyersville Commercial and Cascade Pioneer.

**COURSE: CULTIVATING A GLOBAL PERSPECTIVE****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** Students enrolled in Cultivating a Global Perspective will put their reading, writing, speaking, and critical thinking skills to the test as they research local, state, national, and global issues, each from various perspectives. As a final assessment, all students will write the Iowa Youth Institute paper and present their findings to a panel of local experts. If chosen, they will have the chance to spend the day at Iowa State University in April and to earn a \$500 scholarship to ISU in the College of Ag and Life Sciences.

**COURSE: MULTIPLE PERSPECTIVES: EMPATHIC WRITING****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** We are living in a cross-cultural world, and with the ever-changing social climate, understanding and practicing empathy has become a necessity. This class is designed to help students think critically, see themselves as citizens of the world, and engage in various narratives that engage empathy. This will be achieved through personal writings and various literature that examine the issues facing the world today.

**COURSE: COMMUNICATIONS I****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** This course is designed to introduce students to communications skills in the interpersonal, small group and public communication. During the course, students' progress from understanding the basics of communication, to developing effective styles and techniques for different situations. Students will explore listening skills, body language, discussion skills, public speaking, and interviewing. This course is a perfect stepping stone for the student preparing for post-secondary education.

**COURSE: COMMUNICATIONS II****LENGTH: ONE TERM****GRADES: 10-11-12****PRE-REQUISITES: COMMUNICATIONS I**

**DESCRIPTION:** This course is a continuation of the Communications I course. The course will focus on exploring interpersonal communication, researching a presentation, and organizing and delivering a speech. Students will present a speech/presentation to inform and to persuade. Extemporaneous, Impromptu, and Special Occasion speeches will be performed.

**COURSE: ART & WRITING COLLISION****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITIES: ART EXPLORATION, AT LEAST 3 TRIMESTERS OF ENGLISH (1A, 1B, 2A or CREATIVE WRITING & JOURNALISTIC PUBLICATIONS)**

**DESCRIPTION:** This course is designed to stimulate creative thinking through hands-on art projects that also incorporate the written word. Students will explore bookmaking, as well as write and illustrate their own children's story. Additional projects will include a concrete poem, illustrations for texts we examine as a class, and a multi-media self-portrait project, which will be fused with an accompanying autobiographical writing. They will also explore various periods in art history, and through a compilation of researching, writing, and artistic expression, students will create their own art pieces in a particular period's style. Students who enroll should have interest in not only writing but also creating art.

**COURSE: DEBATE I****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** Debate is for all students and meets the WDHS graduation requirements. The course will cover units on argumentation and debate to help students communicate their thoughts in a structured manner, develop critical thinking skills, and develop research skills. Major units include Extemporaneous speaking, Lincoln-Douglas Debate, and Public Forum.

**COURSE: DEBATE II****LENGTH: ONE TERM****GRADES: 9-10-11-12****PRE-REQUISITIES: DEBATE**

**DESCRIPTION:** Debate II will pick up where Debate left off. Students will continue with both Lincoln Douglas and Public Forum debates; however, this time, they will have an opportunity to debate others outside of the class. Unlike Debate, this class will focus on higher level research, including adding philosophies and current competitive Debate topics. The focus will be on enhancing Debate skills so they are at a more competitive level.

# FAMILY & CONSUMER SCIENCE

**COURSE: INTRODUCTION TO FAMILY CONSUMER SCIENCE****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** Enjoy a little bit of all the Family and Consumer Sciences department has to offer with this hands-on exploratory course. Prepare for the future adult roles with topics including child development, nutrition and healthy meal planning, sewing and clothing care, personal finance, and housing. The skills in the class might spark a new interest or hobby and will certainly help prepare you for living independently.

**COURSE: ESSENTIAL FAMILY CONSUMER SCIENCE****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** An alternative course designed for special education students who are four or more grade levels behind their peers in reading in the content area skills. Adaptations and modifications are made to the family consumer science curriculum in order to meet the needs of the students. Students will be placed in this course based on district criteria.

**COURSE: FOODS I****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** This is a great starter class for students who are interested in pursuing a career in the area of food and nutrition. Students will gain a basic knowledge in the food science principles as well as apply those principles with fellow classmates during laboratory. Units of study will include: Influences of Food Choices, Recipe Reading, Safety and Sanitation, Fruits, Quick Breads, Eggs, Grains, Cookies, Cakes, Microwave Cookery.

**COURSE: FOODS II****LENGTH: ONE TERM****GRADES: 10-11-12****PRE-REQUISITES: FOODS I**

**DESCRIPTION:** This class continues to build on the food science principles and preparation from Foods I but expands your knowledge in the areas of yeast breads, cakes, pastries, vegetables, stocks/soups, salads and meats (beef, poultry). Many labs will be conducted over the course of the trimester. In addition to these units of study, students will work as a group to create a Food Truck pitch to their peers and guest judges. As students work on this project, United States regional cuisine will be studied.

**COURSE: FOODS III****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITES: SUCCESSFUL COMPLETION OF FOODS I & FOODS II**

**DESCRIPTION:** Foods III will focus on industry-related food service principles allowing students to have experiences in recipe selection, budgeting, costing, marketing and preparing recipes that would be available for consumption by the public. The curriculum in this class will be extended to discuss the sanitation from the food services aspect which includes sanitation checks.

**COURSE: CHILD DEVELOPMENT/PARENTING****LENGTH: TWO TERMS****GRADES: 11-12**

**DESCRIPTION:** This class is designed to acquaint students with the full scope of child development, as well as family life, and to think about their futures in relation to parenthood and possible career choices. It will provide the student the opportunity to think now, plan now, and make decisions now that will enrich his/her life in the future. The following units will be covered: Dating Relationships, Getting Married, Becoming a Family, Prenatal Development, The Newborn, The Infant, The Toddler, The Preschool Child, and Issues Relating to Child Development and Career Choices.

# HEALTH & PHYSICAL EDUCATION

**COURSE: HEALTH I****LENGTH: ONE TERM****GRADES: 9**

**DESCRIPTION:** This course is required of all 9th grade students. The focus of this course is to have a better understanding of health. The curriculum looks at the human body through the hierarchy of cells, tissues, organs, and organ systems. The human body with its various structures and functions is viewed within the realm of social, environmental, and lifestyle influences; thus, we gain knowledge and understanding of the biology of human health. \*Topics include infectious diseases, degenerative diseases and holistic lifestyles.

**COURSE: PHYSICAL EDUCATION (9-12)****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** All students are required to pass 4 trimesters (Included on GPA) of Physical Education unless excused for medical reasons by a doctor. 9<sup>th</sup> - 12<sup>th</sup> Grade Physical Education's primary goal is to introduce students to all course offerings that can be taken from the Physical Education Department. It will enhance mental and physical growth and development through the acquisition of skills, the understanding of fitness, and the growth of the "total" person mentally, socially, psychologically, and physically. The units offered in the physical education program are designed for development of fitness by an awareness and involvement of activities that can be utilized in later years through worthy use of leisure time. In this course students will take part in units that introduce games/recreation, fitness, and personal wellness. Students will be required to provide their own physical education attire, combination lock & plastic folder.

**COURSE: ESSENTIAL PHYSICAL EDUCATION****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** This course is an alternative course designed for special needs students. Physical Education's primary goal is to enhance mental and physical growth and development through the acquisition of skills, the understanding of fitness, and the growth of the "total" person mentally, socially, psychologically, and physically. The units offered in the physical education program are designed for maintenance of fitness by an awareness and involvement of activities that can be utilized in later years through worthy use of leisure time. Students will be required to provide their own physical education attire. These are the same concepts as Physical Education, with adaptations made to smaller class sizes, aid in test taking and reading comprehension and pace of lessons. Students will be placed in this course based on district criteria. Students will be required to provide their own physical education attire, combination lock & plastic folder.

**COURSE: STRENGTH & CONDITIONING (IN-SEASON)**

**LENGTH: ONE/TWO/THREE TERMS**

**GRADES 9-10-11-12**

**DESCRIPTION:** This course will be designed to cater to the in-season athlete. Lifting principles and techniques will be consistent with all strength classes in this school. Students will still expect to improve in strength, explosiveness, quickness, and flexibility. Rep schemes will be adjusted as will the volume of other exercises to avoid overuse injuries. Rehabilitation exercises will also be incorporated. This will be the only class that lifting will be excused on varsity state tournament competition dates. Non-varsity athletes are strongly encouraged to take regular strength classes.

**COURSE: STRENGTH & CONDITIONING**

**LENGTH: ONE/TWO/THREE TERMS**

**GRADES 9-10-11-12**

**DESCRIPTION:** This course is open to all WDHS students. Students will participate in areas of physical fitness intended to condition the body. Students will improve muscular strength and size, cardiovascular endurance and recovery, muscular endurance, flexibility, running skills, jumping ability, agility, and speed. This is a 1 trimester course but may be taken all 3 trimesters. Both trimesters will contain activities that are very physically demanding and should not be confused with regular physical education classes. Students will be required to provide their own physical education attire, combination lock & plastic folder. Please be prepared to work hard.

**COURSE: STRENGTH & CONDITIONING (Early Bird)**

**LENGTH: ONE TERM (3<sup>rd</sup> TERM ONLY)**

**GRADES 9-10-11-12**

**DESCRIPTION:** This strength class is offered to students at 7 a.m. (everyday Term 3) to avoid conflicts with other courses. This class offers students the ability to have a full course load while still being able to better yourself in a strength class. Students that take this course must have the ability to get transportation to class on time and the desire to be to class daily on time as well. This class will have the same workouts as all other off-season strength courses.

**COURSE: PERSONAL WELLNESS**

**LENGTH: ONE TERM**

**GRADES: 10-11-12**

**DESCRIPTION:** Are you reluctant to be physically active? Are you wanting to improve your quality of life, learn to accept your bodies imperfections that cannot be changed and learn to change the things we are in control of changing in our lives? Then this class is for you. This class is for any 10-12 grade high school student who wants to make the connection between their physical activity, nutrition and lifestyle choices. This class is a unique opportunity for high school students to **work together** to meet personal fitness goals, learn more about themselves, learn about different body types and loving yourself for who you are. This class will teach fitness, nutrition, weight training, yoga and other life skill activities. The focus of this class is to develop lifelong wellness skills. Students will be required to provide their own physical education attire, combination lock & plastic folder.

# INDUSTRIAL TECHNOLOGY

**COURSE: INTRODUCTION TO INDUSTRIAL TECHNOLOGY****LENGTH: ONE TERM****GRADES: 9-10**

**DESCRIPTION:** This is an introductory course that will explore the areas of industrial technology offered in Western Dubuque's School District. Students will spend a third of the term in each of the three areas: Carpentry, Manufacturing and Transportation. A majority of this class will be hands-on, allowing students to complete projects in each area. This class will also emphasize safety and career exploration. This course will be required for all 9<sup>th</sup> and 10<sup>th</sup> graders who wish to take other classes in the Industrial Technology Program. Safety glasses and a tape measure are required for each student. Students may be responsible for the cost of project materials.

**COURSE: CARPENTRY I****LENGTH: ONE TERM****GRADES: 9-10-11-12****PRE-REQUISITES: INTRODUCTION TO INDUSTRIAL TECHNOLOGY**

**DESCRIPTION:** This course is an introductory course in basic carpentry. This is a "hands-on" class where students will learn by doing. Students will develop an understanding of shop safety, use of hand and power tools, characteristics of wood and basic carpentry techniques. Emphasis is placed on shop safety and proper technique for the carpentry facility, whether it is in a shop or on a job site. Students will construct projects to develop knowledge of gluing, joinery, fasteners, sanding, staining, finishing and craftsmanship. The following are required for this course: pencil, safety glasses & 12' tape measure. Students will also be responsible for purchasing materials that are needed to construct their small projects.

**COURSE: CARPENTRY II****LENGTH: ONE TERM****GRADES: 10-11-12****PRE-REQUISITES: CARPENTRY I**

**DESCRIPTION:** This course will be more in-depth in carpentry. This is a "hands-on" class where students will learn by doing. Students will use what they learned in Carpentry I and develop an even broader knowledge of all tools and machinery in the shop. Emphasis is placed on project development, safety and proper technique for the carpentry facility, whether it is in the shop or on a job site. Students will construct projects at a more advanced level. The following are required for this course: pencil, safety glasses & 12' tape measure. Students will also be responsible for purchasing materials that are needed to construct their projects.

**COURSE: CARPENTRY III****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITES: CARPENTRY I & II**

**DESCRIPTION:** This course will give students skills that are used by finish and rough carpenters. The classroom experience combines lecture and lab activities that cover all aspects of a carpenter's job. It is intended as a possible entry for a career in carpentry or further their education. Students will use prior training techniques and knowledge from Carpentry I & II. Students will learn rough carpentry techniques by possibly building a small shed and will learn finish carpentry skills while constructing their cabinet(s) design. The following are required for this course: z87 safety glasses & 12' tape measure. Students will also be responsible for purchasing materials that are needed to construct their cabinet design. \*Carpentry III may be taken for more than one trimester with instructor approval.



**COURSE: MANUFACTURING I****LENGTH: ONE TERM****GRADES: 9-10-11-12****PRE-REQUISITES: INTRODUCTION TO INDUSTRIAL TECHNOLOGY**

**DESCRIPTION:** This introductory course teaches the Manufacturing Industries' safety procedures and develops skills in using hand and power tools. Students will develop a working knowledge in machine operation, welding, sheet metal, and Computer Numerical Controlled machining. Safety glasses are required for this course.

**COURSE: MANUFACTURING II****LENGTH: ONE TERM****GRADES: 10-11-12****PRE-REQUISITES: MANUFACTURING I**

**DESCRIPTION:** This course teaches the Manufacturing Industries' safety procedures and develops skills in using hand and power tools. Students will develop a working knowledge in machine operation, welding, sheet metal, and Computer Numerical Controlled machining. Students will design and program projects for the CNC mill and CNC lathe. Safety glasses are required for this course.

**COURSE: MANUFACTURING III****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITES: MANUFACTURING I & II**

**DESCRIPTION:** Manufacturing III is an independent study course which will allow students to work in areas of their choices and expertise. Students will design and build projects with the lathe, mill, welder, or Computer Numerical Controlled programming. Students will explore in more depth on their areas of interests. \*Manufacturing III may be taken for more than one trimester. Safety glasses are required for this course.

**COURSE: TRANSPORTATION I****LENGTH: ONE TERM****GRADES: 10-11-12****PRE-REQUISITES: INTRODUCTION TO INDUSTRIAL TECHNOLOGY**

**DESCRIPTION:** This course introduces students (young men and women) to the area of transportation. Students will learn about transportation with emphasis placed on the automobile, light truck repair and maintenance. Safety glasses are required.

**COURSE: TRANSPORTATION II****LENGTH: ONE TERM****GRADES: 10-11-12****PRE-REQUISITES: TRANSPORTATION I**

**DESCRIPTION:** Students (young men and women) will perform activities including the study and maintenance of suspension systems, brake systems, and automotive electricity (starting and charging systems, and computer operation). Safety glasses are required.

**COURSE: TRANSPORTATION III****LENGTH: ONE TERM****GRADES: 11-12****PRE-REQUISITES: TRANSPORTATION I & II**

**DESCRIPTION:** Students (young men and women) will perform activities dealing with testing, diagnosis, repair, and overhaul of the automotive engines as well as tune-ups, exploration of transmissions, 4-wheel drive systems, and fuel systems. At the completion of this course students should have experience in all of the competencies for the State of Iowa list of Industrial Technology "General Mechanics". Safety glasses are required! \*Transportation III may be taken for more than one trimester; instructor approval is needed for this.

**COURSE: SMALL ENGINE REPAIR****LENGTH: ONE TERM****GRADES: 9-10-11-12****PRE-REQUISITES: INTRODUCTION TO INDUSTRIAL TECHNOLOGY**

**DESCRIPTION:** This course will introduce students to simple internal combustion engines which will involve engine construction, how the systems operate, lubrication requirements, and preventive maintenance practices, servicing techniques, and rebuilding procedures. Students will also become familiar with measuring equipment, shop tools and shop safety.

**COURSE: ENGINEERING TECHNOLOGY & DESIGN****LENGTH: TWO TERMS****GRADE: 9-10-11-12**

**DESCRIPTION:** Applied automotive design theory through fabrication of high efficiency gas & electric go-karts. Students will have opportunities to build, test and compete with their go-kart designs in regional competitions. Theory of automotive system design including chassis, steering, braking, and gas / electric propulsion. This course is **NOT** affiliated with the PLTW courses.

**COURSE: INTRODUCTION TO BASIC CNC MACHINING****LENGTH: ONE TERM****GRADE: 9-10-11-12****PRE-REQUISITES: INTRODUCTION TO INDUSTRIAL TECHNOLOGY**

**DESCRIPTION:** This course is designed for high school students to acquire the knowledge and skills to design setup and operate CNC mills and Lathes used in Manufacturing Industries. This course is an introduction to the fundamentals of CNC machining. Student's plan of study will include the following: Introduction to CNC machinery, production set-up, controller operations, manual programming using "G" and "M" codes and working with the BobCad computer design software program.

**COURSE: INTRODUCTION TO ENGINEER DESIGN (IED) “Concurrent Enrollment”****LENGTH: TWO TERMS****GRADES: 9-10-11-12****PRE-REQUISITES: ENROLLED IN ALGEBRA****CATALOG #: EGT400****3 COLLEGE CREDITS**

**DESCRIPTION:** The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. This course teaches students to:

- Understand and apply the design process to solve various problems in a team setting
- Interpret their own sketches in using computer software to design models
- Understand cost analysis, quality of control, staffing needs, packing and product marketing
- Explore career opportunities in design engineering and understand what skills and education these jobs require

**COURSE: CIVIL ENGINEER & ARCHITECTURE (CEA) “Concurrent Enrollment”****LENGTH: TWO TERMS****GRADES: 10-11-12****PRE-REQUISITES: ALGEBRA****CATALOG #: EGT460****3 COLLEGE CREDITS**

**DESCRIPTION:** Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. The major focus of this course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communications methods, engineering standards and technical documentation. Students will also learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

## NICC Consortium Classes for Industrial Technology

Western Dubuque and NICC have created these consortiums so students can start their educational programs in one of the following programs: Automotive Mechanics, Construction Technology or Diesel Mechanics. The courses in these consortiums meet at NICC every day from approximately 1:30 – 3:30 p.m. for the entire year. The consortiums are better suited for 12<sup>th</sup> grade students but may be appropriate for 11<sup>th</sup> grade students as well.

### **COURSE: AUTOMOTIVE MECHANICS CONSORTIUM**

**LENGTH: ONE YEAR**

**GRADES: 11-12**

**DESCRIPTION:** In this age of rapidly changing technology, the automotive repair field demands personnel who are trained in the latest methods of diagnosis and repair. If you are mechanically inclined and willing to learn the necessary skills, you will find many opportunities in the automotive field. Students can earn a maximum of 6 high school credits per year.

### **COURSE: DIESEL CONSORTIUM**

**LENGTH: ONE YEAR**

**GRADES: 11-12**

**DESCRIPTION:** The increased mobility of people and industries has caused a large growth in the diesel industry. Where there are diesel engines, there is a need for mechanics to keep them running. As a diesel mechanic, you will be prepared as an all-around mechanic capable of performing work on all systems of the vehicle. You must exhibit an attitude compatible with work requirements, demonstrate the ability to work with co-workers, and possess competencies in electrical systems, fuel systems, drive trains, and engines. Competency-based training will be offered on front-to-rear maintenance of diesel equipment. Students can earn a maximum of 6 high school credits per year.

# MATH

**COURSE: PRE-ALGEBRA****LENGTH: TWO TERMS****GRADES: 9****PRE-REQUISITES:** Math placements will be determined by student proficiency, teacher recommendation & test scores.**DESCRIPTION:** The students will work in a regular classroom setting with the goal of raising the students' mathematical skills including basic facts, all operations using integers, fractions & decimals, percent and one and two step equations. The follow up course for the Pre-Algebra would be Algebra I Concepts.**COURSE: ALGEBRA I CONCEPTS****LENGTH: THREE TERMS****GRADES: 9-10-11****DESCRIPTION:** This course is a basic preparation for most math, science and technical courses. The course emphasizes linear equations, linear inequalities, and operations with polynomials, linear systems, quadratic equations, and irrational numbers. Word problems are taught throughout the course. The student is expected to put forth consistent, daily effort and steadily improve his/her study skills. (TI83 Plus or TI84 will be required for Algebra II)**COURSE: ALGEBRA I****LENGTH: TWO TERMS****GRADES: 9-10-11-12****DESCRIPTION:** This course is a basic preparation for most math, science and technical courses. It is highly recommended for all students who plan to attend a 2 or 4 year college. The course emphasizes linear equations, linear inequalities, and operations with polynomials, linear systems, quadratic equations, and irrational numbers. Word problems are taught throughout the course. The student is expected to put forth consistent, daily effort and steadily improve his/her study skills. (TI83 Plus or TI84 will be required for Algebra II)**COURSE: GEOMETRY CONCEPTS****LENGTH: TWO TERMS****GRADES: 10-11-12****PRE-REQUISITES:** Math placements will be determined by student scores and teacher recommendation.**DESCRIPTION:** This course is designed for students who need more time with Geometry concepts. Topics include: lines, angles, triangles, quadrilaterals, polygons, geometric transformations, similarity, congruence, right triangle trigonometry, circles, areas, perimeters, and volumes.**COURSE: GEOMETRY****LENGTH: TWO TERMS****GRADES: 9-10-11-12****PRE-REQUISITES: ALGEBRA****DESCRIPTION:** This course develops the definitions and properties of many plane geometric objects. Topics include: lines, angles, triangles, parallelograms, polygons, geometric transformations, similarity, congruence, right triangle trigonometry, circles, areas, perimeters, and volumes. These properties are studied from a deductive and an analytic approach.**COURSE: ALGEBRA II CONCEPTS****LENGTH: TWO TERMS****GRADES: 11-12****PRE-REQUISITES: ALGEBRA CONCEPTS & GEOMETRY CONCEPTS****DESCRIPTION:** Algebra II is a college prep course recommended for all capable and interested students. This course continues the study of Algebra that began in Algebra I with the development of the properties and uses of the real number system in the form of functions such as linear, quadratic, polynomial and exponential. Basic properties of matrices, rational functions, spatial representations of conic sections, and logarithms will also be introduced.

**COURSE: ALGEBRA II****LENGTH: TWO TERMS****GRADES: 10-11-12****PRE-REQUISITES: ALGEBRA & GEOMETRY (10<sup>th</sup> graders must also be enrolled in Geometry)**

**DESCRIPTION:** Algebra II is a college prep course recommended for all capable and interested students. This course continues the study of Algebra that began in Algebra I with the development of the properties and uses of the real number system in the form of functions such as linear, quadratic, polynomial and exponential. Basic properties of matrices, rational functions, spatial representations of conic sections, and logarithms will also be introduced.

**COURSE: ADVANCED ALGEBRA II****LENGTH: TWO TERMS****GRADES: 10-11****PRE-REQUISITES: Math placements will be determined by student scores and teacher recommendation.**

**DESCRIPTION:** This course is a continuation of Algebra I with a majority of the time in the first term being spent on extension of Algebra I topics. Introductory work will be done in trigonometry, logarithms and exponential expressions, probability, and statistics, solution and graphing of polynomial equations, and the complex number system. This course is highly recommended for students planning to take Pre-Calculus and considering enrolling at a post-secondary school with the plans of majoring in business, mathematics, or science related field. A graphing calculator is required. TI 83 or TI 84 plus is necessary for this course. This course may be taken at the same time as Geometry with teacher approval.

**COURSE: APPLIED MATH****LENGTH: TWO TERMS****GRADES: 11-12****PRE-REQUISITE: ALGEBRA II STRANDS**

**DESCRIPTION:** This course emphasizes the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. This course approaches the teaching of general math, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems.

**COURSE: MATH FOR LIBERAL ARTS “*Concurrent Enrollment*”****LENGTH: TWO TERMS****GRADES: 11-12****PRE-REQUISITE: ALGEBRA & GEOMETRY and an ALEKS PLACEMENT SCORE OF 30 or HIGHER or ACT MATH SCORE OF 19 and COMPLETED TERM 1 OF THIS COURSE.****NICC: MATH FOR LIBERAL ARTS****CATALOG #: MAT:110****3 COLLEGE CREDITS**

**DESCRIPTION:** A survey of mathematical ideas emphasizing mathematical techniques for problem solving. Topics include set theory, number theory, logic, algebra, graphs, counting techniques, probability, statistics, and consumer math. This course is recommended for anyone pursuing a post-secondary degree in a non-math related field. Please note that Algebra II is necessary for a 4-year college.

**COURSE: PRECALCULUS “*Concurrent Enrollment*”****LENGTH: TWO TERMS****GRADES: 11-12****NICC: PRECALCULUS****CATALOG #: MAT:128****4 COLLEGE CREDITS****PRE-REQUISITES: ALEKS PLACEMENT SCORE OF 55 or HIGHER or ACT MATH SCORE OF 22.**

**DESCRIPTION:** This course will prepare students for calculus. Precalculus studies the nature of elementary functions and their role in mathematics by integrating a combination of algebra and trigonometry. Topics include the real number system, functions, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, trigonometric identities, analytic trigonometry, systems of equations, and identities, analytic trigonometry, systems of equations, and matrices. It is highly recommended that you have a C or better in Algebra II.

**COURSE: STATISTICS “Concurrent Enrollment”**

**LENGTH: TWO TERMS**

**GRADES: 11-12**

**NICC: STATISTICS**

**CATALOG #: MAT:156**

**3 COLLEGE CREDITS**

**PRE-REQUISITES: ALEKS PLACEMENT SCORE OF 35 or HIGHER or ACT MATH SCORE OF 20.**

**DESCRIPTION:** This course will introduce the basic methods of statistical reasoning to help develop the ability to summarize data, interpret data, and draw conclusions based on the data. The first topics discussed and descriptive statistics, the second inferential statistics. This course is recommended for numerous post-secondary degrees in a non-math related field.

**COURSE: CALCULUS I “Concurrent Enrollment”**

**LENGTH: TWO TERMS**

**GRADES: 12**

**NICC: CALCULUS I**

**CATALOG #: MAT:210**

**4 COLLEGE CREDITS**

**PRE-REQUISITE: PRECALCULUS**

**DESCRIPTION:** This course will discuss the understanding of calculus and analytical geometry, differentiation and applications of the analytic geometry and differentiation. It is recommended that you have a C or better in Precalculus. This course is recommended for anyone pursuing a post-secondary degree in a mathematics related field.

**Students interested in math should also consider courses in the engineering field which are Introduction to Engineering and Civil Engineering & Architecture. These courses can be found in the Industrial Education section of this curriculum guide.**

# MUSIC

**COURSE: MIXED CHOIR**

**LENGTH: TWO TERMS (2<sup>nd</sup> & 3<sup>rd</sup> Term)**

**GRADES: 9-10-11-12**

**DESCRIPTION:** This course will sing 3-4 part music. It allows the opportunity for solo and small ensemble participation only if a student desires. This course deals with many types of music, ranging from large choral works, to popular compositions. Much emphasis is placed on blending and being able to carry one's own part. Students are expected to attend all performances. Students will perform in two home concerts.

**COURSE: MEN'S CHOIR/WOMEN'S CHOIR**

**LENGTH: THREE TERMS**

**GRADES: 9-10-11-12**

**DESCRIPTION:** This is an auditioned course for men & women's voices. In this course, students will sing 2-4 part music, and be given opportunities to participate in solo/ensemble contest, festivals, and honor choirs as well as many home performances and concerts. Students need to demonstrate the ability to sing independently with good technique and be able to read music. A variety of literature will be performed. The first trimester of this course is a junior musical. Auditions will occur in the spring term.

**COURSE: 5<sup>th</sup> AVENUE SHOW CHOIR**

**LENGTH: TWO TERMS (1<sup>st</sup> & 2<sup>nd</sup> Term)**

**GRADES: 9-10-11-12**

**PRE-REQUISITES:** Selected by audition. Cost is approximately \$300 for extra-curricular competitions.

**DESCRIPTION:** This course deals with 4-part music. Each student must be able to display independence with singing, have a good voice, be a leader, and a desire to dance. Music is predominantly modern-popular. Students are expected to attend all evening and weekend rehearsals and performances. The group attends 5-7 competitions. The majority of competitions are second term so students will not be allowed to drop at the end of first term. Other performances include the Halloween Hoot and Cocoa & Carols as well as home concerts. Auditions are held in the spring. It is encouraged to join another choir 3<sup>rd</sup> trimester to enhance your singing technique and leadership skills.

**COURSE: SHOW CHOIR FUNDAMENTALS**

**LENGTH: ONE TERM (Term 1)**

**GRADES: 9-10-11-12**

**DESCRIPTION:** In this course that is offered first trimester only, students will learn the basic skills needed to participate in a competitive show choir. Focus areas will be: dance basics, singing technique, learning choreographed combinations, putting together a show, and acting skills. Students wishing to improve their skills for a show choir audition or wanting to try show choir without the competitive aspect would benefit from this class. Students will perform in October at the Halloween Hoot and in the fall musical.

**COURSE: MUSIC APPRECIATION & PRODUCTION**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**DESCRIPTION:** This course will focus on learning about music through the decades starting with the birth of rock and roll and progressing through to present day. Each decade will be a separate unit and we will learn about both music production and the trends of that time period. Learning will be project based. This class is not a performance course and no prior music knowledge is required.

**COURSE: BAND****LENGTH: THREE TERMS****GRADES: 9-10-11-12****PRE-REQUISITES: The ability to play a band instrument****DESCRIPTION:** Students perform a variety of music throughout the year. All students participate in marching band, concert band and pep band. Rehearsals outside of class time are required, including nights, weekends, and summertime. Many performances are scheduled throughout the year, also outside of class time.**COURSE: COLOR GUARD****LENGTH: ONE TERM (1<sup>st</sup> TERM)****GRADES: 9-10-11-12****PRE-REQUISITES: Selected by Audition****DESCRIPTION:** Students meet as a class and attend rehearsals and performances outside of class time. Students will learn a variety of flag skills and performance techniques. Extra requirements include weekend performances, flag and band camp and rehearsals for flags only.**COURSE: FUSION BAND****LENGTH: TWO TERMS (2<sup>nd</sup> & 3<sup>rd</sup> TERM)****GRADES: 9-10-11-12****PRE-REQUISITES: Selected by Audition****DESCRIPTION:** Students will learn a variety of music and will perform concerts outside of class time. Instrumentation for this group is saxophones, trumpets, trombones, keyboard, guitar, and percussion.**COURSE: MUSICAL THEATRE PRODUCTION****LENGTH: ONE TERM (either 2<sup>nd</sup> or 3<sup>rd</sup> Term) GRADES: 10-11-12****DESCRIPTION:** This course will introduce students to all aspects of a musical theatre production. This course will cover both acting and technical production. Much emphasis will be placed on preparing the students for their individual interest areas. This course is not offered every term. The focus is on preparing a production from beginning to end and students will build a portfolio based on a production of their choice.**COURSE: GUITAR & PIANO METHODS****LENGTH: ONE TERM****GRADES: 11-12****DESCRIPTION:** This course will teach students the skills needed for playing guitar and piano. In the guitar portion of the class, students will learn strumming, picking, chord progressions and how to read tablature. In the piano portion of the course, students will learn how to read and play piano music as well as the basic music theory concepts needed to understand the music. Final grades will be based on performance on these instruments. It is not necessary for students to have their own instrument to take the course.**SUBJECT: MUSIC THEORY****LENGTH: ONE TERM****GRADES: 11-12****DESCRIPTION:** This course covers high school and college level music topics. Topics include composing, music history, analysis, and acoustics. Students must be able to read music to take the course. It is highly recommended for anyone pursuing a career in music.



# SCIENCE

**COURSE: PHYSICAL SCIENCE: CHEMISTRY**

**LENGTH: ONE TERM**

**GRADES: 9**

**DESCRIPTION:** Students will develop a basic knowledge and understanding of the concepts of Chemistry, including but not limited to: matter, atomic structures, periodicity, chemical bonding, chemical reactions, energy, reaction rates, equilibrium, and chemical quantities.

**COURSE: PHYSICAL SCIENCE: PHYSICS**

**LENGTH: ONE TERM**

**GRADES: 9**

**DESCRIPTION:** Students will develop a basic knowledge and understanding of the concepts of Physics subjects include but are not limited to evolution, momentum, Newton's laws, electromagnetic waves, forces, electricity, and magnetism.

**COURSE: BIOLOGY**

**LENGTH: TWO TERMS**

**GRADES: 10-11-12**

**PRE-REQUISITES: PHYSICAL SCIENCE: CHEMISTRY & PHYSICAL SCIENCE: PHYSICS**

**DESCRIPTION:** This course provides a thorough background in characteristics of living things, nutrients, energy & biochemical processes, homeostasis & human body systems, disease & disruption of homeostasis, comparative reproduction, genetics, biotechnology & decision-making.

**COURSE: AP® BIOLOGY**

**LENGTH: THREE TERMS**

**GRADES: 10-11-12**

**PRE-REQUISITES: PHYSICAL SCIENCE: CHEMISTRY & PHYSICAL SCIENCE: PHYSICS**

**DESCRIPTION:** This AP® Biology course is designed to offer students a solid curriculum in introductory college-level biology, and is organized into topics of Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. The process of inquiry and the development of critical thinking skills are important components of the AP Biology course. Students will have the opportunity to earn college credit at the conclusion of the class by taking and passing the Advanced Placement exam. "AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission."

**COURSE: PHYSICAL SCIENCE: EARTH & SPACE SCIENCE**

**LENGTH: ONE TERM**

**GRADES: 11**

**PRE-REQUISITES: BIOLOGY**

**DESCRIPTION:** Students will develop a basic knowledge and understanding of the concepts of earth and space science to include origins of the universe and our solar system, Earth's interior and plate tectonics, landscapes and surface processes, & geologic history and origins of life.

**COURSE: ENVIRONMENTAL SCIENCE**

**LENGTH: ONE TERM**

**GRADES: 11**

**PRE-REQUISITES: BIOLOGY; SUGGESTED...PHYSICAL SCIENCE: EARTH & SPACE**

**DESCRIPTION:** This course is a study in human interaction with and impact on the environment. Concepts to be addressed include: agriculture, natural disasters, natural resources and energy use, alternative forms of energy, and global climate change.

**COURSE: CHEMISTRY II**

**LENGTH: ONE TERMS**

**GRADES: 11-12**

**PRE-REQUISITES: PHYSICAL SCIENCE: CHEMISTRY, BIOLOGY & ALGEBRA I**

**DESCRIPTION:** A course designed for students planning to enroll in a four-year college, especially with an interest in the physical or natural sciences. The students will use qualitative and quantitative investigations and laboratory techniques to build on the knowledge and understanding of the concepts of Chemistry gained in Physical Science: Chemistry 1, including but not limited to: matter, atomic structures, periodicity, chemical bonding, chemical reactions, energy, reaction rates, equilibrium, and chemical quantities.

**COURSE: A.P. ® CHEMISTRY**

**LENGTH: THREE TERMS**

**GRADES: 11-12**

**PRE-REQUISITES: BIOLOGY & GEOMETRY**

**COURSE DESCRIPTION:** This course provides a college-level foundation to support students planning to enroll in a four-year college, especially to study pre-medicine, engineering or science-related careers. Students will study atomic structure, bonding, chemical reactions, kinetics, thermodynamics, equilibrium, acids/bases, and electrochemistry. Students will develop chemistry laboratory discipline, procedures, and skills through a selection of experiments in inorganic chemistry and simple quantitative analysis. Includes appropriate personal and environmental safety procedures as a necessary part of the chemistry laboratory experience. Students will have the opportunity to earn college credit at the conclusion of the class by taking and passing the Advanced Placement exam. “AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.”

**COURSE: PHYSICS (Part A)**

**LENGTH: ONE TERM**

**GRADES: 12**

**PRE-REQUISITES: COMPLETION OF OR CONCURRENT ENROLLMENT IN ALGEBRA II**

**DESCRIPTION:** This course is a problem-oriented approach to Classical and Modern Physics. It is concerned primarily with the principles and laws that govern the behavior of the inanimate world. Portions of this course will discuss the principles and mathematical analysis of physics. This course is meant to prepare students for college-level physics, as well as give them an understanding of the world around them. Concepts studied include: scientific method, linear and projectile motion, energy, & collisions.

**COURSE: PHYSICS (Part B)**

**LENGTH: ONE TERM**

**GRADES: 11-12**

**PRE-REQUISITES: COMPLETION OF OR CONCURRENT ENROLLMENT IN ALGEBRA II**

**DESCRIPTION:** This course is a problem-oriented approach to Classical and Modern Physics. It is concerned primarily with the principles and laws that govern the behavior of the inanimate world. Portions of this course will discuss the principles and mathematical analysis of physics. This course is meant to prepare students for college-level physics, as well as give them an understanding of the world around them. Concepts studied include: scientific method, linear and projectile motion, energy, & collisions.

**COURSE: HUMAN ANATOMY & PHYSIOLOGY**

**LENGTH: TWO TERMS**

**GRADES: 11-12**

**PREREQUISITES: BIOLOGY (highly recommended)**

**COURSE EMPHASIS:** The course covers the study of the levels of organization, support and movement, and the integration and coordination of body systems and structures. Lectures and discussions will provide the framework and the basis for laboratory work. In addition to the text and written exams, there will be laboratory work and lab practical's covering tissues (histology), the skeleton, muscles, and the brain. This class involves dissection including but is not limited to: fetal pigs, cow eyes, cow hearts, sheep brains, frogs and minks. References will be made in discussions and in lab concerning various topics in medical health areas and in areas of sport medicine. This course is a definite recommendation for anyone interested in nursing, coaching, athletic training and physical education, health related professions and medicine. Time spent per day outside of class studying/reading Anatomy should be 30 minutes or more to maximize your success in this class.

**COURSE: FORENSIC SCIENCE I**

**LENGTH: ONE TERM**

**GRADES: 11-12**

**PREREQUISITES: BIOLOGY**

**DESCRIPTION:** Introduction to Forensic Science is a lab-oriented course that introduces students to the analysis of evidence associated with matters of the law. Evidence studied includes fingerprints, ink, paper, handwriting, shoe prints, hair and fibers, blood typing, DNA, firearms, and bullets and bullet trajectory.

**COURSE: FORENSIC SCIENCE II**

**LENGTH: ONE TERM**

**GRADES: 11-12**

**PREREQUISITES: FORENSIC SCIENCE I**

**DESCRIPTION:** The course will extend upon forms of trace evidence not covered in Forensic Science 1.

# SOCIAL STUDIES

**COURSE: WORLD HISTORY****LENGTH: ONE TERM****GRADES: 9**

**DESCRIPTION:** This course on world history promotes an emphasis on both historical content and historical thinking skills to prepare students with a strong foundation in significant history content, and with the skills necessary to apply historical thinking to any historical context.

**COURSE: WORLD GEOGRAPHY****LENGTH: TWO TERMS****GRADES: 9**

**DESCRIPTION:** Students develop a deep understanding of the interconnectedness of people and place. By analyzing the physical and human systems, geographical features, and regional commonalities of different locations around the world, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

**COURSE: VITAL ISSUES****LENGTH: ONE TERM****GRADES: 9-10**

**DESCRIPTION:** Vital Issues will help students understand and make decisions about the issues of the day from local to international. After an introduction to critical thinking and problem solving, students will participate in choosing, examining, and proposing solutions to issues or problems that concern Americans today. Various methods of research and presentation will be used to provide a variety of experiences for students. Students will use a daily newspaper as one of their resources.

**COURSE: MOCK TRIAL****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** This course will have students playing the roles of attorneys and witnesses for either the plaintiff or prosecution and defense, engage in trial of a fictional civil or criminal case. Students will read and prepare cases throughout the trimester.

**COURSE: ESSENTIAL SOCIAL STUDIES****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** An alternative course designed for special education students who are four or more grade levels behind their peers in reading in the content area skills. Adaptations and modifications are made to the social studies curriculum in order to meet the needs of the students. Students will be placed in this course based on district criteria.

**COURSE: ECONOMICS****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** This course is a survey course introducing students to both microeconomic and macroeconomic concepts. It will help students understand how our economic system and the world economy works and the roles of government, labor, capital and leadership. Students will have many hands-on activities using reasoning and analytical skills. This is an excellent course for students planning on attending college, especially in the area of business or related fields.

**COURSE: PSYCHOLOGY****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** This course is intended to help the student better understand himself/herself and all of the external and internal forces that influence him/her. Each student will learn about the history of psychology, perception, intelligence, basic research methods, learning, memory, human development, motivation-emotion, abnormal psychology and/or clinical-counseling psychology

**COURSE: AP® PSYCHOLOGY****LENGTH: TWO TERM****GRADES: 10-11-12**

**DESCRIPTION:** This course will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies. Students will have the opportunity to earn college credit at the conclusion of the class by taking and passing the Advanced Placement exam. "AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission."

**COURSE: HISTORY THROUGH MEDIA****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** This course is designed to expose students to major events throughout history. This course will use a variety of media (films, biopics, documentaries, investigative journalism, TV shows, etc.) Students will gain a deeper understanding of historical events and how the media has approached significant issues in history. Course topics include civil rights, pop culture, terrorism and genocide. Students will be asked to interpret the events and see the relationships between “reality” and “representation” in the media’s portrayal of the event.

**COURSE: SOCIOLOGY****LENGTH: ONE TERM****GRADES: 10-11-12**

**DESCRIPTION:** Sociology is the study of human society and how interactions shape the world in which we live. This course is designed to help students to understand how society guides one’s actions and life choices. Students will look beyond commonly held beliefs & find the hidden meanings of everyday interactions. Course topics include a study of family life, groups/conformity and social norms, gender roles, culture, deviance and crime in society where students participate in a Mock Crime/Trial.

**COURSE: US HISTORY****LENGTH: TWO TERM****GRADES: 11**

**DESCRIPTION:** In this course students study the history of the United States since Reconstruction to the present. We will focus on the political, economic, and social events and issues related to a variety of events from Westward Expansion, Industrialization/urbanization, the World Wars, the Roaring 20s to the Great Depression, to reform movements such as the Civil Rights movement. Students are expected to use critical thinking skills, analyze historical documents, and complete projects detailing important topics in U.S. History.

**COURSE: AP ® US HISTORY****LENGTH: THREE TERMS****GRADES: 11-12**

**DESCRIPTION:** This course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses’ increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. “AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.”

**COURSE: AMERICAN GOVERNMENT****LENGTH: ONE TERM****GRADES: 12**

**DESCRIPTION:** This course is designed to prepare people to be active participants in our system. We will examine the principles of government; their origins, purposes, and development. Emphasis will be placed on the people within the political systems; their roles and problems. We will also focus on contemporary affairs and problems and develop judgments and solutions in these areas, especially our ties to the rest of the world.

**COURSE: AP ® U.S. GOVERNMENT & POLITICS****LENGTH: TWO TERMS****GRADES: 12**

**DESCRIPTION:** AP United States Government and Politics is designed to prepare students to be active participants in our political system as well as study advanced concepts of political systems, policies, and roles in the United States political culture. Students will examine the causes and effects of events that occur in our political system. In addition to earning high school credit for the class, students will be eligible for the Advanced Placement test that may award students college-credit for the class. “AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.”

# SPECIAL NEEDS

All courses students are required to complete for graduation are offered through the Special Needs Department as well as through the regular education department. Students should check with their Roster Teachers to determine whether to enroll in these courses through the regular education program or through the special education program. Students will be placed in these courses based on district criteria.

**COURSE: ESSENTIALS PHYSICAL EDUCATION**  
See Health & Physical Education

**LENGTH: THREE TERMS**

**GRADES: 9-10-11-12**

**COURSE: ESSENTIAL SOCIAL STUDIES**  
See Social Studies Section

**LENGTH: TWO TERMS**

**GRADES: 9-10-11-12**

**COURSE: ESSENTIAL FAMILY CONSUMER SCIENCE**  
See Family Consumer Science Section

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**COURSE: ESSENTIAL ART**  
See Art Section

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**COURSE: AIM (Achieving Individual Mastery)**

**LENGTH: THREE TERMS**

**GRADES: 9-10-11-12**

**DESCRIPTION:** Intensive reading, writing, and/or math instruction in a special education setting, which will include small group instruction with frequent opportunities to practice skills, receive feedback, and monitor and analyze progress in goal areas. This instruction will support the instruction in the general education classroom. This class is intended for students that have IEP learning goals.

**COURSE: LEARNING CENTER**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**DESCRIPTION:** This course is a structured non-credit study hall for students that have an IEP. Class time is dedicated to giving students extra help with their personal and academic needs. Issues addressed in this course are study skills, organizational skills, personal goal setting, building positive relationships, and becoming better problem solvers.

**COURSE: STRATEGIES**

**LENGTH: THREE TERMS**

**GRADES: 9-10-11-12**

**DESCRIPTION:** Strategies is a guided program of individualized and group instruction. It is designed to help students improve their reading, written expression, math, and social skills to help prepare student for post-secondary life. This course features intensive guided and independent practice and close teacher-student interaction. Materials used in this class are appropriate to students' current skill levels and curriculum needs of student. This course replaces the regular education study hall and /or Special Needs Learning Lab.

**COURSE: PEER INTERACTIONS**

**LENGTH: TWO TERMS**

**GRADES: 9-10-11-12**

**DESCRIPTION:** An elective course for special education students where they interact with general education high school peers in learning confidence building skills, teamwork skills, and social skills through a variety of gross motor, fine motor, cooking and age-appropriate activities.

**COURSE: TRANSITIONAL/VOCATIONAL EDUCATION I**

**LENGTH: ONE TERM**

**GRADES: 9-10-11**

**DESCRIPTION:** This course is a one term, one credit elective course designed for freshman, sophomores, and junior special needs students. This course is designed to help the student explore his/her own ideas and feelings toward self & others. The student will develop strategies to assist with everyday interpersonal situations. It is designed to help students explore various career options, begin to form a relationship between individual abilities and certain career choices, and develop preliminary job seeking skills. Problem solving skills will also be practiced within.

**COURSE: TRANSITIONAL/VOCATIONAL EDUCATION II****LENGTH: ONE TERM****GRADES: 11-12**

**DESCRIPTION:** This course is designed as a third step in preparation for a vocation following high school. This Exploration Phase offers the student an opportunity to experience two to three work sites per term, in their community, in conjunction with classroom instruction. They attend work 2 days a week. The classroom content expands the student's job seeking and work behavior skills. Class is held at least once every other week. Continuation of these skills can occur during the on-job-experience phase through work-study.

**COURSE: WORK STUDY****LENGTH: ONE/TWO TERMS****GRADES: 10-11-12**

**DESCRIPTION:** The goal of this course is to prepare students for the eventual job market by means of actual on-the-job work experience. Each working student completes written work assigned on an individual basis, in addition to all work requirements of their employer. Students may work Monday - Friday at 1 to 2 worksites with occasional class time for job-related concerns.

**COURSE: ESSENTIAL ENGLISH I****LENGTH: THREE TERMS****GRADES: 9-10-11-12**

**DESCRIPTION:** An individualized program for students four or more grade levels behind their peers in reading and writing skills. Students may be involved in independent or small group lessons. Individual student need is determined through formal and informal teacher assessment and IEP goals.

**COURSE: ESSENTIAL ENGLISH II****LENGTH: TWO or THREE TERMS****GRADES: 9-10-11-12**

**DESCRIPTION:** An individualized program for students four or more grade levels behind their peers in reading and writing skills. Students may be involved in independent or small group lessons. Individual student need is determined through formal and informal teacher assessment and IEP goals.

**COURSE: ESSENTIAL MATH I****LENGTH: TWO or THREE TERMS****GRADES: 9-10-11-12**

**DESCRIPTION:** An individualized program for special education students four or more grade levels behind their peers in math skills. Students may be involved in independent or small group lessons. Individual student need is determined through formal and informal teacher assessment and IEP goals.

**COURSE: ESSENTIAL MATH II****LENGTH: TWO or THREE TERMS****GRADES: 9-10-11-12**

**DESCRIPTION:** An individualized program for special education students four or more grade levels behind their peers in math skills. Students may be involved in independent or small group lessons. Individual student need is determined through formal and informal teacher assessment and IEP goals.

**COURSE: ESSENTIAL ACADEMIC SKILLS I (SS/S)****LENGTH: ONE or TWO TERMS****GRADES: 9-10-11-12**

**DESCRIPTION:** An individualized program for special education students who are four or more grade levels behind their peers in two or more academic skill areas. Involves small group OR individual lessons determined by IEP goals and teacher input.

**COURSE: ESSENTIAL ACADEMIC SKILLS II (SS/S)****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** An individualized program for special education students who are four or more grade levels behind their peers in two or more academic skill areas. Involves small group OR individual lessons determined by IEP goals and teacher input.

**COURSE: ESSENTIAL CAREER & LIFE SKILLS I****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** This course is for special education students to learn and explore post-secondary living, learning and working options. Its focus will be on career choices and life skills necessary to understand for living as independently as possible after graduation.

**COURSE: ESSENTIAL CAREER & LIFE SKILLS II****LENGTH: ONE TERM****GRADES: 9-10-11-12**

**DESCRIPTION:** This course is for special education students to learn and explore post-secondary living, learning and working options. Its focus will be on career choices and life skills necessary to understand for living as independently as possible after graduation.

# WORLD LANGUAGE

**COURSE: SPANISH I**

**LENGTH: TWO TERMS**

**GRADES: 9-10-11-12**

**DESCRIPTION:** This course teaches the fundamentals of Spanish to aid the student in understanding spoken and written Spanish. Everyday situations, Spanish culture and civilization are emphasized in each unit. This course is directed to the student who has a basic understanding of English with a C or better in their current English class and has an interest in learning the basics of an additional language for their enjoyment or for college pre-requisites.

**COURSE: SPANISH II**

**LENGTH: TWO TERMS**

**GRADES: 10-11-12**

**PRE-REQUISITES: SPANISH I**

**DESCRIPTION:** This course extends the understanding of the skills and vocabulary learned in Spanish I. Vocabulary knowledge will be increased and verb constructions and grammar from the first year will be refined. This course is recommended for all students who have completed Spanish 1 with a grade of C or better and intend to enroll in college.

**COURSE: SPANISH III**

**LENGTH: TWO TERMS**

**GRADES: 11-12**

**PRE-REQUISITES: SPANISH II**

**DESCRIPTION:** This course is designed to allow motivated students to use the Spanish acquired to discuss issues in their lives and the world around them. The students will also read and discuss the history, culture and current events of various Spanish-speaking countries. The continuation of grammar will be included in this course. This class is available for students who have completed Spanish II with a grade of C or better.

**COURSE: SPANISH IV**

**LENGTH: TWO TERMS**

**GRADES: 12**

**PRE-REQUISITES: SPANISH III**

**DESCRIPTION:** This course continues the study of grammar, literature, history, and culture from Spanish III. The focus is on composition and oral performance.

# OTHER COURSES OFFERED

**COURSE: EXCEL**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**DESCRIPTION:** Excel is a class designed for students who have been identified as at-risk. Class time is dedicated to giving students extra help with their personal and academic needs. Issues addressed in this course are study skills, organizational skills, behavioral/social skills, personal goal setting, building positive relationships, and becoming better problem solvers. Students with credit deficiencies may earn one credit for this course. Permission must be granted by counselors or administration for students to enroll in this course. You cannot earn more than 6 total Excel credits.

**COURSE: INDEPENDENT LEARNING**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**DESCRIPTION:** This course is designed to offer students the ability to select their own topic of study and design their own learning project. Students will work with the instructor to outline the direction of their learning. Students will share their project and learning as a culminating assessment with an authentic audience.

**SUBJECT: ENRICHMENT (MATH)**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**COURSE DESCRIPTION:** This course is designed to assist students with their individual needs in the area of math comprehension. Students qualify for this course by scoring below the 40th percentile of national norms on the district-wide assessments. Students who score 40% or below on these assessments will again be put in this class the next semester. A student receives an elective credit if a passing grade is earned. This is a semester course but may be extended to a full year if it is in the best interest of the student.

**SUBJECT: ENRICHMENT (READING)**

**LENGTH: ONE TERM**

**GRADES: 9-10-11-12**

**COURSE DESCRIPTION:** This course assists students with their individual needs in the area of reading comprehension. Students qualify for this course by scoring below the 40th percentile of national norms on the Iowa Assessment and ACT Explore. The students work to master a number of essential reading skills by reading independent books of their choices, reading and analyzing teacher-selected non-fiction texts, and writing and speaking about what is being read independently and as a whole class. The primary goal for this course is for each student to make significant growth in his or her reading comprehension. A student will receive an elective credit for this course if a passing grade is earned, but the course may be repeated if it is in the best interest of the student.

**COURSE: TAG SEMINAR**

**LENGTH: ONE/TWO/THREE TERMS**

**GRADES: 9-10-11-12**

**PRE-REQUISITES: IDENTIFIED TALENTED AND GIFTED STUDENTS BASED ON DISTRICT CRITERIA**

**DESCRIPTION:** This course is designed to challenge students in a program of independent study.

**COURSE: SCHOOL LEADERSHIP DYNAMICS**

**LENGTH: THREE TERMS**

**GRADES: 10-11-12**

**PRE-REQUISITES: ELECTED STUDENT COUNCIL OFFICER**

**DESCRIPTION:** This course combines the study of student government regulations and procedures with leadership training/activities and lab time for completion of projects. Classroom focus will be on leadership training, organizing committees, goal setting, organizational skills, teamwork, project planning, teamwork, and delegation. Students must be highly motivated and willing to take field trips to other locations to observe leadership skills and activities. Some community service will be required. **Students must be able to work independently.**



**COURSE: SERVICE-LEARNING****LENGTH: ONE/TWO/THREE****GRADES: 9-10-11-12**

**DESCRIPTION:** This course is designed for students to take an active part in organized experiences that meet actual community needs and are coordinated with the needs of the school and community. Students will work with community organizations and leaders to develop and participate in service opportunities as well as assist in the planning of the Bobcat Pride days. The service experience will be all-inclusive from the development and planning through the reflection and evaluation.

**COURSE: ACT PREP****LENGTH: ONE TERM****GRADES: 10-11-12**

**COURSE EMPHASIS:** This course is designed to help students improve their skills in areas covered by the ACT test. Students will gain an understanding of the test format, learn strategies for taking the test, and self-monitor progress through frequent practice exams. English, math, and science teachers will provide guidance for tests within their subject areas.

**COURSE: ROBOTICS****LENGTH: ONE TERM****GRADE: 10-11-12**

**COURSE EMPHASIS:** This Robotics course will develop and expand students' skills and knowledge so that they can design and develop robotic devices. Topics covered in this course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers.

**COURSE: PEER PARTNER****LENGTH: ONE/TWO/THREE TERMS****GRADES: 10-11-12**

**PRE-REQUISITIES:** Before registering for this course, you **MUST** complete a Peer Partner application, which can be found in the counselor's office (resource shelf.) **This application must be completed, signed and given to Pathways teacher who will interview and approve/deny registration for this course.**

**DESCRIPTION:** A course for students who are interested in working with students with significant intellectual disabilities in areas including academic needs, Essential PE, Peer Interactions and other Essential Academic skill areas. Openings are limited dependent upon specific class needs.

**COURSE: ESL (ENGLISH AS A SECOND LANGUAGE)****LENGTH: 1-3 TERMS****GRADES: 9-10-11-12**

**DESCRIPTION:** ESL (English as a Second Language) is a course in which students work to become better readers, writers, speakers, and listeners of the English language. Each student is taught beginning at their individual English proficiency level, so expectations and goals are highly individualized. In this course, the teacher also supports the students' general education learning and tutors or reteaches them as needed in general education coursework. (This is a required course for students who qualify for ESL services.)

**COURSE: TECHNOLOGY SOLUTIONS “*Concurrent Enrollment*”****LENGTH: ONE TERM****GRADE: 9-10-11-12****NICC: TROUBLESHOOTING****CATALOG#: NET:103****3 CREDITS**

**COURSE EMPHASIS:** This course is designed to provide students with the knowledge of basic troubleshoot skills and strategies with our student devices and operating systems. Students will learn troubleshooting with computer hardware and software, complete lab exercises, and assist at our student help desk center. There are no pre-requisites or required technology skills to take this course.

**The following courses are with the Pre-Nursing program offered through NICC and held on the NICC campus every other day. All 4 of these courses will be offered at NICC in the mornings before the regular school day. It is advised that students enroll in all four courses, but it is not mandatory.**

**COURSE:** CERTIFIED NURSE AIDE “Concurrent Enrollment” **LENGTH:** TWO NICC TERMS **GRADES:** 11-12  
**NICC:** CERTIFIED NURSE AIDE **CATALOG #:** HSC:172 **3 CREDITS**  
**PRE-REQUISITES:** QUALIFYING ACCUPLACER READING PLACEMENT SCORES of 231 or higher.  
**DESCRIPTION:** The course is designed to provide the knowledge and practical skills necessary to provide care and service to residents in long-term care facilities by preparing individuals to become efficient, caring members of the health-care team. Thirty hours of theory will consist of classroom lecture regarding the cares provided by a Certified Nurse Aide. Fifteen hours in a laboratory setting will provide “hands on” experience of competencies prior to attending 30 hours in a clinical setting. The clinical experience provides students the opportunity to experience resident care in the long-term care environment. Upon successful completion of this course students will be eligible for state licensing and can test out of skills. This course is a prerequisite for the NICC nursing clinical coursework and several other Nursing programs. (1 WDHS credit will be awarded for this course.)

**COURSE:** INTRODUCTION TO NUTRITION “Concurrent Enrollment” **LENGTH:** ONE NICC TERM **GRADES:** 11-12  
**NICC:** INTRODUCTION TO NUTRITION **CATALOG #:** PNN: 270 **2 CREDITS**  
**DESCRIPTION:** This course emphasizes a practical knowledge of good nutrition and some knowledge of diet therapy. It includes a background of adequate and accurate information on basic nutritional needs of the body. This course is a required course for the Nursing program at NICC. (1 WDHS credit will be awarded for this course.)

**COURSE:** DOSAGE CALCULATIONS “Concurrent Enrollment” **LENGTH:** ONE NICC TERM **GRADES:** 11-12  
**NICC:** DOSAGE CALCULATIONS **CATALOG #:** PNN: 200 **1 CREDITS**  
**PRE-REQUISITES:** QUALIFYING ALEKS PLACEMENT SCORES of 14 or higher.  
**DESCRIPTION:** Includes a review of fractions and decimals, conversions of metric, apothecary and household units and computations of drug dosages. The classification of drugs affecting each body system will be an integral part of this course. This course is a required course for the Nursing program at NICC. (1 WDHS credit will be awarded for this course.)

**COURSE:** MEDICAL TERMINOLOGY “Concurrent Enrollment” **LENGTH:** ONE NICC TERM **GRADES:** 11-12  
**NICC:** MEDICAL TERMINOLOGY **CATALOG #:** HIT: 114 **3 CREDITS**  
**DESCRIPTION:** This course is the study of medical terminology as the language of medicine with emphasis on word analysis, construction of definitions, pronunciation and spelling of medical terms. This course is a required course for: Radiologic Technology, Health Information Technology, Medical Lab Tech, Surgical Tech, and Medical Assisting. It is also a support course for: Respiratory Therapy and Nursing. (1 WDHS credit will be awarded for this course at the completion of the spring term.)

