

Welcome to Central DeWitt High School. This course guidebook lists the courses available to High School students. Each course has a course description, prerequisite course if needed, and the grade level the course is available. Before choosing a course, read the description and be sure this is the course you want. If you have questions about a course, please contact the High School.

In addition to the course descriptions, you will also find a list of the graduation requirements and the required courses students must pass in order to graduate from Central Dewitt High School. There are classes, such as Language Arts, that are taken at a particular grade level. These will be indicated on the registration form for each student.

If you have any questions or concerns regarding the registration process, please call the High School at 659-0715 and ask for the guidance office.

DEFINITIONS

A.P. or Advanced Placement: An Advanced Placement course includes curriculum topics designed to help students meet the A.P. testing requirements created by the College Board. To receive college credit, students must pass an A.P. exam and be accepted by a college or university that accepts the A.P. program. Students who pass A.P. courses are awarded high school credit.

Honors course: A course with the honors designation includes topics that extend beyond the topics covered in our regular courses. Honors courses will be more rigorous and provide a greater challenge than traditional courses. Successful completion of an honors class results in the honors designation for that class on the student's transcript.

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Changing Classes or dropping a Class

Guidelines For Schedule Changes:

In the spring of each year our students register for 16 classes (with the exception of seniors who are eligible for open blocks). We do our best to build our master schedule based on their requests. These requests are how we determine how many sections to have of each course and how we balance classes. Students are responsible for determining and accepting the course of study for which they register in the spring. They must plan very deliberately, always keeping in mind high school requirements, individual interests, and post high school plans. Once students register for classes, schedule adjustments will be made for academic reasons only. Parent permission will also be required, but does not guarantee a schedule change.

Changes are limited and will be based only on the following reasons:

1. Teacher recommendation
2. Failure in a class that's needed for graduation
3. Transfer students
4. Computer error
5. Class schedule that fails to meet minimum load requirements

Changes will NOT be made for the following reasons:

1. Students wanting certain periods open (seniors only)
2. Teacher change
3. The requested class is full
4. To accommodate job schedules
5. Students changing their mind

Changes for reasons other than those listed above are limited to extenuating circumstances and must have administrative approval.

The Schedule Change Request Forms are available in guidance and the main office. These forms are due back in the guidance office BEFORE MAY 15, 2017. You can also view this form on page 36.

COLLEGE CREDIT PROGRAMS

The Iowa Code Chapter 261E has been issued to ensure all students in Iowa have increased and more equal access to courses that have the potential to generate college credit while in high school. This code provides college credit coursework to high school students by consolidating and standardizing several existing programs.

CONCURRENT ENROLLMENT (ALSO KNOWN AS DUAL CREDIT)

These are college courses delivered to Central DeWitt High School students during the regular school year for both high school and college credit. **The student must meet proficiency set by Clinton Community College on either ACT or Compass Assessments.**

Dual Credit Classes 2017-18		CC Credits	Pre-Reqs
ACC-111	Introduction to Accounting	3	ALG I or ALEKS=14
AGA-351	Plant Science	3	None
AGH-221	Horticulture	3	None
AGB-191	Agricultural Sales I	1.5	None
AGS-119	Advanced Animal Science	2	None
AUT-115	Automotive Shop Safety	1	& DSL together
BIO-168	Anatomy & Physiology I	4	HS Biology & Chemistry
BIO-173	Anatomy & Physiology II	4	BIO-168
BUS-106	Employment Strategies	2	None
BUS-908	Internship	2 or 3	None
CAD-196	Architectural Draft	3	None
CAD-263	Solid Works Assembly #2	4	DRF-131; CAD-286
CAD-264	Solid Works Basic Detailing #3	4	CAD-263
CAD-286	Solid Works Modeling #1	3	DRF-131; CAD-286
CAD-287	Solid Works Applications #4	3	CAD-264; CAD-286
CAD-288	Solid Works CSWA Prep #5	3	CAD-287
DRF-131,132	Basic Drafting & Design	3	None
DSL-815	Preventative Maintenance	1	& AUT-115 together
ENG-105	Composition I	3	Jr or Senior & CUM GPA=2.75
ENG-106	Composition II	3	ENG-105
HIS-118	Western Civ II :Early Modern	3	Jr or Senior & CUM GPA=2.75
HIS-119	West. Civ III: The Mod. Period	3	Jr or Senior & CUM GPA=2.75
HSC-113	Medical Terminology	2	None
LIT-101	Introduction to Lit	3	ENG-105
MFG-192	Blueprint Reading	3	None
MUS-100	Music Appreciation	3	None
MUS-120	Music Theory	3	None
MUS-154a	Chamber Singers I	1	None
MUS-154b	Chamber Singers II	1	None
MUS-162	Instrumental Ensemble (Jazz)	1	None
POL-111	American National Government	3	Seniors only & CUM GPA=2.75
PSY-111	Introduction to Psychology	3	None
PSY-121	Developmental Psychology	3	None
SPC-112	Public Speaking (see counselor)	3	None
WEL-192	Gas Tungsten Arc Welding (#2)	2.5	None
WEL-215	Shielded Metal Arc Weld.Adv. I	4.75	None
WEL-256	Gas Metal Arc Welding-Basic	4.25	None
WEL-257	Flux Core Arc Welding (#1)	2.25	None
WEL-259	Oxy-Acetylene Welding (#3)	1	
WEL-274	Shielded Metal Arc Welding 1	3	
WEL-275	Shielded Metal Arc Welding II	3	

POSTSECONDARY ENROLLMENT OPTIONS ACT

By an act of the Iowa legislature, students may enroll for courses at a postsecondary institution. Funds for this enrollment will be provided by the local school district, provided the student meets the admissions requirements of that postsecondary institution and that the course(s) taken are not offered by the local district. See Student Eligibility Criteria below.

What is it?

The Postsecondary Enrollment Options Act allows eligible students to enroll part time at an identified community college, state university, or private college or university.

Who is eligible?

Any 11th or 12th grade student and identified 9th and 10th grade TAG students in a public or accredited nonpublic school.

What about credits?

The amount of high school credit awarded is determined by the high school. PSEO grades will count towards the high school GPA.

Are there prerequisites that must be met prior to enrolling in a postsecondary course?

1. If Central DeWitt HS offers the articulated course a student must take the Central HS course (Example: Calculus and Statistics)
2. If Central DeWitt HS offers the high school course the student must take Central's course first.

Examples: HS Course
 Biology
 Speech

College Course
General Biology
Public Speaking

How does a student apply?

See your high school counselor to discuss the postsecondary courses you intend to take.

What classes can I take?

Many options are available, however you may not enroll in a course at the postsecondary institution if a comparable course is available at Central DeWitt HS.

Student Eligibility Criteria

- Students must take the prerequisites established by CDHS and Clinton and Scott Community College.
- Students must have attained the approval of the CDHS Guidance Counselor and the postsecondary institution in order to register for a course at the postsecondary level.
- The student must be "proficient" in Reading, Math and Science as evidenced by the last administration of the Iowa Assessments (41% and above)
- If a student is not proficient in one or more of these content areas, the local board may establish "alternative but equivalent" qualifying performance measures to meet this expectation. These measures could include, but are not limited to: additional administrations of the state assessment, assessments provided by the postsecondary institution (an assessment cut score should be provided by the postsecondary institution to determine proficiency), portfolios of student work, student performance rubrics, or end-of-course assessments. The determination of what is permissible in terms of alternate assessments and equivalent performance lies with the local school district.

Central DeWitt's Alternative Assessment Tools for Non-Proficient Students

- ❖ **Iowa Assessments** - Math, Reading, Science: **ACT** (if taken) Score of 18: **Compass** (Score set by Community College)

GRADUATION REQUIREMENTS

<u>Subject Area</u>	<u>Total Years</u>
Language Arts	4.0
Speech	0.5
Social Studies	3.5
Science	3.0
Health	0.5
Physical Education	2.0
Mathematics	3.0
Personal Finance	0.5
Electives	11.0
Total Units Required	28.0

REQUIRED COURSES

<u>Grade</u>	<u>Course</u>	<u>Semesters</u>	<u>Total No. of Credits</u>
9	Language Arts 9	Both	1.0
	World History	Both	1.0
	Science	Both	1.0
	Health	1	.5
	Physical Education	1	.5
	Math	Both	1.0
10	Language Arts 10	Both	1.0
	American History	Both	1.0
	Science	Both	1.0
	Physical Education	1	.5
	Math	Both	1.0
11	Language Arts 11	Both	1.0
	Modern American History	1	.5
	World Geography	1	.5
	Speech	1	.5
	Personal Finance I	1	.5
	Physical Education	1	.5
	Math	Both	1.0
	Science	Both	1.0
12	American Government	1	.5
	OR American Nat'l. Gov't.	1	.5
	Physical Education	1	.5
	Language Arts	Both	1.0
	Total Units of Credit - Required Courses		16.0
	Required Elective Unit: Language Arts		1.0
	Other Electives		11.0
	Total Units Required for Graduation		28.0

AGRICULTURAL SCIENCE

The national organization, FFA, is an integral part of the instructional program in agricultural education and an extension of the classroom instruction. All agriculture students are encouraged to join FFA by paying yearly dues of \$20 (this amount covers local, state, and national dues). Additionally, all students taking agricultural courses should complete a record book detailing their supervised agricultural experience (SAE) for the year.

815: Intro. To Ag and FFA/semester 9

This class is ideal for students who are interested in agriculture careers and participating in the FFA program. This class is designed so that students will be studying Agriculture while also learning to be a leader in the FFA organization. On the agriculture side of the course, students will learn the basics of animal care, simple farm & home maintenance, natural resource management, agriculture career options, soil science and crop production. As an FFA member, students will be expected to learn the history of the FFA organization, learn the FFA Creed, compete in FFA competitions, participate in FFA events and work on student leadership qualities. This class will include many lab activities and is an introductory course for many of the other Agriculture classes offered. Students will be expected to participate in class lectures, lab activities and FFA to be successful in the course. Each student will be expected to have a supervised agricultural experience (SAE) program.

816: Pre-animal Science/semester 9-10-11-12 Intro to Ag and FFA

This is an introductory Animal Science class. Students will learn about the different animal species (beef, dairy, sheep, goats, swine, poultry, and horses), the breeds of these animals, feed and care of the different species, housing needs, and the different way to market the animals in order to make an income. Basic livestock judging will also be introduced in this class. Each student will be expected to have a supervised agricultural experience (SAE) program.

831: Agricultural Communications/semester 10-11-12 Intro to Ag and FFA Only offered on ODD numbered years (2017-18)

This course develops an understanding of fundamental skills necessary to be successful in the agricultural communications industry. Provide guided practice and applied experience utilizing various styles of communication including oral, written, visual and electronic communications. Techniques of communications will include: traditional print media, brochure development, photography, videography, computer program applications, and Internet usage. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience (SAE) program.

832: Agricultural Leadership I/semester 9-10-11-12 Intro to Ag and FFA

The purpose of this course is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting or provide them with the beginning foundation for any setting. The goal of this course is to encourage students to be knowledgeable, caring, decision makers. Students in our program desiring to develop and expand their leadership skills are encouraged to take this course. The class will be utilizing Books 1 & 2 of Habitudes. Students in FFA leadership positions are highly encouraged to take this course. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development.

833: Agricultural Leadership II/semester 9-10-11-12 Ag Leadership I & Instructor Approval

This is a continuation of Ag. Leadership I. The goal is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting or provide

them with the beginning foundation for any setting. Students in our program desiring to develop and expand their leadership skills are encouraged to take this course. The class will be utilizing Books 3 & 4 of Habitudes. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development.

AGA-351: Soil Science/semester/Dual Credit 10-11-12 Intro to Ag and FFA
SEE COLLEGE CREDIT PG. 2 *Students will get 1.5 hours of Soil Science College Credit*

Soil science is the name of the course and students will get 25 hours of soils education. The rest of the class will be plant science. Plant Science will cover the plant side of the agriculture focusing mostly on crop production. Crops such as corn, soybeans, small grains, alfalfa, and specialty crops will be all explored in depth. Students will learn about how plants grow, what plants need to grow, and how people alter normal plant growth. Students will enjoy making connection between the seed, field, and food. Each student will be expected to have a supervised agricultural experience (SAE) program.

844: Small Animals/semester 9-10-11-12 Intro to Ag and FFA

This course focuses primarily on dogs and cats, providing instruction on general health care, emergency responses, and nutrition of our favorite four-legged friends. Students will understand anatomy, nutrition, health care, pet ownership and maintenance of all small animals. Other animals covered will be rabbits, fish, and birds. If you are interested in a career with small animals, this is the course for you! Each student will be expected to have a supervised agricultural experience (SAE) program.

AGH-221: Horticulture/semester/Dual Credit 11-12
SEE COLLEGE CREDIT PG. 2

This course is a study in horticulture. The goal of this course is to provide the basic knowledge in horticulture science and clearly illustrate how that knowledge is applied in both home and production agriculture. Working with various flowering and vegetable plants in the greenhouse and conduction plant ID. Student will work with landscaping plants and projects around their community. Students are also responsible for the production, care and planting of all the City of DeWitt flowers.

AGS-119: Advanced Animal Science (Large Animal)/Dual credit 11-12 Intro to Ag and FFA
SEE COLLEGE CREDIT PG. 2 Pre-Animal Science

This course is designed to provide students with an understanding of the practices, management programs, labor requirements, reproduction programs, gestation periods, sanitation, health and disease control concerns of livestock management. The student will also gain background knowledge needed to comprehensively advise livestock producers on livestock production enterprises.

AGB-191 Agricultural Sales I/semester 11-12 Intro to Ag and FFA
SEE COLLEGE CREDIT PG. 2

Only offered on EVEN numbered years (2018-19)

This course will investigate agricultural sales as a career. Students will study and prepare for the sales process utilizing sales techniques and knowledge of the behavioral sciences.

849: Farm Business Management/semester/Dual Credit 11-12 Intro to Ag and FFA
SEE COLLEGE CREDIT PG. 2 Only offered EVEN years (2018-19) Soil Science, Animal Science

This course will introduce students to all aspects of owning and operating a farming business operation. We will cover goals, balance sheets, income statements, cash flow statements, business operations, taxes, etc., all related to the agricultural industry. Each student will be expected to have a supervised agricultural experience (SAE) program.

834: Agricultural Marketing/semester	11-12	Intro to Ag and FFA
Only offered on ODD numbered years	(2017-18)	Soil Science

The Ag-Ed student who is interested in the financial world of agriculture. All aspects finances in the world of agriculture will be covered including financial instruments, credit, markets and marketing, basis, financial strategies. Each student will be expected to have a supervised agricultural experience (SAE) program.

Independent Study Course

829: Veterinary Science/semester	12	Pre-Animal Science
Allowed in only by instructor approval		Small Animals, Animal Science

This course introduces students to the field of veterinary science. Major topics include veterinary terminology, safety, sanitation, anatomy/physiology, clinical exams, hospital procedures, parasitology, posology, laboratory techniques, nutrition, disease, office management, and animal management. Careers are also explored. Leadership development will be provided through FFA. Each student will be expected to have a Supervised Agricultural Experience (SAE) Program.

BUSINESS

920: Personal Finance I/semester **11-12** **predetermined by Guidance and Admin**
Transition this to be a senior class only. Will be a group of juniors that will not be taking this until Senior year. This one-semester required course includes the following topics: Setting financial and education goals, budgeting and spending, income taxes, auto insurance, homeowners's/renter's insurance, banking, credit, saving and investing. The course also includes how to plan for a career and to finance your post-secondary education.

950: Introduction to Business/semester **9-10-11-12**
This one-semester course will present students with an introduction to basic concepts of business. It will also acquaint students with the many diverse fields and opportunities in the business world. Finally, this course will give students a basic background from which to continue their study in specific areas of business.

923: Business Concepts/semester	11-12	Introduction to Business
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What do your favorite band, Twitter, and the Wall Street Journal have in common? A: They are all businesses. Business Concepts will open your eyes to the world of business through the eyes of management. This course presents concepts in business management, business planning, decision-making and entrepreneurship. The course will present topics such as management responsibilities, managers as leaders, business planning and organization and human relation skills. This hands-on course includes a variety of projects and learning activities. One major project gives students the opportunity to learn about the process of starting your own business including writing a business plan and presenting it to potential investors.

953: Social Media Marketing/semester	10-11-12	Introduction to Business
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Businesses and non-profit organizations of all types and sizes have recognized the value of social media marketing for its power to reach customers. The need for professionals in sales, marketing and advertising demand that students entering the workforce are comfortable with the use of social media for strategic marketing. Students will examine the ways in which interactive technologies are changing the

rules and processes for customer engagement and provide a foundational knowledge of social media marketing. The course will analyze the landscape of social media tools with an eye towards critically analyzing their role as effective means for delivering and receiving marketing messages and communications. The social media tools to be analyzed include Google, Facebook, LinkedIn, Twitter, Reddit, Vine, Instagram, Pinterest, YouTube, 4Square, Tumblr, BlogSpot, and Yelp! Students will be challenged to look at social media in a new and more expansive way by requiring them to examine social media's potential benefits and limitations, as well as appropriate ethical concerns, when used professionally for the purposes of marketing.

910: Introduction to Web Design

9-10

This course will introduce students to the world of computers and software applications. Students will learn how to use Microsoft Office applications and explore and integrate the knowledge and skills learned with the concepts, procedures, and applications of desktop publishing and web design. The class will also examine the relationship between technology and society and interpret how computer technology can benefit businesses, government, and educational organizations. Students will acquire skills and proficiency in MS Word, Excel, and PowerPoint. Critical thinking and communication skills are reinforced in this course as student's format, create, and proofread brochures, programs newsletters, web pages, power point presentations, manuscripts and other business documents. Other opportunities for application could include simulations, projects, web development, video production, teamwork, and e-portfolios.

956: Business Law/semester

11-12

Introduction to Business

This course is about you as a consumer. What are your rights when dealing with employment issues, contracts, businesses, purchasing property, property disputes, financing, purchasing products, and actions of other people? This course studies actual court cases in order to better understand your rights as a citizen. If you like to debate and discuss issues that don't always seem to have a clear answer, this course could be for you.

965: Fundamentals of Accounting/semester

10-11-12

How much should we pay employees? How much should we charge for our products? These are questions businesses must ask themselves and accounting helps them answer. This course will provide you with a background in the basic accounting procedures used to operate a business or maintain personal business records. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for studying future business courses in both high school and college. The complete accounting cycles for a service business organized as a proprietorship will be covered.

**ACC-111: Intro to Accounting/semester/dual credit 10-11-12 Fundamentals of Accounting
SEE COLLEGE CREDIT PROGRAMS- PG. 2**

This course will give you an introduction to the field of accounting, "the language of business". Students will build on the concepts from Fundamentals of Accounting. This course will help you understand the financial process that all organizations have to utilize whether they are a small one person business, a large corporation or a non-profit organization. No matter what career you choose, a background in accounting will provide a foundation for your business knowledge.

962: Advanced Accounting/semester**11-12****Introduction to Accounting**

What role does accounting play in planning an event, designing a new product, and investing? This course will focus on applying accounting concepts to managerial decisions, payroll, taxes and investing using computerized accounting programs. Real world simulations will be utilized to expand your accounting skills beyond introductory accounting. This course is recommended for students considering a major in a business related field.

BUS-106: Employment Strategies/semester /dual credit**11-12****SEE COLLEGE CREDIT PROGRAMS- PG. 2**

What skills are employers looking for? Students will develop successful lifetime job search skills and career management tools. The topics covered in the course will include the changing workplace, career decision-making and planning; job search and employment acquisition; workplace ethics and attitudes; workplace health, safety, and legal matters; employee and employer rights and responsibilities; diversity; and 21st century skills. Students will be developing an e-Portfolio that will prepare them for entering college or the workforce and applying for scholarships.

BUS-908: Internship /1 or 2 semesters/dual credit**12****Employment Strategies****SEE COLLEGE CREDIT PROGRAMS-PG 2 (2-3 credits depending on hours)****Consent of Instructor**

This senior year course provides an opportunity for students to prepare for their future careers by coordinating an internship linking their interests and goals with experience in the workplace. Emphasis is placed on personal and professional development in a variety of occupational areas. A progressive training plan of new learning activities and responsibilities will be designed for each individual student to provide as many varied work experiences as possible within the internship. Students will utilize a blended learning component to explore job-related issues including Conflict Resolution, Teamwork, Health and Safety and Communication Skills. This will give students a chance to explore career pathways before committing to a post-secondary major. It will also allow students the chance to network with area professionals, which will lead to more opportunities for them in the future. Certain guidelines and expectations of students are closely monitored since the program is designed to be a training program and an extension of the school setting. Upon acceptance into the internship program, the coordinating instructor will assist in finding a suitable placement for the intern. Students must work a minimum of 128 hours per semester (7 hours/week). Students/parents must provide their own transportation. Students must have 2 blocks available for each semester registered for the program.

FAMILY AND CONSUMER SCIENCE

810: Fashion/semester**9-10-11-12**

This is an exciting and colorful semester course designed to cover Clothes and Fashion, Apparel Industries, Textiles, Design, Consumerism, and Apparel Careers. There will be some laboratory textile and clothing emphasis.

850: Foods and Nutrition I/semester**9-10-11-12**

Foods and Nutrition I is a one-semester course intended for the beginning cook. It is the first course in a sequence of six offered as an Occupational Foods Training Program. It would also be suitable for a student interested in current food-related topics involving nutrition and its relationship to good health and consumerism. Students will cook approximately twice a week.

- 855: Foods and Nutrition II/semester** **9-10-11-12** **Foods I**
 Foods and Nutrition II is a one-semester course that is a continuation of Foods and Nutrition I. It is the second in a sequence of six offered as an Occupational Training Program.
- 857: Meal Management I/semester** **10-11-12** **Foods II**
 Meal Management I is the third in a series of six offered as an Occupational Foods Training Course. Students will further develop skills learned in Foods & Nutrition I and II. In addition, they will expand into full meal preparation as well as individual recipe production. The course contains information for the basic consumer or for the student interested in a career in the food service industry. Students will begin the ServSafe curriculum leading to a certificate in Safety and Sanitation for foodservice employees.
- 858: Meal Management II/semester** **10-11-12** **Meal Management I**
 Meal Management II is the fourth in a series of six offered as an Occupational Foods Training Course. This course emphasizes more complex food production using food chemistry to analyze cooking processes. Students will find this course to be exciting and challenging. The students engage in activities revolving around restaurant management and actually serve customers once per month. Students will complete the ServSafe curriculum and offered an opportunity to test for the certificate for foodservice employees. **Not necessary for 2016-17 school year.**
- 859-Fundamentals of Baking/semester** **11-12** **Foods & Nutrition I&II**
Instructor Approval **Meal Management I &II**
 This course is for a student with very little baking or pastry experience. Students will cover the basics of theory and preparation of baked items. Science and math will play a large role in this course. Items the students will prepare include yeast bread, cookies, creams, puddings, pie crusts and filling and quick breads. The focus of the course is on standard production methods for a successful product in small and large scale batches. **Meal Management II not necessary until 17-18 year.**
- 862: Chef Youth Apprenticeship/semester** **11-12** **Foods & Nutrition I & II**
With Instructor Approval **Meal Management I & II**
II
 Students enrolled in this course will receive college articulated credit and practical experience in American Culinary Federation approved work processes under the direction of a certified chef.
- 863: Safety and Sanitation** **11-12** **Foods & Nutrition I & II**
for Culinary Arts/semester With Instructor Approval **Meal Management I & II**
 This course will provide students with a solid foundation in food service sanitation and safety. Upon completion of this course, a Sanitation and Safety certificate will be issued. In addition, students will be given the opportunity to take the State of Illinois exam for certification, recognized by employers in both Illinois and Iowa.
- 860: Real World Living “RWL”/semester** **11-12**
 The class will only be offered to juniors and seniors and will encompass skills for becoming better prepared to navigate life in the 'real world'. We will discuss a variety of topics, such as personal identity, healthy and unhealthy relationships, the communication process, reaching goals, understanding values, employability skills, and others. The course is designed to help our older students better understand the importance of being prepared to lead successful lives after high school.

870: House and Home/semester 9-10-11-12

House and Home is a one-semester course. The first quarter will focus on the selection of housing based on one's values, lifestyles and stage of life. The second quarter will focus on the interior of a home.

880: Child Development I/semester 9-10-11-12

This is a one-semester course that explores the various phases of parenthood. The factors that affect human growth and development from conception through early childhood will also be emphasized. Physical, emotional, social, and intellectual development will be explored, as well as career paths in early childhood education and services. Students will learn the basic skills needed to care for, nurture, and guide children from infancy through age three.

881: Child Development II/semester 9-10-11-12 Child Development I

This course explores the child from ages 4-6. Students will learn how a child develops physically, emotionally, socially and intellectually. Students will plan and teach in a preschool lab setting. Students will visit and observe in local preschool and daycare settings. Any student who passes Child Development I and II with an A or B will have met the articulation requirement for course work at EICC. Availability is limited to students who have a sincere desire to work with children and learn about child behavior. We encourage students to take this class only if the above applies, as space is limited.

FINE ARTS

VISUAL ARTS

240: Drawing I/semester

9-10-11-12

This semester course is designed to develop competency in drawing skills. Achromatic and color media will be explored through implied line, descriptive line, expressive line, portraiture, landscape, and still life, in abstract, realistic, symbolic and nonobjective interpretations. The elements and principles of design, drawing techniques, terminology, and themes in art, are emphasized in the studio work. 2-D media such as graphite pencils, charcoal, pastels, ink, colored pencils and scratchboard will be explored. Students will participate in critiques, complete written responses, artists' statements and create a comprehensive digital portfolio of their work. Art History will focus on 50 well known masterpieces in various styles and 2-D drawing media.

270: Drawing II/semester

9-10-11-12

Drawing I

This semester course is designed to develop proficiency in drawing skills. Printmaking methods such as linoleum cut, monoprint, and lithography are introduced in this course. Achromatic and color media will be explored by the student in a more independent format using implied line, descriptive line, expressive line, portraiture, landscape, and still life subjects, in abstract, realistic, symbolic and nonobjective interpretations. The elements and principles of design, drawing techniques, terminology, and themes in art, are emphasized in the studio work. Various 2-D media will be explored. Students will participate in critiques, complete written responses, artists' statements and create a digital portfolio of their work. Art History will focus on 50 well known masterpieces in various styles and 2-D drawing media.

219: Painting I/semester

9-10-11-12

This semester course is designed to develop competency in painting. Watercolor gouache, tempera, and acrylic are used to create original compositions with various techniques and styles. Students will study nonobjective, abstract, collage, cubism, realism, surrealism, expressionism, impressionism and post-impressionism styles of art. The students will create several original paintings within these styles. Along with the studio work: students will participate in critiques, complete written responses, artist statements and create a digital portfolio of their work. Art History will focus on 50 well known painted masterpieces in various styles and painting media.

220: Painting II/semester

9-10-11-12

Painting I

This semester course is designed to develop proficiency in painting. Watercolor, gouache, tempera, encaustic and acrylic are used to create original compositions with various techniques and styles. Students will work more independently and create more meaningful subject matter. The students will study the symbolism and iconography of masterpieces and identify themes within these works. Identity, social issues, life lessons, symbolism and narrative themes of art will be explored. The students will create several original paintings within these meaningful themes. Along with the studio work: students will participate in critiques, complete written responses, artist's statements and create a digital portfolio of their work. Art History will focus on 50 well known painted masterpieces, with strong thematic references, symbolism and iconography.

250: Ceramics & 3-D Design I/semester**9-10-11-12**

This semester course is designed to develop proficiency in both ceramics and sculptural skills. Students will explore pinch pot, coil, slab, carving, modeling, and wheel throwing techniques to create abstract, realistic, nonobjective, and symbolic works in clay. Examples of works are vessels, figurines, masks, and portrait busts. Students will create utilitarian and expressive work. Students will also form work with a wide variety of sculptural media to create bas relief and 3D sculptural forms. Media used to create artworks include but are not limited to wire, plaster, wood, clay, mold making techniques, modeling clay, and found objects. Along with the studio work: students will participate in critiques, complete written responses, artist statements and create a digital portfolio of their work. Art History will focus on 50 well known ceramic and sculptural masterpieces in various styles and 3D media.

251: Ceramics & 3D Design II/semester**9-10-11-12****Ceramics & 3D I**

This semester course is designed to develop proficiency in ceramic and sculptural media. Students will develop a portfolio with an independently chosen concentration in various themes. Students will build upon the skills, concepts and techniques in Ceramics & 3D I. Along with the studio work: students will participate in critiques, complete written responses, artist statements and create a professional physical and digital portfolio of their work. Art History will focus on 50 well known ceramic and sculptural masterpieces in various styles and 3D media.

260: Graphic Design I/semester**9-10-11-12**

This semester course introduces students to the function of graphic design, graphic design terminology, the role of the Elements of Art and Principles of Design in creating successful composition, and computer generated imagery using Adobe Photoshop CS6. Students will have guided lessons in learning the tools and functions of Photoshop CS6 as a strong foundation to enable them to create projects such as a typography portrait, CD design, propaganda poster, an expressive self-portrait, as well as solving other graphic design problems. Along with studio work, students will participate in critiques, complete written responses, artist statements, and create a comprehensive digital portfolio of their work. Art history will focus on 50 global contemporary and other works of art.

265: Graphic Design II/semester**9-10-11-12****Graphic Design I**

This semester long course builds on the skills introduced in Graphic Design I, by developing a deeper understanding of what a career in graphic design entails. Students will develop their skills as a designer through the process of creating and selecting visual imagery and text that supports the goals, message, and target audience of a client. Students will demonstrate a working knowledge of Design elements & Principles, typography, and composition to create an effective design plan that clearly conveys a message, promotes a brand, or informs about an event. Students will document the process of developing ideas from brainstorming, sketching, critiquing, and revising to the production of the final product. The use of Photoshop CS6, collaboration, communication skills, and time management will also be key components of this course. Along with studio work, students will participate in critiques, complete written responses, artist statements, and create a comprehensive digital portfolio of their work. Art History will focus on well-known masterpieces in various styles as well as works related to graphic design.

280: Advanced Studio I/semester**11-12****Consent of Instructor**

This semester course is offered to students who work independently, exhibiting a high level of self-discipline, maturity, and creative drive. This class is for the student interested in building a portfolio for post-secondary education in an art-related field. Students will choose a Drawing, 2D, or 3D concentration to develop and demonstrate proficiency. Students will sketch, design and develop original studio work. A pre-artist statement will also outline plans for studio work, and reference at least 3 master

artistic influences. The art influences will also be referenced in a post-artist statement for each artwork when completed. At 8 weeks a minimum 9-page art history research paper is due that follows a detailed outline of content and paper structure. At 16 weeks, students will present a digital website, including a comprehensive collection of artist growth. Students will also participate in portfolio reviews monthly with the instructor. Additional time outside of the school day will be required to complete the assigned works for this class.

281: Advanced Studio II/semester

11-12

Advanced Studio I

Consent of Instructor

This semester course is offered to students who work independently, exhibiting a high level of self-discipline, maturity, and creative drive. This class is for the student interested in further building a portfolio for post-secondary education in an art-related field. Students will choose a Drawing, 2D, or 3D concentration to develop and demonstrate mastery. Students will sketch, design and develop original studio work. A pre-artist statement will also outline plans for studio work, and reference at least 3 master influences. The art influences will also be referenced in a post-artist statement for each artwork when completed. Students may choose to build upon the portfolio created in Advanced Studio I, or explore a new concentration. At 8 weeks, a minimum 9-page art history research paper is due that follows a detailed outline of content and paper structure. At 16 weeks, students will present a digital website, including a comprehensive collection of artist growth. Students will also participate in portfolio reviews monthly with the instructor. Additional time outside of the school day will be required to complete the assigned works for this class.

221-222: AP Studio Art/two semesters

12

Consent of Instructor

This year long course is an intense college level studio art course. The student will work to create five quality works, twelve breadth, and twelve concentrations pieces to develop a twenty nine piece portfolio. Students must work independently and develop the portfolio pieces with original subject matter only. Works must show the artist's unique creative ability and proficient observational skills. Student portfolios should show mastery of design, works describing an in-depth exploration of a particular design concern, and a strong understanding of the principles of design.

224- AP Art History/two semesters

11-12

Consent of Instructor

AP Art History is a year long course that engages students at the same level as an introductory college art history survey course. Students will be developing skills in visual, contextual, and comparative analysis. The course is limited to the required course content of 250 works of art. The works are foundational exemplars of global artistic traditions within 10 content areas, to promote in-depth learning. The course continues to include global art content, with emphasis on diverse artistic traditions. The final exam will consist of two sections. Section 1: Approximately 80 multiple choice questions, including discrete questions and sets of questions (1 hour: 40 percent), Section 2: Free-response questions (2 hours: two 30-minute essay questions and four 15-minute essay questions; 60 percent).

FINE ARTS

PERFORMING ARTS

293: Band/1st semester

9-10-11-12

Previous Band Experience

Band includes the Marching Sabers Pride, which performs from August-October. The Marching Sabers Pride performs at home football games, IHSMMA State Marching Band Festival, an additional marching festival, and at various other local venues including the 4th of July Parade and Memorial Day services. The Concert Band performs from October-May. The Concert Band performs at the Veteran's Day Service, Holiday concert, Winter concert, Spring All-School concert, May pre-contest concert, IHSMMA State Large Group Festival, and at graduation ceremonies. In March/April the members participate in the

IHSMA State Solo & Ensemble Festival performing in small ensembles, large ensembles, and solos. Students are also able to participate in honor bands at the State, District, Conference levels as well as at nearby colleges and universities. Students also perform as members of the pep band when needed as well as other local venues. The band may split into multiple concert ensembles in the future dependent upon numbers and instrumentation. A summer program is also available to challenge students as well as for students interested in joining or rejoining the band program.

294-Band/2nd semester

9

Previous Band Experience

Band includes the Marching Sabers Pride, which performs from August-October. The Marching Sabers Pride performs at home football games, IHSMA State Marching Band Festival, an additional marching festival, and at various other local venues including the 4th of July Parade and Memorial Day services. The Concert Band performs from October-May. The Concert Band performs at the Veteran's Day Service, Holiday concert, Winter concert, Spring All-School concert, May pre-contest concert, IHSMA State Large Group Festival, and at graduation ceremonies. In March/April the members participate in the IHSMA State Solo & Ensemble Festival performing in small ensembles, large ensembles, and solos. Students are also able to participate in honor bands at the State, District, Conference levels as well as at nearby colleges and universities. Students also perform as members of the pep band when needed as well as other local venues. The band may split into multiple concert ensembles in the future dependent upon numbers and instrumentation. A summer program is also available to challenge students as well as for students interested in joining or rejoining the band program.

295-Band/2nd semester

10-11-12

Previous Band Experience

Band includes the Marching Sabers Pride, which performs from August-October. The Marching Sabers Pride performs at home football games, IHSMA State Marching Band Festival, an additional marching festival, and at various other local venues including the 4th of July Parade and Memorial Day services. The Concert Band performs from October-May. The Concert Band performs at the Veteran's Day Service, Holiday concert, Winter concert, Spring All-School concert, May pre-contest concert, IHSMA State Large Group Festival, and at graduation ceremonies. In March/April the members participate in the IHSMA State Solo & Ensemble Festival performing in small ensembles, large ensembles, and solos. Students are also able to participate in honor bands at the State, District, Conference levels as well as at nearby colleges and universities. Students also perform as members of the pep band when needed as well as other local venues. The band may split into multiple concert ensembles in the future dependent upon numbers and instrumentation. A summer program is also available to challenge students as well as for students interested in joining or rejoining the band program.

297: Jazz Appreciation/semester

9-10-11-12

Previous Band Experience

This is a learning ensemble. Students interested in the study of jazz and future membership in Jazz I should register for this course. This course will develop the basic skill of performing jazz as an ensemble and as an individual as well as increase the basic understanding of jazz. Students may perform at NEIBA District Festival and at an end-of-the year concert. This course acts as a Jazz Combo as well as an appreciation course. Students will work to perform at the highest level building their musical skills in: tone quality, intonation, rhythm, balance, blend, technique, interpretation, musicianship, and articulation. Students will learn about the history of jazz in America and listen to different styles of jazz through the decades. This course will be offered 2nd semester.

241-242: Lyrica Chorus/Two semesters

9-10

Lyrica is the entry level choir for ladies at Central High School. It is composed mostly of freshmen women, but also includes some ladies from older grades who are inexperienced in the art of singing. This ensemble meets one block every other day. The chorus strives to develop good basic choral techniques in the areas of sightsinging, basic music theory, breath support, blend, diction, tone quality, vocal projection, and choral critiquing. The curriculum provides singers with sufficient knowledge and skill to become capable members of the *Bel Canto* choir and Central Concert Choir.

253-254: Bel Canto Choir/ Two semesters**9-10-11-12**

Bel Canto choir is the mid-level choir at Central High School, composed mostly of sophomore mixed voices (male and female), freshmen men's voices, and older students who are not yet ready for the rigors of Central Concert Choir. This ensemble meets one block every other day. Choral techniques taught in *Bel Canto* are sightsinging, music theory, breath support, blend, diction, tone quality, vocal projection, and choral critiquing. This course helps prepare students for the Central Concert Choir.

245-246: Central Concert Choir/Two semesters 11-12 Previous Choir Experience

The Central Concert Choir is composed of junior and senior mixed (male and female) voices. This ensemble meets one block every other day. Vocal and choral techniques are aimed at the maturing high school voice. Those skills include greater development of sightsinging, music theory, breath support, blend, diction, tone quality, vocal projection and choral critiquing. Members of Central Concert Choir must have spent at least one semester in either the *Lyrical* or *Bel Canto* choirs.

**MUS-154A: Chamber Singers I /semester/dual credit 10-11-12 Consent of Instructor
SEE COLLEGE CREDIT PROGRAMS-PG.2**

Chamber Singers is a select mixed ensemble composed of members from the *Bel Canto* and Concert Choir (sophomores, juniors and seniors). This ensemble meets one block every other day. Other rehearsals are held before school and evenings. These are prearranged between the students and teacher. Students must audition for this ensemble. The audition focuses on musical abilities in the areas of pitch, music-reading, expressive singing, vocal projection, and blend. The audition also involves dance (movement) ability and consideration of both the student's attendance record and attitude. The Chamber Singers perform for many community service organizations during and after school hours.

**MUS-154B: Chamber Singers II /semester/dual credit 10-11-12 Consent of Instructor
SEE COLLEGE CREDIT PROGRAMS-PG.2**

Chamber Singers is a select mixed ensemble composed of members from the *Bel Canto* and Concert Choir (sophomores, juniors and seniors). This ensemble meets one block every other day. Other rehearsals are held before school and evenings. These are prearranged between the students and teacher. Students must audition for this ensemble. The audition focuses on musical abilities in the areas of pitch, music-reading, expressive singing, vocal projection, and blend. The audition also involves dance (movement) ability and consideration of both the student's attendance record and attitude. The Chamber Singers perform for many community service organizations during and after school hours.

**MUS-162: Instrumental Ensemble (JAZZ)-semester/dual credit 10-11-12 Consent of Instructor
SEE COLLEGE CREDIT PROGRAMS-PG.2**

The Swingin' Sabers Jazz Band I is a select ensemble comprised of Band students that meets as a class. In addition, other rehearsals are held before school and evenings as prearranged between the students and teacher. Students must audition for this competitive based ensemble. The Swingin' Sabers Jazz Band performs at many various community events as well as IHSA State Jazz Band Festival, NEIBA District Jazz Band Festival, various college jazz band festivals, end-of-the year concert as well as working to qualify for the Iowa Jazz Championships in April. This course will be offered 2nd semester.

**MUS-100: Music Appreciation/semester/dual credit 11-12 9th and 10th with
SEE COLLEGE CREDIT PROGRAMS - PG. 2 Consent of Instructor**

This is a one-semester course that explores a wide variety of musical styles including Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary. Perceptive listening takes place by exploring both the external and internal aspects of musical examples of each style. Comparisons will be made between past musical characteristics and current musical trends. **Minimum of 4 students signed up in order to have this class.**

**MUS-120: Music Theory/semester /dual credit 11-12 9th and 10th with
SEE COLLEGE CREDIT PROGRAMS - PG. 2 Consent of Instructor**

This one-semester course is designed to allow the student to understand the language of music notation and effectively use this knowledge for the student's own use and composition. Also, extensive work is devoted to ear training, sight-singing, and music analysis skills enabling the student to comprehend music better when heard aurally or when studying the musical score. Students will use the Alfred Music Theory materials as well as other director handouts. The course is modeled after a typical college first semester music theory course and is strongly recommend for students planning on a musical major or minor in college. Upon completion of this course, students may seek additional instruction per the instructor in Applying Music Theory where the students will cover units not available in Music Theory. Courses in Composition and Arranging can be developed upon the needs of the students.

299-American Music History/semester 9-10-11-12 (Offered 2017-18)

This course will be a survey of the broad American musical landscape from the colonial period until the present day. This course will focus on the history and development of both classical and popular musical traditions in America. Topics for this course will include Native American music; music in colonial New England; early folk music; history of American band music; early African-American music; songs of Stephen Foster; Ragtime; Blues; Jazz; Rock; Rap; American musical theater, opera, and film; electronic music; and minimalism. This course will be offered **the fall of odd numbered years.**

298 : World Music/semester -10-11-12 (Offered 2016-17) Director Approval

This course will introduce students to various musical cultures of North America, Latin America, Europe, Africa, and Asia through in-class listening, video presentations, lecture demonstrations, and hands-on participation. Students will participate in drum circle activities as well as playing recorder to learn the aspects of the various folk traditions. This course will be offered **the fall of even numbered years.**

FOREIGN LANGUAGE

Important Note: Although some colleges require only two years of one foreign language for admission, they also have requirements for graduation. Students who take four years of one foreign language in high school usually have fulfilled most colleges' graduation requirements as well. If you have questions, contact the guidance office.

383-384: Spanish I/two semesters 9-10-11-12

This course is intended to give students an introduction to the language and culture of the Hispanic world. Students will begin to develop skills in the interpersonal, interpretive, and presentational modes of speaking, listening, reading, and writing through studying various topics that are familiar to the students. Portions of each class will be conducted entirely in the target language.

393-394: Spanish II/two semesters 9-10-11-12 Spanish I
Must pass with C or Above or Instructor Approval

In this course, the student will study the language in greater depth on many of the same topics introduced in Spanish 1 to attain higher levels of proficiency and broader understanding of the language and culture. Portions of each class will be conducted entirely in the target language.

395-396: Spanish III/two semesters 10-11-12 Spanish II
Must pass with C or above or Instructor Approval

This course is designed to increase the student's basic language competencies by broadening their knowledge and use of more sophisticated structures. While speaking and listening are still an integral part of each class, reading and writing are given more emphasis. Hispanic culture is studied through reading short stories from various Spanish-speaking countries. Portions of each class will be conducted entirely in the target language.

397-398: Spanish IV/two semesters 11- 12 Spanish III
Must pass with C or above or Instructor Approval

This course is designed to move students to a higher level of fluency. Students will learn about culture as they read a series of short stories from various Spanish-speaking countries. Students will engage in listening and speaking activities to review and expand upon what they have learned in previous levels. At this level the students will also begin to learn about cultural topics in Spanish in addition to learning to communicate in Spanish. Portions of each class will be conducted entirely in the target language.

HEALTH & PHYSICAL EDUCATION

551: Sophomores & Freshman/semester Required
571: Juniors & Seniors/semester

All PE is now included in GPA (includes Personal Fitness and Early Bird)

Physical Education classes will give the student a basic background in many leisure-time and fitness activities. The importance of fitness in relation to general well-being is stressed. Generally speaking, activities are divided by the season of the year with each activity lasting for two to five weeks. Under State Law, all students are required to take physical education unless excused by a doctor. If excused from participation by a doctor, they will still be expected to attend class so that they at least will have an understanding of the activities.

Each student should have a t-shirt, shorts, socks, gym shoes, and deodorant. A long sleeve sweatshirt will be needed for the fall and spring months outdoors.

ACTIVITIES INCLUDE:

Softball/Kickball	Flag Football	Health Concept
Tennis/Eclipse Ball	Cross Country Skiing	Aerobic Dance
Golf	Archery	Conditioning Exercises
Disc Golf	Badminton	Weight Training
Fishing/Canoeing/Kayaking	Pickle Ball	Volleyball
Soccer	Table Tennis/Spike Ball	Basketball
Field Hockey/Broom Ball	Self Defense	Team Hand Ball
LaCrosse	Bowling	Team Building

556: Lifetime Wellness/semester 10-11-12

Muscle confusion and nutrition are the core components of this class. Lifetime Wellness is designed as a high intensity low impact class with individual exercise programs built around the student's needs by meeting all fitness levels. We will focus not only on muscle growth but overall conditioning including mind, balance, and flexibility. Possible activities to be included are:

Pre/Post Assessment, Kickboxing, Circuit Training, Core work, Kettle bells, Body Bars, Plyometrics, Bands, Stability ball and yoga.

581: Personal Fitness I/semester 9-10-11-12

This course is geared toward goals of the individual. Using the equipment in the fitness room, a student will be able to pursue weight loss, strength training, speed training, general fitness, or a combination of any of these.

582: Personal Fitness II/semester 10-11-12 Personal Fitness I

This class is designed to fit the needs of individuals who have excelled in Personal Fitness I. This class gives students the opportunity to be challenged even more through intensive cardiovascular endurance, speed, agility, strength performance and testing. Students will not be admitted into this class solely based on athletic ability. Only students who have displayed the ability to be persistent, resilient and eager to work will be considered.

555: Early Bird PE/semester 10-11-12

This course will meet every Monday, Wednesday, and Friday from 6:30 am to 7:30 am. This course is geared toward goals of the individual. Using the equipment in the fitness room, a student will be able to pursue weight loss, strength training, speed training, general fitness, or a combination of any of these.

600: Health I/semester 9-10

Health instruction in this one-semester required course will include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse; mental health; health resources; prevention and control of disease, including sexually transmitted diseases, and CPR

601: Health II/semester 10-11-12 Health I

Health I & II will be a semester in-depth study of sports medicine (1st quarter) and other selected health topics such as physical fitness, nutritional values, environmental problems, family relationships, and other health related topics.

HSC-113: Medical Terminology/one semester 11- 12 Health I and Biology
SEE COLLEGE CREDIT PG-2

Medical Terminology is the language of medicine. This course is designed to utilize word parts - prefixes, suffixes, word roots - in the construction and analysis of medical terms. The course introduces medical terms, eponyms, acronyms, and abbreviations in a structured anatomical approach. Emphasis is placed on word analysis, spelling, definition, pronunciation, and usage of medical terms.

619: Health III (CNA) /semester**11-12****Health I, Health II, Health III
Biology**

Health III (CNA) is a one-semester course for students interested in working in acute or long-term care facilities. Classes will meet at the Health Science Building (923 4th Avenue East and 10th Street). All students must attend 45 hours of classroom activity. Each student will have to attend “30 hours of clinicals” at Westwing Place in DeWitt (scheduled at different times from the class time). At the end of the class, each student will have the opportunity to take the State Board of Exams for their CNA certification, at the student’s expense. **Must be 16 years old by the time class begins.**

INDUSTRIAL TECHNOLOGY**803: Intro to Technology/semester****9-10-11**

This is a semester course based on a variety of technology areas (Drafting, Woods, Welding, Metals and Manufacturing). Students will be working on activities/projects relating to each subject during class/lab time. Basic math, measuring, interpretation of mechanical blue prints, machine operation and other standards are required. The course is based upon hands on projects and a basic understanding of the various technology areas and requirements listed above.

**805: Principles of Technology I
Semester****9-10-11-12****Enrolled in Core Algebra I**

This is a semester course students will learn about the basic principles of engineering/technology and how mechanical systems work together. Students will learn about force, work, rate, resistance, energy, power and design and how it is used in the technology world. This will be accomplished through classroom discussion, associated labs, and mathematic equations which will help them to determine finding and results from various experiments. Various projects/labs may include simple machines (Rube Goldberg Machine), engineering product design, Catapult build, egg drop design contraception and human ergonomics design.

821: Construction Technology I/semester**9-10-11-12**

This is a woodworking course designed to introduce students to general woodworking practices. Student will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools. The projects will also cover as many aspects of the building and woodworking industries as is possible in an entry level course. Upon successful completion of this course, the student will have woodworking skills that will be useful in any aspect of the construction industry. Additionally, the student should have a broader understanding of construction processes as well as more in depth problem solving skills.

822: Construction Technology II/semester**9-10-11-12****Const. Tech I**

This course is an introduction to the basic building materials, terminology, components, methods, and sequences in residential construction. It is designed to give students basic, entry level skills in construction and related trades along with an overview of career opportunities available. This course focuses on safety and the proper use of both hand and power tools as well as the various materials used in the construction industry. This course also provides students the experience needed to enroll in Building Trades I as a Junior or Senior.

Building Trades I/semester/dual credit 10-11-12
SEE COLLEGE CREDITS PG-2

Const. Tech I & II

Students must complete an application in order to be considered for this course. (Attendance/discipline and willingness to work with others will be looked at for acceptance.) This is a yearlong class that works towards mastering the principles of carpentry, masonry, concrete finishing, electrical work, HVAC, and plumbing. Students will actually demonstrate and perform the tasks of; blueprint reading, concrete finishing, wall framing, roof framing, floor coverings, trim and cabinet installation, and drywall installation. Students will also get experience in Electrical, plumbing and HVAC. Students will be held to the highest standards of behavior and respect. This is a college class and mostly will take place on an actual job site. Safety will be at the highest priority. Students are expected to be on time, as well as conduct themselves in a professional manner or a potential removal from the course will be made.

Building Trades II/semester/dual credit 11-12
SEE COLLEGE CREDIT PG-2

Const. Tech I & II
Building Trades I

This is a continuation of Building Trades I. Students in Building Trades II will be asked to take on more of a crew leader responsibility. This curriculum will ground the trainee in the basic knowledge and principles of carpentry, masonry, concrete finishing, electrical work, HVAC, and plumbing. He or she will become skilled in different phase of a project from start to finish. Once completing this course, the trainee will be able to interpret construction drawings; perform quality concrete and brickwork; frame walls, ceilings, and floors of a structure; and install the proper wiring and piping for electrical, and plumbing systems.

823: Metals I/semester 10-11-12

Metals I is a semester course which includes study in the areas of welding, cutting torch, measuring, design/blue print reading, fabrication, metal tempering and plasma cam cutting. Other areas of study may include millwork, lathe work, sheet and/or sheet metal.

824: Metals II/semester 10-11-12 Metals I

Metals II will concentrate on the more advanced applications of the metal industry. Students will use their knowledge of metal obtained in the Metals I course to further their knowledge and skills. Students will learn about use and safety of machining equipment as well as several welding applications. Students will spend the first nine weeks in the classroom along with some demonstrations in the lab. The second nine weeks will be spent in the lab completing a variety of projects using the metal machines and welders. Some labs may include the use of measuring, lathe work, forging, millwork, sheet metal, welding, heat treating and/or manufacturing.

DRF-131: Basic Drafting & Design/semester/ dual credit 9-10-11-12
SEE COLLEGE CREDIT PROGRAMS-PG 2 (9th grade with instructor/guidance approval)

This course covers the fundamentals and foundations of drafting and design. This course will develop students skills in the areas of sketching techniques and lettering as well as the use of drafting instruments. Major units of instruction will include sketching applications, lines and lettering, drafting geometry, and multiviews.

CAD-263: Solid Works Assembly/semester/dual credit 11-12
SEE COLLEGE CREDIT PROGRAMS-PG 2

Basic Drafting & Solid Works Modeling 1
Instructor Approval

This course will introduce students to the Assembly Modeling functionality of SolidWorks. Topics will include basic assembly functionality, sub-assemblies, creating features at the assembly level and exploded assemblies. Assembly Mates will be covered in order to create complex interconnected models.

**CAD-264: Solid Works Basic Detailing/semester/dual credit 11-12 Solid Works Assembly
SEE COLLEGE CREDIT PROGRAMS-PG 2 See Instructor**

This course will introduce students to the Detailing or 2D drawing creation functionality of SolidWorks. Students will use orthographic projection skills previously mastered to create multi-view drawings of 3D part models. Drawings will have full associability with the part models allowing automatic updates from part model to drawing and drawing to part model. Students will also use the SolidWorks drawing functionality to create 2D drawings of assembly models. Exploded assembly views will be created and bill of materials generated from the assembly model.

**CAD -286: Solid Works Modeling/semester/dual credit 10-11-12 Basic Drafting & Design
SEE COLLEGE CREDIT PROGRAMS-PG 2**

This course will introduce students to the basic and more advanced parametric modeling concepts using SolidWorks. Coverage will also include customizing the SolidWorks environment, Parametric Equations and Design Tables. Other areas of coverage will include sweeps, lofts and reference geometry creation. Students will follow tutorials in each chapter and will use the skills learned in the tutorials to complete assigned projects at the end of each chapter.

**CAD-287: Solid Works Applications/semester/dual credit 11-12 CAD-264, CAD-286
SEE COLLEGE CREDIT PROGRAMS- PG 2 See Instructor**

This is an advanced course dealing with real life manufacturing situations that students will be faced with while use SolidWorks. Multi-body parts, sheet metal and top-down assembly, weldments and 3D sketching and surfacing and mold tools will be covered.

**CAD-288: Solid Works CSWA Prep/semester/dual credit 11-12 CAD-287
SEE COLLEGE CREDIT PROGRAMS- PG2**

This course covers all the areas of study from the previous SolidWorks courses. These include part modeling, assembly modeling and drawing creation. It will prepare students to take the CSWA test which will be administered at the end of the course.

**CAD-196: Architectural Drafting/semester/ dual credit 10-11-12 Basic Drafting & Design
SEE COLLEGE CREDIT PROGRAMS - PG. 2**

The purpose of this one-semester course is to develop an interest in the field of architecture. The student chooses a house style and draws the following: furniture layout, dimensioned floor plan, electrical layout of each level, elevation of every side, window and door schedule, typical wall section, and detail drawing of all cabinets. A two-point perspective drawing will be made of their house and the computer will be introduced as part of architectural drafting.

**DSL-815: Preventative Maint./semester/Dual credit 11-12 Guidance Office Approval
SEE COLLEGE CREDIT PROGRAMS-PG 2**

There are two courses in this program, Preventative Maintenance and Automotive Shop Safety. The Preventative Maintenance course allows students to learn how to perform prevention maintenance inspection of the cab, electric and frame, and truck trailers. The Automotive Shop Safety course is designed to acquaint the student with the proper personnel and shop safety procedures needed to function in an automotive shop. Tool identification, tool care and maintenance will be covered. Policy, procedures and orientation will also be included in this course.

**WEL-274: Welding I/Shielded Metal Arc/semester/dual credit 11-12 Metals II
SEE COLLEGE CREDIT PROGRAMS - PG. 2**

Welding I is a course offered to students who wish to pursue a career in, or learn about, advanced welding techniques and procedures. The course will require students to complete welds in the four basic weld positions, completion of various joint welds and the use of stick (SWAW) process.

WEL-256: Welding II/Gas Metal Arc/semester/dual credit 11- 12 Welding I
SEE COLLEGE CREDIT PROGRAMS - PG. 2

Welding II covers safety and GMAW (MIG) welding techniques in all positions such as horizontal, vertical and overhead positions. Variety of hands on projects/experiments integrates and reinforces theoretical concepts in the laboratory setting.

LANGUAGE ARTS

105-106: Language Arts 9/two semesters 9

Language Arts 9 includes instruction on the Iowa Core Curriculum as outlined on the following website: <https://iowacore.gov/iowa-core/subject/literacy/9>. As students engage the Core, they will explore a variety of genres and themes.

135-136: Honors Language Arts 9/two semesters 9

Honors Language Arts 9 includes intensive instruction on the Iowa Core Curriculum as outlined on the following website: <https://iowacore.gov/iowacore/subject/literacy/9>.

As students engage the Core, they will explore a variety of genres and themes. Due to the advanced nature of this class, students must have scored in the 85th percentile or above on Iowa Assessments (or other standardized tests) and have an A or B in Language Arts the previous semester to be eligible. Teacher recommendations will also be considered.

111-112: Language Arts 10/two semesters 10

Language Arts 10 includes instruction on the Iowa Core Curriculum as outlined on the following website: <https://iowacore.gov/iowa-core/subject/literacy/10>. As students engage the Core, they will explore a variety of genres and themes

137-138: Honors Language Arts 10/two semesters 10

Honors Language Arts 10 includes intensive instruction on the Iowa Core Curriculum as outlined on the following website: <https://iowacore.gov/iowacore/subject/literacy/10>. As students engage the Core, they will explore a variety of genres and themes. Due to the advanced nature of this class, students must have scored in the 85th percentile or above on Iowa Assessments (or other standardized tests) and have an A or B in Language Arts the previous semester to be eligible. Teacher recommendations will also be considered.

113-114: Language Arts 11/two semesters 11

Language Arts 11 includes instruction on the Iowa Core Curriculum as outlined on the following website: <https://iowacore.gov/iowa-core/subject/literacy/11>. As students engage the Core, they will explore a variety of genres and themes.

145-146: Honors Language Arts 11 11
Two semesters

Honors Language Arts 11 includes intensive instruction on the Iowa Core Curriculum as outlined on the following website: <https://iowacore.gov/iowacore/subject/literacy/11>. As students engage the Core, they will explore a variety of genres and themes. Due to the advanced nature of this class, students must have scored in the 85th percentile or above on Iowa Assessments (or other standardized tests) and have an A or B in Language Arts the previous semester to be eligible. Teacher recommendations will also be considered.

107: Language Arts Lab/ semester 9-10

The goal of Language Arts Lab is the remediation of reading deficits for secondary students who otherwise would struggle with the demands of the secondary curriculum. Language Arts Lab focuses on comprehension skills but also targets vocabulary development and fluency in both fiction and nonfiction textual materials. The course is designed specifically for high school students who are reading below grade level. Iowa Assessment results will be one of the main criteria for placement in this class.

120: Speech/semester 11

This required, one-semester course will help students develop skills in communication. The course will range from one-to-one communication to one-to-group communication. Students will have the opportunity to participate in many communication processes from reading aloud to presenting structured presentations.

131-132: Publications/two semesters 10-12 Instructor Approval

This course is designed to produce a creative, informative, and relevant, Yearbook and Newspaper. Publications focuses on elements of journalism including, but not exclusive to design, interview, article production, headlining, publishing techniques, captions, photography, collaborative work, and interviewing. The class will look at each of these elements extensively to produce a more comprehensive and complete yearbook and newspaper. There will be daily writing associated with this course and may require some after school hours work.

140: Creative Writing I/semester 11-12 LA 9,10

Creative writing is a workshop style course that allows students to write in a variety of genres including personal narrative, short stories, and poetry. Students will focus on personal style and voice while improving organization, narrative techniques, and revision skills.

143: Creative Writing II/semester 11-12 Creative Writing I with C or higher

Students must have completed Creative Writing I with a C or higher to be eligible for Creative Writing II. In this course, students will pursue genres of interest using an independent study format and 1:1 interaction with the instructor. Students will learn strategies for publication and submit their work to multiple contests and literary magazines.

100: Communications Writing 12

This is a course to help you write effective personal and professional communication in various formats (emails, reports, responses, and presentations) as seen in the business world. While it will focus on mass marketing (newspaper, internet magazines, television), you will improve your grammar and vocabulary skills, as well as, improve your knowledge to make you more powerful and successful in your communication.

**ENG-105: Composition I/semester/ dual credit 12 LA 9, 10,11
SEE COLLEGE CREDIT PROGRAMS - PG. 2 GPA of 2.75 or higher**

A writing and reading course deigned to prepare the student for the types of writing communication and thought essential to the academic and working world. The general goals of composition one are to have students gain more confidence in their writing abilities and improve their proficiency in critical reading, exposition and persuasion.

ENG-106: Composition II/semester/ dual credit
SEE COLLEGE CREDIT PROGRAMS- PG. 2

12

C or above in Comp I

An advanced writing and reading course dealing with logic in thought and communication. Emphasis is on reasoning and argument, research skills and sophistication of style in writing.

LIT-101: Introduction to Literature/semester/dual credit
SEE COLLEGE CREDIT PROGRAMS - Pg. 2

12

Composition I

A literature appreciation course, which offers an introduction to the major literary genres: the short story, poetry, drama and the novel. Emphasis is on developing an appreciation of literature through learning the basic elements of each genre and applying those elements as tools of literary interpretation. The major goal of Introduction to Literature is to enrich the students' reading experiences through examination of the elements necessary for analysis of the various genres of literature. Students will also develop the ability to appreciate literature as they become more familiar with classical and contemporary works in the various genres.

792: Changes and Choices (Humanities)/semester
12

This course focuses on the experiences of emerging adults as they face new opportunities and challenges. Changes and Choices allows students to examine and explore choices they make and its impact on themselves and others. Students will apply themes as seen by poets, authors, musicians, historians, and philosophers to their personal lives to connect to the human experience.

190: Acting & Stagecraft/semester
10-11-12

Acting and Stagecraft is a semester course designed for those who are interested in either set design or acting. We will read a few plays, study up on theater history, build sets for the musical/play, and possibly perform our own one-act play if time presents itself. One requirement of being in this class is that you will be either cast or crew on the musical/play of that semester, meaning you will help on the nights of the shows and a few nights of rehearsals, etc.

MATHEMATICS

427-428: Integrated Math I/ two semesters
9-10

The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

429-430: Integrated Math II/ two semesters
Integrated Math I

The fundamental purpose of Integrated Math II is to further build those skills and concepts learned in Integrated Math I. Topics included are rational and irrational numbers, quadratics, exponents, equations, probability, triangular proofs, and circles.

421-422: Integrated Math III/two semesters **11-12** **Integrated Math I and II**

Integrated Math III is composed of topics from Stats, Algebra II, Trig and mathematical modeling.

423-424: Core Algebra I/two semesters **9-10-11-12**

The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

425-426: Honors Algebra I/two semesters **9**

The fundamental purpose of Honors Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Honors Algebra I students extend their learning beyond that of their peers by addressing core topics of probability and statistics.

453-454: Core Algebra II/two semesters **11-12** **Core Alg I or Geometry**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radial functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

435-436: Honors Geometry **10-11** **Honors Alg I or Honors Alg II**

The main goals of the Honors Geometry course are to develop student reasoning skills and understanding of geometric shapes. Students will improve their critical thinking skills and problem solving techniques by exploring geometric principles. Course topics will include proof and logic, parallel lines, congruence and similarity, ratio and proportion, triangle proofs, circles, polygons, geometric constructions, transformations and trigonometry.

473-474: Pre-Calculus/two semesters **11-12** **Geometry & Algebra II**

Pre-calculus is a yearlong course designed to prepare college-bound students for a first course in calculus. The topics presented are prerequisite for calculus. The presentation of these topics develops an intuitive base and some of the working tools for the study of more advanced mathematics. The format of the text we use will provide a transition between high school and college texts.

475-476: A.P. Calculus/two semesters**12****Pre-Calculus**

Calculus is a formal study of motion and rates of change. Students focus on functions, limits, derivatives, and integrals. Calculus is required as a prerequisite for many college majors. A.P. Calculus meets the requirements of the College Board for A.P. curriculum. A primary goal of this course will be preparation for the A.P. Calculus exam.

489-490: A.P. Statistics/two semesters**11-12****Algebra II**

The statistics course will explain how real data is collected and interpreted. The study of probability will be used as a tool for interpreting the distribution of data. Students will study statistics that help describe sample data and statistics designed to make inferences about population groups. A primary goal of this course will be preparation for the A.P. Statistics Exam.

951-952 A.P. Computer Science / two semesters**11-12****Algebra I****This is and Early Bird class for 16-17****See Instructor if interested**

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design.” (AP Computer Science A Course Description, College Board AP, 2014) For the full description visit: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-computer-science-a-course-description.pdf>

SCIENCE

620-621: Earth Science/two semesters**9**

Earth Science is a two-semester course that offers insight into the environment of Earth and the Earth’s environment in space. Earth Science is an inquiry-based course intended to challenge student intellect by providing a hands-on approach to learning and developing higher order thinking skills. While presenting the concepts and principles essential to students understanding of the dynamics and history of the Earth, this course will explore geology, meteorology, paleontology, and astronomy (with an emphasis on Physical Science).

633-634: Biology/two semesters**10****Completion of or concurrently taking Earth Science**

Biology is the study of life in a two-semester course. Life will be studied from the molecular/microscopic level of an organism (genetics and cells) to the macroscopic level, including ecological interaction with the wide range of biodiversity seen today. The class is lab oriented and will study all forms of life from the simplest to the most complex, investigating how life has evolved over time.

637-638: Field Science/two semesters**11-12****Earth Science / Biology / 11th Science**

Field Science is a two-semester Junior/Senior science elective. The course is intended for students who intend to pursue a career in natural resources fields. Field Science is a hands-on class where students spend time working and learning outdoors with regards to all aspects of biological, environmental and earth

science. The emphasis of the first semester will be biological and environmental, whereas the second semester will focus on astronomy, resources, and pollution. Collecting specimens, identification of plants & animals, constellation identification, in-class biome development, and ecological sampling and measuring will consume much of the class time. The course will take a systematic and analytical scientific approach to investigate the local environment. Students must have passed Earth Science, Biology, and Chemistry or Physical Science (or be concurrently taking Chemistry or Physical Science as a junior) before acceptance in the course.

645-646: Physical Science

11

**Completion of or concurrently
Taking Biology 10**

Physical Science is a two semester course, which draws upon the principles of chemistry and physics. Common topics covered include structure, and properties of matter, chemical interactions, forces and interactions, energy, waves and electromagnetic radiation.

643-644: Chemistry/two semesters

11

**Completion of or concurrently
Taking Biology 10**

Chemistry is a two semester course. The principles of chemistry are discovered through utilization of the laboratory. The history of atomic theory and properties of the periodic table of elements are introduced. Concepts of the modern atomic structure, chemical behavior, stoichiometry, acid/base reactions, chemical formulas, and reactions are also introduced.

658: Advanced Chemistry/one semester

12

Chemistry (C or higher in chemistry)

Advanced Chemistry is a one semester course designed specifically for students wishing to pursue careers in the health sciences, engineering and agricultural sciences. Instruction will focus on two areas: organic chemistry, where students will learn about hydrocarbons, alcohols, ketones, aldehydes and other functional groups; and biochemistry, where students will learn about proteins, carbohydrates, lipids, nucleic acids and their synthesis.

663-664: Physics/two semesters

12

**Completion of Alg II &
3 Years of Science**

Physics is a two semester senior course designed for students who are college bound with an emphasis in engineering. It correlates the science and math curriculum. It includes the study of force, work and energy, velocity and acceleration of motion, electricity, magnetism, and other physical work phenomena.

**BIO-168: Anatomy & Physiology I with lab/sem/dual credit
SEE COLLEGE CREDIT PROGRAMS PG-2**

**11-12 C or higher in Biology/
Chemistry**

Subject to Instructor Approval

Is the study of human structure and function in a one-semester course. Beginning with the language of anatomy and cellular organization, students will review cytology, study histological processes, and culminate with the investigation of all 11 organ systems. An emphasis will be put on the integumentary, skeletal, muscular, and nervous systems in semester one. The course is designed to help meet the individual needs of students to prepare for higher education to study an area of biological interest, or to enter a health-related profession. Laboratory work is an important part of this course.

Anatomy & Physiology II is the study of human structure and function in a one-semester course, serving as a continuation of Anatomy & Physiology I. Using a systems approach, the nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary, digestive, and reproductive systems will be discussed. The course is designed to help meet the individual needs of students to prepare for higher education, to study in an area of biological interest, or to enter a health-related profession. Laboratory work is an important part of this course.

SOCIAL STUDIES

731-732: World History/two semesters **9**

This required course is a study of the ancient as well as the present civilization of the world and dates from ancient Egypt up to the present time. The course deals with the political, cultural, industrial, and religious development of all the major nations of the world, plus a brief geographical sketch of each of these nations. The Middle Ages, the Renaissance, the Reformation, and the Industrial Revolution are blended into the stories of the various nations in order to make this course an outstanding study of world history.

733-734: Honors World History/Two semesters **9**

This section of World History may be substituted for and will cover all the material in 731-732: World History. This Honors section is intended for students who desire an academic challenge. Only students with the motivation and ability to move at a faster pace, to study additional content, and to participate in rigorous discussion should choose to enroll in this section. Students should expect extensive research, reading and writing assignments. Report cards and transcripts will carry an "**Honors**" designation.

721-722: American History/two semesters **10**

This is a two-semester required course covering American Historical eras. The time period ranges from Reconstruction (1865) to present. Emphasis is placed on the evolutionary process of democracy in the United States. Much attention is paid to 20th Century Americans and the events that have made us the people and the nation we are today.

723-724: Honors American History /Two semesters **10**

This section of American History may be substituted for and will cover all the material in 721-722: American History. This Honors section is intended for students who desire an academic challenge. Only students with the motivation and ability to move at a faster pace, to study additional content, and to participate in rigorous discussion should choose to enroll in this section. Students should expect extensive research, reading and writing assignments. Report cards and transcripts will carry an "**Honors**" designation.

710: World Geography/semester **11**

A regional approach will be used to study the people and places of our world. Special attention will be given to examining how different areas interact with the United States and how international current events might affect our lives in the United States.

718-719: AP European History/two semesters 9

AP European History focuses on the period from 1450 until the present. It is a year long course that focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments indifferent times and places.

729: Modern American History/semester 11

This course will begin in 1960 and cover major events, trends, and topics from that point until the present time in American History. Focus will also be given to how world events helped shape the direction of America and how recent historical events have made us the land and people we are today.

760: Sociology/semester 11-12

Sociology is a one-semester course optionally suggested for juniors and seniors. It stresses a problems approach to the study of man, his interrelations to other men, and his cultural institutions. Through several different approaches, it introduces the student to social aspects of life in America today. Many activities are provided for student inquiry, individual research, and cooperative learning.

770: American Government/semester 12

American Government is required for graduation and taken sometime during the senior year. It stresses participatory politics and political activities. Through several differing approaches, it introduces the student to knowledge of the three branches of our government, stressing the current examples of the day as well as our country's history. Units within the general interest are the Legislative Process, the American Presidency, Judicial Criticism, Contemporary Politics, Constitutional Underpinning, stressing activities and role-playing.

POL-111: American National Government/semester /dual credit 12 C or higher in most recent social studies class
SEE COLLEGE CREDIT PROGRAMS - PG. 2

This course is a survey of American government and politics. It includes discussion of the historical foundations and fundamental principles of American democracy, the basic institutions of government, the fundamental rights of citizens and the public policy process. **MUST HAVE A 2.75 CUM GPA**

HIS-118: Western Civilization II Early Modern/dual credit 11-12 World History
SEE COLLEGE CREDIT PROGRAMS-PG 2 semester class American History

This is a survey course in Western Civilization from the Renaissance through the Age of Democratic Revolutions. The civilizational components of religion, philosophy, literature, art, science, and architecture are integrated into the political and social history of Europe, from about 1450 to the end of the eighteenth century. **MUST HAVE A 2.75 CUM GPA**

HIS-119: Western Civilization III Modern Period/dual credit 11-12 World History
SEE COLLEGE CREDIT PROGRAMS- PG 2 semester class American History

This is a survey course in Western Civilization in the Modern Age, from the Age of Democratic Revolutions through the present day. The civilizational components of religion, philosophy literature,

art, science, and architecture are integrated into the political and social history of Europe and its impact on the modern world. **MUST HAVE A 2.75 CUM GPA**

775: Global Studies /semester

11-12

Students in this elective course will focus on contemporary issues and events that are impacting the world today. It is a news-driven course with the emphasis on acquiring information from a variety of sources, analyzing, and hypothesizing about the immediate impact of the topic and also the effect on the future. Students will research issues and events, engage in class discussion, and ultimately learn more about the world and current events.

PSY-111: Introduction to Psychology/semester/dual credit

11-12

SEE COLLEGE CREDIT PROGRAMS PG-2

An examination of the fundamentals of behavior. Designed to familiarize students with human behavior, how it is studied, and the applications of the results of that study. Theoretical issues, comprehension of research findings, and research techniques will also be examined

PSY 121: Developmental Psychology/semester/dual credit

11-12

SEE COLLEGE CREDIT PROGRAMS PG-2

This course provides an overview of human development through the lifespan. Topics covered include prenatal, infant, childhood, middle childhood, adolescence, and all stages of adulthood. Physical, cognitive, psychological, and social development are considered in an interactive manner. The language and methods of developmental psychologists are discussed.

MULTICATEGORICAL SELF-CONTAINED

GRADES 9/10

121-122: English 9 and 10

These courses work to improve basic reading and writing skills. Focus is on materials that will be needed to live and work independently.

403: Financial Skills

This one-semester course required for juniors and seniors includes the following topics: setting financial and career goals, budgeting and spending, income taxes, auto insurance, home owner's/renter's insurance, banking, credit, saving and investing. Students will learn basic skills of writing checks, balancing a check book, and figuring out monthly bills.

410-411: Math

This course stresses basic math skills and applying them to real life math situations such as banking, budgeting living expenses, loans and review/practice of math facts.

701-702 World Geography A and B

706-707: World History

These yearlong courses alternate between World History and World Geography. The World History text simplifies many of the same concepts taught in the general education setting.

This World Geography class, will emphasize human geography, location of places, cultures and the relationship of people and where and how they live.

GRADES 11/12

409: Math 11

This one-year course is a third year of basic math skills applied to real world math problems.

117-118: Language Arts 11 and 12

One year this course is for two semesters; the other, one semester. These courses continue to work to improve basic reading and writing skills.

727: Government

This semester course studies the founding of our nation and the establishment of our government's three branches and three levels. Students are given the opportunity to register to vote.

813-814: Work Experience

Students will develop work skills through job placement as arranged through the transition program. The Work Experience Provider and Central High School staff will coordinate work hours and development of specific job skills.

819: Vocational Prep

This class is taken for one semester each year. Focus is on learning to fill out job applications, prepare for interviews, and visiting job sites.

Electives as requested and available.

116-200: 21st Century Skills A&B **9-10-11-12**

It focuses on independent living skills, social interaction, doing for others, and preparation for adult life.

SPECIAL PROGRAMS

312: Independent Study

9-10-11-12

Instructor Approval

Students wishing to pursue specific content not covered in a traditional classroom setting may apply for an Independent Study. This option is designed to more fully develop student potential in curricular areas in which they have special interests, aptitudes, or needs. Plans must be approved by an appropriate faculty member who will supervise the experience. Also, an “Application of Interest” must be submitted by the student prior to enrollment. This form can be picked up from Mr. Mercado. This option will provide students with an opportunity to participate in self-directed learning while pursuing content related to their academic goals. Students must be good at self regulation to pursue this course.

320: Leadership/semester

9-10-11-12

elective

This one semester elective course is designed to provide students with instruction in basic leadership skills. Students will learn how to utilize and develop their leadership potential through study, discussion and action. Information presented will address the following 21st century skills identified in the Iowa Core: (1) civic literacy, (2) employability skills, and (3) technological literacy.

322: Multi-Media/semester

9-10-11-12

Instructor Approval

This course is focused on developing proficiency with a wide range of technological production tools. Students can choose to work with Digital Photography, Movie Making, Sound Editing, Web Design, or other options related to multi-media production. Students will utilize Project Based Learning to drive their production. They will learn to locate and utilize resources relevant to their chosen areas of study, and will engage in critical discussion about their work. Students may work independently or collaboratively. Due to the limited resources available for student use, instructor approval is required to take the course (with a limit of 10 students per semester). This course may be repeated.

1009: Technical Assistant

11-12

Tech office/Admin approval

The Central Technical Assistant class is available to Juniors and Seniors and operates under the supervision of the Tech office. Students will have the opportunity to work hand in hand with the district technology. The students will learn troubleshooting techniques for both Macs and Windows, make “how-to-videos”, operate a help desk in the library and other projects deemed necessary. The students will have the opportunity to assist teachers in PreK-12 classrooms. Students considering this option should exemplify the following: must be a self-starter, able to work independently, follow directions, work cooperatively with students and adults, possess a desire/interest to work with computers and learn more about the field of informational technology. Participation must be approved by an appropriate faculty member who supervises the class. An “Application of Interest” and “How-to-Video” must be completed and submitted by the student prior to enrollment. All participants must attend a mandatory training session in August and December. For specific details or questions, contact Mrs. McClimon.

DRIVER EDUCATION

Driver Education

9-10-11-12

This course is open to all students who are 14 years old and have a valid Instruction Permit. The actual registration and payment of fees will be made directly with the AEA. Forms are available in the high school office or the AEA website at www.mbaea.org. Questions or concerns can be directed to Anne Budde, Coordinator of Student Programs at AEA 9, 563-344-6449.

Schedule Worksheet for Freshman Classes

Student Name _____

Student Signature _____

Parent Signature _____

Required Courses

	Course #	Course Title
Language Arts (Choose one, list both numbers)		
Language Arts 9 (105, 106)	1	_____
OR	2	_____

Honors LA (135, 136)

Social Studies (Choose one, list both numbers)

World History (731, 732)	3	_____
OR	4	_____

Honors World History (733, 734)

Health (600)

5	<u>600 Health</u>	_____
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PE (Choose one, list one number)

PE (551)	6	_____
Personal Fitness (581)		

Math (Choose one, list both numbers)

Integrated/Math I (427, 428)	7	_____
Algebra I (423, 424)	8	_____
Algebra I Honors (425, 426)		

Earth Science (620, 621)

9	<u>620 Earth Science A</u>	
10	<u>621 Earth Science B</u>	

Electives

Choose 6 more classes from the electives available to freshman.

11	_____
12	_____
13	_____
14	_____
15	_____
16	_____

Alternate Course #1

Alternate Course #2

Schedule Worksheet for Sophomore Classes

Student Name _____

Student Signature _____

Parent Signature _____

Required Courses

	Course #	Course Title
Language Arts (Choose one, list both numbers)		
Language Arts 10 (111, 112)	1	_____
OR	2	_____
Honors LA 10 (137, 138)		
Social Studies (Choose one, list both numbers)		
American History (721, 722)	3	_____
OR	4	_____
Honors Am. History (723, 724)		
PE (Choose one, list one number)	5	_____
PE (551)		
Personal Fitness (581)		
Math (Choose one, list both numbers)		
Integrated/Math II (429,430)	6	_____
Algebra II (453,454)	7	_____
Honors Geometry (435,436)		

Biology (633, 634)

8	<u>633</u>	<u>BiologyA</u>
9	<u>634</u>	<u>BiologyB</u>

Electives

Choose 7 more classes from the electives available to sophomores.

10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____

Alternate Course #1

Alternate Course #2

Schedule Worksheet for Junior Classes

Student Name _____

Student Signature _____

Parent Signature _____

Required Courses

	Course #	Course Title
Language Arts (Choose one, list both numbers)		
Language Arts 11 (113, 114)	1	_____
OR	2	_____
Honors LA 11 (145, 146)		

Social Studies (Need both)

Modern U.S. History (729)	3	<u>729 Modern US History</u>
World Geography (710)	4	<u>710 World Geography</u>

PE (Choose one, list one number)

PE (571)	5	_____
Personal Fitness (581)		
Early Bird (555)		

Speech (120)

6	<u>120 Speech</u>
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Math (Choose one, list both numbers)

Integrated Math III (421, 422)	7	_____
Algebra II (453,454)	8	_____

Science (Choose one, list both numbers)

Chemistry (643, 644)	9	_____
Physical Science (645-646)	10	_____

Electives

Choose 6 more classes from the electives available to juniors.

11	_____
12	_____
13	_____
14	_____
15	_____
16	_____

Alternate Course #1

Alternate Course #2

Schedule Worksheet for Senior Classes

Student Name _____

Student Signature _____

Parent Signature _____

	Course #	Course Title
American Gov't (Choose one) OR American Nat'l Gov't (College course)	1	_____
PE (Choose one, list one number) Phy Ed (571) Personal Fitness (581) Early Bird PE (555)	2	_____
Language Arts	3	_____
Choose 2 semesters (list 2 numbers) (See Course Guidebook)	4	_____
Personal Finance (920)	5	<u>920 Personal Finance</u>
Electives Choose at least 7 more classes from Electives available to seniors	6	_____
	7	_____
	8	_____
	9	_____
	10	_____
	11	_____
	12	_____

Alternate Course #1 _____

Alternate Course #2 _____

CENTRAL DEWITT SCHEDULE CHANGE REQUEST FORM
DUE BEFORE MAY 15TH, 2017

Name _____ Grade _____

Course Name Dropped _____

Course Name Added _____

Reason for Request:

- Students requesting changes in schedules must turn the schedule change form into the school counseling office with the necessary signatures before the change can be made. Once the form is completed and turned in, students are required to schedule an appointment with their counselor to determine if a schedule change will be made.
- Schedule changes will not be automatic. Approval of schedule changes will be determined on an individual basis. Priority will be given to students who are missing or have failed prerequisite courses, computer error, adding concurrent enrollment courses when seats are available, graduation requirement make-ups, and new students to the district.
- Students must maintain their current schedule until notification is given of a schedule change.
- Return this form to the Guidance office.

Please obtain the following signatures:

Student signature _____ Date _____

Parent Signature _____ Date _____

Counselor Signature _____ Date _____

Counselor Comment _____