

Southeast Polk High School Registration Guide

2012-2013



The mission of the Southeast Polk Community Schools is...

To be an innovative educational organization committed to providing learning experiences of superior quality which enable ALL students to successfully meet challenges now and in the future.

Southeast Polk High School

Registration Guide

2012-2013

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To Our Students,

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

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

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

Best wishes for a productive year of learning.

Chuck Bredlow

Southeast Polk High School Principal

Equal Opportunity- -Notice of Nondiscrimination

Southeast Polk Community School District hereby serves notification that this District does not discriminate on the basis of gender, race, national origin, religion, age, marital status, or disability in admission or access to, or treatment or employment in, its programs or activities. Any person having inquiries concerning the Southeast Polk Community School District's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 is directed to contact: Dr. Stephen N. Miller, District Equity Coordinator, Southeast Polk Community School District Office, 8379 NE University Avenue, Pleasant Hill, IA 50327, phone 515-957-3403, who has been designated by the Southeast Polk Community School District to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, and Section 504.

Southeast Polk Community School District

Student Exit Outcomes

All S.E.P. students will be

1. **Self-Directed Learners** who create positive visions for themselves and their futures, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
2. **Collaborative Workers** who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
3. **Complex Thinkers** who identify, access, integrate and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.
4. **Community Contributors** who contribute their time, energies, and talents to improve the welfare of others and the quality of life in their diverse communities.
5. **Quality Producers** who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technologies.
6. **Wellness Practitioners** who create a sense of personal and social health characterized by the total integration of body, mind, and spirit, with an understanding that health is not just the absence of disease and discomfort.
7. **Global Participants** who participate in the maintenance of our ecosystem through individual awareness and personal habits; understand the role of the United States in the global economy; and contribute, on a personal level, to an improved quality of life for all people.
8. **Effective Communicators** who are literate citizens actively listening and responding to others' ideas and needs, relating information in various situations, and skillfully using verbal and nonverbal communication skills.

Graduation Requirements

Credits Needed for Graduation = 48

The following chart breaks down the minimum graduation requirements for students who are currently in grades 10-12.

8 credits	Language Arts (2- English Connections, 1- Communications, 1- Literature, 1 – Writing, 3 – English Electives)
6 credits	Math
6 credits	Science (2-Physical Science, 2-Biological Science, 2-Science Electives)
6 credits	Social Studies (2-US History, 2-Government, 1-World Class, 1-Economics)
4 credits	Physical Education
1 credit	Career and Technical Education (Agriculture Education, Industrial Technology, Family and Consumer Science, Business Education, or Health Occupations)
1 credit	Fine Arts (Band, Choir, or Art)
1 credit	Health
13.5 credits	Electives (World Language is recommended/required for those wishing to attend the state universities)
0.5 credit	Freshman Seminar
1 credit	Senior Seminar

The following chart breaks down the minimum graduation requirements for students who are currently in the 9th grade.

8 credits	Language Arts (2- English I : English Connections, 1- Communications, 1- Literature, 1 – Writing, 3 – English Electives)
6 credits	Math
6 credits	Science (1-Physics, 1-Earth/Space Science, 2-Biological Science, 2-Chemical Science)
6 credits	Social Studies (2-US History, 2-Government, 1-World Class, 1-Economics)
4 credits	Physical Education
1 credit	Career and Technical Education (Agriculture Education, Industrial Technology, Family and Consumer Science, Business Education, or Health Occupations)
1 credit	Fine Arts (Band, Choir, or Art)
1 credit	Health
13.5 credits	Electives (World Language is recommended/required for those wishing to attend the state universities)
0.5 credit	Freshman Seminar
1 credit	Senior Seminar

General Requirements:

1. The maximum course load is 8.5 credits per semester.
2. All students are **encouraged** to carry 7.5 academic credits per semester.
3. Ninth and tenth grade students are required to take a minimum of 6.5 academic credits each semester.
4. Eleventh grade students are scheduled for 6.5 periods and are required to take 5.5 academic credits per semester.
5. Senior students who take all courses on the SEPHS campus are required to take 5.5 credits each semester.
6. Eligible students who take some of their classes off the campus of SEPHS (PSEO, Central Campus, Career Academy, etc.)...
1st semester: must enroll in 4.5 credits if 41 total credits have been earned prior to the current semester
2nd semester: must enroll in 4.5 credits if 45 total credits have been earned prior to the current semester
Either semester: If the total credits noted above are not earned, seniors must take 5.5 credits each semester.
7. A maximum of 8 credits may be transferred from approved alternative education programs.
8. Transfer students must assume the requirements at Southeast Polk High School, effective at the time of their transfer.
9. After the first week of a semester, a student who drops a course will receive a grade of "F" for the semester.
10. All exceptional or unusual circumstances concerning graduation must be evaluated by the high school principal and the superintendent of schools.

Senior Seminar

Program Description:

All graduating seniors will successfully complete this independent study as a Southeast Polk graduation requirement. All seniors who successfully complete this graduation requirement will earn one credit toward graduation. Senior Seminar is a culmination of skills, products, and experiences that begin in ninth grade. Students will maintain a collection of artifacts in a student portfolio folder that will be maintained through their advisement teacher. This collection of artifacts will begin in ninth grade and continue through their graduating semester. Students have access to a list of examples of artifacts from various Southeast Polk High School courses, as well as examples from various outside school activities, that demonstrate their fulfillment of the Southeast Polk Exit Outcomes. A Senior Presentation is a required element of the Senior Seminar process. Senior Presentations will be scheduled through advisement teachers and presentations will be given before advisement peers. Advisement teachers and student peers will use a scoring rubric to assess each Senior Presentation. In addition, each senior will score a self-assessment of their own presentation using the same scoring rubric.

Senior Presentation Description:

1. Senior Presentations provide a community/family component.
2. Seniors give presentations in scheduled advisement sessions during the senior year. Presentations are typically 20 minutes in length. Students can also schedule alternate times for presentations should extenuating circumstances exist.
3. A universal scoring rubric is used by audience members, advisement teachers, and the senior presenters themselves to assess the presentations.
4. The presentation relates to what the senior student has accomplished, learned, and produced that validates the acquisition of the eight district outcomes. The presentation also relates to the student's post-secondary field(s) of choice and celebrates the transitioning from Southeast Polk Schools to post-secondary education or training.

Early Graduation Policies

Junior Year Early Graduation Request Procedures:

1. Deadline date for all requests is December 1
2. The student and their parent(s)/guardian(s) will conference with their counselor
3. Information to the Board of Education includes the following
 - a. Student letter to the Southeast Polk Board of Education requesting early graduation. The letter should include a signature of approval by the parent(s)/guardian(s)
 - b. Counselor form showing appropriate graduation credits have been earned or are in progress
 - c. Letter of recommendation from the guidance counselor to the Southeast Polk Board of Education
 - d. Letter of recommendation from the principal to the Southeast Polk Board of Education

Senior Year First Semester Graduate Procedures:

1. Deadline date for all requests is October 1
2. The student and their parent(s)/guardian(s) will conference with their counselor
3. Must complete Early Graduation Request form located in the Guidance Office

Commencement Participation:

Student must have successfully completed all graduation requirements and be a student "in good standing" to participate in the graduation ceremony.

Students who do not meet the graduation requirements prior to stated date, but who complete the requirements on or before August 1 of the graduation year, may receive diplomas from the senior high guidance office.

Students who complete graduation requirements after the stated deadline and wish to participate in a graduation ceremony may arrange with their guidance counselor to be placed on the list of graduates and participate in graduation ceremonies the following year. These students must meet all the graduation requirements for the class with whom they participate in the ceremony.

8 PERIOD DAILY SCHEDULES

MONDAY, TUESDAY, THURSDAY, FRIDAY 8 PERIOD DAILY SCHEDULE		
PERIOD	TIME	
Early Bird PE	6:35-7:40	
1.....	7:50-8:35	
2.....	8:40-9:25	
3.....	9:30-10:15	<u>Lunch Times</u>
4.....	10:20-11:05	(A) 11:05-11:38
5.....LUNCH.....	11:10-11:58	(B) 11:33- 12:03
5 or 6 or LUNCH.....	12:03-12:28	(C) 11:58-12:33
6.....LUNCH.....	12:33-1:21	(D) 12:28-12:58
7.....	1:26-2:11	(E) 12:53- 1:26
8.....	2:16-3:01	

WEDNESDAY ADVISEMENT SCHEDULE 8 PERIOD DAILY SCHEDULE		
PERIOD	TIME	
Early Bird PE	6:35-7:40	
1.....	7:50-8:31	
2.....	8:36-9:17	
Advisement	9:22-9:48	
3.....	9:53-10:34	<u>Lunch Times</u>
4.....	10:39-11:20	(A) 11:20-11:53
5.....LUNCH.....	11:25-12:11	(B) 11:48-12:16
5 or 6 or LUNCH.....	12:16-12:38	(C) 12:11-12:43
6.....LUNCH.....	12:43-1:29	(D) 12:38-1:06
7.....	1:34-2:15	(E) 1:01-1:34
8.....	2:20-3:01	

TWO HOUR LATE START SCHEDULE 8 PERIOD DAILY SCHEDULE		
PERIOD	TIME	
Early Bird PE	8:35 - 9:40	
1.....	9:50 - 10:13	
2.....	10:18 - 10:41	
3.....	10:46 - 11:09	<u>Lunch Times</u>
4.....	11:14 - 11:37	(A) 11:37 - 12:07
5..... LUNCH	11:42 - 12:25	(B) 12:02 - 12:30
5 or 6 LUNCH.....	12:30 - 12:47	(C) 12:25 - 12:52
6.....LUNCH.....	12:52 - 1:35	(D) 12:47 - 1:15
7.....	1:40 - 2:18	(E) 1:10 - 1:40
8.....	2:23 - 3:01	

Procedure for Dropping Courses:

At the start of each semester, a student has a period of FIVE SCHOOL DAYS to talk with his/her counselor and teacher about withdrawing without a failing grade.

Teacher, counselor, and parent must agree to allow the withdrawal. Student must, however, maintain the minimum course load requirement. If dropping a course results in the student falling below the minimum requirements, the course may not be dropped.

Students requesting to withdraw from class **after the first five school days of a semester** will receive an "F" grade for the course for the semester. The drop procedure is still followed by obtaining the signature of the teacher, guardian, and the counselor. The student will be rescheduled for study hall in place of the dropped class. Students must maintain the minimum course load.

Exceptions and Alternatives:

If **teacher and administrator** recommend that a student withdraw from an academic course later than the first five days of the semester, the student may withdraw from the course without a grade. If a student drops a course for a medical reason, he/she will be dropped without a grade.

Schedule Changes:

1. Schedule adjustments are made on a very limited basis:
 - a. Incomplete Schedule
 - b. Duplication of courses
 - c. Course in incorrect sequence
 - d. Lacking a required course for graduation or grade level
 - e. Not meeting a prerequisite or teacher approval
 - f. Re-enrollment in a course in which the student received a failing grade or no credit
 - g. Misplacement due to inappropriate skill level for class
2. Students must obtain parent permission to make changes to their schedules.
3. Schedule change forms are available from the guidance counselors.
4. Schedules Are Not Adjusted For The Following Conditions:
 - a. Preference for a different teacher
 - b. Preference for a different period or semester
 - c. Preference to be with friends in class
 - d. CHANGE OF MIND ABOUT TAKING THE COURSE
 - e. Preference for a different lunch

During the spring and summer: All first semester changes should be completed prior to the start of the school year. A counselor works in the guidance office during the summer every Wednesday from 8:00 a.m. to 3:00 p.m. Students may make desired schedule changes during this time.

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

Pass/Fail Option:

1. The pass/fail course must be an elective.
2. Pass/fail can be used only once per semester and for a total of 4 times during high school.
3. A student must select the course for pass/fail assessment by the end of the thirteenth week of the grading period. The selection becomes final at the end of that week.
4. A student currently taking classes where pass/fail is the only grading option (TAG or OASIS) may take another course pass/fail, provided all of the above criteria are met.
5. A student may not take a course pass/fail and audit a course in the same semester.

Retaking a Course:

1. A student may retake a course in which the grade earned was lower than his/her expectations.
2. The higher grade will appear on the student's transcript and the lower grade will appear as an audit (AUD).
3. The student's cumulative GPA will be recalculated after replacing the poor grade with the new grade.
4. The retaking of a course is a group consensus decision among the following stakeholders: the student, the student's parent(s), the student's guidance counselor, the student's past and current teachers in the course, and a school administrator. The student will be provided with a clear explanation of the course expectations.
5. Retaking a course can only be done once per semester and twice in a student's high school career.

Auditing:

1. Auditing a course is reserved for a student who desires to repeat a course to acquire a greater understanding of course outcomes and/or as preparation for the next level of the discipline's coursework.
2. No credit is offered to the student who audits. Course credit is only offered once, and no grade will be offered.
3. Audits must be approved by the past and current teachers of the course and the guidance counselor, and a clear explanation of the course explanations will be provided to the student.
4. No more than one class per semester may be audited.
5. An "Aud" will be placed on the report card and subsequent transcript for the semester grade.
6. A student may not audit a course and take one pass/fail in the same semester.

Six-Week Grades:

Six-week grades indicate a student's progress. They are not final grades and do not appear on the permanent record. They indicate current performance and what can be expected if the student continues at the same level of performance.

Minimum Recommended Courses for Four-Year Liberal Arts College or University Entrance

9th Grade:

English, Social Studies, Math, and Science

10th Grade:

English, Social Studies, Math, and Science

11-12th Grade:

Four Years of English, choose from AP Literature, American Authors, World Literature, Composition, AP Composition, Communications.

Third Year of Mathematics (Algebra II or higher)

Third Year of Social Studies

Third Year of Science (Chemistry, Physics or AP Biology)

Successful completion of the above meets the entrance requirements of Iowa's three state universities. Individual institutions may require a grade of "C" or better before acceptance of the above courses. Two years of a single World Language is also required for entrance to most four-year Liberal Arts Colleges and Universities. Some colleges and universities may require additional World Language credits in order to graduate from their institution.

Regent Admission Index (RAI)

Students who wish to enter Iowa State University, the University of Northern Iowa, or the College of Liberal Arts and Sciences at The University of Iowa directly from high school beginning Fall 2009 or later will be admitted based upon the following four factors: ACT composite score, high school grade point average, high school percentile rank, and the number of high school courses completed in the core subject areas.

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

$RAI = (2 \times \text{ACT composite score}) + (1 \times \text{high school rank}) + (20 \times \text{high school grade point average}) + (5 \times \text{number of HS core courses completed})$.

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

For purposes of calculating the RAI:

- SAT scores are converted to ACT composite equivalents.
- High school rank is expressed as a percentile with 99% as the top value.
- High school GPA is expressed as a 4-point scale.
- Number of high school courses completed in the core subject areas is expressed in terms of years or fractions of years of study.

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

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

Act	24	$24 \times 2 =$	48
HS Rank	75%	$75 \times 1 =$	75
HS GPA	3.5	$3.5 \times 20 =$	70
Core Courses	18	$18 \times 5 =$	90
		RAI	283

Guidelines for Foreign Exchange Students

1. Exchange students will be accepted only from programs approved by the National Association of Secondary School Principals.
2. Exchange students must be at least 17 years of age.
3. Exchange students must apply to the principal of the senior high before **July 15**.
4. Exchange students will follow all rules and regulations of the Southeast Polk Community School District.
5. Exchange students must be enrolled for a full school year.
6. Exchange students must have proficiency in English.
7. Exchange students must have a signed insurance waiver or purchase school insurance.
8. Exchange students must meet all eligibility requirements for participation in extra-curricular activities.
9. Exchange students are not allowed to enroll in driver education classes.
10. Exchange students may receive an honorary diploma during commencement exercises. If the exchange student is designated a senior, he/she must enroll in two semesters of English, two semesters of United States history, two semesters of government, and two semesters of Physical Education.

Weighted Grading System

Students taking honors, advanced placement, post-secondary enrollment option, and concurrent community college credit courses will receive weighted academic credit. Graduation grade point averages are based on the chart below.

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

AP Courses	DMACC Academies	DMACC Concurrent Credit	
AP Biology	Health Occupations	Accounting II	French IV
AP Calculus	Teacher Academy	Advanced Animal Science	Greenhouse Operations
AP Chemistry		Advanced Animal Science Lab	Intermediate CADD--Architectural
AP Composition		Auto Mechanics I & II	Marketing Education
AP Literature		Communications for Technicians	Pre-Calculus
AP Macroeconomics		Composition II	Spanish IV
AP Psychology		Computer Aided Architectural Drafting	Statistics
AP Physics		Computer Aided Engineering Drafting	Textiles and Entrepreneurship
AP US History		Construction Technology	Trades and Industry
AP World History		Drafting	Turf and Landscape
AP On-line Courses		Explorations of Drawing Media	Vocational Work/Apprenticeship
		Explorations of Painting Techniques	Web Page Design II
		Finite Math	

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

Class Rank

Each semester, the highest GPA in the class is assigned rank 1 and the next highest GPA is assigned rank 2, etc., until each student in the class has been ranked from 1 to the final student. If a class has 300 students, the first 150 students are in the top half; the remaining 150 students in the bottom half.

Grade Point Average

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

Example

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

	<u>First Semester</u>	<u>Second Semester</u>
Literature AP	B=3.5	B=3.5
Algebra	B=3	C=2
AP World History	B=3.5	B=3.5
Science	C=2	D=1
French	B=3	C=2
Band	B=3	B=3
Chorus	B=3	B=3
P.E. (.5 credit)	B=1.5	B=1.5
	Total Points 22.5	Total Points 19.5
<p>First semester's GPA is figured by dividing 22.5 by 7.5 classes which equals a GPA of 3.0. Second semester's GPA would be 2.60. Miss SEP's cumulative GPA would be figured by adding 22.5 and 19.5 for a total of 42 points and dividing by the number of classes attempted leaving a Cumulative GPA of 2.8</p>		

Advanced Educational Opportunities

Post-Secondary Enrollment Options Act:

By an act of the Iowa Legislature, students may enroll for courses at a post-secondary institution. Funds for this enrollment will be provided by the local school district, provided that the student meets the admissions requirements of that post-secondary institution and that the course(s) taken are not offered by the local school district. Students of junior or senior status, and freshmen and sophomore grade students who are identified as Talented and Gifted, are eligible, provided the students are proficient in reading, math, and science as determined by the Southeast Polk Board of Education. If a student fails to complete the course or receive credit, the student/guardian must pay for the course. Students who successfully complete a course will receive college and high school credit. A student may enroll part-time in an eligible post-secondary education institution for no more than four semester terms or six quarter terms, unless they are identified as a gifted and talented ninth or tenth grade student. Further information about application guidelines and procedures and a list of participating post-secondary institutions may be obtained from the counselors.

We have recently received clarification from the Department of Education around concurrent enrollment courses. The content of these courses is designed at the college level, and is not intended to be offered for high school credit only. To align with this clarification, students who drop concurrent courses will receive no credit.

Advanced Placement:

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

DMACC Concurrent Credit Courses:

Southeast Polk High School offers courses that align with courses offered at Des Moines Area Community College. Due to this alignment and the unique qualifications of some staff members at Southeast Polk, students who successfully complete these courses can earn concurrent credit here at Southeast Polk and at DMACC. These credits and grades become part of the students' college transcripts, and many of the credits later transfer (in one form or another) to other colleges and universities. In most cases, students must be in 11th or 12th grade in order to take these courses, but there are some exceptions. At the same time, students must be proficient in reading, math, and science as determined by the Southeast Polk Board of Education.

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



NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency.** Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

DIVISION I 16 Core-Course Rule

16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

DIVISION II 14 Core-Course Rule

14 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.NCAA.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.eligibilitycenter.org.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86



Freshman Eligibility Requirements

Article V, Section C, items 1 and 2 of the NAIA Bylaws

1. An entering freshman student must be a graduate of an accredited high school or be accepted as a regular student in good standing as defined by the enrolling institution.
2. An entering freshman student must meet two of the three entry level requirements:
 - a. A minimum score of 18 on the Enhanced ACT or 860 on the SAT (for tests taken on or after April 1, 1995).

NOTE: In order to meet the requirement of Article V, Section C, item 2, paragraph a above, an entering freshman taking the SAT as of March 1, 2005 must achieve a score of 860 or higher on the **Critical Reading and Math** sections.

- b. An overall high school grade point average of 2.000 or higher on a 4.000 scale.
- c. Graduate in the upper half of the student's high school graduating class.

Interpretation

Item 1

A student does not have to be a high school graduate to meet freshman eligibility standards. As long as the student is accepted as a regular student in good standing (not placed on probationary status by institution) then this requirement can be met. If the student is a high school graduate then they must have graduated from a properly accredited high school. Accreditation in most instances will be through the applicable state agency.

Item 2a

A student must achieve a minimum score of 18 on the ACT or 860 on the SAT to meet this requirement. The score must be achieved at a single test sitting administered by a certified tester on a National or International testing date. No composite scores or sum scores can be utilized. A test not administered as stipulated above will be considered a residual test and not applicable for the freshman requirements.

The test must be taken prior to the term in which the student initially participates. This means prior to the first day of class for the fall term, winter term, or spring term. A student who may not be eligible in the fall may take the ACT or SAT again that term and if the student meets the requirement participate in the spring, granted that test was taken prior to the first day of class in the spring. The student will not be eligible to participate until they attend a class in the spring term.

Students diagnosed with a learning disability may use untimed ACT/SAT test results to meet freshman standards. The untimed test, though, must be arranged, approved, and conducted according to the procedure established by the ACT or SAT national office for the administration of such tests. A minimum score of 18 or 860 must still be achieved.

Item 2b

A student must achieve an overall high school GPA of 2.000 on a 4.000 scale based on the student's high school transcript which includes all course work taken through the term immediately prior to graduation. There are no core course requirements for the NAIA. If the high school does not report GPA on a 4.000 scale, the institution's registrar shall convert all high school grades to the 4.000 scale and establish the GPA. If the high school reports grades in percents then the NAIA institution is to receive high school's percent grading scale. A student in the "C" range is considered to have met this requirement.

A student who has taken and passed the GED will be considered to have met the 2.000 requirement. The student must still meet the ACT/SAT requirement. A student who has been identified with a preparatory school for one full academic shall have the GPA achieved at the prep school combined with the overall high school GPA for application to the 2.000 requirement.

Item 2c

A student must graduate in the upper half of their high school graduating class based on the student's high school transcript which includes all course work taken through the term immediately prior to graduation. High schools that do not rank students may elect to certify on official high school letterhead signed by the high school principal, headmaster, or registrar that if the high school were to rank their graduating class this student would have graduated in the upper half of the graduating class.

A student who graduates the equivalent of 50 out of 100 (50 percentile) will be considered to have graduated in the upper half of the graduating class.

Home-Schooled Students

To meet the NAIA freshman requirements a home-schooled student must receive the certificate (or equivalent) granted by the appropriate state agency verifying that the student successfully completed the home schooling requirements of that state. "Equivalent" can be interpreted in several ways but the key is that in some way the appropriate state has verified in an official capacity that the student has fulfilled the proper home school requirements. The student must also achieve a minimum score of 18 on the ACT or 860 on the SAT as mandated under item 2(a).

In rare instances, a student may have been home schooled in a state that has no home school requirements or a state agency that can verify that the home school requirements have been successfully completed. In that instance the institution will need to seek an exception to the standard rule for the student under the process detailed at Article V, Section L of the NAIA Bylaws. In prior requests, a student who has scored well on the ACT or SAT has had an outstanding chance of receiving an exception.

International Students

An incoming international freshman student must meet the same requirements required of a domestic freshman student. If high school GPA and class ranking cannot be determined then the international student can be determined eligible by meeting the NAIA institution's admission criteria for international students and by meeting the following NAIA criteria:

1. A minimum score of 18 on the ACT or 860 on the SAT as mandated under item 2(a).
2. Meet the entering freshman requirements as defined for students from each country in the most current Guide to International Academic Standards for Athletics Eligibility (GIAS on freshman form) published by the NCAA using AACRAO guidelines.

<http://www.playnaia.org/page/highschool.php>

Counseling Services

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

Component I – Personal & Social

Personal and small group counseling – As needed

Support groups could include

Victims – Support group facilitated by Victims Services for those dealing with abuse

Teen Pregnancy – Support group for pregnant teens and fathers to receive information on support systems that are available and connection with Visiting Nurse Program

Substance Abuse – Support group for those dealing with issues and concerns involving substance abuse

Anger Management – Explore the causes of anger, and appropriate ways of handling it

Grief – Support group and resource for those who have experienced loss

Student Ambassadors – A group of 30 students whose main purpose is to orient new students. For up to two days they escort them to classes, meet for lunch, etc. They also serve as D.A.R.E representatives to the elementary schools. Other activities include help with ninth grade orientation, parent-teacher conferences, and exchanges with other schools. Students are selected by counselors who look at GPA, personal behavior, and ability to get along well with their peers.

Conflict Managers – A group of 30 students trained annually to resolve conflict among peers. In 9th grade during Advisor/Advisee, 9th graders are asked to vote for three girls and three boys. The three boys and girls who receive the most votes serve as Conflict Managers until they graduate.

Component II – Educational

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

Post-Secondary Planning – 11th grade – students meet to discuss post-secondary options in one-on-one conferences.

12th grade – will participate in Senior Interviews in early fall. Counselors assist seniors individually with their post-secondary planning

Junior Parent Night – An Information session held for parents explaining post-secondary options.

Financial Aid Night – Senior parent/guardians are invited to an information session on financial aid and paying for college. This opportunity is offered during the month of December.

College Fair – In October, numerous post-secondary schools, military, groups visit SEP to speak with juniors and seniors about their institution.

College Visits – Students are allowed a total six college visits beginning the fall of their sophomore year. Students are limited to two college visits per semester unless advanced approval is granted from their guidance counselor.

All visits must be completed by December 1 for the fall semester and May 1 for the spring semester.

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

Testing

Iowa Assessments- Assessments given to 9th, 10th, and 11th graders to evaluate student progress.

PLAN – A test administered to all sophomores. PLAN gauges academic achievement and provides information for career planning.

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

eCompass - An assessment offered by DMACC at SEP for students intending to attend a Community College.

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

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

ACT Preparation Programs – Two half-day sessions to prepare students with test taking strategies and to help eliminate test anxiety. Students responsible for cost of the program.

Scholarships –Scholarships are posted on the guidance web page. The Southeast Polk Scholarship and the Southeast Polk Dollars for Scholars Scholarship applications will be distributed to seniors by their advisors during first Wednesday advisor session held in February.

Component III – Career Education

12th Grade Career Education Opportunities

- Apprenticeship/Internship Opportunities
- Senior Interview – an opportunity to discuss career opportunities with guidance counselors.
- College Fair – information from various post-secondary institutions, military, and other groups.
- Apprenticeship Fair – informative sessions given by local apprentice programs and unions.
- Job Shadowing – explore career opportunities with up to one-half day of job shadowing. It is recommended that students complete these on non-school days.
- Portfolio at ihaveaplaniowa.gov – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of post-secondary study, occupational outlooks, financial aid and scholarship searches. Visit ihaveaplaniowa.gov and ask your counselor for access information.

11th Grade Career Education Opportunities

- College Fair – information from various post-secondary institutions, military, and other groups.
- Apprenticeship Fair – informative sessions given by local apprenticeship programs and unions.
- Job Shadowing – explore career opportunities with up to one-half day of job shadowing. It is recommended that students complete these on non-school days.
- Portfolio at ihaveaplaniowa.gov – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of post-secondary study, occupational outlooks, financial aid and scholarship searches. Visit ihaveaplaniowa.gov and ask your counselor for access information.

10th Grade Career Education Opportunities

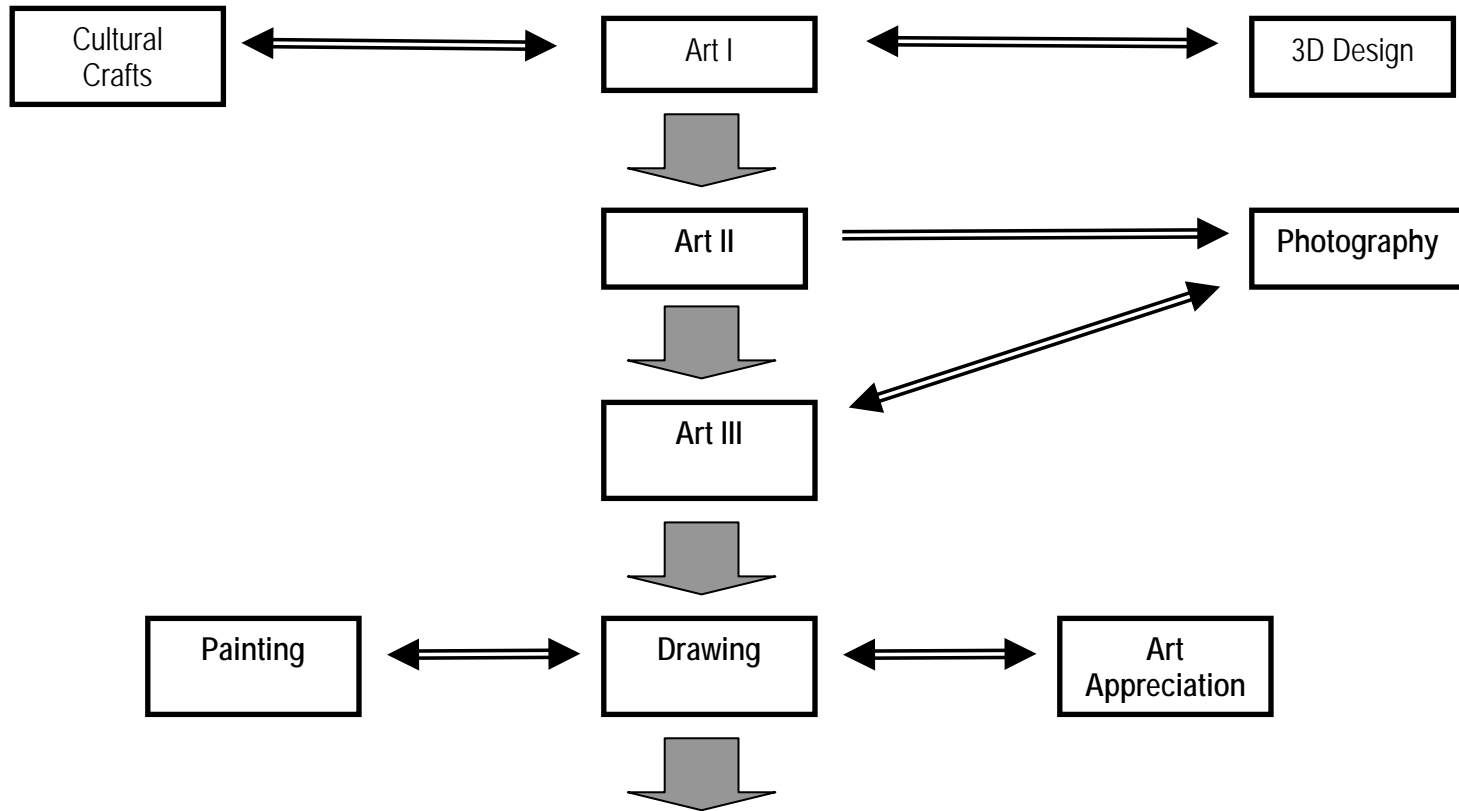
- Portfolio at ihaveaplaniowa.gov – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of post-secondary study, occupational outlooks, financial aid and scholarship searches. Visit ihaveaplaniowa.gov and ask your counselor for access information.

9th Grade Career Education Opportunities

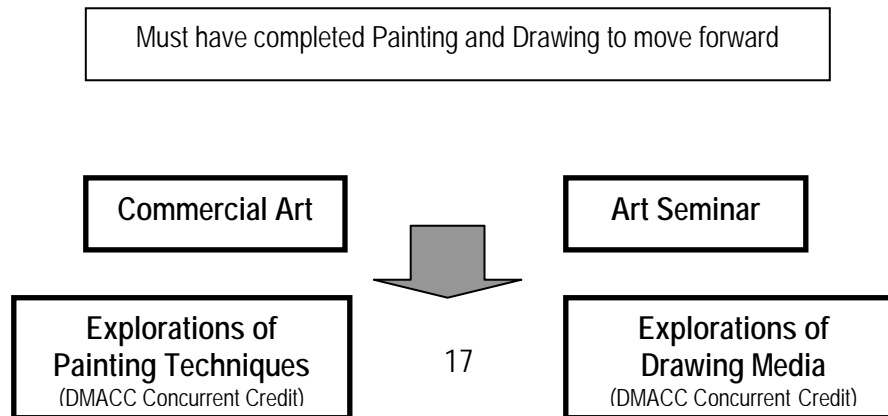
- Portfolio at ihaveaplaniowa.gov – a web-based computer program that allows students to complete career interest inventories, college searches for chosen fields of post-secondary study, occupational outlooks, financial aid and scholarship searches. Visit ihaveaplaniowa.gov and ask your counselor for access information.
- 9th Grade Seminar – see course description under the Business Education department

Art

Flowchart for Course Selection



Note: All course titles in boldface print have recommended courses.



Art Department

Art I
Cultural Crafts
3-D Design
Art II
Photography
Art III
Drawing
Painting
Art Appreciation
Commercial Art
Art Seminar
Explorations of Painting Techniques
Explorations of Drawing Media

Course:	Art I
Semesters:	1
Credit:	1

Course Description:

This class concentrates on the students' visual perceptions and artistic responses to their surrounding environment.

Course:	Cultural Crafts
Semesters:	1
Credit:	1

Course Description:

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

Course:	3-D Design
Semesters:	1
Credit:	1

Course Description:

This course introduces students to the principles of art and design in three dimensions. Students are introduced to the appropriate materials, the elements of art, principles of design, conceptual concerns, content, and formal elements. Projects using paper construction, ceramics, metal, and found objects allow the student to use materials idea and design principles in creative practical applications.

Course:	Art II
Recommended Courses:	Art I
Semesters:	1
Credit:	1

Course Description:

This class concentrates on the students' visual perceptions and artistic responses to their surrounding environment building upon Art I experiences.

Course: Photography
Recommended Courses: Art II
Semesters: 1
Credit: 1

Course Description:

Student will learn basic black and white photography. They will learn how to use a single lens reflex camera, develop film, and print pictures. They will also learn creative dark room techniques involved in manipulated black and white prints. Students will also have limited exposure to digital, color photography. Students are expected to be responsible for cameras that are owned by the school. Students will be held financially responsible for a lost or damaged camera.

Course: Art III
Recommended Courses: Art II
Semesters: 1
Credit: 1

Course Description:

This class is designed for advanced art students interested in improving their art making skills and in learning to express themselves visually.

Course: Drawing
Recommended Courses: Art III
Semesters: 1
Credit: 1

Course Description:

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

Course: Painting
Recommended Courses: Art III
Semesters: 1
Credit: 1

Course Description:

This class is designed for advanced art students who want to improve their painting skills.

Course: Art Appreciation
Recommended courses: Art III
Semesters: 1
Credit: 1

Course Description:

This course is designed for students interested in enhancing their education in the aesthetics of visual arts. Students will build a foundation for lifelong art appreciation and art production skills. This course is strongly recommended to those who will continue the study of art after high school.

Course: Commercial Art
Recommended Courses: Drawing and Painting
Semesters: 1
Credit: 1

Course Description:

This class is designed for students who are considering art as a career and prepares for post-secondary commercial art training. The emphasis is on art designed for a customer or used in advertising.

Course: Art Seminar
Recommended Courses: Drawing and Painting
Semesters: 2
Credit: 1 credit per semester

Course Description:

This class is designed for students interested in continuing their education in the visual arts and building on their skills.

Course: Explorations of Drawing Media
(3 DMACC Concurrent Credits – ART 133)
Recommended courses: Commercial Art or Art Seminar
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits

Course Description:

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

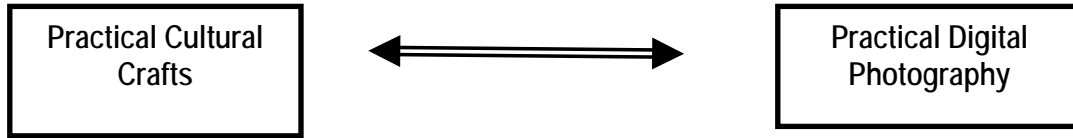
Course: Explorations of Painting Techniques
(3 DMACC Concurrent Credits – ART 143)
Recommendation: Commercial Art or Art Seminar
Semesters: 1
Credit: 1 SEP credit; 3 DMACC credits

Course Description:

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

Practical Art

Flowchart for Course Selection



Course:	Practical Cultural Crafts
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	1

Course Description:

Students will acquire understanding and abilities in traditional craft media through lectures, demonstrations, self-study, studio assignments, and group and individual critiques. This course introduces students to the history and culture related to creating cultural crafts. Students will explore various methods of printmaking, 3D design, batiks, bookbinding, sculpting, and jewelry.

Course:	Practical Digital Photography
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	1

Course Descriptions:

Students will learn best practices in fundamental digital, color photography. They will learn how to use digital cameras, how to manipulate photos, and how to print pictures. They will also learn some creative techniques involved in manipulated prints. Students will have some exposure to using a single lens reflex camera as well. Students are expected to be responsible for cameras that are owned by the school. Students will be held financially responsible for a lost or damaged camera. Photo assignments will be focused on: people, action, nature, landscape and still life in addition to dealing with manipulation and creative activities.

CAREER AND TECHNICAL EDUCATION

Agriculture Education
Computer Software and Media Applications
Marketing
Family and Consumer Sciences
Automotive Mechanics
Drafting
Carpentry
Manufacturing- Maintenance/Repair
Manufacturing - Technology

Agreements with Community Colleges

Southeast Polk's CAREER and TECHNICAL programs have established articulation agreements with:
Des Moines Area Community College (DMACC)

When juniors or seniors complete certain courses in our CAREER and TECHNICAL programs they may also earn credit at the community college with which Southeast Polk Senior High has arranged an articulation agreement. This allows our students who later enroll in certain pre-identified community college programs to progress without being required to repeat some courses that may be nearly equivalent to one they completed at Southeast Polk Senior High School. Students who satisfactorily complete ("B" or better) articulated courses at Southeast Polk receive certificates they can present to the Community College for college credit already earned. The articulation process is explained to students in each of these courses at the start of the semester. This process must be validated within 60 days of the student's high school graduation. Students must enroll in the community college honoring the articulation agreement within one year after high school and complete 12 hours at the community college before they can use articulation credits. This process does cost \$10.00 plus \$5.00 per course.

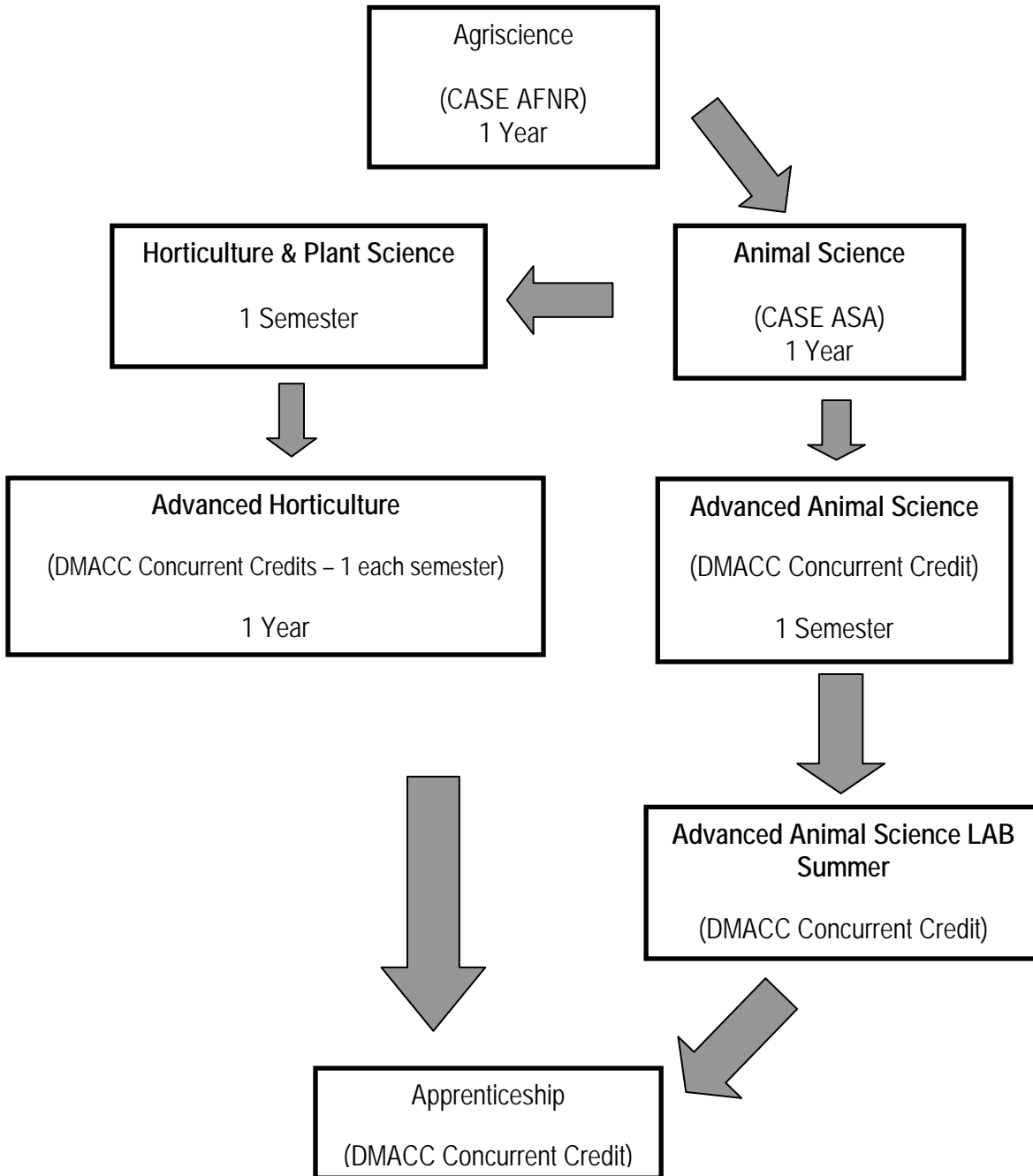
Articulation Agreements

	Course at SEP	Community College Course
DMACC	Electronics	ELEM 451
Statewide	Marketing Field Experience	Must complete 300 hours
Statewide	Word Processing	
DMACC	Foods I & II	HRMT 316, 320
Statewide	Child Development	
DMACC	Advanced Metalworking	Intro to Lathe Operations
DMACC	Advanced Welding	Shielded Arc Welding

Concurrent Credit Agreement

DMACC courses are taught at Southeast Polk High School. Sophomores, juniors, seniors, or TAG students who are enrolled in these courses are also registered as DMACC students, pending a screening for eligibility as determined by the Iowa Department of Education. Southeast Polk pays the college registration fees. Southeast Polk students receive DMACC transcripts.

Agricultural Education Flowchart for Course Selection



Notes: All course titles in boldface print have recommended courses.
FFA membership requires student be enrolled in one agriculture education course per year.

Agriculture Education Department

Agriscience (CASE AFNR)
Horticulture
Advanced Horticulture
Animal Science (CASE ASA)
Advanced Animal Science
Advanced Animal Science LAB (Summer)

Course:	Agriscience - AFNR
Semesters:	2
Credit:	2

Course Description:

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

Course:	Animal Science – CASE ASA
Semesters:	2
Credit:	2

Course Description:

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

Course:	Horticulture
Semesters:	1
Credit:	1

Course Description:

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

Course:	Advanced Horticulture (6 DMACC Concurrent Credits – AGH 132 2nd semester, AGH 272 1st semester)
Recommended Courses:	Horticulture
Semesters:	2
Credit:	2

Course Description:

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

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

Course:	Advanced Animal Science (3 DMACC Concurrent Credits – AGS 113)
Recommended Courses:	Animal Science
Semesters:	1
Credit:	1

Course Description:

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

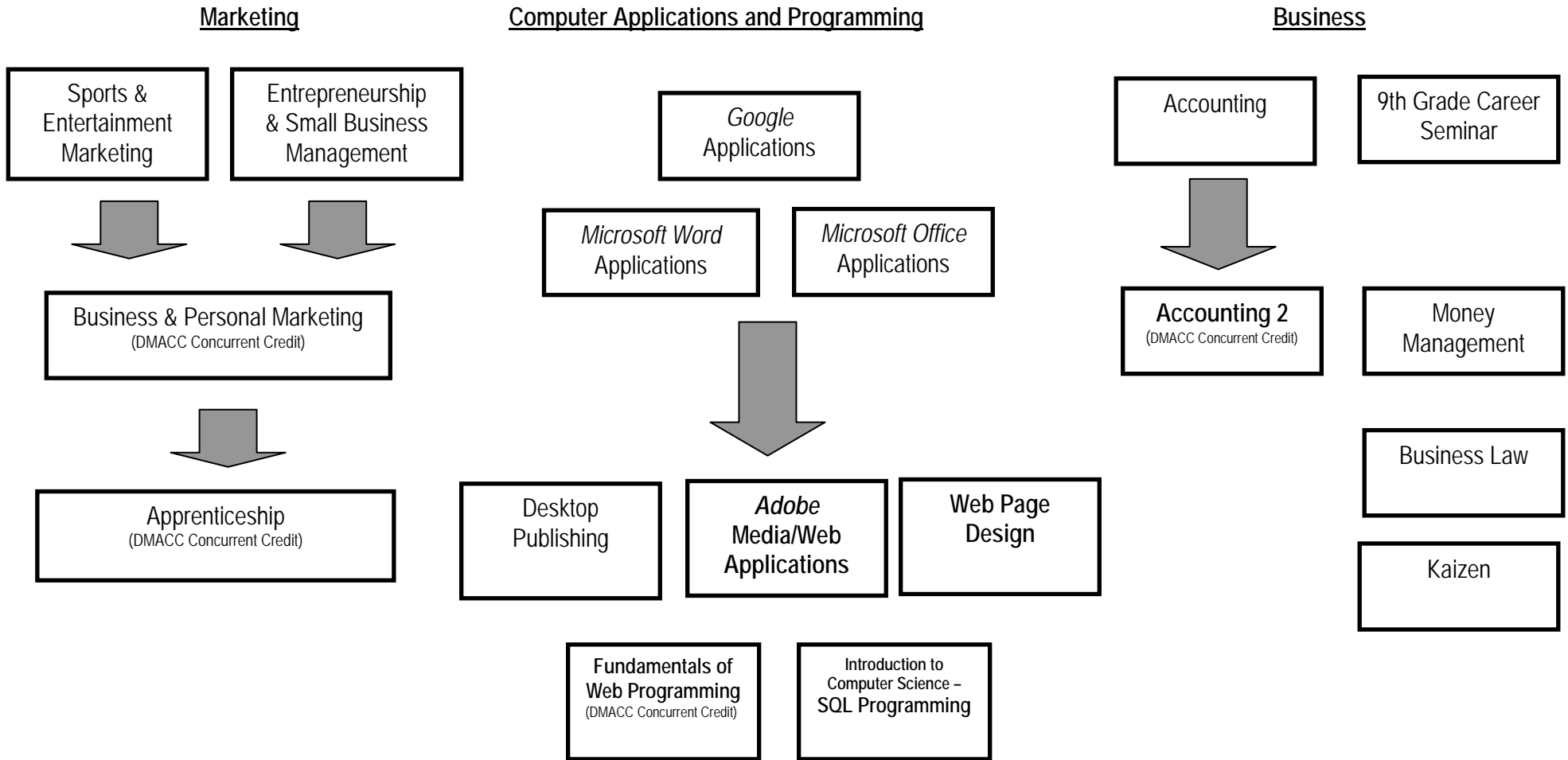
Course:	Advanced Animal Science LAB (2 DMACC Concurrent Credits – AGB 802)
Recommended Courses:	Advanced Animal Science
Semesters:	Summer
Credit:	2

Course Description:

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

Business Education

Flowchart for Course Selection



Notes: All course titles in boldface print have recommended courses.

Business Education Department

Business Classes

9th Grade Career Seminar
Accounting 1
Accounting 2
Money Management
Business Law
Kaizen

Computer Classes

Google Applications
Microsoft Word Applications
Microsoft Office Applications
Desktop Publishing
Adobe Media/Web Applications
Web Page Design
Fundamentals of Web Programming
Introduction to Computer Science – SQL Programming

Marketing Classes

Sports and Entertainment Marketing
Entrepreneurship and Small
Business Management
Business and Personal Marketing
Apprenticeship

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

Course Description:

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

Course: *Google Applications*
Semesters: 1
Credit: 1

Course Description:

This Google application course is suitable for anyone wishing to gain competence in the use of Google Apps, including calendar, email, sites, docs, sharing, and other apps that many high school teachers use in the class. It is suitable for all grade levels and will enhance their use in a classroom or a personal setting. On completion participants should be able to use Google Apps to enhance their learning, production, or work through more effective communication and collaboration. After taking this Google Apps course you will be able to leverage the different collaboration tools available in Google Apps which are geared towards making your communication process more effective and productive.

Course: *Microsoft Word Applications*
Semesters: 1
Credit: 1

Course Description:

Students will develop intermediate or advanced word processing skills necessary for college or a career using *Microsoft Word* software including timesaving features for term papers, reports, resumes, mailings, newsletters, and graphics. Students will then enhance the valuable skills that will enable them to professionally create necessary documents commonly used in today's personal/business world with one of the most widely used software programs. The class is appropriate for any student considering college or a career in business or office occupations.

Course: Desktop Publishing
Recommended Courses: High School Computer Class
Semesters: 1
Credit: 1

Course Description:

Students will be introduced to Adobe InDesign Creative Suites. They will create, business cards, invitations, newsletters, and brochures using desktop publishing software on the computer. Student will design high quality, professional documents using templates, customized content, and will learn to add visual interest to documents using pictures, graphic lines, and varieties of type styles. Desktop publishing is one of the fastest growing areas in the computer industry; and, businesses need an increasing number of young men and women who are skilled in desktop publishing methods.

Course:	Microsoft Office Applications
Semesters:	1
Credit:	1

Course Description:

Students will be introduced to the *Microsoft Office* package. Including *Excel* (Electronic Spreadsheet), *Access* (Electronic Database), and *PowerPoint* (Electronic Presentation). Students will incorporate the use of this software suite in real-world applications and will develop skills in each area used to integrate files and link to other documents.

Course:	Adobe Media/Web Applications
Recommended Courses:	High School Computer Class
Semesters:	1
Credit:	1

Course Description:

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

Course:	Web Page Design
Recommended Courses:	Prior High School Computer Class
Semesters:	1
Credit:	1

Course Description:

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

Course:	Fundamentals of Web Programming (3 DMACC Concurrent Credits – CIS 207)
Recommended Courses:	High School Computer Class
Semesters:	1
Credit:	1

Course Description:

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

Course:	Introduction to Computer Science – SQL Programming
Recommended Courses:	High School Computer Course
Semesters:	2
Credit:	2

Course Description:

This course is part of a comprehensive academy that offers hands on technical experiences to prepare students for both IT and business careers. Students will receive advanced computer training using the Oracle Database system that will provide them with skills leading to potential certification in Database Design and Programming with SQL. This course will teach students to design and implement a database system that supports various business functions. By analyzing the detailed data requirements of each operating unit, students learn how large, complex, and dynamic organizations operate. Students will be able to merge business knowledge and technical skills to enhance their skills that are keys to success in the 21st Century Workplace.

Course:	Accounting I
Semesters:	1
Credit:	1

Course Description:

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

Course:	Accounting II (3 DMACC Concurrent Credits – ACC 111)
Recommended Courses:	Accounting I
Semesters:	1
Credit:	1

Course Description:

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

Course:	Money Management
Semesters:	1
Credit:	1

Course Description:

Money Management provides students with financial consumer skills that are needed in everyday life. Units include Savings, Investments Options, Wealth Building, College Savings, Dangers of Debt, Consumer Awareness, Credit Bureaus and Collections Practices, Budgeting 101, Bargain Shopping, Relating with Money, Career Choices and Employment Taxes, Ins and Outs of Insurance, and Real Estate and Mortgages. Guest speakers will help connect students with professionals in various areas of money management. This class is beneficial for all students, employed or not, in making difficult personal financial decisions.

Course:	Business Law
Semesters:	1
Credit:	1

Course Description:

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

Course: Entrepreneurship and Small Business Management

Semesters: 1

Credit: 1

Course Description:

Have you ever considered going into business for yourself? Entrepreneurship and Small Business Management is designed to provide students with the information and skills that lead to successful management or ownership. Students will develop the appreciation for the realities of business, and will help students understand their role as a consumer. This course will explore the steps and process to become a successful business owner. Students will create and design their own business plan along with participating in a computer business simulation.

Course: Sports and Entertainment Marketing

Semesters: 1

Credit: 1

Course Description:

This course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports marketing plans. This course will also delve into promotion plans, sponsorship proposals, event evaluation and management techniques. Students will design an advertising plan for a product, brand, team or event of their choice. Students taking sports marketing will have the opportunity to participate in DECA (student marketing leadership organization). Real world scenarios will be used for this course, as students will have the opportunity to work with local sports and entertainment venues.

Course: Kaizen – The LEAN Business Model

Semesters: 1

Credit: 1

Course Description:

This course is designed to introduce students to a problem solving/decision making process used by leading companies around the world. Students in this course actively participate in the continuous improvement process, a highly sought global business practice for improving the quality of products, services, and processes. Students learn a five-step process of continuous improvement. They apply that process to real life problems related to school and work. Problem solving, critical thinking, team-building, error-analysis, and problem definition skills are developed. In addition to working with classmates, the students will be given the opportunity to learn and work directly with members from the Pella Corporation. Students will develop a presentation describing how they worked through the decision making process and present their final solution to a given problem to the stakeholders of Southeast Polk and Pella Corporation partners as a final part of this course.

Course: Business and Personal Marketing
(3 DMACC Concurrent Credits – SDV 153 2nd semester only)

Semesters: 2

Credit: 2

Course Description:

Business and Personal Marketing is for students interested in business/marketing careers. Business and Personal Marketing directly incorporates DECA activities in the area of leadership, career awareness, civic consciousness, and social intelligence. This year-long course is a project based course that incorporated business marketing in the first semester and personal marketing in the second semester. Students develop a solid understanding of the marketing concept through a marketing research report and direct interaction with businesses. In addition students develop job getting skills during the personal marketing component to ensure success in the pursuit of a job/career of their choice.

Course: Apprenticeship
(4 DMACC Concurrent Credits – ADM 937, ADM 265 1st semester)

Recommended Course: Students are encouraged to be enrolled in Business and Personal Marketing or Trades & Industry

Semesters: 2

Credit: 2

Course Description:

Students can earn one credit per semester for their job or on-the-job training. Apprenticeship recognizes the basic fact that learning about the work and developing vocational skills and work habits can best be developed on the job. This supervised work experience gives the student a practical and educational look at the work world. On-the-job training is available in the following areas: Agriculture Education, Office Education, Marketing Education, and Trades and Industry Education. Students are required to attend class bi-weekly during the first semester, must submit weekly hours, and be evaluated regarding their progress in the workplace as a part of the evaluation for this course. Students will explore different career options, learn about job placement procedures and participate in a seminar that examines current work trends and issues. All students are given the opportunity to receive work experience (minimum of 7 hours per week) in various industries and businesses.

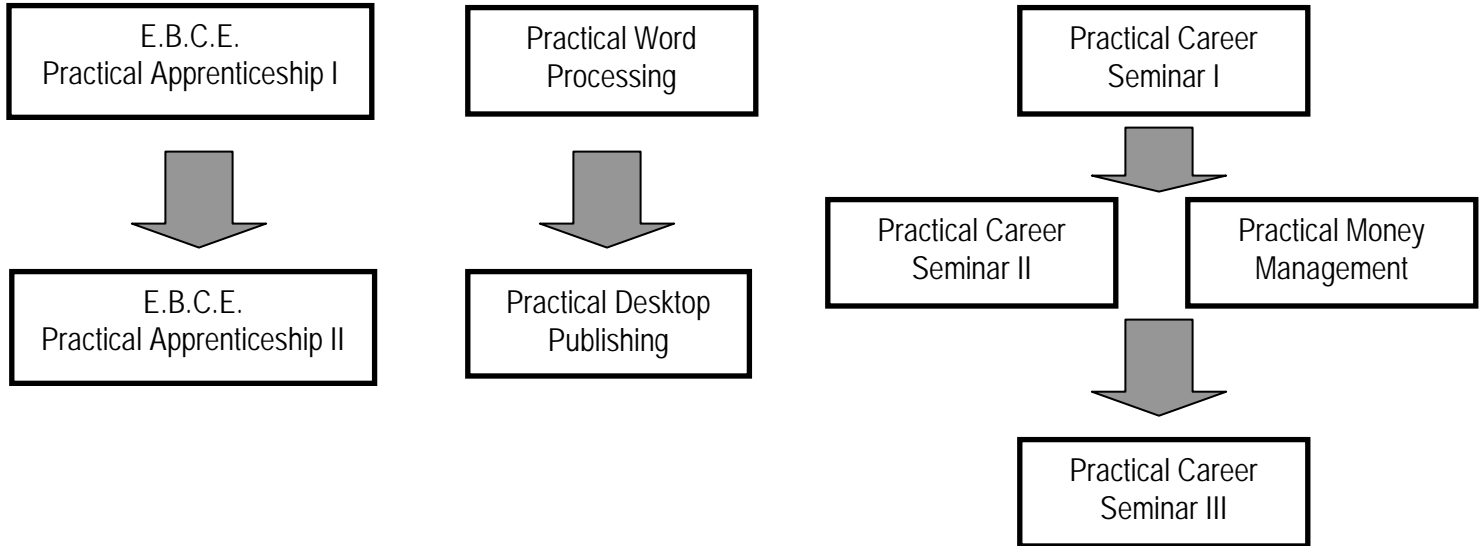
Practical Business Education

Flowchart for Course Selection

Marketing

Computer Applications and Programming

Business



Course:	E.B.C.E. – Experience-Based Career Education/ Practical Apprenticeship I
Recommended Courses:	Instructor Approval, E.B.C.E. – Experience-Based Career Education/ Practical Apprenticeship I
Semesters:	2
Credit:	4

Course Description:

Experience-Based Career Education (EBCE)/ Practical Apprenticeship is an academically-based work experience program designed to use the community as a class room. Students can earn credit each semester for the pre-employment training. Vocational work recognizes the basic facts that learning about the work and developing vocational skills and work habits can best be developed on the job. They coordinate the activities among school, students, parents and the employer. This is supervised work that gives the student a practical and educational look at the work world. EBCE/ Practical Apprenticeship is designed to allow students the opportunity to explore possible careers and to make them aware of the preparation needed for careers. Areas studied will include: personal social skills, behavior skills, job-keeping skills, and on the job training.

Students in EBCE/ Practical Apprenticeship are placed at job sites four days each week, 1 hour per day for no pay. They can earn 2 credits per semester. The length of stay at a job site is six to twelve weeks. Students may experience two or three job sites per semester. One day each week students report to EBCE class. Each student will work with the Learning Coordinator evaluating previous week's learning activities and working on learning activities for the following week. On site evaluations, time sheets, and activity sheets are used in grading.

Course:	E.B.C.E. – Experience-Based Career Education/ Practical Apprenticeship II
Recommended Courses:	Instructor Approval, E.B.C.E. – Experience-Based Career Education/ Practical Apprenticeship I
Semesters:	2
Credit:	4

Course Description:

Experience-Based Career Education (EBCE)/ Practical Apprenticeship II is an academically-based work experience program designed to use the community as a class room. Students can earn credit each semester for the pre-employment training. Vocational work recognizes the basic facts that learning about the work and developing vocational skills and work habits can best be developed on the job. They coordinate the activities among school, students, parents and the employer. This is supervised work that gives the student a practical and educational look at the work world. EBCE)/ Practical Apprenticeship is designed to allow students the opportunity to explore possible careers and to make them aware of the preparation needed for careers.

Students in EBCE/ Practical Apprenticeship are placed at job sites four days each week, 1 hour per day for no pay. They can earn 2 credits per semester. The length of stay at a job site is six to twelve weeks. Students may experience two or three job sites per semester. One day each week students report to EBCE class. Each student will work with the Learning Coordinator evaluating previous week's learning activities and working on learning activities for the following week. On site evaluations, time sheets, and activity sheets are used in grading. Areas studied will include: personal social skills, behavior skills, job-keeping skills, and on the job training.

Course:	Practical Word Processing
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	1

Course Description:

Word Processing begins with the review and reinforcement of the touch typing method of input and introduces students to word processing software, *Microsoft Word*. This course will emphasize proper technique, correct key stroking and skill development. Students will learn to operate the keyboard efficiently and accurately through extensive practice and drill work. Students will then be taught valuable skills that will enable them to proficiently create necessary documents commonly used in today's personal/business world with one of the most widely used software programs. The content of this course is well suited for the student who may or may not be seeking a career in computers or business. Areas of study will include: reinforcement of the touch system, speed and accuracy, creating a document, selecting and editing text, formatting, graphic and writing tools.

Course:	Practical Career Seminar I
Recommended Courses:	Students who will be enrolling in EBCE/ Practical Apprenticeship
Semesters:	2
Credit:	2

Course Description:

Students will learn to understand themselves as they relate to the real world. They will identify their personality types, interests, values, and skills and use this information to set realistic career goals for themselves. Students will be introduced to career clusters/pathways, labor market trends, and skills needed to be successful in the real world. Students will understand their own learning needs and become an active participant in their educational training because it is personally meaningful. Learning these skills will enable students to make a successful transition from high school to the post-secondary level, the military, an apprenticeship program, or the world of work. Areas of study will include: learning about yourself, introduction to career clusters/pathways, future job outlook, options after high school, goal setting, researching education needed to meet goals.

Course:	Practical Career Seminar II
Recommended Courses:	IEP Team Decision. Students who will NOT be enrolling in EBCE/ Practical Apprenticeship
Semesters:	2
Credit:	2

Course Description:

Students will learn to understand themselves as they relate to the real world. They will identify their personality types, interests, values, and skills and use this information to set realistic career goals for themselves. Students will be introduced to career clusters/pathways, labor market trends, and skills needed to be successful in the real world. Students will understand their own learning needs and become an active participant in their educational training because it is personally meaningful. Learning these skills will enable students to make a successful transition from high school to the post-secondary level, the military, an apprenticeship program, or the world of work. Areas of study will include: learning about yourself, introduction to career clusters/pathways, future job outlook, options after high school, goal

setting, researching education needed to meet goals.

Course:	Practical Money Management
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	1

Course Description:

Money Management provides students with financial consumer skills that are needed in everyday life. The class is ideal for upperclassmen. Units include personal income and career choice, budgeting, insurance, taxes, wise use of credit, checking, savings, and investing (stocks, bonds, mutual funds, and money market). Guest speakers from financial institutions, insurance firms, and stock brokerages help connect the students with professional in various areas and aspects of money management. This class would be beneficial for students with part-time employment in making difficult personal financial decisions beyond those covered in Adult Living Skills. Areas of study include: personal finances (income, budgeting, checking, taxes), savings and investments, credit management, and insurance.

Course:	Practical Career Seminar III
Recommended Courses:	Students who will be enrolling in EBCE/Practical App. I and II
Semesters:	2
Credit:	2

Course Description:

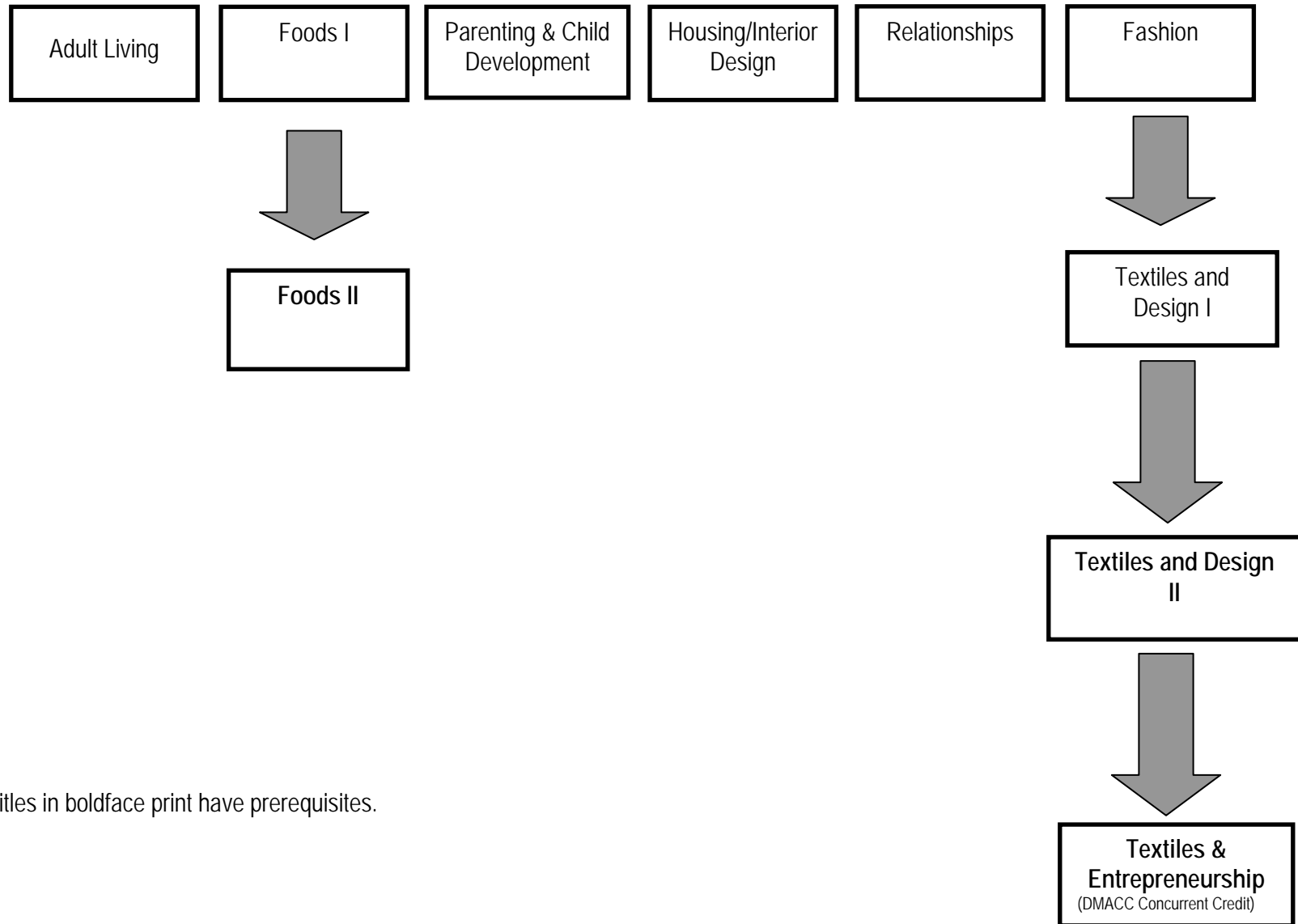
Students will learn to understand themselves as they relate to the real world. They will identify their personality types, interests, values, and skills and use this information to set realistic career goals for themselves. Students will be introduced to career clusters/pathways, labor market trends, and skills needed to be successful in the real world. Students will understand their own learning needs and become an active participant in their educational training because it is personally meaningful. Learning these skills will enable students to make a successful transition from high school to the post-secondary level, the military, an apprenticeship program, or the world of work. Areas of study will include: learning about yourself, introduction to career clusters/pathways, future job outlook, options after high school, goal setting, researching education needed to meet goals.

Course:	Practical Desktop Publishing
Semesters:	1
Credit:	1

Course Description:

Students will be introduced to *Adobe InDesign* Creative Suites 2. They will create resumes, business cards, invitations, newsletters, and brochures using desktop publishing software on the computer. Student will design high quality, professional documents using templates, customized content, and will learn to add visual interest to documents using pictures, graphic lines, and varieties of type styles. Desktop publishing is one of the fastest growing areas in the computer industry; and, businesses need an increasing number of young men and women who are skilled in desktop publishing methods. Areas of study will include: working with text, setting up a document, working with frames and color, creating and placing graphics.

Family and Consumer Science Flowchart for Course Selection



Note: All course titles in boldface print have prerequisites.

Family and Consumer Sciences

Foods & Nutrition I
Foods & Nutrition II
Fashion
Textiles and Design I
Textiles and Design II
Textiles and Entrepreneurship
Adult Living
Housing and Interior Design
Parenting & Child Development
Relationships

Course:	Foods and Nutrition I
Semesters:	1
Credit:	1

Course Description:

A beginning study for students with little or no experience in the kitchen, or those who wish more information and training in foods and nutrition. Students will be taught the basics of using foodstuffs, kitchen utensils and how to choose a healthier diet for a modern lifestyle. "B" or better in Foods I and Foods II (during a student's junior or senior year) is required to articulate with DMACC's Hotel and Restaurant Management # 316 and #320 classes.

Course:	Foods and Nutrition II
Recommended Courses:	Foods and Nutrition I
Semesters:	1
Credit:	1

Course Description:

Building on previous skills, students will learn/practice more advanced techniques for preparing foods and complete meals. This course will enable students to work with their more creative side. A "B" or better in Foods I and Foods II is required to articulate with DMACC's Hotel and Restaurant Management courses #316 and #320

Course:	Fashion
Semesters:	1
Credit:	1

Course Description:

Fashion introduces students to the world of fashion. Students will learn about clothing design and selection, textiles, the apparel industries, and fashion careers, as well as the history of fashion and new technology.

Course:	Textiles and Design I
Semesters:	1
Credit:	1

Course Description:

This course is an introduction to fast, easy sewing techniques with emphasis on the sewing machine, computer technology and update fabrics and notions. Basic sewing techniques will be learned by demonstration and project completion. A set number of garments will be made. Basic fabric and care information will be included.

Course:	Textiles and Design II
Recommended Courses:	Textiles and Design I
Semesters:	1
Credit:	1

Course Description:

This course will help students learn additional sewing skills and practice existing ones. Projects completed will vary according to individual experience and interest. More emphasis will be placed on alterations and fitting, more difficult techniques, and special fabrics. The students will complete from one to several garments by contracting a grade according to garment difficulty factors.

Course:	Textiles and Entrepreneurship (6 DMACC Concurrent Credits – APP 260 1 st semester, APP211 2 nd semester)
Recommended Courses:	Textiles II
Semesters:	2
Credit:	2

Course Description:

This one semester course will provide students with basic entrepreneurship skills and practical experience in planning, implementing, and evaluating fiber related businesses. Students will develop a business plan, operate a textiles business within the classroom, and liquidate a business. Students will participate as a member of a team establishing goals and monitoring progress toward goals. Students will be involved with leadership skills in the classroom and take responsibility for individual roles in the success of the company. Students will also learn to solve common business problems and participate in group decision making activities.

Course:	Adult Living
Semesters:	1
Credit:	1

Course Description:

This course will help you set up an independent life style after high school. Whether you're ready to start work immediately or go on to further schooling, this class looks at the practical side of life. It is intended for students who have not taken previous living skills courses, and will be living on their own within the next year. Topics covered include renting an apartment, managing credit and your money, cooking for yourself, consumer buying, basic clothing care and repair, and other areas to provide independent living skills.

Course:	Housing and Interior Design
Semesters:	1
Credit:	1

Course Description:

This course offers a look at buying or renting a home and designing the interior space. The course will assist students to find a home that meets their needs now and/or in the future. They will be evaluating the space, elements and principles of design for the exterior as well as the interior of the home. They will also explore home furnishings, decorating projects and conserving resources while building or remodeling.

Course:	Parenting and Child Development
Semesters:	1
Credit:	1

Course Description:

Most students (male and female) will be parents someday and many students will choose careers related to children. This course presents a look at the physical, emotional, social and intellectual and moral growth of children from conception to age 6. Among the many topics included is pregnancy, birth, selecting toys and appropriate activities, health and safety, and guidance. Five play school days will be held at the end of the semester to allow students to observe children and plan activities.

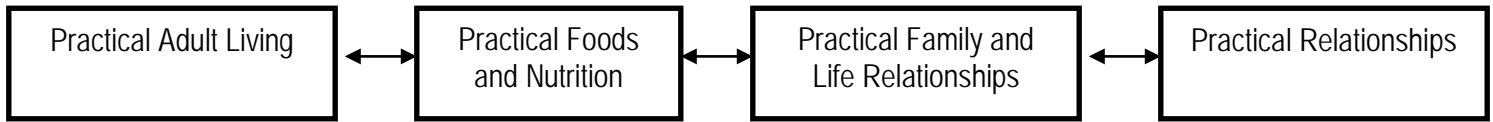
Course:	Relationships
Semesters:	1
Credit:	1

Course Description:

This course is designed for self-evaluation with emphasis on the relationships people form in life. Students will take part in self-exploration as well as studying the dynamics of personal relationships, work-related relationships, friendships, values, goals and attitudes with relationships in all aspects of life. Students learn strategies on how to deal with and work through the relationships they have with others.

Practical Family and Consumer Science

Flowchart for Course Selection



Course: Practical Adult Living
Recommended Courses: IEP Team Decision
Semesters: 1
Credit: 1

Course Description:

This course will help you set up an independent life style after high school. Whether you're ready to start work immediately or go on to further schooling, this class looks at the practical side of life. It is intended for students who have not taken previous living skills courses, and will be living on their own within the next year. Areas of study will include: renting an apartment, managing credit and money, cooking for yourself, consumer buying, laundry and basic clothing repair.

Course: Practical Foods and Nutrition
Recommended Courses: IEP Team Decision
Semesters: 1
Credit: 2

Course Description:

A beginning study for students with little or no experience in the kitchen, or those who wish more information and training in foods and nutrition. Areas of study will include: safety and sanitation, nutrition and health, meal planning, food ordering and preparation, cooking "labs".

Course: Practical Family and Life Relationships
Recommended Courses: IEP Team Decision
Semesters: 1
Credit: 1

Course Description:

Designed to look into the family life of your future as you set up an environment for positive growth for all family members. Areas of study include: coping skills, dating, communication, conflict resolution, family life styles, successful relationships, family crises.

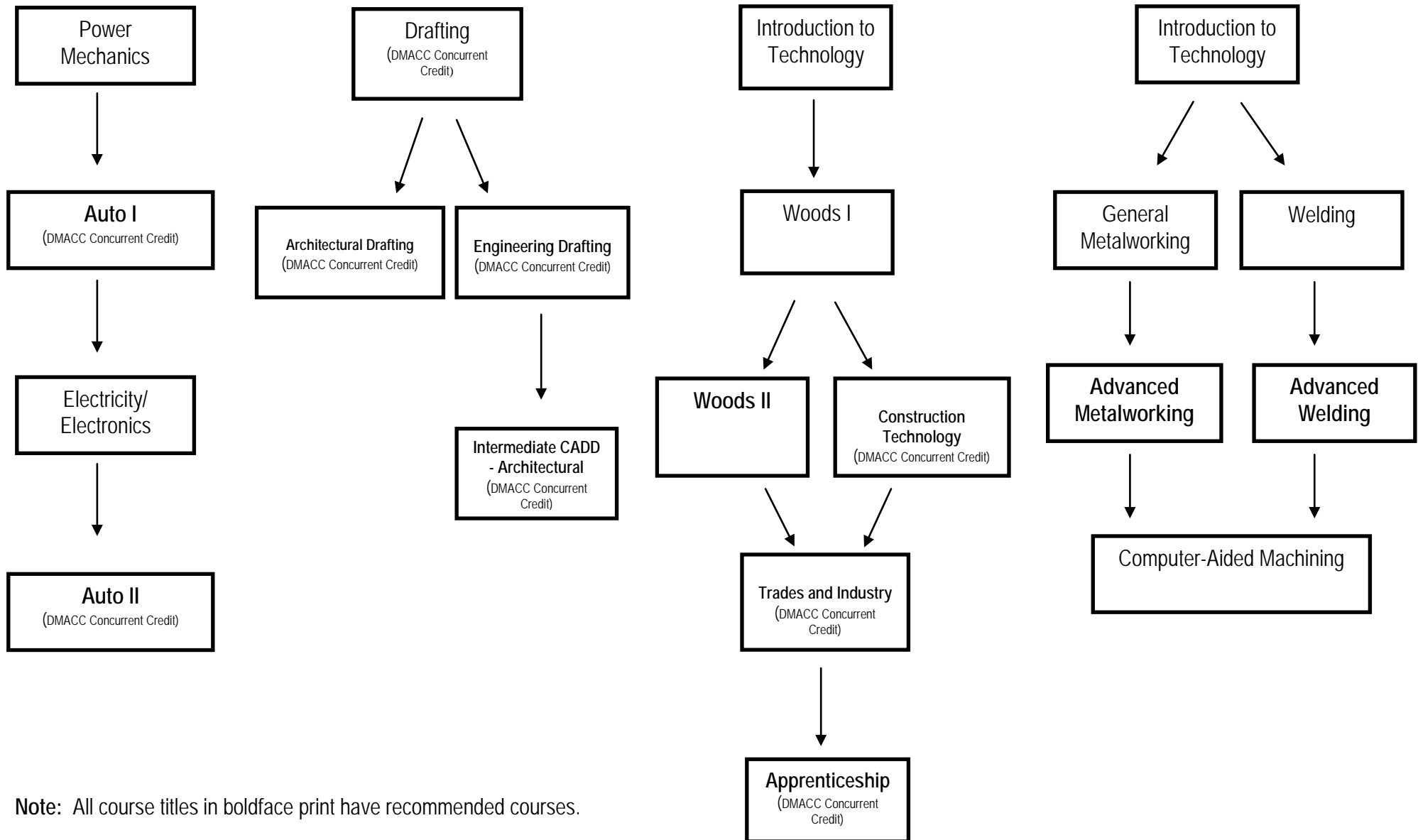
Course: Practical Relationships
Recommended Courses: IEP Team Decision
Semesters: 1
Credit: 1

Course Description:

Designed to look into the relationships of young people's futures as they set up environments for positive growth for all relationships. Areas of study will include: coping skills, dating, marriage, communication, conflict resolution, family life styles, decisions to parent, successful relationships, family crises, adequate study skills.

Industrial Technology

Flowchart for Course Selection



Note: All course titles in boldface print have recommended courses.

Industrial Technology Department

Introduction to Industrial Technology	Apprenticeship
Electricity and Electronics	Woodworking I
Auto Mechanics I	Woodworking II
Auto Mechanics II	Computer Aided Machining
Drafting I	Welding
Architectural Drafting	Advanced Welding
Computer-Aided Engineering Drafting	General Metalworking
Intermediate CADD—Architectural	Advanced Metalworking
Construction Technology	
Trades and Industries	

Course:	Introduction to Industrial Technology
Semesters:	1
Credit:	1

Course Description:

Students rotate through two of three basic areas of beginning level courses in Industrial Technology. These areas may include woods manufacturing, or drafting/computer aided drafting, and metalworking. This exploratory course enables students to wisely select advanced technology courses and career options in these technological fields. Students will construct projects to be entered in the Iowa Industrial Technology Expo.

Course:	Woodworking I
Semesters:	1
Credit:	1

Course Description:

Students will learn new and review previously learned woodworking skills. Students who select this course will learn machine and power tool safety, basic wood joints, construction techniques, and finishing techniques. Students will choose from a variety of projects plans made available to them.

Course:	Woodworking II
Recommended Course:	Woodworking I
Semesters:	2
Credit:	2

Course Description:

This is an advanced course in woodworking. It is designed to expand the students' skill in cabinet and furniture making. Students will learn advanced techniques in wood joinery and construction techniques. Project can include skills necessary for construction of larger, more complex projects with emphasis on cabinetry and developing skills for frame and panel construction.

Course:	General Metalworking
Semesters:	1
Credit:	1

Course Description:

Students will explore a variety of metal fabrication skills through the construction of projects such as tool boxes, hammers, metal casting, and many more. Students learn competencies associated with metalworking trades.

Course:	Advanced Metalworking
Recommended Course:	General Metalworking
Semesters:	2
Credit:	2

Course Description:

Students will develop advanced skills in a variety of metalworking occupations.

Course:	Welding
Semesters:	1
Credit:	1

Course Description:

A variety of welding methods is offered in this course. Students develop competencies in SMAW, GMAW, Gas Welding, torch cutting, and plasma cutting. Concepts taught in this class include: Welding safety; Occupational opportunities for male and female students in welding trades; Arc welding and torch cutting; Oxy-acetylene welding, cutting, and brazing; Welding theory; Gas Welding, Brazing

Course:	Advanced Welding
Recommended Courses:	Welding I, Drafting 1
Semesters:	2
Credit:	2

Course Description:

Students develop advanced competencies in the areas of shielded-metal-arc welding, GMAW, TIG and Oxy-acetylene welding and plasma cutting. Welding in all positions, construction of projects and repair welding is included. This has strong focus on project design with AutoCad and CNC Plasma Cutter. Concepts taught in this course include: Welding safety; Occupational opportunities for men and women in the welding industry; Use of arc, GMAW, TIG, and oxy-acetylene equipment; CNC Plasma Cutting; AutoCad; Project Design; Working in groups; Mathematics for Welders.

Course:	Construction Technology (7 DMACC Concurrent Credits – CON 336 and CON 337 1 st semester, CON 333 2 nd semester)
Recommended Courses:	Intro to Technology or Woodworking I
Semesters:	2
Credit:	4 (Two consecutive periods every day)

Course Description:

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

Course:	Drafting I (3 DMACC Concurrent Credits – CAD 119)
Semesters:	1
Credit:	1 SEP

DMACC credit for freshman completion is issued upon completion of CAD 151 or CAD 126

Course Description:

Drafting is the beginning course for students in a series of drafting courses which are articulated with Des Moines Area Community College. This course should be taken by anyone interested in entering the manufacturing, engineering, architectural and related fields. Students will be working with AutoCAD 2012 software and manual drafting techniques.

Course:	Computer Aided Engineering Drafting (6 DMACC Concurrent Credits – CAD 151 2 nd semester)
Recommended Courses:	Drafting I
Semesters:	2
Credit:	2

Course Description:

Engineering Drafting is second in the series of courses for students to earn college credit in Drafting and Computer Aided Drafting at Des Moines Area Community College. This course should be taken by students interested in drafting, engineering, design, and manufacturing fields. Students will be working with AutoCAD 2012 software and manual drafting techniques.

Course:	Intermediate CADD - Architectural (5 DMACC Concurrent Credits – CAD 126 2 nd semester)
Recommended Courses:	Drafting I or Architectural Drafting I
Semesters:	2
Credit:	2

Course Description:

Architectural Drafting is a class in line with our articulation agreement with Des Moines Area Community College. This class should be taken by anyone entering the housing or commercial fields, interior design, sales, manufacturing, and architectural studies. Students will be working with AutoCAD 2012 software and manual drafting techniques.

Course:	Architectural Drafting I (3 DMACC Concurrent Credits – ARC 114 2 nd semester)
Semesters:	2
Recommendation:	Drafting I
Credit:	2

Course Description:

This course will enable students to develop practical application of the basic skills of drafting involving mechanics and necessary thought processes. A complete set of residential working drawings will be developed by hand and using AutoCAD 2012 involving plans over sites, elevations, sections, details, electrical, HVAC, and perspectives.

Course:	Power Mechanics
Semesters:	1
Credit:	1

Course Description:

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

Course:	Auto Mechanics I (3 DMACC Concurrent Credits – AUT 114)
Semesters:	1
Credit:	1

Course Description:

This course is a beginning class designed to prepare students to be a dealership/repair facility technician. Students will perform minor vehicle service, access electronic service information, and study automotive systems. Entry level tasks like tire rotation, balance, dismounting, and mounting will be stressed.

Course:	Auto Mechanics II (7 DMACC Concurrent Credits – AUT 163 2nd semester, AUT 615 1st semester)
Recommended Courses:	Auto Mechanics I
Semesters:	2
Credit:	2

Course Description:

Aut 163 provides theoretical instruction of the automobile four stroke power plant. Students will learn proper assembly procedures and engine rebuilding techniques. Precision measuring techniques for rebuilding engines will be stressed using dial calipers, micrometers, and feeler gauges. Aut 615 provides theoretical electronics instruction using intense mathematical formulas and concepts to understand electronic circuits. The use of electrical measuring devices such as voltmeters, current meters, and ohm meters will be stressed. The last part of the class deals with automotive electrical circuits, specifically starting, charging, ignition, and computer circuits.

Course:	Electronics
Recommended Courses:	Algebra I
Semesters:	2
Credit:	2

Course Description:

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

Course:	Computer Aided Machining
Recommended Courses:	Intro to Technology or Drafting
Semesters:	1
Credit:	1

Course Description:

Students learn the basics of a computer-controlled lathe (wood, plastic, metal); computer-controlled milling machine (wood, plastic, metal); and computer-controlled sign making and laser engraving.

Course:	Trades and Industries (3 DMACC Concurrent Credits – ADM 259 2nd semester)
Semesters:	2
Credit:	2

Course Description:

T & I is cooperative education offered in conjunction with businesses and industries in the area. Students attend classes in the morning and go to work in the afternoon. Students are placed in training stations where they get a head start on the occupation of their choice. Students can earn one credit per semester for the T & I class, and one additional credit for their on-the-job experience. Students must be employed in a trades related occupation and work an average of 15 hours per week. Jobs typical to the T & I program are: mechanics, auto body repair, sheet metal worker, carpenter, electrician, welder, chef, and nurses aide. An important part of the T & I program is the Skills USA Club. This club offers opportunity to develop leadership skills through participation in community service projects, fundraising activities, and state and national conferences and contests.

Course:	Apprenticeship (4 DMAACC Concurrent Credits – ADM 937, ADM 265 1st semester)
Recommended Course:	Students are encouraged to be enrolled in Business and Personal Marketing or Trades & Industry
Semesters:	2
Credit:	2

Course Description:

Students can earn one credit per semester for their on-the-job training. Vocational work recognizes the basic fact that learning about the work and developing vocational skills and work habits can best be developed on the job. A coordinator is the supervisor of each work program. They coordinate the activities among school, students, parents, and the employer. This supervised work experience gives the student a practical and educational look at the work world. On-the-job training is available in the following areas: Office Education, Marketing Education, and Trades and Industry Education.

Practical Industrial Technology Flowchart for Course Selection

Practical Introduction to
Industrial Technology

Course:	Practical Introduction to Industrial Technology
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	1

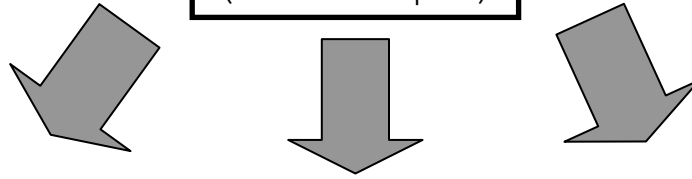
Course Description:

Students rotate through two basic areas of beginning level courses in Industrial Technology instruction. These areas include small engine repair and manufacturing with wood. This exploratory course enables students to wisely select advanced technology courses and career options in the technical fields. Areas of study include: precision measuring, use of basic woodworking tools and machines to manufacture products.

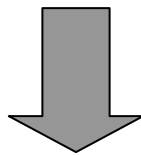
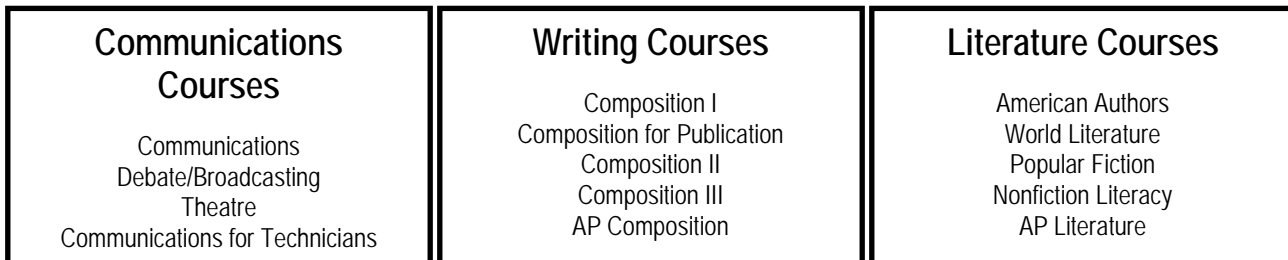
Language Arts

Flowchart for Course Selection

English I: English Connections
(2 semesters required)



Students must complete one course from each of these three areas:



Elective Courses

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

<p>Communications Debate/Broadcasting Theatre Communications for Technicians</p>	<p>Composition I Composition for Publication Composition II Composition III AP Composition</p>	<p>American Authors World Literature Popular Fiction Nonfiction Literacy AP Literature</p>	<p>Comp./Production for Publications Yearbook Creative Writing Class-Connected Reading Strategies</p>
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Notes:

- Composition III and Communications for Technicians may be taken for DMACC shared credit.
- Journalism courses and Yearbook may not be accepted as an English credit by one of these state universities: Iowa, Iowa State, and the University of Northern Iowa. See your counselor for more details.

Language Arts Department

Course:	English I: English Connections
Semesters:	2
Credit:	2

Course Description:

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

Course:	Communications
Recommended Course:	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

This course will focus on the process of communications in a variety of communication situations. Areas of study will include the communication process, communication awareness, intrapersonal and interpersonal communication, group discussion, public speaking, and persuasive speaking. Students will become more effective communicators by utilizing verbal, nonverbal, perception and listening skills. Assessments may include objective tests and quizzes, daily written activities, class participation, and oral presentations (group and individual).

Course:	Debate and Broadcasting
Recommended Courses:	Communications
Semesters:	1
Credit:	1

Course Description:

Debate and Broadcasting is an advanced public speaking course that focuses on higher level communication skills through interpretation, research, and critical thinking. Students will learn to research, evaluate, and organize information. Students will participate in a number of advanced public speaking activities including spontaneous speaking, debate, student congress, radio news announcing and television news broadcasting.

Course:	Theatre
Recommended Course:	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

Students will participate in creative dramatics, makeup and/or set design, improvisation (individual and/or group), and acting (individual and/or group). Students will present both solo and group performances. A text is used to explore theatre history, various elements of play production, and script selection and analysis. Assessment is based on performances and projects, objective and essay testing, written preparation, and participation. In this performance-based course, good attendance is essential and the ability to memorize materials is suggested.

Course:	Communications for Technicians (3 DMACC Concurrent Credit – COM 703)
Recommended Courses:	Nonfiction Literacy
Semesters:	1
Credit:	1

Course Description:

Reading, writing, speaking, and listening are studied as methods of exploring and evaluating technological advances in trades and industry. Adapting communication for different audiences, evaluating industry-related literature, and basic business writing are emphasized. Areas of study will include recognizing and effectively dealing with particular listening situations; the fundamentals of speaking skills in particular speaking situations; reading handbooks, manuals, textbooks, periodicals, tables, charts, and other reference materials; creating effective, well-written documents; working with industry-related literature; group dynamics in the workplace; and planning for and earning a career placement.

Course:	Composition I
Recommended Courses:	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

Students will write a series of formal essays, including personal narrative, extended definition, comparison/contrast, character sketch and an opinion based documented research paper. Areas of study will also include prewriting, drafting, editing/revising, and polishing, with the emphasis on expressive content, organization, and technical writing skills.

Course:	Composition for Publication
Recommended Courses	English I: English Connections (may be taken concurrently with English I)
Semesters:	1
Credit:	1

Course Description:

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

Course:	Composition II
Recommended Courses:	Composition I
Semesters:	1
Credit:	1

Course Description:

Composition II provides a rigorous writing experience for students to prepare them for Composition III, AP Composition, and college. Students will engage in six theme-based units that are reflective of the ACT College Readiness Standards in writing. It is highly recommended that students complete Composition I before taking Composition II. Areas of study include ACT College Readiness Standards, rhetorical analysis, scholarship essays, styles of documentation, college readiness/transcript essays, and thesis driven synthesis essay.

Course:	Composition III (3 DMACC Concurrent Credits – ENG105)
Recommended Courses:	Composition I
Semesters:	1
Credit:	1

Course Description:

This course introduces students to college writing and builds significantly on Composition I. Students construct and revise a series of writings that are primarily expository but not excluding persuasive. Students practice effective reading and research techniques that include library and computer-based research skills. To avoid any confusion, it should be noted that Composition III at Southeast Polk High School is the same course as Composition I at DMACC. Areas of study include the writing process, analysis of writing models—professional and exemplary writing, Standard English grammar and usage, research strategies, MLA documentation, arguing a position and rhetorical analysis.

Course:	Advanced Placement Composition
Recommended Courses:	Composition I
Semesters:	2
Credit:	2

Course Description:

AP Composition is a two-semester course that emphasizes close reading, critical thinking, and artful writing. The course is organized around perennial themes of humanity: How is personal identity created? How are ethical decisions made? What should be the relationship between the individual and the larger social group? What is the nature of aesthetic experience? What constitutes the good life? The first semester includes an examination of traditional Western texts; the second semester includes several contemporary essays. The course asks students to use key principles of rhetoric for analyzing written and visual texts. The rigor of the class demands that only students who are serious about this type of study should enroll. Areas of study include The Writing Process, Plato, Thomas More, Machiavelli, narrative essay, comparison/contrast essay, opposing viewpoints essay (synthesis), visual texts: rhetorical analysis essay, Topics in Identity essay, Topics in Education essay, Topics in Ethics essay, documented persuasion essay, Six Traits of Writing, and AP Composition Test preparation.

Course:	American Authors
Recommended Course	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

American Authors is a survey course of classic American literature. Major American authors, novelists, poets, and essayists are studied, along with their biographies and historical time periods. The course covers the literary time periods of the 1600's-2000; however, the emphasis is on the analysis and interpretation of short stories and novels. A lesser emphasis is placed on poetry, essays, sermons, and non-fiction. Areas of study include overview and analysis of several American literary periods: Puritans, Revolutionaries, Realists, Romantics, Moderns, and Contemporaries, survey of short stories, comparing novels of various time periods, modern drama, nonfiction and poetry.

Course:	World Literature
Recommended Course	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

Students will read a variety of world literature through the use of short stories, plays, novels, and poetry. The emphasis is on interpretation and analysis. Assessment will include formal compositions, classroom discussion, short response essays, and exams. Students will also read and analyze critical essays written about the literature and applicable nonfiction pieces.

Course:	Popular Fiction
Recommended Courses:	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

Popular Fiction is a literature course in which students read a wide variety of bestselling fiction titles, including *The Kite Runner*, mystery selections, graphic novel selections, science fiction selections, and a fiction novel of their own choosing. Students analyze these texts at a critical level in order to determine the rules that govern the genres and communicate in a book club atmosphere. Assessments include group participation, analytical writings, response writings, quizzes, exams, performance tasks, and a variety of creative responses.

Course:	Nonfiction Literacy
Recommended Course:	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

Nonfiction Literacy focuses on types and styles of nonfiction writing and reading: memoirs, diaries/journals, essays, letters, articles, speeches, and nonfiction pleasure reading. Students explore personal interest examples of some of these, completing papers or projects as they work with the nonfiction pieces. Research and application are critical components of this class. Areas of study include techniques writers use; the research process: topic selection, gathering sources of information, gleaned information, using organizational systems with sources, synthesizing borrowed information with student's own ideas, creating an outline, creating a works cited page, and writing using citations; paraphrasing and summarizing; listening and note taking skills; types of nonfiction; nonfiction pleasure reading; outlining various types of writing, and personally relating to nonfiction selections.

Course:	Advanced Placement Literature
Recommended Course:	Composition I
Semesters:	2
Credit:	2

Course Description:

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

Areas of Study

1st Semester

Old English Literature: *Beowulf* and *Grendel*
 Middle English Literature: *Canterbury Tales*
 Shakespeare: *Hamlet*
 English Romanticism: *Jane Eyre*
 Russian Literature: *Crime and Punishment*
 Assorted Poetry

2nd Semester

19th c. American Literature: *Huckleberry Finn*
 20th c. Literature: *All the Pretty Horses*, *All Quiet on the Western Front*, *The Things They Carried*, *Beloved*
 Assorted Poetry
 AP Literature Test Preparation

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

Course Description:

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

Course:	Yearbook
Recommended Courses:	Composition for Publication, application, interview
Semesters:	2 (firm commitment)
Credit:	2

Course Description:

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

Course:	Creative Writing
Recommended Courses:	English I: English Connections
Semesters:	1
Credit:	1

Course Description:

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

Course:	Classroom Connected Reading Strategies
Semesters:	2
Credit:	0.5/semester

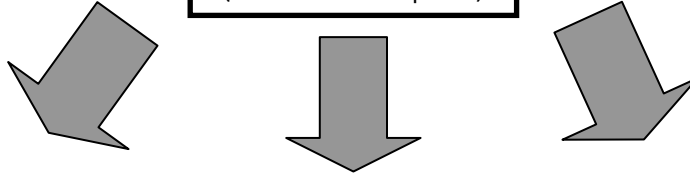
Course Description:

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

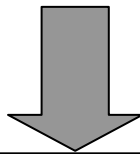
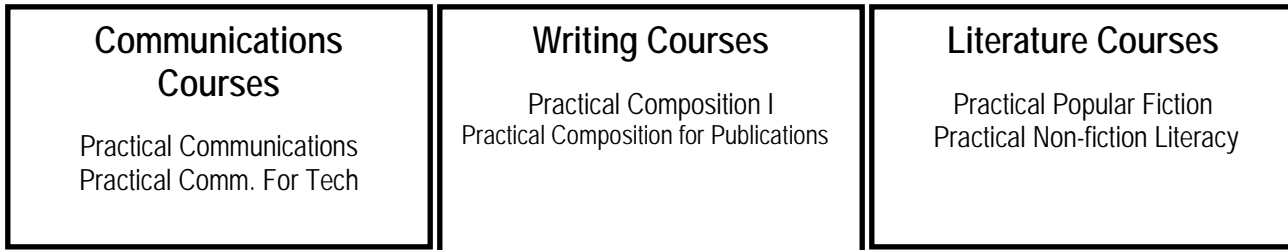
Practical Language Arts

Flowchart for Course Selection

Practical English I:
English Connections
(2 semesters required)



Students must complete one course from each of these three areas:



Elective Courses

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

<p>Communications</p> <p>Practical Communications Practical Comm. For Tech.</p>	<p>Writing</p> <p>Practical Composition I Practical Comp. for Publications Practical Creative Writing</p>	<p>Literature</p> <p>Practical Popular Fiction Practical Non-fiction Literacy</p>	<p>Other</p> <p>Practical Class-Connected Reading Strategies</p>
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Course:	Practical English I: English Connections
Recommended Courses:	IEP Team Decision
Semesters:	2
Credit:	2

Course Description:

English Connections is designed to develop effective speaking, writing, and reading. Through specific activities, students will be able to recognize writing and speaking as valuable and enjoyable means of communication. Through a variety of modern and classic pieces, the literature is organized, studied, and analyzed by genre and theme. Areas of study include short stories, composition, speech, poetry, drama, fiction/nonfiction, grammar/mechanics/writing structure, and research. Assessments: Objective and written quizzes and tests, written essays and papers, projects, and speeches.

Course:	Practical Communications
Recommended Course:	IEP Team Decision, Practical English Connections
Semesters:	1
Credit:	1

Course Description:

This course will focus on the process of communications in a variety of communication situations, including intrapersonal, interpersonal, group discussion, and public speaking. Students will become more effective communicators by utilizing verbal, nonverbal, and listening skills. Assessments: objective tests and quizzes, daily written activities, class participation, and oral presentations (group and individual).

Course:	Practical Composition
Recommended Courses:	IEP Team Decision, Practical English Connections
Semesters:	1
Credit:	1

Course Description:

Students will write a series of 4-5 formal essays, including descriptive, extended definition, comparison/contrast, and documented research paper. All writing is corrected and revised with the emphasis on expressive content, organization, and technical writing skills. Areas of study include outlining, persuasive outline, comparison/contrast essay, personal narrative, and a research paper.

Course:	Practical Composition for Publication
Recommended Courses:	IEP Team Decision, Practical English Connections
Semesters:	1
Credit:	1

Course Description:

Composition for Publication is a reading and writing course which serves as an introduction to the print media. Students will study the industry's conventions with emphasis on scholastic applications. Assessments will be through practical application of writing skills in a variety of settings, along with daily classroom activities. Areas of study include gathering news, media law, ethics, history, news writing, specialty writing, and publication analysis.

Course:	Practical Popular Fiction
Recommended Courses:	IEP Team Decision, Practical English Connections
Semesters:	1
Credit:	1

Course Description:

Popular Fiction is a literature course in which students read representative examples of popular genres. Students analyze these texts in order to determine the rules that govern the genres. Assessments: analytic writings, response writings, quizzes, exams, performance tasks, and a variety of creative responses. Areas of study include adventure, mystery/crime, science fiction, horror/suspense, romance, historical fiction.

*Note: Not all areas of study will be covered each semester due to time constraints.

Course:	Practical Nonfiction Literacy
Recommended Course:	IEP Team Decision, Practice English Connections
Semesters:	1
Credit:	1

Course Description:

Real World English focuses on types and styles of nonfiction writing and reading. Students explore personal interest research, projects, group and individual presentations. Areas of study include writing techniques, the research process, nonfiction newspaper article and editorials, essays, speeches, memoirs, letters, diaries, and presentation skills.

Course:	Practical Communications for Technicians
Recommended Courses:	IEP Team Decision, Practical English Connections
Semesters:	1
Credit:	1

Course Description:

Reading, writing, speaking, and listening are studied as methods of the world of work. Adapting communication for different audiences, evaluating industry-related literature, and basic business writing are emphasized. Areas of study include listening, speaking, technical reading, document production, group work and communication, and career planning.

Course:	Practical Creative Writing
Recommended Courses:	IEP Team Decision, Practical English Connections
Semesters:	1
Credit:	1

Course Description:

This course is a fiction and poetry writing seminar in which creativity and imagination take precedence over mechanics. This course is separated into three units: short stories, poetry and drama. Students will be asked to write and understand the components for each genre. Areas of study include short stories and poetry.

Course:	Practical Classroom Connected Reading Strategies
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	0.5

Course Description:

Classroom Connected Reading Strategies is for students with identified reading needs. Students receive explicit instruction in the four components of reading: comprehension, fluency, vocabulary, and motivation or attitude toward reading. The course is goal-oriented and students are able to complete the class as they demonstrate a grade-level, independent reading ability.

Course:	Practical Classroom Connected Writing Strategies
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	0.5

Course Description:

Classroom Connected Reading Strategies is for students with identified reading needs. Students receive explicit instruction in the four components of reading: comprehension, fluency, vocabulary, and motivation or attitude toward reading. The course is goal-oriented and students are able to complete the class as they demonstrate a grade-level, independent reading ability.

World Languages Department

Spanish I
Spanish II
Spanish III
Spanish IV (DMACC Concurrent Credit)

French I
French II
French III
French IV
French V (DMACC Concurrent Credit)

Course: Spanish I
Semesters: 2
Credit: 2
Workbook available for purchase

Course Description:

Spanish I is a one-year course of two semesters that establishes the academic foundation for success in Spanish II, III, and IV. Students acquire a conversational and grammatical vocabulary of 500 words and expressions. Focus is on speaking and listening skills. Areas of study include introduction to conversational vocabulary topics such as greetings, weather, activities, likes/dislikes, food, classes/school, age, comparisons, descriptions, family, clothes/fashion, places in town, house/home, parties, chores, sports, etc.; pronunciation, listening, and speaking skills; basic conjugations of regular and irregular verbs in present tense; grammar topics such as articles, agreement, verb conjugations in the present tense, subject pronouns, possessive adjectives, comparatives, direct object pronouns, ordinal numbers, commands; cultural, historical, and geographical information on various Spanish-speaking countries and festivals/celebrations; reading skills throughout the year and a short novel in Spanish.

Course: Spanish II
Recommended Course: Spanish I or teacher permission
Semesters: 2
Credit: 2
Workbook available for purchase

Course Description:

Students will apply and manipulate vocabulary and structural skills acquired in Spanish I. Spanish II focuses on communicating effectively using a variety of past tenses to express past actions and events. Areas of study include conversational vocabulary including, but not limited to, sports, legends, dining and travel, the use of past actions and events in oral and written communication as well as reading and writing in the target language, travel skills including shopping, bartering, giving and understanding commands/directions, reading of short novel in Spanish, cultural, historical, and geographical information on multiple Spanish speaking countries, and holidays and festivities celebrated in Spanish speaking countries and cultures.

Course: Spanish III
Recommended Course: Spanish II or teacher permission
Semesters: 2
Credit: 2
Workbook available for purchase

Course Description:

This course is designed for college bound students who are self-motivated. Students learn advanced structures of language to expand their level of communication proficiency. Students further explore the cultures of countries where Spanish is spoken. Areas of study include communication topics such as family, leisure activities, home/city, environmental issues, health, volunteer vocabulary; read, write, and speak Spanish in past and future tenses; interview peers, and write descriptions and narrations; compare and contrast American traditions with Spanish holidays and customs, and use technology to reinforce communication skills.

Course:	Spanish IV (8 DMACC Concurrent Credits – FLS 241 1st semester, FLS 242 2nd semester)
Recommended Course:	Spanish III or teacher permission
Semesters:	2
Credit:	2

Course Description:

Spanish IV is a weighted grade course designed for highly motivated and self-directed students of Spanish. The focus of the course is to increase the student's proficiency in Spanish. High expectations are placed on conversational and writing skills in Spanish. The activities in class focus on communicating in and understanding Spanish. Areas of study include conversational vocabulary includes topics such as school, home and family, jobs and future careers, sports and activities, travel situations and plans, works of art, social/societal problems, education, entertainment and interests, heroes, food, idiomatic and slang expressions, etc.; comprehension and speaking skills, especially working with longer segments and more complex sentences and understanding all instructions in Spanish; discussion/knowledge of Hispanic art and artists, especially the three Spanish master painters El Greco, **Velasquez**, and Goya and individual presentations in Spanish on a chosen artist; drama presentation to present a fairy tale for lower level Spanish students; grammar topics such as verb conjugations in all tenses, "ser vs. estar," reflexives, prepositions, past participles, gerunds, etc.; writing skills with a portfolio of writings and evaluations; and preparations for further use/study of the language.

Course:	French I
Semesters:	2
Credit:	2
	Workbook available for purchase

Course Description:

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

Course:	French II
Recommended Course:	French I
Semesters:	2
Credit:	2
	Workbook available for purchase

Course Description:

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

Course:	French III
Recommended Course:	French II
Semesters:	2
Credit:	2
	Workbook available for purchase

Course Description:

This course is designed for college bound students who are self-motivated. Students learn advanced structures of the language to expand their level of communication proficiency. Students further explore the diverse cultures of the countries where French is spoken. Areas of study include communication topics such as talking about where one is from, explaining personal demographics, simulating experiences abroad, as well as narrating past experiences and potential future experiences, and past times such as camping, and computer use. Students will read an adapted multi-chapter text as well as be able to follow, with teacher support, the themes and interactions between characters of the film *Le Papillon* when presented in French. Students will be able to narrate more extensively in the past tense as well as use multiple tenses to explain a story or situation. Students will learn more about the food, clothing, and shelter specific to a variety of locales including regional specialties, products, advertising, and international relationships throughout the French speaking world and the rest of the world.

Course:	French IV
Recommended Course:	French III
Semesters:	1 (2 period block class)
Credit:	2
	Workbook available for purchase

Course Description:

This is a weighted course designed for self-motivated, college bound students. Students complete the study of the French language and use their written and verbal skills to communicate information and give their personal opinions and reactions. Special studies provide students with the opportunity to explore the French influence in the world and expand their French communication skills and knowledge of French speaking cultures. Areas of study include conversational vocabulary in topics such as transportation, navigation, urban vs. rural life, planning for the future, entertainment, current events, societal challenges, the environment, preparation of food, and appreciation of artistic works. Students will be expected to make progress verbally for a high degree of academic success at this level. Comprehension skills will include an extension of both listening and reading skills. Listening will include recordings of native speakers such as journalists, actors, singers, and other native recordings as well as an expectation that students will listen to and interact with both their peers and teacher in French.

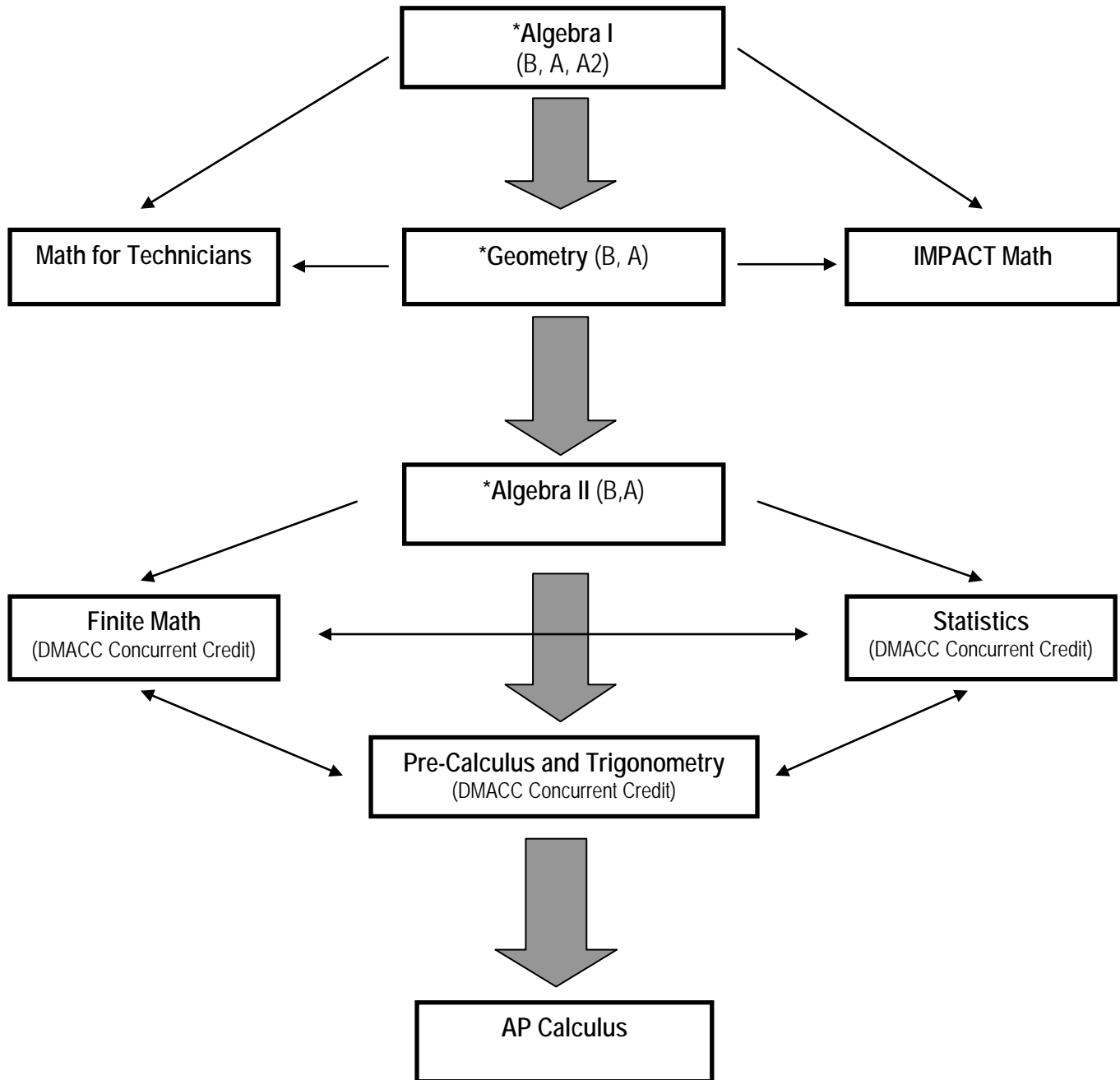
Course:	French V (8 DMACC Concurrent Credits – FLF 241 1st semester, FLF 242 2nd semester)
Recommended Course:	French IV
Semesters:	1 (2 period block class)
Credit:	2
	Workbook available for purchase

Course Description:

This is a weighted course designed for self-motivated, college bound students. Students complete the study of the French language and use their written and verbal skills to communicate information and give their personal opinions and reactions. Special studies provide students with the opportunity to explore the French influence in the world and expand their French communication skills and knowledge of French speaking cultures. Areas of study include conversational vocabulary in topics such as transportation, navigation, urban vs. rural life, planning for the future, entertainment, current events, societal challenges, the environment, preparation of food, and appreciation of artistic works. Students will be expected to make progress verbally for a high degree of academic success at this level. Comprehension skills will include an extension of both listening and reading skills. Listening will include recordings of native speakers such as journalists, actors, singers, and other native recordings as well as an expectation that students will listen to and interact with both their peers and teacher in French. Students will write more extensive papers on a variety of topics as well as authoring a fable, poems, and other creative works. Students will learn to use electronic tools (not translators) to improve their independent learning and revision of the language as well as enhance their presentations both orally and in writing. Students will be asked to read short stories from *Le Petit Nicolas* and watch the fictional post-war film *Les Choristes*. Students will study more specific topics of cultures such as political structures, artistic eras, and contemporary and classic influences in music. One unit also focuses on resiliency from a crisis and how francophone societies face or have faced such events as poverty, colonization, war, and natural disasters.

Math Education Flowchart for Course Selection

* indicate Possible 9th Grade Entry Levels



Math Department

Course:	Algebra I
Recommended Course:	Pre-Algebra
Semesters:	2
Credit:	2

Course Description:

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

- **Algebra B** is for the student who was highly successful in Pre-Algebra
- **Algebra A** involves many of the same concepts and skills as Algebra B with less emphasis on fractional and decimal coefficients.
- **Algebra A2** The students that will register for this course are in the second year of the two year Algebra pathway. This pathway will be phased out following the 2013 spring semester.

Course:	Geometry
Recommended course:	Successful completion of Algebra I
Semesters:	2
Credit:	2

Course Description:

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

- **Geometry B** is for the student who was successful in Algebra B.
- **Geometry A** covers many of the same concepts as Geometry B, with increased emphasis on measurement and properties of shapes.

Course:	Mathematics for Technicians
Recommended Course:	Successful completion of a high school level Algebra course
Semesters:	2
Credit:	2

Course Description:

Mathematics theory is combined with practical lab activities. Problem-solving techniques, estimation, measurement, and use of data are studied.

Course:	Algebra II
Recommended Course:	Geometry
Semesters:	2
Credit:	2

Course Description:

This course is the study of the real number system and the complex number system. This course is for the student who was a successful Algebra I student. Algebra II may be taken concurrently with Geometry in special circumstances with teacher and administrative approval.

- **Algebra II B** is for the student who was successful in Geometry B.
- **Algebra II A** covers many of the same concepts and skills as Algebra II B with less emphasis on the most challenging concepts.

Course:	Statistics (4 DMACC Concurrent Credits – MAT 157)
Recommended Course:	Algebra II
Semesters:	1
Credit:	1

Course Description:

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

Course:	Finite Mathematics (4 DMACC Concurrent Credits – MAT 141)
Recommended Course:	Algebra II
Semesters:	1
Credit:	1

Course Description:

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

Course:	Pre-Calculus and Trigonometry (5 DMACC Concurrent Credits – MAT 129 1st semester)
Recommended courses:	Geometry and Algebra II
Semesters:	2
Credit:	2

Course Description:

This course explores several algebraic topics in greater depth and introduces advanced mathematics topics as well as develops skills in manipulative techniques and applications of periodic functions.

Course:	AP Calculus
Recommended Courses	Pre Calculus
Semesters:	2
Credit:	2

Course Description:

Advanced Placement Calculus consists of a full academic year of work in calculus comparable to courses in colleges and universities. It is expected that students who take an AP course will seek credit or placement, or both from institutions of higher learning. Topics and concepts will be explored and studied using numerical, graphical and algebraic techniques.

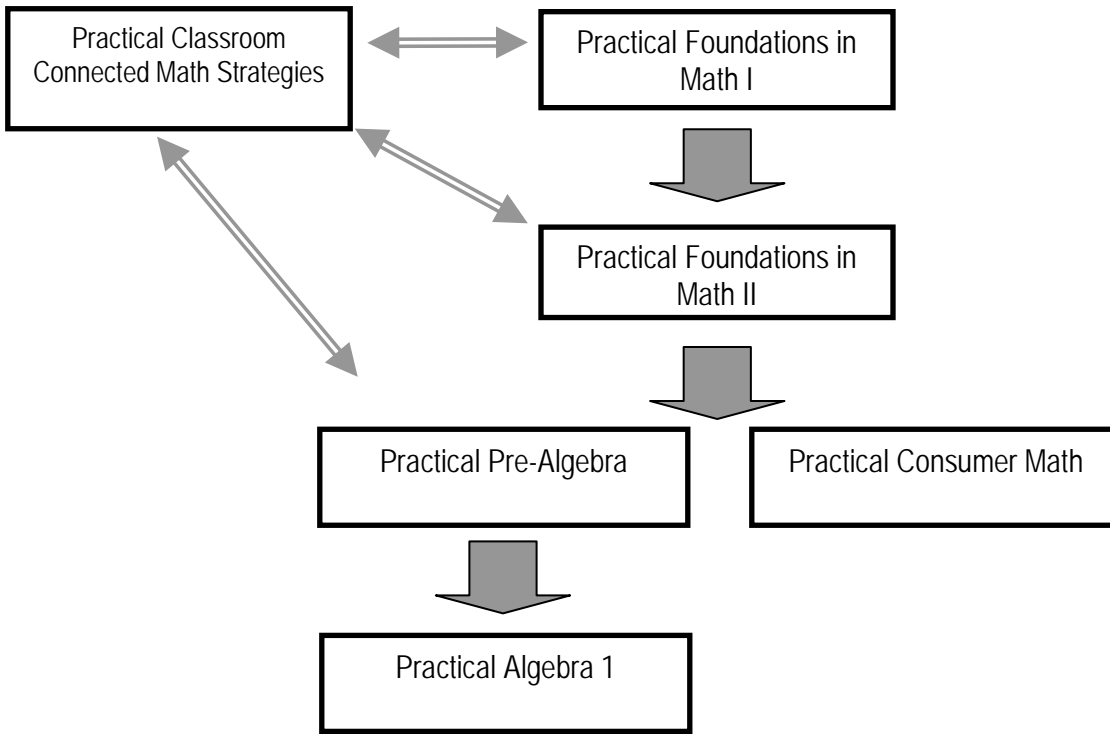
Course:	IMPACT Math (Improving Mathematics Proficiency through Adaptive Computer-based Tutoring)
Semesters:	1
Credit:	.5

Course Description:

IMPACT Math is for students with identified math needs. Students work with an adaptive cognitive tutoring software package (Education2020's Virtual Tutor). The students work on a customized curriculum based on a diagnostic test given at the start of the course. The course is individually paced, and feedback to the student is immediate.

Practical Math Education

Flowchart for Course Selection



Course: Practical Classroom Connected Math Strategies
Recommended Courses: IEP Team Decision
Semesters: 1
Credit: 0.5

Course Description:
 Classroom Connected Math Strategies is for students with identified math needs. Students receive explicit instruction in components of math: measurement, geometry, algebra, basic skills, etc. The course is goal-oriented and students are able to complete the class as they demonstrate a grade-level, independent math ability. Areas studied will include: fractions, decimals, basic facts, time, money and measurement.

Course: Practical Foundations of Math I
Recommended Courses: IEP Team Decision
Semesters: 2
Credit: 2

Course Description:
 Students will develop skills in basic math functions such as addition, subtraction, multiplication, division, fractions, decimals, and word problems. Areas studied will include: whole numbers; basic math operations (addition, subtraction, multiplication, division); fractions; decimals; and percents.

Course: Practical Foundations of Math II
Recommended Courses: IEP Team Decision
Semesters: 2
Credit: 2

Course Description:
 This course reviews basic math functions and emphasizes the mathematics applied to life. Areas of study will include: mathematical operations, reading and interpreting graphs, percents, decimals, fractions, time concepts, measurements, money concepts.

Course:	Practical Pre-Algebra
Recommended Courses:	IEP Team Decision
Semesters:	2
Credit:	2

Course Description:

This course is a study of key concepts necessary for the student to be prepared for Algebra I. The course features numbers and operations combined with an introduction to algebraic symbolism and manipulation that will enable the student who would benefit from additional time and practice in order to make connections with algebra concepts. Areas of study will include: operations using whole numbers, integers and rational numbers; concepts of factor and factoring; exponents, square roots, Pythagorean Theorem, problem-solving skills, graphing on a number line and in a coordinate system, systems equations.

Course:	Practical Consumer Mathematics
Recommended Courses:	IEP Team Decision, Practical Foundations of Math II or Practical Pre-Algebra
Semesters:	2
Credit:	2

Course Description:

The course focuses on presenting the basic expenses of living away from home for the first time. Students are taught mathematics that are integral parts of students' daily lives and the key to having the things they want and need. Areas of study include: income, budgeting, checking, taxes, savings and investments, credit management, renting an apartment, managing credit and money, and consumer buying.

Course:	Practical Algebra 1
Recommended Course:	IEP Team Decision, Practical Pre-Algebra
Semesters:	2
Credit:	2

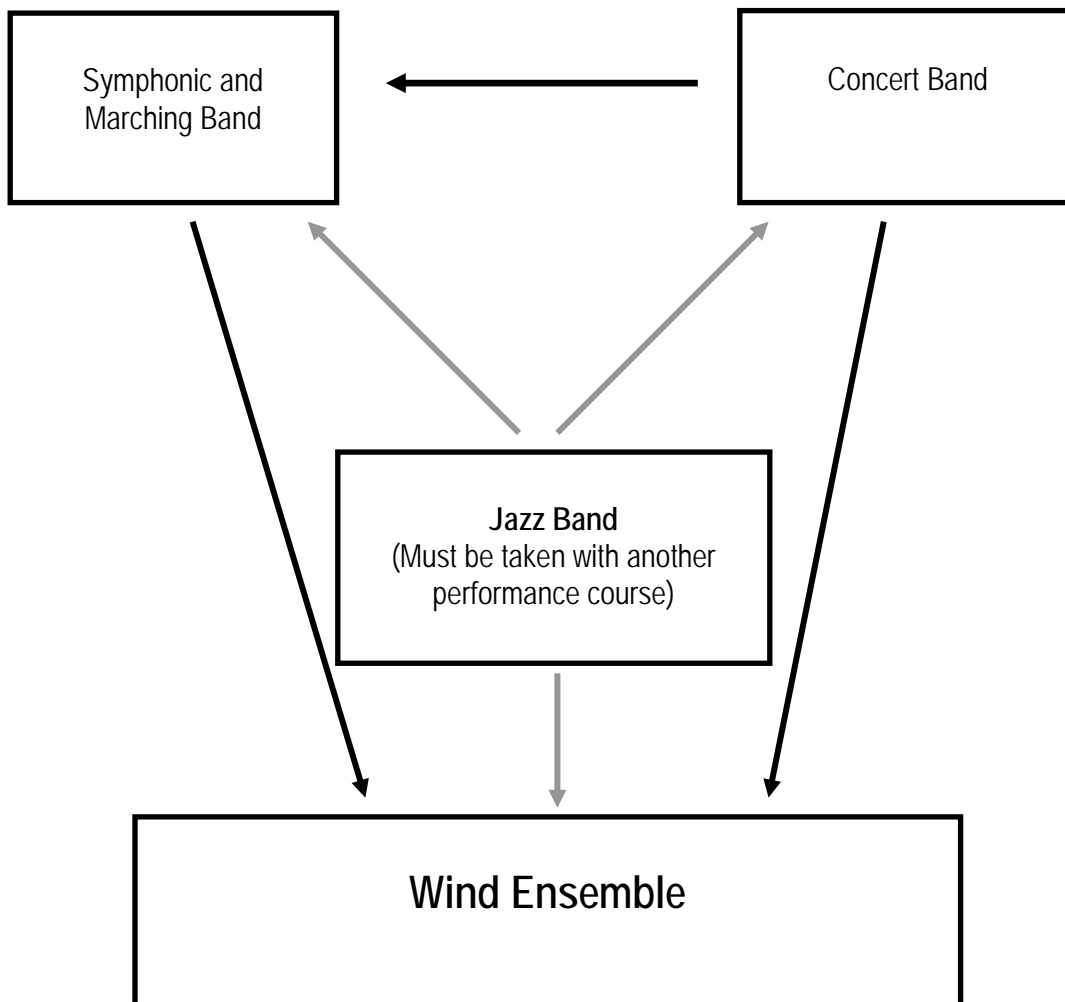
Course Description:

Study of the real number system and its operations, solving equations and inequalities, working with polynomials, and solving real-world problems using Algebra.

- **Algebra A** involves many of the same concepts and skills as Algebra B with less emphasis on fractional and decimal coefficients.
- **Algebra A2** The students that will register for this course are in the second year of the two year Algebra pathway. This pathway will be phased out following the 2013 spring semester.

Instrumental Music

Flowchart for Course Selection



Note: All course titles in boldface print have prerequisites.

Instrumental Music Department

Symphonic and Marching Band
Wind Ensemble
Jazz Band
Concert Band

Course:	Concert Band
Semesters:	2
Credit:	2

Course Description:

This course offers training in music performance through wind and percussion instruments. Students will have the opportunity to participate in concert band, basketball pep band, honor bands, and lessons. Area of study will include; Performance, Reading and notating music, Listening/analyzing music, Evaluating music and music performances, Comparing music historically and culturally, and Music Creativity.

Course:	Symphonic and Marching Band
Semesters:	2
Credit:	2

Course Description:

This course offers training in music performance through wind and percussion instruments. Students have the opportunity to participate in marching band, symphonic band, basketball pep band, honor bands, and lessons. Required 6:50 a.m. rehearsals are part of this course during marching season. Freshman may audition in the spring of their 8th grade year for participation in this group. Area of study will include; Performance, Reading and notating music, Listening/analyzing music, Evaluating music and music performances, Comparing music historically and culturally, and Music creativity.

Course:	Wind Ensemble
Recommended Courses:	Students have completed one year of high school level band with passing grade or by instructor approval
Semesters:	2
Credit:	2

Course Description:

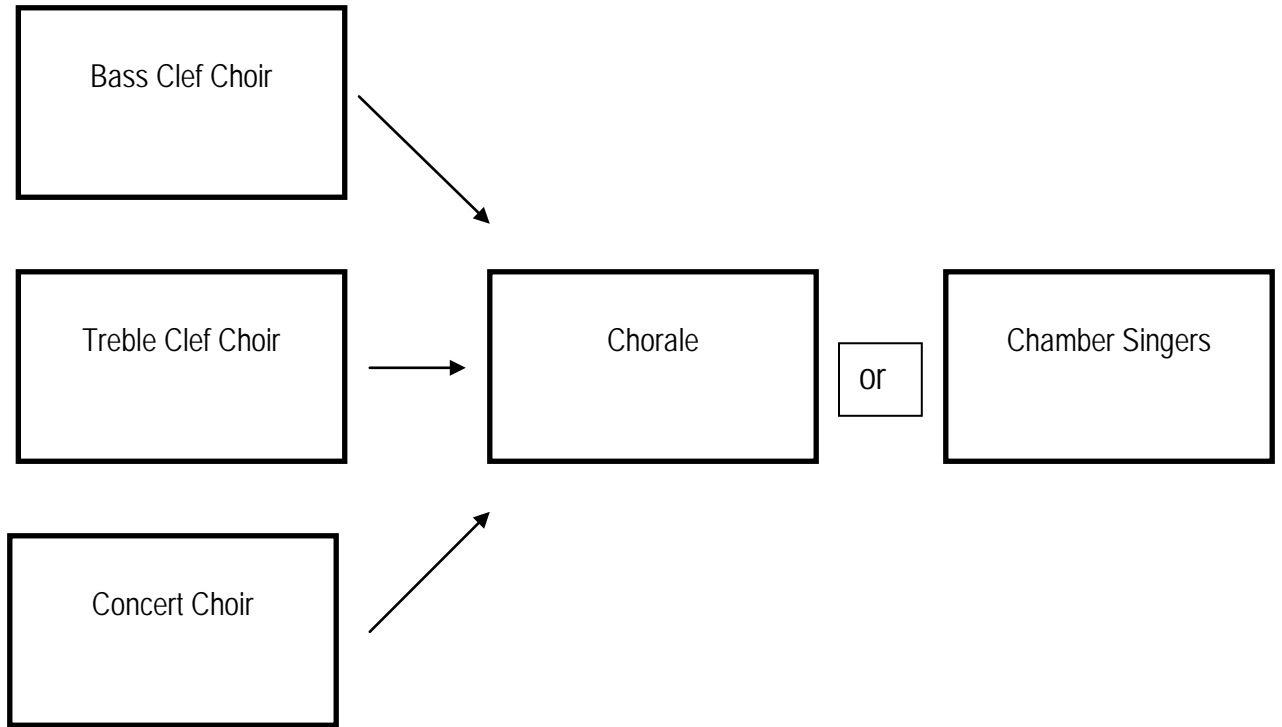
This ensemble is the top performing group. All students must complete an audition the spring semester prior to the year of participation. The course offers advanced training in music performance through wind ensemble studies. Students will have the opportunity to participate in a concert band setting, basketball pep band, honor bands, and lessons. Area of study will include; Performing alone and with others on a varied repertoire of music, Reading and notating music, Listening to, analyzing and describe music, Evaluating music and music performances, Music, Interdisciplinary relationship of music to other arts and non-arts, and Music creativity

Course:	Jazz Band
Recommended Courses	Students in Jazz Band must be enrolled in Wind Ensemble, or Symphonic Band, or Concert Band to be eligible for Jazz Band. (Exceptions: stringed instruments and piano). All students must complete an audition the spring semester prior to the year of participation
Semesters:	2
Credit:	2

Course Description:

This course offers training in jazz ensemble performance, styles, theory, and history. Area will include; Fundamentals of all Jazz styles, Jazz in relation to various historical periods and cultures, Jazz improvisation, and Jazz performance historically and culturally, and Music creativity.

Vocal Music Flowchart for Course Selection



Note: Chorale and Chamber Singers by audition only.

Vocal Music Department

Bass Clef Choir
Concert Choir
Chorale

Treble Clef Choir
Chamber Singers

Course: Bass Clef Choir
Semesters: 2
Credit: 2

Course Description:

This course offer basic training in choral music performance for the freshman student who sings in the bass clef. It is also open to bass clef singers, grades 10-12, as a second choir option. Units include concert music study for three 'home' concerts and State Large Group Contest (May). Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extracurricular opportunities include Show Choir, a variety of Honor Choirs, and field trips. Students are encouraged to seek outside opportunities for performance and/or study.

Course: Treble Clef Choir
Semesters: 2
Credit: 2

Course Description:

This course offers basic training in choral music performance for the freshman student who sings in the treble clef. Units include concert music study for three 'home' concerts and State Large Group Contest (May). Additional small group and solo performance opportunities will be available. Music performed will be from a variety of styles. Extra-curricular opportunities include Show Choir, a variety of Honor Choirs, and field trips. Students are encouraged to seek outside opportunities for performance and/or study.

Course: Concert Choir
Semesters: 2
Credit: 2

Course Description:

This course basic to advanced training in choral music performance for the three and four-part voice choir. Area will include; Vocal harmony, Performance etiquette and evaluation, Breath support and management, Musical expression and musicianship, Balance and blend, Music notation, Rhythmic notation, Choral music history, Ear training, and Large group performance.

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

Course Description:

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

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

Course Description:

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

Physical Education Department

Physical Education (9-10)
Physical Education (11-12)
Advanced Weight Training
Early Bird Physical Education
Health
Health II
PEOPEL PE
Lifeguarding

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

Course:	Physical Education (9-10)
Semesters:	1
Credit:	1/2

Course Description:

Students will develop basic movement skills and knowledge of rules and strategies in a variety of activities. Elements of personal fitness will also be emphasized in each Physical Education course at the ninth and tenth grade level. Students are encouraged to pass one unit of swimming and weight lifting during each of their 9th and 10th grade years. Also, in order to eventually enroll in Advanced Weight Training, students MUST successfully complete one semester of Fitness Center Activities.

Areas of Study

Student will sign-up for one of the option for each semester. Students must participate in ALL activities of the option selected.

***Note: Areas offered may be subject to change based on facilities, equipment, and number of students enrolled.**

Semester 1

Team sports (basketball, football, hockey, etc.)
Individual sports (table tennis, golf, badminton, etc.)
Outdoor pursuits (archery, orienteering, canoeing, scuba diving etc.)
Fitness Center activities
Personal fitness

Semester 2

Team sports
Individual sports
Rhythms, aquatics, and gym games
Fitness Center activities
Personal fitness

Other courses offered:

PEOPEL PE
(Physical Education Opportunity for the Exceptional Learner)
Advanced Weight Training
(Students must have completed Fitness Center activities)
Early bird PE

Other courses offered:

PEOPEL PE
Advanced Weight Training
(Students must have completed Fitness Center activities)
Early bird PE
Lifeguarding

Course:	Physical Education (11-12)
Semesters:	1
Credit:	1/2

Course Description:

This course provides the student the opportunity to learn appropriate exercise techniques and to learn advanced skills for team and individual activities that will be used in lifetime leisure activities. Students will also learn to develop a personal fitness program

Areas of Study

Student will sign-up for one of the option for each semester. Students must participate in ALL activities of the option selected.

***Note: Areas offered may be subject to change based on facilities, equipment, and number of students enrolled.**

Semester 1

Team sports (basketball, football, hockey, etc.)
Individual sports (table tennis, golf, badminton, etc.)
Outdoor pursuits (archery, orienteering, etc.)
Personal fitness
Speed and agility

Semester 2

Team sports
Individual sports
Rhythms, aquatics, and gym games
Personal fitness
Speed and agility

Other courses offered:

PEOPEL PE (Physical Education Opportunity for the Exceptional Learner)
Advanced Weight Training (Students must have completed Fitness Center activities)
Early bird PE

Other courses offered:

PEOPEL PE (Physical Education Opportunity for the Exceptional Learner)
Advanced Weight Training (Students must have completed Fitness Center activities)
Early bird PE
Lifeguarding

Course:	Lifeguarding
Recommendation:	15 years of age by last day of class, swimming skills to include crawl, side stroke, and breaststroke.
Semesters:	1
Credit:	½ credit
Fee:	Book available for purchase

Course Description:

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

Course:	PEOPEL PE (Physical Education Opportunity for the Exceptional Learner)
Eligibility:	Teacher Recommendation or Student Application
Semesters:	1
Credit:	1/2

Course Description: (Adapted Physical Education)

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

Course:	Health I
Semesters:	1
Credit:	1

Course Description:

The course will provide appropriate information dealing with all aspects of the students' health. Concepts taught in this course will include: Health choices and behavior; Emotional and social health; Stress and stress management; Nutrition; Fitness; Drug use and abuse, alcohol and tobacco; AIDS and the STD's; The life cycle pairing, commitment and marriage, and parenting; Sexual behavior and pregnancy prevention;

Course:	Health II
Recommended Course:	Health I
Semesters:	1
Credit:	1

Course Description:

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

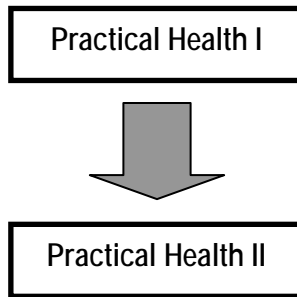
Course:	Early Bird Physical Education
Semesters:	1
Credit:	1/2

Course Description:

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

Practical Health

Flowchart for Course Selection



Course: Practical Health I
Recommended Course: IEP Team Decision, Practical Physical Science
Semesters: 1
Credit: 1
Recommendations:

Course Description:

The course will provide appropriate information dealing with all aspects of the students' health. Areas of study will include: health choices and behavior, fitness and exercise, First Aid/CPR, nutrition, mental health

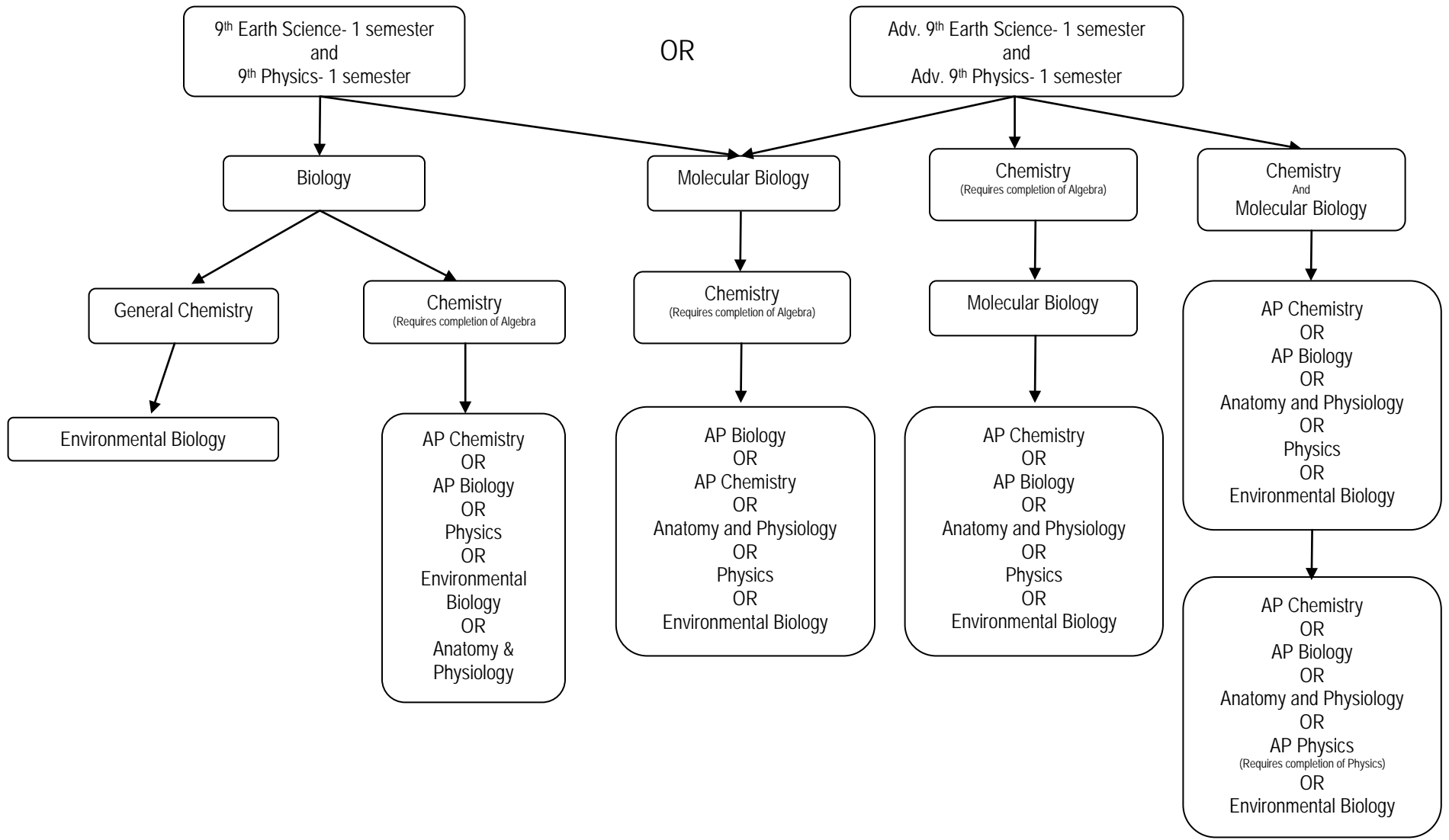
Course: Practical Health II
Recommended Course: IEP Team Decision, Practical Health I
Semesters: 1
Credit: 1

Course Description:

Health II will provide appropriate information dealing with multiple aspects of student health. Areas of study will include: stress and stress management, mental/emotional problems, building relationships, resolving conflict, changes during adolescence, alcohol, tobacco, illegal drugs, STDs/AIDS.

Science

Flow Chart for Course Selection



Science Department

Freshman Physics (1 Semester)
Advanced Freshman Physics (1 Semester)
Freshman Earth and Space Science (1 Semester)
Advanced Freshman Earth and Space Science (1 Semester)
Biology
Molecular Biology
Chemistry
General Chemistry
Environmental Biology
Anatomy & Physiology
Physics
Advanced Placement Chemistry
Advanced Placement Biology
Advanced Placement Physics

Course:	Freshman Physics
Semesters:	1
Credit:	1

Course Description

Freshman Physics is a course designed to introduce students to the basic concepts of physics through the utilization of scientific methods. Areas of study include scientific methods and equipment, measurement systems, laws of motion, simple machines, energy transfer and conservation, and the fundamentals of electricity and magnetism.

Course:	Advanced Freshman Physics
Semesters:	1
Credit:	1

Course Description

Advanced freshman physics is a course designed to prepare students for an accelerated path in the sciences. The foundation of the class is a strong emphasis in inquiry, data collection, analysis and presentation. A strong background in algebra is recommended. Concepts studied within this semester include describing and measuring motion; energy in its different forms, work, and power; the theory of gravity; principles and properties of waves, sound and light; and the fundamentals of electricity, magnetism and electromagnetism.

Course:	Freshman Earth and Space Science
Semesters:	1
Credit:	1

Course Description

Freshman earth science is a course designed to further student understanding of Earth and Space systems. How these systems are interrelated, how they have changed over time, and their impact on life on our planet will be the focus of this class. Areas of study will include weather/climate, plate tectonics, geologic time, our solar system and our universe.

Course:	Advanced Freshman Earth and Space Science
Semesters:	1
Credit:	1

Course Description

Advanced Freshman earth science is a course designed to prepare students for an accelerated path in the sciences. There will be a strong emphasis on the scientific processes of inquiry, data collection, analysis and presentation, while students gain a more thorough understanding of the earth and space systems. Areas of study will include energy transfer and its effect on the weather and geology of our planet, the scientific processes used to study our geologic past, and our solar system, galaxy and universe.

Course:	Biology
Semesters:	2
Credit:	2

Course Description:

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

Course:	Molecular Biology
Semesters:	2
Credit:	2

Course Description:

A course for students who want a challenging experience in the biological sciences. Topics of study will be in-depth with a strong emphasis on preparing students for Advanced Placement Biology. It is strongly recommended that a student who wishes to enroll in Molecular Biology has obtained a score of the 80th percentile or higher in Science and Reading on the Iowa Test of Basic Skills. Areas of study include: biochemistry, cell structure and function, genetics, biotechnology, microbiology, natural selection, ecology, and local water quality.

Course:	General Chemistry
Recommended Course(s):	Successful completion of freshman physics, freshman earth science and an Algebra course
Semesters:	2
Credit:	2

Course Description

The intent and purpose of this course is to expose students to a basic course in chemistry. This course is specifically designed for students who may need extra instructions in math and may or may not be preparing for a science based career. An basic understanding of Algebra is needed to successfully complete this course. Areas of study for this course are measurement and laboratory techniques, properties of matter, the historic study of the atom, atomic structure, atomic theory, periodic lab, periodic table, gas laws, chemical and formula compounds, ionic compounds, covalent compounds, types of chemical reactions, balancing equations, stoichiometry, solutions and acids and bases.

Course:	Chemistry
Recommended Course(s):	Successful completion of freshman physics, freshman earth science and an Algebra course
Semesters:	2
Credit:	2
Recommended materials:	Flash drive (USB), scientific calculator

Course Description:

The intent and purpose of this course is to expose students to a basic course in chemistry. This is a college preparatory course with an emphasis in critical thinking, problem solving and data collection using technology with applications to real-world situations. A complete understanding of Algebra is needed to successfully complete this course. Areas of study for this course are measurement and laboratory techniques, properties of matter, the historic study of the atom, atomic structure, atomic theory, periodic lab, periodic table, gas laws, chemical and formula compounds, ionic compounds, covalent compounds, types of chemical reactions, balancing equations, stoichiometry, solutions and acids and bases.

Course:	Environmental Biology A-(Fall)
Recommendation:	Successful completion of a biology course and a chemistry course
Semesters:	1
Credit:	2

Course Description:

This is a challenging laboratory and field based course for students who want an ecological perspective on the life sciences. The course will emphasize the environmental aspects of the fall season. Major ecological and environmental concepts will be taught using an experimental approach that involves outdoor field work. To succeed in this course, students will need to have strong group collaboration skills. Student work will include data collection, lab reports, tests, class discussions, reading articles, and presentations. Some of the field and laboratory exercises performed in this course may become part of multi-year experiments. Students will have a semester long research-based project involving field data collection at the field site. Appropriate attire for all weather conditions is required.

THIS COURSE WILL BE A TWO-PERIOD BLOCK CLASS HELD AT THE MWA-SEP FIELD STATION

Course:	Environmental Biology B-(Spring)
Recommendation:	Successful completion of a biology course and a chemistry course
Semesters:	1
Credit:	2

Course Description:

This is a challenging laboratory and field based course for students who want an ecological perspective on the life sciences. The course will emphasize the environmental aspects of the winter and spring seasons. Major ecological and environmental concepts will be taught using an experimental approach that involves outdoor field work. To succeed in this course, students will need to have strong group collaboration skills. Student work will include data collection, lab reports, tests, class discussions, reading articles, and presentations. Some of the field and laboratory exercises performed in this course may become part of multi-year experiments. Students will have a semester long research-based project involving field data collection at the field site. Appropriate attire for all weather conditions is required.

THIS COURSE WILL BE A TWO-PERIOD BLOCK CLASS HELD AT THE MWA-SEP FIELD STATION

Course:	Anatomy & Physiology
Required Course(s):	Successful completion of Molecular Biology or Biology
Recommended Course(s):	Chemistry
Semesters:	2
Credit:	2

Course Description

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

Course:	Physics
Recommended Course(s):	Successful completion of Physical Science, Algebra I and Geometry
Semesters:	2
Credit:	2
Recommended materials:	Scientific Calculator

Course Description

Physics is a yearlong, college preparatory course involving rigorous problem solving and critical thinking skills. An emphasis is placed on the application of physics to everyday experiences. Technology is used as a tool for data collection, analysis and presentation. The successful completion of freshman physics, Algebra 1 and Geometry is recommended. Concepts studied include motion and energy in its various forms; force, work and power; wave motion and optics; and electricity and magnetism.

Course:	Advanced Placement Chemistry
Recommended Course(s):	Successful completion of Chemistry and Algebra II
Semesters:	2
Credit:	2
Recommended materials:	Flash drive (USB), scientific calculator, binder

This course is taught in a modified block schedule with every other day being a double-period class

Course Description

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

Course:	Advanced Placement Biology
Recommended Course(s):	Successful completion of Chemistry, Algebra II, and Molecular Biology
Semesters:	2
Credit:	2

This course is taught in a modified block schedule with every other day being a double-period class

Course Description

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

Course:	Advanced Placement Physics B
Recommended Course(s):	Successful completion of Physics
Semesters:	2
Credit:	2

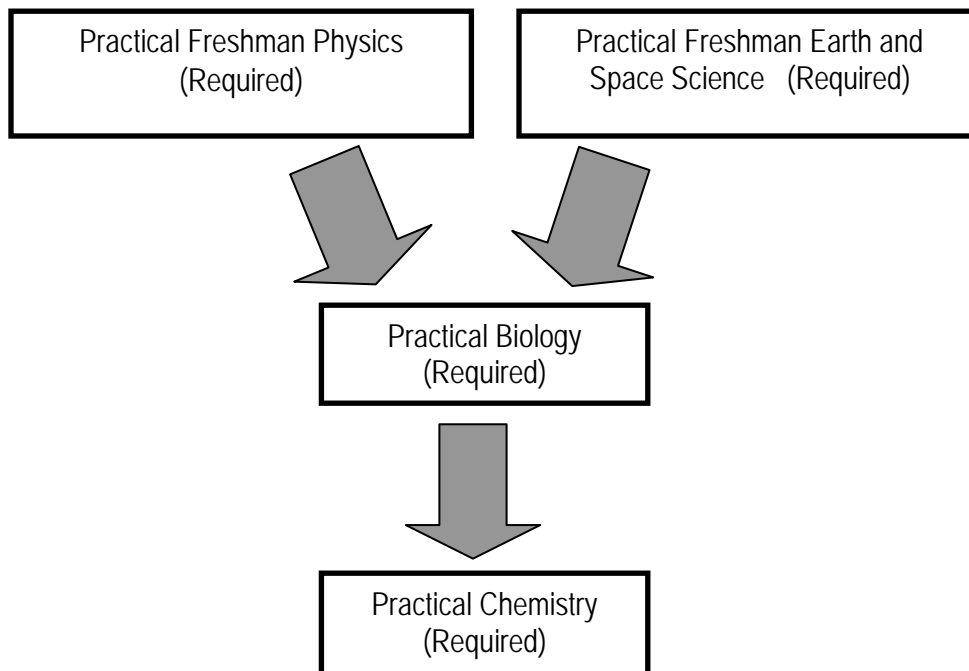
This course is taught in a modified block schedule with every other day being a double-period class

Course Description

Advanced Placement Physics is a course designed to be the equivalent of a general physics course taken during the first year of college and will include topics in both classical and modern physics. AP Physics is a very demanding course that requires the student to have a thorough understanding of algebra and trigonometry and the ability to work independently outside of class for an average of five hours a week. Students will be required to begin their assignments during the summer. Students taking AP Physics will have the opportunity to take the AP Physics exam in May. Areas of study will include Newtonian Mechanics, Fluid Mechanics and Thermal Physics, Electricity and Magnetism, Waves and Optics and Atomic and Nuclear Physics

Practical Science

Flowchart for Course Selection



Course:	Practical Freshman Physics
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	1

Course Description:

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

Course:	Practical Freshman Earth and Space Science
Recommended Courses:	IEP Team Decision
Semesters:	1
Credit:	1

Course Description:

Freshmen earth science is a course designed to further student understanding of Earth and Space systems. How these systems are interrelated, how they have changed over time, and their impact on life on our planet will be the focus of this class. Areas of study will include weather/climate, plate tectonics, geologic time, our solar system and our universe.

Course: Practical Biology

Recommended Courses: IEP Team Decision

Semesters: 2

Credit: 2

Course Description:

This course covers science relates skills or science and current topics related to science to introduce students to life from its simplest forms to the most complex systems. Areas of study will include microscopes, classification of living things, invertebrate/vertebrate organisms, heredity, warm/cold blooded organisms, ecological interactions, sense organs, bones and muscles, and the circulatory/respiratory, central nervous, digestive, and reproductive systems.

Course: Practical Chemistry

Recommended Courses: IEP Team Decision

Semesters: 2

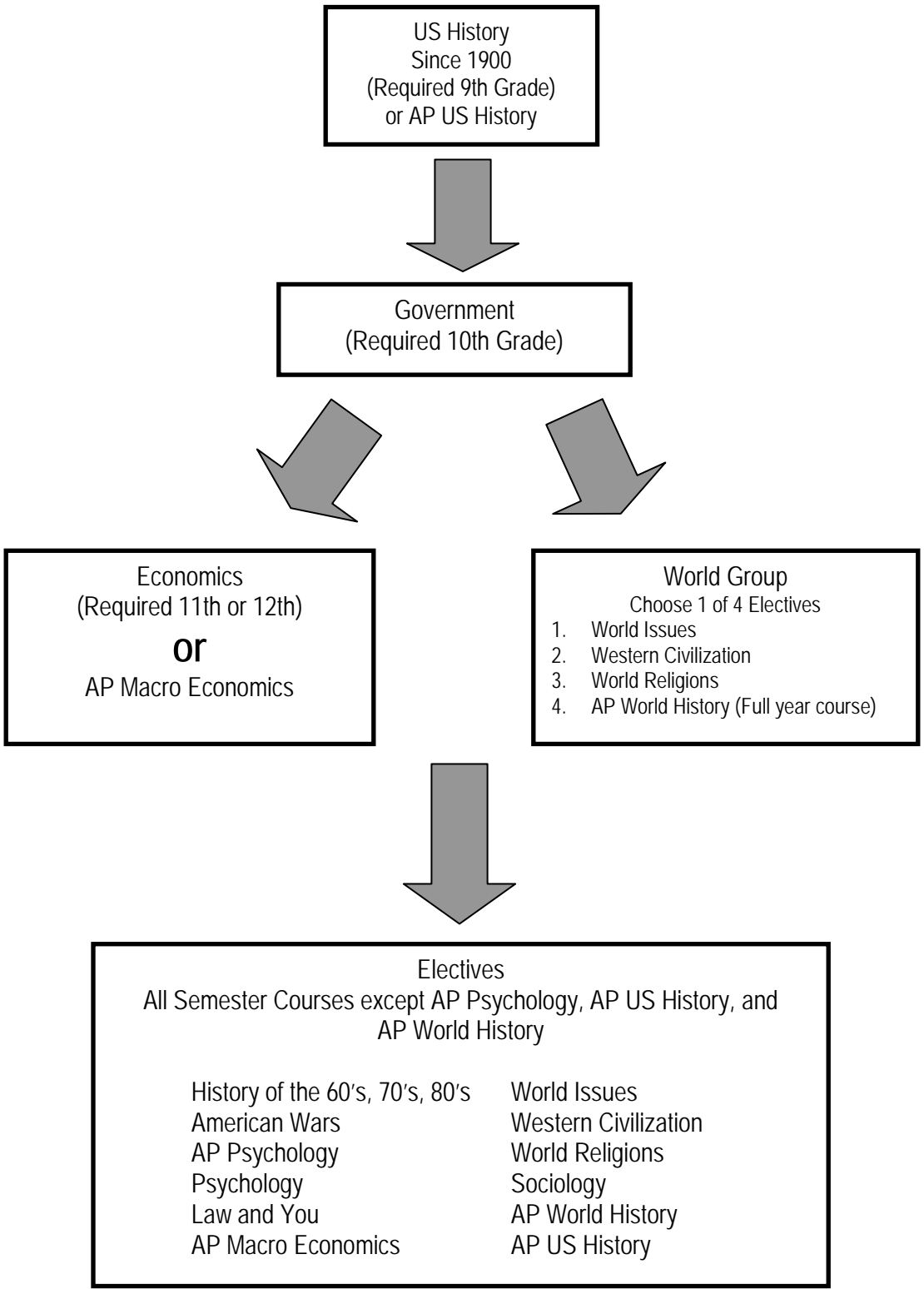
Credit: 2

Course Description:

The intent and purpose of this course is to expose students to a basic course in chemistry. Areas of study for this course are measurement and laboratory techniques, properties of matter, the historic study of the atom, atomic structure, atomic theory, periodic lab, periodic table, gas laws, chemical and formula compounds, ionic compounds, covalent compounds, types of chemical reactions, solutions and acids and bases.

Social Studies

Flowchart for Course Selection



Social Studies Department

U.S History Since 1900
Government
Economics
60's, 70's, 80's
Law and You
Psychology
Advanced Placement Psychology
Sociology
American Wars
Western Civilizations
World Religions
World Issues
Advanced Placement World History
Advanced Placement U.S. History
Advanced Placement Macro Economics

Course:	U.S. History Since 1900
Semesters:	2
Credit:	2

Course Description:

The U.S. History course is an introduction to the study of the United States history from 1900 to the present time. Students will learn about events, people, decisions, and cultural differences that have shaped the country. Time will be spent discussing how past history affects us today.

Course:	Government
Recommended Courses:	U.S. History Since 1900
Semesters:	2
Credit:	2

Course Description:

This course deals with the application of governmental principles. Concepts taught in this class include: Foundations of Government; Choosing Government leaders; The Legislative Branch; The Executive Branch; Federal Government at work; The Judicial Branch; State and Local Government; The Global Community

Course:	Economics
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

Introductory study of both micro and macroeconomics that seeks to explain how people use scarce resources to best satisfy their needs and wants. Concepts taught in this class include: Introduction to Economics; Supply and Demand; Business; Labor unions; Money and Banking; Government revenue and expenditures; Gross Domestic Product; International Economics

Course:	Law and You
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

Study of law to provide practical information and problem solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. Concepts taught in this class include: Introduction to Law; Criminal Law and Juvenile Justice; Torts; Consumer Law; Family Law; Housing Law; Individual Rights and Responsibilities

Course:	60's, 70's, 80's
Recommended Courses:	U.S. History Since 1900
Semesters:	1
Credit:	1

Course Description:

This course is designed as a "glimpse into the lives of the Baby Boomer generation" with an emphasis on the culture of the three decades. Concepts taught in this class include: Nostalgia; Generations of the 20th Century; The 60's; The Assassination of JFK; Vietnam; Watergate and the 70's; The 80's

Course:	Psychology
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

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

Course:	Advanced Placement Psychology
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	2
Credit:	2

Course Description:

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

Course:	Sociology
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

Sociology is the study of group behavior. Students will learn about elements of our culture which make it unique and about elements which make it similar to other cultures. The culminating activity is a research project using accepted sociological research methods. Concepts taught in this class include: The nature of culture; Conformity and deviance; Social movements; Social structure; Sociological theory and perspectives; Social research

Course:	American Wars
Recommended Courses:	U.S. History since 1900, Government
Semesters:	1
Credit:	1

Course Description:

American Wars is the study of selected wars in U.S. History and their impact on our modern world. Study is made of the causes, the battles, the hardships, and the peace settlements of each war. Time is also spent looking at the culture of the time and its impact on each war.

Course:	Western Civilizations
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

The goals of this class are to make students aware of the origins of the cultures of the Western world (North and South American and Western Europe), examine the forces that have shaped our modern world. Concepts taught in this course include: Pre-History, Mesopotamia, Egypt; Greece; Rome; Early Medieval Europe; Later Medieval Europe; Renaissance and Reformation

Course:	World Religions
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

World Religions provides clear accounts of the teachings of the world's religions and demonstrates why these teachings are a valuable means of gaining insight into life. Religions studied include: Hinduism; Buddhism; Islam; Judaism; Christianity; Other religious factions of the world

Course:	World Issues
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

This course is designed to expand student awareness of events happening around the world and to explore what impact those events may have on our lives here in the United States. Concepts taught in this course include: Historical Background; Geography; People; Government; Economy; Military

Course:	Advanced Placement World History
Recommended Courses:	U.S. History since 1900, Government
Semesters:	2
Credit:	2

Course Description:

The AP World History Course is a year long course. This course traces the development of world history from the emergence of cities to present--focusing on the period after 1000 C.E. --- and emphasizes the analytical and writing skills necessary for success in a college level history course. Periods of time studied will include: C. 8000 B.C.E. to 600 C.E; 600 C.E. to 1450; 1450 to 1750; 1750 to 1914; 1914 to Present

Course:	Advanced Placement Macroeconomics
Recommended Courses:	U.S. History Since 1900, Government
Semesters:	1
Credit:	1

Course Description:

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

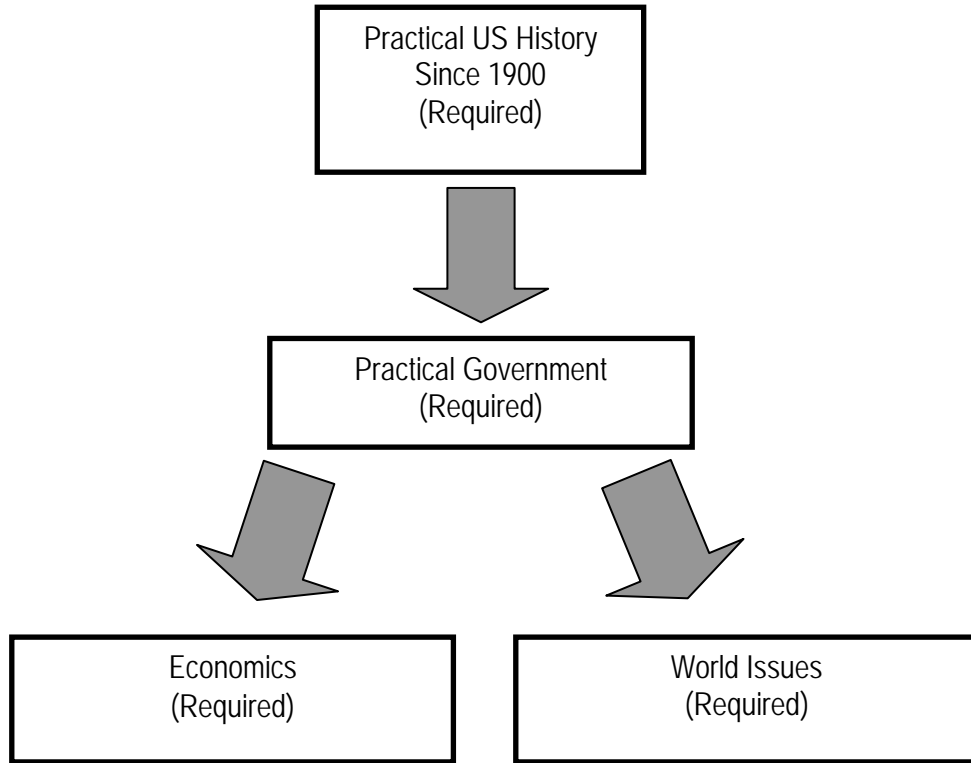
Course:	Advanced Placement US History
Recommended Courses:	U.S. History, Government
Semesters:	2
Credit:	2

Course Description:

AP U.S. History is designed to be an equivalent introductory college course. It will prepare students for intermediate and advanced college courses by making demands upon them similar to those made by full-year introductory college courses. Students will be provided with analytical and factual knowledge necessary to deal critically with the problems and events in U.S. history. Class may be taken in place of the required U.S. History, or as an elective in addition to taking U.S. History.

Practical Social Studies

Flowchart for Course Selection



Course	Practical U.S. History
Recommended Courses:	IEP Team Decision
Semesters:	2
Credit:	2

Course Description:

The U.S. History course is an introduction to the study of the United States history from 1900 to the present time. Students will learn about events, people, decisions, and cultural differences that have shaped the country. Time will be spent discussing how past history affects us today.

Course	Practical U.S. Government
Recommended Courses:	IEP Team Decision
Semesters:	2
Credits:	2

Course Description:

This course deals with the application of governmental principles. Concepts taught in this class include: Foundations of Government; Choosing Government leaders; The Legislative Branch; The Executive Branch; Federal Government at work; The Judicial Branch; State and Local Government; The Global Community

Course	Practical Economics
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Recommended Courses:	IEP Team Decision
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Semesters:	1
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Credit:	1
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Course Description:

Students will be introduced to concepts that explain how people use scarce resources to best satisfy their needs and wants. Areas of study will include: consumer decision-making, budgets, credit cards and credit buying, loans, purchases, insurance, and taxes.

Course	Practical World Issues
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Recommended Courses:	IEP Team Decision
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Semesters:	2
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Credit:	2
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Course Description:

This course is designed to expand student awareness of events happening around the world and to explore what impact those events may have on our lives here in the United States. Concepts taught in this course include: Historical Background; Geography; People; Government; Economy; Military

Special Programs and Services

Course:	Introduction to Education (3 DMACC Concurrent Credits – EDU 213)
Semesters:	1
Credits:	2

Course Description:

Introduction to Education presents a broad overview of the field of education including the foundations of American education, the roles of teachers and students, educational history and philosophy, societal challenges which impact teaching and learning, and curriculum structure and design. Students will complete 40 hours of observations at the elementary and secondary level (20 hours at each).

Course:	Internship Teaching Experiences (2 DMACC Concurrent Credits – EDU 218)
Required Course:	Introduction to Education (DMACC EDU 213)
Semesters:	1
Credits:	2

Course Description:

Internship Teaching Experiences (DMACC EDU 218) is a career exploration course which highlights the realities of the teaching profession through hands-on work in the schools. After an initial induction period, students will spend their class time in one of the schools. After an initial induction period, students will spend their class time in one of the two 40-hour internship placements (one elementary, one secondary) where they will assist in classrooms as teacher aides in order to assess their potential and interest in teaching as a career. Students will gather for a two-period seminar each Wednesday to reflect on classroom experiences and to study and discuss relevant educational topics.

Course:	Health Occupations Academy – Health Careers (8 DMACC Concurrent Credits – HSC 120, HSC 109, HSC 105, HSC 102)
Semesters:	1
Credit:	2

Course Description:

The Health Occupations Academy is designed for students interested in the study of health care. Superior attendance is an expectation. Interested students must complete an application and attend a meeting with the instructor. Classes will be held during periods 1-2, 3-4, or 5-6. Students will be exposed to extensive learning in medical terminology, health careers, and emergency care that make up 4 different DMACC courses. This course is ideal for student pursuing a medical related career and builds the foundation for success at the next level of education. This course is a prerequisite to Advanced Nurse Aide

Course:	Health Occupations Academy – Advanced Nurse Aide (6 DMACC Concurrent Credits – HSC 172, HSC 182)
Required Courses:	Health Occupations Academy – Health Careers
Semesters:	1
Credit:	2

Course Description:

The 75 Hour Nurse Aide Course and the Advanced Nurse Aide Course are fast paced courses that prepare students to become safe, professional nurses' aides in nursing home, skilled unit and hospital settings. During the 75 Hour Nurse Aide course, students will learn hygiene, bathing, elimination, nutrition, feeding, vital signs, intake/output and how to care for the dying patient. They will practice their acquired skills at a long term care facility. The Advance Nurse Aide course will expand the acquired skills of the 75 Hour Nurse Aide course and also include learning and practicing various special procedures such as application of heat and cold, removal of staples and sutures, collection of specimens, as well as learning the admission/discharge process, isolation technique, and pre/post operative care in the hospital setting. This class will be held during periods 1-2, 3-4, or 5-6. Clinical practicum will be evenings and weekends and occasionally during school. Students must attend a mandatory meeting to discuss course requirements. Requirements include: 80% passing; 90% attendance; background check; provide own transportation; immunizations that include flu shots and a physical.

Course:	Talented and Gifted
Recommendations:	Letter of Invitation
Semesters:	2
Credit:	½ Credit

Course Description:

The Senior High level TAG program is designed around the unique intellectual and emotional needs of identified students. Students participate in the design for their own experiences in the program with a personalized education plan. The plan sets goals and strategies for meeting individual student needs and is a collaborative effort of the student, parent/guardian, and the gifted education teacher.

The TAG class emphasizes the development of independent, lifelong learners. Students may engage in activities intended to enrich the curriculum of other courses for which they are registered and/or design experiences not available in other classrooms. These activities could include explorations, investigations, in-depth studies, service learning, extension and acceleration of the curriculum of other courses. The TAG teacher is a facilitator for these learning activities and provides opportunities to help students develop critical and creative thinking skills.

TAG also helps students learn about and gain understanding of their own giftedness, its implications and accompanying responsibilities. Students participate in career and post-secondary exploration as well as long-term goal setting. The TAG counselor assists with this planning as well as provides support for students to experience growth in self-understanding and sensitivity to others.

TAG meets every other day opposite physical education.

Course:	Advanced Placement Online Classes
Recommendations:	Prior AP course experience, parent permission, AP Mentor approval
Semesters:	1 or 2
Credit:	1 or 2

Course Description:

Advanced Placement courses are offered online through the Belin-Blank Center at the University of Iowa and Apex Learning. These courses include but are not limited to:

AP French	AP Statistics
AP Microeconomics	AP U.S. Government and Politics
AP Spanish	AP Physics B

AP online classes must be scheduled during the regular school day under the supervision of the AP Online Mentor and a subject-area teacher. Course activities include multimedia tutorials, collaborative activities, scored practice, exams, quizzes and regular exams and other assignments. Progress and participation reports are issued and can be accessed at school or at home. Students may take the AP exam for the course through arrangements made with the school AP Online Coordinator.

Students in online classes are expected to be self-starters with strong organization skills and moderate levels of skill and comfort with technology. They need to be able to meet deadlines and should expect to spend 5-10 hrs/wk outside of school working with the course. Students must have access to a computer outside of school that meets the system requirements of Apex Learning. See your counselor for registration information.