FORT DODGE COMMUNITY SCHOOLS

EQUITY AND COMPLIANCE INFORMATION
TITLE V (Promoting Informed Parental Choice and Innovative Programs),
TITLE IX (Sex Discrimination and Harassment), - AND –
SECTION 504 (Rehabilitation Act)
It is the policy of the Fort Dodge Community School District not to discriminate on the basis of race, creed, color, ancestry, age, gender, sexual orientation, gender identity, national origin, disability, physical attributes, religion, political party preference, political belief, socioeconomic status, veteran’s status, actual or potential parental, family or marital status, in its programs, services, and employment practices. If you have questions or grievances related to this policy, please contact Marcy Harms, Director of Student Services, Central Administration Office, 104 South 17th Street, Fort Dodge, IA 50501, (574-5678) or contact the Civil Rights Midwestern Division for U. S. Department of Education Office, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544. (Alternate for Section 504 is Lis Ristau, Director of Special Needs, 515-574-5675).

AFFIRMATIVE ACTION COMPLIANCE COORDINATOR
The District’s Compliance Coordinator for Affirmative Action is Robert Hughes, Assistant Superintendent. He can be reached at 574-5657 or 104 South 17th Street, Fort Dodge, IA, 50501. Marcy Harms, Director of Student Services, is the alternate contact. She can be contacted at 574-5678 or 104 South 17th Street, Fort Dodge, IA 50501.

PHYSICAL/SEXUAL ABUSE REPORTING
The District’s Designated Investigator of Physical/Sexual Abuse of Students by School Employees is Marcy Harms, Director of Student Services. She can be reached at 574-5678 or 104 South 17th Street, Fort Dodge, IA, 50501. The Alternate is Corey Moody. He can be reached at 574-5469 or 819 North 25th Street, Fort Dodge, IA, 50501.
Legal Reference: 281--102.1(256) of the Iowa Code

HARASSMENT COMPLAINTS AND ALLEGATIONS
The District’s Officer for Harassment Complaints and Allegations is Marcy Harms, Director of Student Services. She can be reached at 574-5678 or 104 South 17th Street, Fort Dodge, IA, 50501. Alternate is Corey Moody. He can be reached at 574-5469 or 819 North 25th Street, Fort Dodge, IA 50501.

Rev. 2/14
TABLE OF CONTENTS

Counseling Staff................................................................. 3
To Parents and Students..................................................... 4
Definition of Terms.......................................................... 4-5
Which Elective Courses Should I Take?................................. 5
Graduation Requirements................................................... 5
Post-Secondary Enrollment Options Act............................... 6
Admission Requirements for Iowa’s Public Universities............. 6
FDSH E2020 Policy and Procedures..................................... 7
NCAA Athletic Eligibility Requirements.............................. 8
NAIA Athletic Eligibility Requirements............................... 9
Building Your Future.......................................................... 10
Regents Admission Index.................................................... 11
Questions and Answers...................................................... 11-12
Special Testing Programs.................................................... 12
Art Department................................................................. 13-15
Business Department......................................................... 15-17
Driver Education Department............................................. 18
English Department........................................................... 18-22
Family and Consumer Sciences Department......................... 22-24
Health................................................................................. 24
Health Care Department..................................................... 24-26
Industrial Technology Department...................................... 26-30
Leadership....................................................................... 30
Mass Media...................................................................... 31
Mathematics Department.................................................... 31-34
Music Department............................................................ 34-36
Physical Education Department......................................... 36-38
Science Department........................................................ 38-41
Social Studies Department............................................... 41-45
Special Education Department.......................................... 45-47
World Language Department............................................. 47-48
Talented and Gifted Department....................................... 48-49
College Courses.............................................................. 49-52
Project Lead the Way ....................................................... 52
Cooperative Career and Technical Education........................ 53
Coaching Authorization Classes........................................ 53
North Central Career Academy........................................... 54-55
Dear Students

As you begin planning for the next school year, we would like to remind you of the services offered through the Counseling Center.

One aspect of counseling services is to assist you in making the best possible use of opportunities, curricular and extracurricular, available to you at Fort Dodge Senior High. This means planning the best course of study for you while helping you gather information and develop your skills in making career and post high school educational plans.

You will be assigned to a counselor who will work with you throughout high school. You are welcome to come in to see your counselor before or after school, or at a time when you have a pass signed by both your teacher and your counselor.

We encourage you to become acquainted with your counselor and the services available through the Counseling Center. As counselors, we look forward to knowing you and helping you to have a valuable and enjoyable high school experience.

Sincerely,

The FDSH Counseling Staff

COUNSELORS FOR SCHOOL YEAR 2014-2015

Mrs. Carrie Traver                         Ms. Peg Christensen
Freshmen                                At-Risk Counselor
                                         MTSS Coordinator

Mrs. Jolene Hays                         Mr. Scott Timmerman                         Ms. Trista Thompson
10th – 12th Grade                        10th -12th Grade                            10th -12th Grade
A – G                                    H - O                                      P – Z

Sophomore, junior, and senior students are divided amongst the counselors alphabetically according to their last name.
TO PARENTS AND STUDENTS

This book is prepared to help you plan an educational program to best fit your future needs. No course we offer in any department is for one specific gender (sex) or one specific culture (minority or majority). We strongly encourage students to consider non-traditional courses when planning their schedules.

Since a wide choice of electives is available, it becomes very important to evaluate the courses you are considering not only in relation to your interests and abilities but also in relation to your future vocational plans. Careful and thoughtful registration eliminates many problems for you and the school when the year begins.
If we determine from the registration that some courses are so limited in enrollment that they cannot be economically taught, they will be dropped and you will be asked to choose another course.

We urge you to read all of the material before listing any courses on the registration sheets. These suggestions may help you make more efficient use of these materials.

1. Check the requirements for graduation listed in this section of the booklet.
2. Grade point, credits, and prerequisites are among the terms defined in this book. An understanding of these words will be helpful for all students to use in checking their progress in high school.
3. Summary paragraphs of all courses are designed to help you understand what is taught in each class. Previous requirements and grade level requirements are also listed. You are encouraged to examine those of interest.
4. Select courses in light of your specific needs. In most cases, you will have a well-rounded education if you include a variety of elective courses in addition to the required courses.

It is our intent that courses listed in the registration be considered as final as possible. Some schedule changes may be considered at a later date, particularly if it is determined necessary to facilitate the scheduling process.

It is important that you make decisions that will help you to achieve future goals. Careful use of all available information helps to assure wise decisions. If you have further questions or wish more complete information, consult your counselors.

Definition of Terms

3 SEMESTER x 6 PERIOD SCHEDULE MODEL – Fort Dodge Senior High School has been on a four semester schedule each consisting of roughly 45 days. Students have generally taken four courses each allotted 90 minutes of instruction daily. Traditional yearlong courses were completed in two semesters. With some of the struggles students face today, we found that the 45 day term was not working for many of our students. The longer periods provided for better instructional activities, but the fact that there were only 45 days in a term limited the independent practice and reflection our students were engaging in. Staff, parents and students were involved in a study and determined that a change to a three semester system would still allow us to have longer periods but also allow for an additional 15 days of reflection and independent practice for the students. Under this new three semester system, each term will be roughly 60 days in length and have six periods daily, each roughly 60 minutes of instruction. This schedule model differs from a traditional trimester schedule in that a semester course is completed in 60 days and a typical year long course is completed in only 120 days. Each semester course under this new three semester system will still address the same content which was being addressed in one semester under the four semester system which has been used since 1997.

CREDIT - One credit is earned for successfully completing a course that meets the equivalent of one 60 minute period per day over a 60 day term. The 3600 minutes is in line with the current Carnegie System used by the state of Iowa and equates to ½ Carnegie Unit. (1 FDSH Credit = ½ Carnegie Unit)

ELECTIVE – a subject or course that may be chosen for study as distinguished from courses which are required for graduation.

PRE-REQUISITE – Specific preliminary requirements must be successfully completed in order to advance to the next course of a sequence within certain disciplines. “Successfully completed” means that a student should have a passing grade of A, B, C or D. The purpose of a prerequisite is to help ensure that students will be successful in subsequent courses. This will facilitate in the preparation of planning for desired goals in education. Exemptions may be made through a conference with the parents, students, teacher, counselor, and administrator.
**CO-REQUISITE** – A course that may be taken simultaneously with another. For example: in the Vocational Education programs, the class instruction must be taken simultaneously with the on-the-job training.

**REQUIRED COURSE** – Any course required for graduation

**GRADE-POINT SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0000</td>
</tr>
<tr>
<td>A-</td>
<td>3.6667</td>
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<tr>
<td>B+</td>
<td>3.3333</td>
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<tr>
<td>B</td>
<td>3.0000</td>
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<tr>
<td>B-</td>
<td>2.6667</td>
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<td>C+</td>
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<td>D-</td>
<td>0.6667</td>
</tr>
<tr>
<td>F</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

**ZERO HOUR** – Traditionally only Vocational Education classes have been offered at this time. We have added Physical Education this year. Other courses may be offered Zero Hour depending upon interest.

**INDEPENDENT STUDY** – A means by which a student may pursue, in depth, a course previously taken. For example; if a student has done well in and wishes to continue beyond the objectives of the course he/she may develop a contract with the instructor to work on an extended basis or an additional semester.

**WHICH ELECTIVE COURSE SHOULD I TAKE?**

As you use this guide, keep these things in mind:

1. Select several occupation fields in which you are interested.
2. Notice that many courses are important to practically all occupations. If you plan wisely, you can change or modify your occupational objectives without losing the value of the courses you have taken.
3. Select a course in light of your specific needs. In most cases, you will have a well-rounded education if you include a variety of elective courses.
4. Evaluate the course you should take not only in relation to occupational objectives, but also in relation to your interests, abilities, and past performance.
5. Study the course descriptions so you will fully understand what the course is about and what will be expected of you.
6. Be ready to sit down with your counselor and plan your high school program.

**A SYNOPSIS OF THE GRADUATION REQUIREMENTS**

I. **Credits required:** A minimum of 52 credits is required for graduation.

II. **Courses required:** In order to meet the 52 credit minimum requirement, the following courses are required for graduation for the class of 2014 and after:

In order to ensure our students have the essential skills and concepts outlined in the Iowa Core Curriculum the following graduation requirements have been established:

A. **Physical Education** – four credits, one each in grades 9 – 12.
B. **Health** – one credit.
C. **Financial Literacy** – one credit. (Personal Finance or demonstration of mastery via an assessment)
D. **Science** – six credits (must include successful completion of three semesters of Integrated Science and two semesters of Biology or their equivalents).
E. **Mathematics** – six credits (must include successfully completing Algebra I, Conceptual Mathematics, and Informal Geometry or their equivalents).
F. **Humanities** – three credits (Integration of World Studies and English).
G. **American Studies** – three credits (Integration of American History and English)
H. **English** – an additional 5 credits (must include successful completion of one semester of a composition course, one semester of a literature course and one semester of a communications course).
I. **Understanding Social Systems** – one credit.
J. **Government** – one credit.
K. **Social Science** – one additional elective.
**POSTSECONDARY ENROLLMENT OPTIONS ACT**

The Postsecondary Enrollment Options Act allows 11th and 12th grade students and TAG students in 9th and 10th grade to enroll part time at an eligible community college, state university, or private college or university. The purpose of this Act by Iowa Legislature is to promote rigorous educational pursuits and provide a wide variety of options for students.

See your high school counselor as soon as possible if you intend to participate in the Postsecondary Enrollment program. Discuss which postsecondary course(s) you intend to take, what pre-requisites must be completed at Fort Dodge Senior High before enrolling, and how they fit into your high school requirements and future plans. Complete and return all appropriate forms to your counselor. The cost of tuition, textbooks, and materials up to $250.00 will be funded by the local school district.

The student/parent(s) is responsible for providing transportation to and from the college. If a student drops or fails a class, the student/parent(s) will be liable for payment for all tuition, textbooks, and materials to the school district.

Students will earn both high school credit and college credit for courses taken. The high school will determine the amount of high school credit you will be awarded. If you are planning to attend another college/university after graduation, check with that institution to determine how they will apply the credit taken through the Postsecondary Enrollment Options Act. Have the college issuing credit send a transcript to the college/university of your choice.

**VOCATIONAL ARTICULATION** – The State School Standards Act requires that secondary instruction be articulated with post-secondary instruction. Articulation allows students to receive advanced placement, according to competencies attained, thus eliminating portions of a course(s)/program(s), which the student must complete at the postsecondary level. It also allows students to receive advanced standing, with satisfactory attainment of documented course competencies, and receive college credit for those competencies, thus eliminating duplicate instruction. Further information about application guidelines and/or procedures may be obtained from the guidance counselors or vocational instructors. Articulated programs are so noted in this catalog.

**ADMISSIONS REQUIREMENTS FOR IOWA’S PUBLIC UNIVERSITIES**

Iowa State University, the University of Iowa, and the University of Northern Iowa require that applicants rank in the upper one-half of their class at the time the student is applying. This generally refers to a student’s rank at the end of the junior year, since students apply to these universities early in their senior year. Obviously, it is important that students begin and maintain a good academic record starting in the 9th grade. In addition to the class rank requirement, each school sets forth requirements or recommendations regarding high school courses. Please see your counselor to make sure your course selections will count toward admission requirements.
Fort Dodge Senior High E2020 Policy and Procedures

1. Students will be required to watch the Orientation Video prior to starting course work for the first time.

2. The passing threshold for Quizzes and Tests will be set at 70%. Students will automatically move forward when they have reached the passing threshold. Students may be moved forward at the discretion of a teacher, counselor, or administrator once they have re-taken the same assessment multiple times (more than the pre-set 3 times) if they have received a score above 60%.

3. Students will be allowed three attempts for each quiz to reach the automatic passing threshold. Once the student has unsuccessfully taken a given quiz three times, the corresponding “Direct Instruction” will be reset, requiring the student to view the lecture content again before being granted additional quiz attempts.

4. Tests and Cumulative Exams will be locked and only unlocked for students when they are supervised by school personnel.

5. Prescriptive and Pre-testing options will be utilized for students at the alternative school and for students that have previously taken the same course. This will allow students to test out of material for which they demonstrate 80% proficiency or higher.

6. Students wishing to take a required course on-line as part of their regular education curriculum at Senior High must have previously unsuccessfully taken the same course in the classroom setting or received administrative approval to do so.

7. Students receiving administrative approval to take a required course prior to taking the course in the classroom setting will be required to work through the entire course curriculum (prescriptive and pre-testing features will be turned off.)

8. Students may take elective courses on E2020 at any time.

9. Students may be assigned to the Study Hall to work on E2020 for eligibility purposes for only one period. Regardless of how many E2020 courses the student works on during that period, they will still be required to attend two additional traditional classes to satisfy the enrollment criteria for eligibility. The student wishing to meet eligibility requirements in this manner must complete at least one E2020 course by semester’s end. The student must continue to attend the Student Achievement Center and engage in academic studies for the entire semester regardless of how quickly the E2020 course is finished.
Students interested in participating in college athletics need to register with either the NCAA Initial-Eligibility Clearinghouse or the NAIA Eligibility Center.

**KNOW THE RULES:**

**Core Courses**
- Starting August 1, 2008, 16 core courses will be required for NCAA Division I only. 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.
- 14 core courses are required in NCAA Division II. See the breakdown of core-course requirements below.

**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 or the ACT: English, math, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9995 to make sure the score is reported to the clearinghouse.

**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 clearinghouse Web site to make certain that the courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum 2.000.

### DIVISION I

**16 Core-Course Rule**
- 1 year 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 nondoctrinal religion/philosophy).

### DIVISION II

**14 Core-Course Rule**
- 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 nondoctrinal religion/philosophy).

**PLEASE NOTE:** For students first entering any NCAA college or university on or after August 1, 2005, computer science courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses.
NAIA Eligibility

The NAIA Eligibility Center will determine your eligibility based on your academic record and additional information you provide. Here’s how it works:

High School Students
If you will graduate from high school this spring and enroll in college this coming fall, the requirements are simple. High school graduation, plus two out of three of these requirements:

1. Achieve a minimum of 18 on the ACT, or 860 on the SAT.
2. Achieve a minimum overall high school GPA of 2.0 on a 4.0 scale.
3. Graduate in the top half of your high school class.

*Critical Reading and Math only

Early Decisions for High School Seniors
Students who have completed their junior year of high school with an overall 3.00 GPA on a 4.00 scale or students who have completed the first half of senior year with an overall 2.5 GPA on a 4.00 scale, plus the minimum test scores required (18 ACT or 860 SAT), may receive an eligibility decision prior to high school graduation. To receive an early decision, register with the NAIA Eligibility Center, have your high school send official transcripts to the Eligibility Center and contact ACT or SAT to have their test scores sent directly (the NAIA code is 9876 with ACT and SAT).

On September 1 the new NAIA Eligibility Center officially opened its doors to begin accepting student registrations.

Students who want to play NAIA sports for the first time in Fall 2011 or later will need to register with the NAIA Eligibility Center. Students can register by visiting www.PlayNAIA.org and creating a profile with facts about their academic history and sports experience.

The NAIA has nearly 300 college campuses in the U.S. and Canada. Each year 60,000 NAIA student-athletes have the opportunity to play top-notch college athletics while competing for one of 23 national championships in 13 different sports. NAIA schools provide these student-athletes a first-class education with a personal touch, the hallmark of small-college campus life, by offering $450 million in financial aid.

More information about NAIA college sports, the NAIA Eligibility Center, and the new eligibility determination process can be found by visiting www.PlayNAIA.org.
# Building Your Future

Your Courses Count

<table>
<thead>
<tr>
<th>Minimum Course Requirements for Admission</th>
<th>Optimum Recommendations for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>University of Northern Iowa</strong></td>
</tr>
<tr>
<td>4 years emphasizing writing, speaking, reading, as well as an understanding and appreciation of literature.</td>
<td>4 years with an emphasis on the communication skills of writing, reading, and listening, and the analysis and interpretation of literature. Additional courses in journalism and media literacy will be valuable.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>University of Iowa</strong></td>
</tr>
<tr>
<td>3 years including two years of algebra, geometry, and advanced algebra.</td>
<td>3 years including two years of algebra, geometry and advanced algebra.</td>
</tr>
<tr>
<td><strong>Natural Science</strong></td>
<td><strong>The University of Iowa</strong></td>
</tr>
<tr>
<td>3 years including one year from any two of the following: biology, chemistry, or physics.</td>
<td>3 years including one year from any two of the following: biology, chemistry, or physics for admission to the College of Liberal Arts and Sciences.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>The University of Iowa</strong></td>
</tr>
<tr>
<td>2 years for admission to the College of Agriculture and Life Science, Business, Design, Engineering, and Human Sciences.</td>
<td>3 years with US history and world history recommended for admission to the College of Liberal Arts and Sciences.</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td><strong>Iowa State University</strong></td>
</tr>
<tr>
<td>2 years of a single foreign language for admission to the Colleges of Engineering and Liberal Arts and Sciences.</td>
<td>2 years of a single foreign language are required for admission. Foreign language courses are not required for admission. In the second year of high school with C- or above, the fourth year of proficiency is required for graduation.</td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
<td><strong>Iowa State University</strong></td>
</tr>
<tr>
<td>Specific elective courses are not required for admission.</td>
<td>Specific elective courses are not required for admission.</td>
</tr>
<tr>
<td></td>
<td>2 years of additional courses from the required subject areas, foreign language, or the fine arts.</td>
</tr>
</tbody>
</table>

*08/2011*
REGENT ADMISSION INDEX

Students from Iowa high schools must have a Regent Admission Index score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at The University of Iowa. Students who achieve a score less than 245 will be considered for admission on an individual basis.

The index combines four factors that strongly predict success at regent universities: ACT or SAT test score, high school rank, high school cumulative grade-point average, and the number of completed high school core courses (only NCAA Approved courses will be counted).

QUESTIONS AND ANSWERS

SHOULD I PLAN TO GRADUATE EARLY MY SENIOR YEAR?

Students, particularly those, who are college-bound, can profit considerably from the additional semester of preparation. Early graduation may be a good option for those students who plan to begin their studies in college immediately. On the other hand, being out of school early would not be advisable for most students. Some students graduate mid-year to enter the labor market full time. In all cases preparation and plans for the future should be carefully considered.

HOW IMPORTANT IS GRADE POINT?

Although the grade point average is one of the criteria used for college admission, a factor of equal importance is taking the proper courses to gain the background required for your chosen major.

HOW IMPORTANT ARE TEST SCORES?

You will have the opportunity to take a variety of interest inventories and ability tests while in high school. A primary purpose of all of the inventories and tests is to provide information, which can help you clarify and evaluate your interests and abilities. This information can help you make appropriate educational and career choices.

WHEN SHOULD I BEGIN SELECTING A TRADE/TECHNICAL SCHOOL OR COLLEGE?

Selection of a trade school, technical school, or college can be difficult process. Part of this process is identifying the criteria important to you in selecting an institution of higher learning. Cost, location, size, and course offerings are factors which should be considered in your decision. Obviously, the more time you spend in the selection process, the more likely your selection will meet the criteria important to you. Your counselor will be able to suggest career planning aids and will be able to help you with the post-secondary planning process.

SHOULD I PLAN MY CLASSES SO I CAN HAVE AN EASY SENIOR YEAR?

One thing students should avoid if at all possible is minimum preparation for future plans. Since most students have more credits than required for graduation “easing off” can be attractive during the senior year. Students should continually strive to meet or surpass the preparation of those against whom they will be competing. Regardless of future plans, carrying a full student class load during the senior year is highly advisable. In some cases, this may save time and money later.

HOW CAN I SEE MY HIGH SCHOOL RECORDS?

Two sets of records are kept on all students. A permanent record containing strictly objective information is housed in the counseling department. A cumulative folder containing similar information is kept in the school counseling office. Either of these may be examined by appointment by either the students or their parents or guardians during the regular school hours.

WHO IS RESPONSIBLE FOR MAKING SURE I HAVE EARNED ALL OF THE REQUIREMENTS FOR GRADUATION?

Since the requirements for graduation are explicitly stated in the registration and book, it is the student’s and his/her parent’s responsibilities to see those graduation requirements are met. The counselor, however, can work closely with students in planning their high school programs to best prepare them for their future plans. Take the initiative to see your counselor often each year.
WHEN SHOULD I BEGIN VISITING WITH COLLEGE REPRESENTATIVES?
Representatives from most Iowa colleges and many out-of-state colleges visit our high school each year. Visiting with these representatives can be helpful in selecting a college. If possible, you should visit with some of the college representatives prior to your senior year. You may be excused from a class to visit with a college representative if you have a pass from your counselor.

HOW DO I FIND OUT ABOUT SCHOLARSHIPS AND FINANCIAL AID FOR FURTHER EDUCATION?
Information about scholarships and financial aid opportunities are available from your counselor.

SHOULD I BECOME INVOLVED WITH SCHOOL ACTIVITIES?
Involvement in school activities can be both educational and enjoyable. Some of the activities include: debate, speech, drama, athletics, music, and journalism. Participation in activities may help you gain experience in one of your interest areas and, at the same time, you will receive enjoyment from accomplishing something with your friends.

HOW DO I KNOW IF I AM ACADEMICALLY ELIGIBLE TO PARTICIPATE IN EXTRACURRICULAR INTERSCHOLASTIC COMPETITION?
Fort Dodge Senior High School eligibility is determined in accordance with the Iowa Department of Education “NO PASS NO PLAY” legislation. A student must receive passing grades in all courses to remain eligible. During a student’s freshman year at FDSH, the “No Pass No Play” policy is in effect for all activities in which a student chooses to participate. Also, students must be considered full-time students (enrolled in at least 3 classes) to be eligible. For detailed information regarding the eligibility policy, contact Mr. Matt Elsbecker, Athletic and Activities Director.

SPECIAL TESTING PROGRAMS
There are numerous tests administered by organizations other than the high schools for special purposes such as college admission, scholarships, placement, and vocational guidance. Therefore, it is necessary that students begin planning early. The choice of college will determine which tests are needed. Information about these tests may be obtained in the counseling department. Students are encouraged to discuss their individual needs with a counselor.

PSAT/NATIONAL MERIT SCHOLASTIC QUALIFYING TEST (PSAT/NMSQT)
This test is an elective test administered to sophomores and juniors during the fall semester. It provides practice for the SAT I and, for juniors, initiates the selection process for National Merit Scholarship winners. A registration fee is required.

AMERICAN COLLEGE TESTING PROGRAM (ACT)
Most four-year midwestern colleges for admission, placement, and scholarships use the ACT. This test is most often taken during the spring (April) of the junior year but can be taken at the beginning (September) of the senior year. Registration materials are available in the counseling department.

COLLEGE ENTRANCE EXAMINATION BOARD (SAT I AND SAT II)
Some colleges and some national scholarships require the SAT I – reasoning test and/or SAT II – subject tests. These tests are mainly for senior although some juniors may wish to take them in the spring or summer. Students should consult their counselor for testing dates and centers. Registration materials are available in the counseling department.

ADVANCED PLACEMENT
These tests are used by some colleges to allow students advanced standing, advanced credit or both before they actually enroll as freshmen at that college. Fort Dodge Senior High offers several advanced placement courses. Students are strongly advised to check the policy of their prospective college regarding advanced credit or placement before taking these tests.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
These tests are specific to a given subject. Some colleges award credit based upon the CLEP score students achieved. Students should work closely with their prospective college to be certain credit can be earned. CLEP tests are given at Iowa Central. Contact your counselor for more information.

12
# ART DEPARTMENT

## ART STUDIO  
**1 CREDIT**  
**9, 10, 11, 12**

*Prerequisite for ALL Art Classes except ART APPRECIATION and BIG DODGER*

This course deals with the fundamental Elements and Principles of Design through numerous projects. It provides basic experiences in each media, introducing skills and concepts from the spectrum of classes offered in the Art Department. Students must demonstrate proficiency in the Art Studio benchmarks in order to move forward in the Art Department.

### DRAWING I  
**1 CREDIT**  
**9, 10, 11, 12**

*Prerequisite: Art Studio*

This course provides opportunities to develop composition skills and extensively explore drawing, using a variety of media and subject matter. Students will acquire skills in proportion, accuracy, and shading.

### DRAWING II  
**1 CREDIT**  
**10, 11, 12**

*Prerequisite: Art Studio and Drawing I*

This course provides the student with the opportunity to further develop the skills introduced in Drawing I. Students will continue to be challenged to create multiple 2D works, improving on their observation skills and personal expression. Additional skills will also be introduced, such as the drawing of models and drawing from their imagination. Students will investigate the process that artists use to develop their artwork and interpret the work of others.

### PAINTING I  
**1 CREDIT**  
**9, 10, 11, 12**

*Prerequisite: Art Studio*

This course provides the student with the opportunity to create works on paper as well as easel paintings on stretched canvas. Students will explore a variety of painting styles and techniques, using watercolor, acrylic, and oil paint. Individualized interests will be enhanced through the creative application of the elements and principles of design.

### PAINTING II  
**1 CREDIT**  
**10, 11, 12**

*Prerequisite: Art Studio and Painting I*

This course provides the student with the opportunity to advance their skills from Painting I. The basic techniques from Painting I will be expanded on to create more complex pieces. Students will continue to be challenged to create multiple pieces to demonstrate their understanding of elements and principals of design. The use of models and painting from observation will be studied. This course will provide the opportunity to explore modern and contemporary painting methods to create pieces. Students will investigate the process that artists use to develop their artwork and interpret the work of others.

### PHOTOGRAPHY I  
**1 CREDIT**  
**9, 10, 11, 12**

*Prerequisite: Art Studio*

This is a basic course in photography, designed to offer experiences with a point-and-shoot camera. The Elements of Composition are emphasized to learn framing within the viewfinder and explore various compositional principles. Digital processing techniques are introduced using Adobe Photoshop. Photoshoots will include landscapes, architectural work, farm animals, etc. which require some traveling throughout the semester. A driving permission slip will need to be signed by parents at the beginning of class.

### PHOTOGRAPHY II  
**1 CREDIT**  
**10, 11, 12**

*Prerequisite: Art Studio and Photography I*

This course will allow students to advance their knowledge in photography. Various camera settings will be learned to offer greater creativity and technical control. In this course, students will experiment with altering their photographs in Adobe Photoshop to develop deeper personal expression. Students will investigate the process that photographers use to create their artwork and will learn to interpret the work of others. Photoshoots will require some traveling throughout the semester, so a driving permission slip will need to be signed by parents at the beginning of class.
GRAPHIC DESIGN I 1 CREDIT 9, 10, 11, 12
Prerequisite: Art Studio Must take before Graphic Design II
This course is an introduction to the world of graphic design and its processes, with all projects being computer generated works. Students will explore the creation of both fine art and commercial art, using Adobe Photoshop. There will be a variety of challenges that encourage design creativity through image editing, image manipulation, typography, layout, etc.

GRAPHIC DESIGN II 1 CREDIT 10, 11, 12
Prerequisite: Art Studio; Graphic Design I
This course offers the student the opportunity to pursue a greater in-depth study of Graphic Design. Adobe Illustrator and Adobe InDesign will be explored. Students will use their previously gained knowledge to conquer more difficult challenges in the world of commercial art and advertising.

VISUAL COMMUNICATIONS 1 CREDIT 9, 10, 11, 12
Prerequisite: Art Studio Part of the Graphic Design Vein
This course is designed to spur the creative thinking process and force students to communicate visually. All projects are done by hand and include communicating emotions and narratives using only images. This graphic design class focuses on the need for personal and innovative thought. Each visual problem will challenge the students with hands-on experiences to develop their communication effectiveness.

CERAMICS I 1 CREDIT 9, 10, 11, 12
Prerequisite: Art Studio
This course introduces basic techniques to create sculptural and functional ceramic pieces. This course will cover the techniques of hand building, slab building, coil building, and wheel throwing. It will introduce basic decorating techniques to finish a ceramic piece: glazing, painting, engraving, feathering, embossing, and relief. Students are expected to comply with safety measures.

CERAMICS II 1 CREDIT 10, 11, 12
Prerequisite: Art Studio and Ceramics I
This course will allow students to advance the skills introduced in Ceramics I. The basic techniques from Ceramics I will be expanded on to create more complex pieces. Students will explore more decorating techniques to finish their ceramic pieces. In this course, students will have a focus on wheel throwing to advance their skills and to create uniformed set pieces. Students will investigate the process that artists use to develop their artwork and interpret the work of others. Students are expected to comply with safety measures.

ART METALS 1 CREDIT 9, 10, 11, 12
Prerequisite: Art Studio
This course deals with the design and creation of metal art forms. It provides opportunities to use a variety of tools, metals, and found materials to create art products. Fabrication, stone setting, and lost wax casting will be investigated. Students will have the opportunity to explore stained glass techniques and skills. Safety glasses are required and the purchase of metals and other materials may be necessary. Students are expected to comply with safety measures.

SCULPTURE 1 CREDIT 9, 10, 11, 12
Prerequisite: Art Studio
This course introduces basic techniques to create pieces of 3-D artwork. Students are given the opportunity to explore a variety of materials: cardboard, wire, plaster, clay, found objects, etc. The exploration of materials allows the students to work with a variety of tools to produce art projects. This course experiments with different types of media and techniques to have a successful product. Students are expected to comply with safety measures.
LEISURE ARTS 1 CREDIT 9, 10, 11, 12
Prerequisite: Art Studio
This course is designed for students with a variety of art skills and provides an opportunity to be exposed to different art experiences that are not offered in the traditional art classes. In this course, students will explore a variety of mediums. They will be exposed to traditional and non-traditional methods of producing art products. The purchase of materials may be necessary. Students are expected to comply with safety measures.

ADVANCED ART STUDIES 1 CREDIT 11, 12
Prerequisite: Art Studio, Selected Art Classes, Application and Instructor Approval
This course is designed for students who have demonstrated proficiency in the art area of choice and allows them to explore their own skills and develop their own individual style of art. Students and Teacher will collaborate to choose the students’ selected art mediums and subject areas. Students will have the opportunity to create for art shows, prepare work for display, and develop their own portfolio. This course will have a heavy focus on group discussions, critiques, and art history and theory. Students will analytically think about their own artwork and create their own artist statement. Student must comply with the application procedure process.

ART APPRECIATION 1 CREDIT 11, 12
This course is designed for students of varying artistic abilities and backgrounds. This course will further enhance an interest, appreciation and understanding of visual arts. Students will encounter a variety of art works; working on recognition of elements and principals of design, the role of visual art in society throughout history. We will also explore the many careers available in the world of art.

BUSINESS EDUCATION DEPARTMENT

INTRODUCTION TO BUSINESS 1 CREDIT 9, 10, 11, 12
This course is designed to introduce students to a variety of business-related topics such as: economic systems, business structures, business leadership, producing and marketing goods and services, business ethics, international business, government in our economy, managing a small business, and business opportunities. Students will be presented with facts, principles and concepts necessary to become effective members of the business community, and a major project brings this course to closure when the students have the opportunity to learn how to develop a business proposal.

BUSINESS LAW 1 CREDIT 10, 11, 12
In Business Law, students will learn the importance of laws and how they relate to business, as well as their effect on society and the individual. This course teaches a basic appreciation for law and its applications. Specific units include: the basics of criminal and civil law, contract law, consumer law and student rights and responsibilities regarding important life events. Any students interested in pursuing a career in law or business should strongly consider enrolling in this course.

ACCOUNTING I 1 CREDIT 10, 11, 12
Accounting Essentials I introduces students to the complete accounting cycle for a sole-proprietorship. This course provides the background for students seeking an entry-level accounting job, as well as for college-bound students who plan to enter the field of business.

ACCOUNTING II 1 CREDIT 10, 11, 12
Prerequisite: Accounting I.
This course continues the study of accounting principles and procedures started in Accounting Essentials I. Students will study the accounting cycle for a merchandising partnership. They will also be required to complete a business simulation for a merchandising partnership.
(ICCC) INTRODUCTION TO ACCOUNTING (ACC-111)  1 CREDIT  11,12
AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT.
Students will receive instruction in analyzing and recording various business transactions and in completing the accounting cycle by journalizing, posting, preparing worksheets, making adjusting and closing entries, and preparing financial statements for service and merchandising businesses. Instruction will be provided for accounting for cash by using a petty cash fund, reconciling a bank statement, and utilizing the cash short and over account: calculating and journalizing employees’ payroll: and calculating and journalizing employer payroll taxes. No previous accounting instruction is necessary.

(ICCC) COMPUTERIZED ACCOUNTING (ACC-311)  1 CREDIT  11,12
AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Introduction to Accounting and student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT.
This course is designed to provide the student experience in handling automated accounting in a number of areas. These include general ledger, accounts receivable, accounts payable, payroll, depreciation, inventory and accounting statement analysis. Simulation of business and its activities are processed through the entire accounting cycle culminating in the various accounting reports. The applications will be done on a computer.

MONEY MANAGEMENT  1 CREDIT  9, 10
Students enrolled in this course will learn how to make money and keep it. This class will teach you what you need to know about spending money wisely, banking, saving, investing, and using credit. The class will also educate students in regards to responsible uses of credit, and saving and investing for a lifetime. This class will be useful for any student who wants to be in charge of their own financial well-being.

PERSONAL FINANCE  1 CREDIT  11, 12
(Completion of this course fulfills the financial literacy requirement needed for graduation.)
Personal Finance is a course designed to develop your ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study will include personal financial planning, budgeting expenditures and savings, effective cash management, tax planning, proper use of credit, making major purchases, investments and insurance protection, retirement and estate planning, and decision-making skills for all aspects of life as consumers, producers, entrepreneurs, and economic citizens. Problem-solving applications, as well as a variety of instructional strategies, will be used to analyze and solve business problems.

MARKETING I  1 CREDIT  10, 11, 12
In this course, you will learn what marketing is and how it helps connect businesses of all kinds to their customers. You will develop the skills of marketing to be used in any career path that you choose to follow. These include Marketing-Information Management, Selling, Pricing, Product/Service Management, Promotion, Financing, and Distribution. You will learn about the above functions of a well-managed business, plus the Foundations of Businesses: Communication and Interpersonal Skills; Business, Management and Entrepreneurship; Economics, and Professional Development (known as life-long learning).

SPORTS MARKETING  1 CREDIT  10, 11, 12
Sports & Entertainment marketing is the process of developing, promoting, and distributing products to satisfy customers’ needs and wants through sports and entertainment. This course will take you on a step-by-step journey through the world of marketing. This course will cover the basic of functions marketing and how they are applied to sports and entertainment. During this course there will be a focus on real-world business perspectives by using examples from the marketing world to illustrate features, concepts, and activities.
### ADVERTISING & SALES 1 CREDIT 10, 11, 12
In this course you will learn about selling and customer service. You will learn to determine the clients’ needs and wants, how they think and then to respond to the customer through planned, personalized communication that influences purchase decisions. Focus is on the steps of the selling process to better sell products and services, ideas and you. Students will learn the basic advertising principles, media, psychology, and the relationship of sales promotion to the total marketing process. An emphasis will be placed on the business aspects of advertising.

### ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT 1 CREDIT 11, 12
In this course, you will learn what it takes to own and operate your own business or manage a business for the owners. You will learn everything from how to create the business, put the ideas onto paper, and then make your proposal to the investors.

### TECHNOLOGY APPLICATIONS 1 CREDIT 9, 10, 11, 12
In this course students will explore applications, software and/or programs and become ‘experts’ in those areas. Students will create tutorial videos and/or presentations for the applications/programs and share their learning with the class. Topics covered (but not limited to) include Social Media, Creation Software/Programs, Web Design, Presentation Software/Programs and Social Media.

### (ICCC) WEB GRAPHICS CIS-255 1 HIGH SCHOOL CREDIT 11, 12 AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT, and passed Computer Applications I.
Get a thorough grounding in Adobe Photoshop and Adobe ImageReady, the must-have digital imaging programs for today’s web and print designers. Hands-on projects include working with layers, making selections, incorporating color technique, and creating special effects with filters and more. Create complex web graphics such as rollovers and animations.

### WORLD OF WORK 1 CREDIT 11
This course is designed to provide students with the kind of information everyone needs regarding how to get a job, how to keep a job, and how to be successful on the job. Students will also be provided with the opportunity to explore occupations at various businesses in the community in which they have an interest. Students will need to arrange for transportation to their exploratory sites.

### MULTI-OCCUPATIONS COOPERATIVE EDUCATION PROGRAM 6 CREDITS 12
All students must enroll for a minimum of two consecutive semesters in the same academic year, though four semesters provides a complete learning experience.

**CLASSROOM INSTRUCTION (1 CREDIT PER SEMESTER)**
Co-requisite: Multi-Occupations Cooperative Education On-the-Job Training

**NOTE: Classroom meets zero hour (7:30 a.m.-8:15 a.m.)**
Multi-Occupations Cooperative Education is for students interested in learning a skilled occupation and developing those career skills that will assist them in securing future, full-time employment. The students will develop competencies in the following areas in the classroom setting; work-based learning, job and personal safety, teamwork, problem-solving and decision-making, job/personal success and satisfaction, income management, interpersonal relations, employer expectations, leadership, parliamentary procedure, managing family, work and citizenship roles.

**ON-THE-JOB TRAINING (1 CREDIT PER SEMESTER)**
Co-requisite: Multi-Occupations Cooperative Education Classroom.
Multi-Occupations Cooperative Education On-The-Job Training will provide the students with the opportunity to put into practice those aptitudes, attitudes and skills which will assist them in becoming a successful employee. This on-the-job training also provides the opportunity to secure work experience and possible employment in their chosen career field. Students will be employed for a minimum of fifteen hours per week in a community or local area business. The employer and program coordinator will use a specific rubric-type evaluation instrument to measure the student's success on the job.
DRIVERS EDUCATION DEPARTMENT

DRIVERS EDUCATION 1 CREDIT 9, 10, 11, 12
Offered by Iowa Central Community College.
Those who wish to get an Iowa drivers license before age 18 must successfully complete drivers’ education. The course consists of a minimum of thirty (30) hours of classroom instruction and six (6) hours of behind the wheel driving with a certified instructor. Students may register for driver education in time to receive their driver’s education certificate on or before their sixteenth birthday. This course is offered only pass/fail. Students will receive one full credit toward graduation. A student’s Iowa instruction permit must be registered with the student’s School Counselor prior to his/her registering to take drivers education. The fee is determined annually for the course and payable in advance. Students can pick up drivers license study information at the Department of transportation, Drivers license station at 2313 1st Avenue South in Fort Dodge.

CHANGES TO IOWA’S GRADUATED LICENSE:
EFFECTIVE JANUARY 1, 2014

INSTRUCTION PERMIT
• Must hold instruction permit for 12 consecutive months prior to upgrading to an Intermediate license
• Prior to upgrading to a minor school license or intermediate license, the young driver must have held the instruction permit for a minimum of 6 months violation and contributive crash free.

INTERMEDIATE LICENSE
• Effective January 1, 2014, all applicants must have held an instruction permit/minor school license for at least 12 months to be eligible for an Intermediate license. The last 6 months must be violation/conviction and crash free to be eligible.
• Driving is restricted to one unrelated passenger (under 18) for the first 6 months.
  ○ There is an option for a parent to waive the passenger restriction.
• Passengers are allowed if they are siblings, step-siblings or living in the same household, and are limited to the number of seatbelts in the vehicle.

MINOR SCHOOL LICENSE
• Passenger Restrictions
  ○ Only one unrelated minor passenger (under 18) is allowed for the duration of the MSL.
  ○ Minor passengers are allowed if they are siblings, step-sibling or live in the same household.

ENGLISH DEPARTMENT

Eight (8) English credits are required for graduation. Students must pass in sequence – Humanities/Honors Humanities and American Studies/Honors American Studies. In addition, students must pass one composition elective, one literature elective, and one speech elective. (The following courses do not meet the Fort Dodge Community School District English graduation requirement: Stagecraft, Big Dodger, Photo Journalism.)

HUMANITIES 3 CREDITS (1 ½ English, 1 ½ Social Studies) 9
NCAA APPROVED
Humanities integrates English I and World Studies concepts in order to discover what it means to be “human.” To gain an understanding of this, the course incorporates literature, art, music, philosophy, and history, providing students with a well-rounded world view. Students will be expected to become more actively engaged and informed members of society, tolerant of multicultural viewpoints. This course is required. It is a three semester class. Honors Humanities may be substituted to meet this requirement.
HONORS HUMANITIES  
3 CREDITS (1 ½ English, 1 ½ Social Studies)  
NCAA APPROVED
Honors Humanities integrates English I and World Studies concepts in order to discover what it means to be “human.” To gain an understanding of this, the course incorporates literature, art, music, philosophy, and history, providing students with a well-rounded world view. Students will be expected to become more actively engaged and informed members of society, tolerant of multicultural viewpoints. The course is designed to prepare students for future AP and college-level courses in English and Social Studies. It is a three semester class.

AMERICAN STUDIES  
3 CREDITS (1 ½ English, 1 ½ Social Studies)  
NCAA APPROVED
This interdisciplinary course examines American history and culture through the study of literature, primary and secondary source materials. Areas of focus within the course are conflict throughout American history, civil rights, and the role of the American Dream. This course will also include an investigation into contemporary social, political, and cultural issues in America. This course is required. It is a three semester class. Honors American Studies may be substituted to meet this requirement.

HONORS AMERICAN STUDIES  
3 CREDITS (1 ½ English, 1 ½ Social Studies)  
NCAA APPROVED
This interdisciplinary course examines American history and culture through the study of literature, primary and secondary source materials. Areas of focus within the course are conflict throughout American history, civil rights, and the role of the American Dream. This course will also include an investigation into contemporary social, political, and cultural issues in America. This course is if substituted for American Studies required. It is a three semester class. Honors American Studies may be substituted to meet this requirement. It is a three semester class.

ENGLISH II  
2 CREDITS  
NCAA APPROVED
Prerequisite: Passing grades in both semesters of English I or Honors English I
English II is developed around four major thematic units: students will work with 2 thematic units of study in each semester. Students will examine literature to gain insight into the human dimension, into self, and into the writer’s craftsmanship and writing. This class also includes a strong research component covering the basics of research and composing a complete research paper.

ELL ENGLISH LANGUAGE LEARNERS  
1 CREDIT (ENGLISH)  
Prerequisite: IDEA English Proficiency Test
This class is taught on an individual basis. The curriculum is developed to increase a student’s reading, writing, speaking, and listening comprehension in English. An emphasis is usually placed on grammar and vocabulary growth.

PIVOTAL LITERATURE IN HISTORY  
1 CREDIT  
NCAA APPROVED
It is essential to understand that literature has often reflected the times in which it was created or, in some cases, initiated cultural, political, military, and legal changes. This course will focus on key literary works and authors which have made a significant impact on American culture and history. Students may elect to use this course to meet the literature graduation requirement or use as a social studies elective.

COMPOSITION ELECTIVES
The following courses fulfill the composition requirement for graduation.

INTRODUCTION TO WRITING  
1 CREDIT  
NCAA APPROVED
This course is designed for students who do not wish to take, or do not feel ready for Advanced Composition. The course deals with narrative and expository writing, sentence structures, paragraph development, and organizational strategies.

COLLEGE PREP COMPOSITION  
1 CREDIT

19
This course is an advanced writing course that develops skills in expository, argumentative, and descriptive writing with an emphasis on research writing. A prior mastery of basic skills of punctuation, sentence structure, paragraphing, and usage is necessary. This course is recommended for college-bound students needing to strengthen writing skills prior to taking ICCC Composition I.

(ICCC ENG-105) COMPOSITION I 1 HIGH SCHOOL CREDIT AND 3 11, 12
NCAA APPROVED SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Students must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
This course will be taken for both high school and college credit. The course focuses on the process of writing expressive and informative prose. It introduces library research skills and critical thinking skills. Informal speaking situations are part of required class work.

(ICCC ENG-106) COMPOSITION II 1 HIGH SCHOOL CREDIT AND 3 11, 12
NCAA APPROVED SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Successful completion of ICCC English I with a C- or better. Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
This course will be taken for both high school and college credit. This course is continuation of ICCC English I with advanced work in library research techniques. The major focus is on persuasive and argumentative writing with an emphasis on critical thinking skills.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION 3 CREDITS 11, 12
NCAA APPROVED
Prerequisite: English II and Instructor Approval
AP English Language and Composition requires students to write in several forms about a variety of subjects. The focus of the readings is nonfiction texts that give students opportunities to identify and explain rhetorical strategies and techniques. The course also utilizes fiction and poetry to illustrate linguistic and rhetorical choices. To understand how images serve as alternative forms of text, graphics and visual images are evaluated. Research skills, especially how to cite and evaluate sources, are incorporated in formal writing. This course is offered every other year, including 2015-2016 and again in 2017-2018.

LITERATURE ELECTIVES
The following courses fulfill the literature requirement for graduation.

AMERICAN LITERATURE 1 CREDIT 11, 12
NCAA APPROVED
American Literature is a survey course that concentrates on the major concepts of our cultural heritage reflected in the literature written by significant American authors. Providing a good background for college-bound students, American Literature demands intensive reading, critical analysis, and writing.

BRITISH LITERATURE 1 CREDIT 11, 12
NCAA APPROVED
English Literature is a survey course, sampling the major works of England from the Anglo-Saxon to contemporary British writers. Providing a good background for college-bound students, English literature demands intensive reading, critical analysis, and writing.

FILM AND LITERATURE 1 CREDIT 11, 12
This course will feature various genres of literature that will be read and their film adaptations analyzed. Comparative analysis will be conducted through a balanced literacy approach including speaking, writing, and reading.

NON-FICTION LITERATURE 1 CREDIT 11, 12
This course is centered on reading and analyzing various styles of non-fiction texts. Analysis will be conducted through a balanced literacy approach including speaking, writing, and reading.
SCIENCE FICTION LITERATURE  1 CREDIT  11, 12  
NCAA APPROVED
This course explores science fiction and its connections to society. Analysis will be conducted through a balanced literacy approach including speaking, writing, and reading.

PIVOTAL LITERATURE IN HISTORY  1 CREDIT  11, 12
This course will primarily focus on three big pieces of literature that have made an impact on American culture and history. The course looks at history of the United States through these pieces of literature in order for students to understand the impact literature and an individual can have on culture and history. This class may also count as 1 social studies credit if the student chooses.

SHORT STORY LITERATURE  1 CREDIT  11, 12  
NCAA APPROVED
This course focuses on reading and studying elements of short stories. Analysis will be conducted through a balanced literacy approach including speaking, writing, and reading.

ADVANCED PLACEMENT LITERATURE  3 CREDITS  11, 12  
NCAA APPROVED
Prerequisite: American Studies
Advanced Placement Literature is a literature and composition course. It is a college level class, which examines literature from Sophocles to Faulkner. At the conclusion of the course, students may elect to take the national A.P. exam, which may qualify them for college credit. This course if offered every other year, including 2014-2015 and again in 2016-2017.

SPEECH ELECTIVES
The following courses fulfill the speech requirement for graduation.

SPEECH COMMUNICATIONS  1 CREDIT  11, 12  
NCAA APPROVED
This course covers speech fundamentals; however, the class will focus on preparing and presenting speeches for various purposes and audiences. These speeches will include speeches to inform, to entertain, to persuade, and special occasion speeches. Speech analysis and rhetorical devices will also be stressed.

(ICCC SPC-101) FUNDAMENTALS OF ORAL COMMUNICATION  1 CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT. Successful completion of ICCC Composition I.
This course is designed to develop the basic skills of oral communication by studying the process and theory of communication. Emphasis is placed on the preparation and delivery of individual and group presentations in various speaking situations.

GENERAL ENGLISH ELECTIVES
The following courses serve as general English electives for graduation.

CREATIVE WRITING LAB I  1 CREDIT  9, 10, 11, 12  
NCAA APPROVED
I just wrote this poem. Want to read my story? Tell me what you think about my essays. How do writers work? In Creative Writing Lab, writers select their own topics of stories, poems, essays, plays, etc. Be willing to write daily and be willing to share work with others.

CREATIVE WRITING LAB II  1 CREDIT  10, 11, 12  
NCAA APPROVED
Prerequisite: Successful completion of Creative Writing Lab I
Creative Writing Lab II is a continuation of Creative Writing Lab I. Students will creatively write multiple genres including a class play, a novella, songs, and more. Students will also study different writing styles and even try to mimic contemporary authors. Students should be willing to write daily and share their work with others.
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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grades</th>
<th>Description</th>
<th>Note</th>
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<tbody>
<tr>
<td><strong>INTRODUCTION TO THEATRE</strong></td>
<td>1</td>
<td>9, 10, 11, 12</td>
<td>Introduction to Theatre is for students who do not have an interest in performing but would like to learn more about theatre as an art form. Learning will focus on theatre’s historical influences in societies around the world, the various genres in theatrical literature, and the structure of play writing.</td>
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<td><strong>THEATRE PERFORMANCE I</strong></td>
<td>1</td>
<td>9, 10, 11, 12</td>
<td>Theatre Performance I is for students with little or no performance background in the theatre arts. Learning will focus on creativity and imagination, ensemble building and trust, building confidence, and observation skills through theatrical means; such as, pantomime, improvisation, characterization, storytelling, basic movement, and emotional recall. Success in this class requires lots of in-class participation, collaboration, and good attendance.</td>
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| **THEATRE PERFORMANCE II**                      | 1       | 9, 10, 11, 12 | Prerequisite: passing Theatre Performance I
Theatre Performance II is geared towards students who have a continued interest to learn more about theatre arts. Learning will focus on the audition process, play script analysis, character motivation and behavior, in-depth scene study, stage combat, and play writing. Success in this class requires lots of in-class participation, collaboration, and good attendance. |                                            |
| **TECHNICAL THEATRE**                           | 1       | 10, 11, 12 | Prerequisite: Approval of the instructor
This technical theatre course will teach students production aspects of theatre. This course is geared towards students who want to be involved in theatre but not as an actor, or actors who would like to gain a greater appreciation for the technical aspects of the art. Learning will focus on employment opportunities in theatre other than performance, scenery construction, light and sound design, public relations, and property management. The student will get hands on experience by working on class projects, community productions, and/or the Senior High fall play production.
*Note: This credit cannot be used to satisfy the District English graduation requirement.* |                                            |
| **READING STRATEGIES**                          | 2       | 9         | This is a recommended class for freshman who scored below proficiency on ITBS Reading Comprehension, Lexile Score, reading skills, and teacher recommendation. This course is designed to give students explicit instruction in reading strategies that will help them to become more skilled and strategic readers. Students become better readers when they read more, read a variety of texts, write and talk about their reading, and when they utilize appropriate reading strategies. |                                            |
| **READING WORKSHOP**                            | 1       | 9, 10, 11, 12 | Reading Workshop is recommended for any student (grades 9-12) who would like to improve his/her reading comprehension, reading speed, and vocabulary skills. Reading workshop invites students to become actively involved as readers of all kinds of books. Students will respond orally and in writing, making connections between their lives and their readings. |                                            |

**FAMILY AND CONSUMER SCIENCES**
A student who reaches a high level of competency in certain vocational courses is eligible to receive credit in a vocational program at specific community colleges. This is called “articulation”. Articulation allows students to make a smooth transition from senior high to a community college program without experiencing duplication of learning. Courses that can be articulated are noted in the course description.

**COOKING ESSENTIALS**                            | 1       | 9, 10, 11, 12 | Prerequisite for Food Classes
Cooking Essentials emphasizes food preparation skills in each of the MyPlate pyramid groups. The units of study and labs are: measuring, microwave cooking, quick breads, pasta, grains, fruits and vegetables, cooking with milk and cheese, and meat cookery. The use and care of equipment is included along with management techniques. |                                            |
INTRODUCTION TO CULINARY  1 CREDIT  9, 10, 11, 12
Prerequisite: Cooking Essentials with a letter grade of a “C-“ or better or the equivalent.
Introduction to Culinary emphasizes creativity and meal management. Students express their creativity by planning menus, garnishing foods and making pastry and bread products. They will also explore multicultural cooking techniques.

CLOTHING I  1 CREDIT  9, 10, 11, 12
Want to be able to sew and repair clothes, make simple gifts, and use the sewing machine when decorating your home some day? In Clothing I students explore clothing design, clothing consumerism and develop basic skills used in hand sewing, operating a sewing machine and serger. Students also learn to read and follow pattern instructions.

CHILD DEVELOPMENT  1 CREDIT  9, 10, 11, 12
Child Development is a course with emphasis placed on learning about physical, social, emotional and intellectual development of children from conception to age 6. Decision-making and planning for responsible parenthood is emphasized. This is a course for those interested in careers in medicine, teaching, childcare, social work, psychology, recreation and homemaking.

CHILD DEVELOPMENT II  2 CREDITS  10, 11, 12
Prerequisite: Child Development
Child Development 2 is a hands-on class which will help prepare for a career in early childhood education. It teaches practical techniques to guide children through a variety of daily experiences in safe, educational ways. You will be in the classroom half the time and be a “teacher” at Riverside the other half of the time. During your classroom work you will be developing lesson plans to use at Riverside.

ADULT LIVING  1 CREDIT  11, 12
Get prepared for the “real world” by taking a course that prepares students for practical life issues facing adults. These issues include future lifestyle choices, falling in love, mate selection, family, money management, career choices, attending college, relationships, handling conflicts, and communication skills. Many current issues, topics and trends of society today are explored as well.

HOUSING AND HOME INTERIORS  1 CREDIT  10, 11, 12
Housing and Home Interiors will provide much practical knowledge for those who intend to manage their own home someday or for those who intend to enter the housing field in architecture, interior design and other related fields. Housing options and alternatives, floor plan interpretation and evaluation, renting vs. home ownership, selection of furniture and furniture arrangement, selection of color schemes are some of the topics explored in this class.

TEEN LIVING  1 CREDIT  9
Teen Living is a course designed to prepare students for the personal, family, academic, and social challenges of the high school years. Emphasis is placed on exploring self-management skills that will enable students to become successful high school students. Some of these include decision making, goal setting, problem solving, and communication. Additional topics explored are relationships, dating, sexuality, and drugs and alcohol.

EARLY CHILDHOOD EDUCATION  2 CREDIT (BLOCKED FOR 2 PERIODS)  11, 12
This course is designed to provide high school students with the opportunity to work with learners in the community under the supervision of teaching professionals. It teaches students skills useful for careers as educators, as well as, community leaders. Emphasis is on the teacher’s role, the preferred learning environment, and appropriate learning content for meeting individual differences and cultural diversities of young children. The program brings together many segments of the community including administrators, educators, students of various levels, and other professionals involved in education.
(HCM-608) INTRO TO HOSPITALITY (1st semester only) 11, 12
1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT - ICCC
Course offers a detailed look at restaurant and institutional food service operations, hotel and motel management, travel, tourism and international hospitality. Students will learn to better evaluate career opportunities, learn the level of quality and service necessary in an ever-changing industry. Course will transition into Food Preparation Lab and Lecture during the last 15 contact hours of this course.

(HCM-143/144) IOWA CENTRAL FOOD PREPARATION LAB AND LECTURE (2nd/3rd semester) 11, 12
2 HIGH SCHOOL CREDITS AND 6 SEMESTER HOURS COLLEGE CREDIT - ICCC
Introduces the student to the scientific principles used in food preparation. Includes preparation procedures and techniques to be used with fruits, vegetables, starch products, cheese, eggs, meat, poultry and fish. Also, establishes criteria needed to produce a standard product. Preparation of small servings of salads, starch, cheese, egg, meat, poultry and fish products using the techniques studied in lecture. Will involve oral and written evaluation of each product. Those entering this course will have transitioned from Intro to Hospitality and/or Food Fundamentals.

HEALTH DEPARTMENT

HEALTH 1 CREDIT 10
Health provides students with the opportunity to know concepts related to personal health promotion and reducing health risks. During the course, students will be able to access valid health information and health promoting products and services. Students will analyze the influence of culture, media, and technology on their health. Communication skills, goal-setting, and decision-making skills are also a part of the health course. All students are trained in Cardio Pulmonary Resuscitation and provided the opportunity to become certified in CPR through the American Red Cross. Successful passing of Health is required for graduation.

HEALTH II 1 CREDIT 10, 11, 12
Health II will provide an opportunity to further explore topics from Health.

HEALTH CARE DEPARTMENT

HEALTH CARE FOUNDATIONS 1 CREDIT 9, 10, 11, 12
This course will expose students to careers in the Health Care Clusters/pathway. It will allow students to gain an understanding of fundamental knowledge and skills necessary for any who are considering a health related career. It will include brief units on both the technical and ethical aspects of this field. The course was designed to allow students considering in a health related career an opportunity to gain exposure to just what skills are required.

EXPLORING HEALTH RELATED CAREERS 1 CREDIT 9, 10, 11, 12
This course will provide students exposure to a wide variety of opportunities available to them in the health care industry. (e.g., nursing, therapy, dental care, administrative services, and lab technology) The course will provide students experiences in several of these occupational areas along with information and knowledge related to the health care industry as a whole. Students will also be provided information concerning post-secondary paths of study which could lead them into an area of interest.

MEDICAL ASSISTANT PROCEDURES 1 CREDIT 9, 10, 11, 12
Prerequisite: Health Care Foundations
Designed to introduce students to basic career skills utilized in a variety of medical fields. This is a hands on course performing basic lab activities such as measuring blood glucose using a glucometer, opening medication ampules, instilling eye drops, preparing a sterile field and opening sterile packages, performing animal health care procedures, operating an autoclave and performing a surgical scrub. Health Care Foundations must be completed with a passing grade prior to this course or taken in conjunction with it.
(ICCC HSC-113) NURSE AIDE  11, 12
1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT - ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
This course provides students with a basic level of knowledge and skills to provide safe, effective resident care. This nurse aide course meets the training requirements of The Omnibus Budget Reconciliation Act of 1987 for aides working in nursing facilities and skilled nursing facilities.

(ICCC HSC-104) INTRODUCTION TO HEALTH CARE  11, 12
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT – ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
Introduction to Health Care will provide students with a basic introduction to the health care delivery system with expected student competencies in professionalism, legal and ethical responsibilities, communication, understanding of patient health care needs and behaviors, safety and infection control. A significant amount of time will be spent in job shadowing experiences at health care facilities in the community. Students who successfully complete the course will receive one high school credit and two semester hours of college credit from Iowa Central Community College.

(ICCC HSC-113) MEDICAL TERMINOLOGY  11, 12
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT – ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
Students enrolled in Medical Terminology will study terminology of the human body systems with an emphasis on recognition and functional vocabulary related to medical science. Course competencies focus on definitions, standard abbreviations, pronunciation, and correct spelling of medical terminology. Students will learn how health care professionals use medical terminology to communicate in the provision of health care services. Students who successfully complete the course will receive one high school credit and two semester hours of college credits from Iowa Central Community College.

(ICCC PEC-121) BODY STRUCTURE AND FUNCTION  11, 12
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT – ICCC
This course will provide a knowledge and understanding of the structure and function of the human body in relation to physical activity. This is one of four courses that meet the requirements for the coaching authorization issued by the Iowa Department of Education.

(ICCC PET105) BASIC ATHLETIC TRAINING  11, 12
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT – ICCC
This course will provide a knowledge and understanding of the prevention and care of athletic injuries and medical safety problems relating to physical activity. This is one of four courses that meet the requirements for the coaching authorization issued by the Iowa Department of Education.

(ICCC BIO-168) INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY 1 w/LAB  11, 12
1.5 HIGH SCHOOL CREDIT AND 4 SEMESTER HOURS COLLEGE CREDIT – ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
This course provides a study of the structure and function of the human body. This course is the first course of a two-semester sequence. The study begins at the cellular level and proceeds through the integumentary system, skeletal system, muscular system, the central, peripheral and autonomic nervous systems and the senses. A dissection of a cat will be included.
(ICCC BIO-173) INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY 2 w/LAB 11, 12
1.5 HIGH SCHOOL CREDIT AND 4 SEMESTER HOURS COLLEGE CREDIT – ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT and Integrated Human Anatomy and Physiology I.
This is the second course in a two-semester sequence. The study continues with the endocrine system, blood and cardiovascular systems, lymphatic system and immunity, respiratory system, digestive system and the reproductive system.

(ICCC PSY-111) INTRODUCTION TO PSYCHOLOGY 11, 12
1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT – ICCC
NCAA APPROVED
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
This course will be taken for both high school and college credit. Students must be high school juniors and seniors. Psychology is the study of human behavior and mental processes. Topics covered include: research methods, learning, memory and cognition, abnormal psychology, therapies and related developmental and biological factors that affect human behavior.

INDUSTRIAL TECHNOLOGY DEPARTMENT

A student who reaches a high level of competency in certain vocational courses is eligible to receive credit in a vocational program at specific community colleges. This is called “articulation”. Articulation allows students to make a smooth transition from senior high to a community college program without experiencing duplication of learning. Courses that can be articulated are noted in the course description.

Manufacturing

INTRODUCTION TO COMPUTER AIDED DRAFTING 1 CREDIT 9, 10, 11, 12
This is an introductory class to computer aided drafting and design. Students will communicate through a series of technical drawings that include projections and views of an object. Areas that will be covered in this course include: sketching, multi-view drawings, dimensioning and annotation, section and auxiliary views, 3d modeling and architectural drawings. There may also be some activities that involve CNC machining and 3D Printing. The majority of this class consists of computer applications of Auto CAD and Solid Works-computer aided drafting software. This course is a prerequisite for Introduction to Woods, Advanced Mechanical CAD and Advanced Architectural CAD.

INTRODUCTION TO WOODS (LEVEL I) 1 CREDIT 9, 10, 11, 12
Prerequisite: Introduction to CAD or 1st semester of Intro to Engineering Design
This course has two goals: The fist goal is to teach the student how to safely use tools and machines in lab area to build a small required project. The second goal of the class is to have students design (using CAD software), estimate cost/materials, and build an introductory project that will be built in the second part of the class. Students will learn basic joining techniques along with CNC router applications. Note: Students are responsible for cost of second project materials in class.

APPLIED WOODS TECHNOLOGY (LEVEL II) 1 CREDIT 10, 11, 12
Prerequisite: Introduction to Woods
This advanced class requires the student to design (using CAD software) and build a working piece of furniture that will include either a door and/or a drawer. Students will further research complex construction techniques using a series of tools, jigs, and machines along with finishing techniques. They will also be required to implement the CNC router in the construction of their project. In the future, students that have interest in this area may be able to participate in a capstone course that would build cabinets for a potential building trade’s project. Note: Students will be responsible for material fees in this course.
ADVANCED 3D MODELING/MANUFACTURING 1 CREDIT
Prerequisite: Introduction to CAD or 1st Semester of Introduction to Engineering Design
Students in this course will learn to develop 3D parametric models using both Autodesk Inventor and Solidworks. They will then learn to import these models into MasterCAM and develop toolpaths that will allow the student to machine prototypes using a CNC Mill. Today’s high technical manufacturing uses many of these basic principles that the student will acquire in this course.

(ICCC CAD-194) ARCHITECTURAL MODELING
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT-ICCC
Students will use computer software to develop digital representations of architectural and construction details/features. Students will learn about working in computer aided design environments, including concepts and techniques of geometry construction placement, dimensioning and media preparation and prevention. The student will design working architectural models using both Chief Architect and Revit Architecture software that are related to the construction industry.

(ICCC CAD-101) PRINCIPLES OF CAD I – ADVANCED MECHANICAL CAD
1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Introduction to CAD or Introduction to Engineering Design
This advanced drafting course provides the student with the skills needed to use Computer Aided Drafting software to make drawings of various objects. Students will create and modify drawings, print hard copies, and change the drawing environment to meet task requirements. AutoCAD, and Solidworks software are used to complete assignments that include details and assemblies of mechanical parts in relation to industry.

INDEPENDENT STUDY ADVANCED TECHNICAL RESEARCH
1 CREDIT
Prerequisite: Teacher Discretion
This course will allow students to further study areas of interest in Career and Technical Education. To qualify for this, students must first have instructor’s permission to take course that fits his/her teaching schedule. They must then come up with a plan for the course that will include some type of final project along with a grading rubric for the course. This class works extremely well with a student wanting to excel in the Skills USA competitions that are held each spring.

ROBOTICS AND AUTOMATION
1 CREDIT
This course will give students the skills needed to design, build and program a robot to do a number of tasks. Students will use a design process to engineer and build a working robot. The course will start with construction of basic robots/programming and then advance into more complex systems. Students in this class will be able to design build and compete in the national “First Tech Challenge Robotics Competition”.

WELDING (LEVEL I)
1 CREDIT
Metals is highly recommended prior to this course for those with no metalworking experience. Welding I is designed to teach the student how to weld; it is not a class where projects are built. There are a number of lab exercises students will need to successfully weld. Welds will come from both Oxy-Acetylene (gas) and Shielded Metal Arc Welding (electric Arc) and flame cutting will be introduced. Welds will be performed in the AWS 1F and 2F positions. Students will have daily classroom instruction as well as daily lab welding time. Students will need to tie the classroom instruction with the lab work, practice is essential in order to learn to weld.

WELDING FABRICATION
2 CREDITS (BLOCKED FOR 2 PERIODS)
Prerequisite: Welding I; Suggested – Welding II and Intro to CAD
Students will learn and demonstrate how to design, price and produce a quality metal product from start to finish. There will be instruction in both hand and computer aided drafting to help with the design of the projects. Skills in cutting, fitting of parts, welding fabrication and finishing of the product will be developed. Students will start with a smaller introduction project and will work on completing larger class project.
BEGINNING WELDING (Welding II)

Welding Level II is a Dual Credit class with ICC. All welding done in level II will be in electric arc. In-depth instruction will come in Gas Metal Arc Welding (GMAW) and Gas Tungsten Arc Welding (GTAW). Students will also learn to cut with a Plasma Arc Torch. There will be daily classroom instruction as well as daily lab/welding time. Students will need to complete a number of required weld exercises. Welding will be done on mild steel, stainless steel, and aluminum. There may be some time to build a small weld project that I will assign to the students.

Building and Trades

HOME MAINTENANCE AND REPAIR

Home Repair and Maintenance provides the opportunities to study and experience the variety of maintenance, repair, and construction activities commonly performed in and around the home. There will be hands on experience in areas covered, including electrical wiring, framing, plumbing, insulation, and drywall. Architectural design will be stressed in this class. It will provide the opportunity to use computer aided software to replicate and design various buildings including houses. This class will deal much with measurement, bill of materials, and blueprint/reading. Students will draw their own blueprints to scale and be able to read them using a scale rule. This class will research and design what is built in the carpentry class. Safety is our first priority, and will be emphasized at all times.

RESIDENTIAL WIRING

Residential wiring provides the opportunity to understand electricity. It also allows students to dabble in or master various wiring terms, codes, and techniques. This will be accomplished by using meters, dealing with conduit, wiring various devices, and reading wiring diagrams. Students will have the opportunity to step into an electrician’s shoes and figure the cost of a job by reading electrical blueprints, and drawing their own blueprints. Basic drafting knowledge may be useful in this class. Safety is our first priority, and will be emphasized at all times.

MASONRY CONCRETE

The Concrete and Masonry course will go into great detail about concrete. Students will be testing concrete strength and laying out forms. New techniques and materials will be sought out. Students will have the opportunity to lay block and brick. Basic drafting knowledge may be useful in this class. Safety is our first priority, and will be emphasized at all times.

CARPENTRY

Carpentry provides the opportunities to study and experience the variety of new and interactive techniques and materials used on a construction field. There will be hands on experience in areas covered, including reading blueprints, site evaluation, foundations, framing, project management, roofing and interior/ exterior finishing. Basic drafting knowledge may be useful in this class. Safety is our first priority, and will be emphasized at all times.

CAPSTONE EXPERIENCE: BUILDING TRADES

Build or Remodel a House: Students will be interviewed and hand picked depending on their talents, punctuality, and hard work. Building trades provides instruction and work experience in three phases of general construction: 1) basic carpentry, 2) brick and block masonry and 3) placing and finishing concrete. The correct and safe use of all construction tools and materials is stressed. Job opportunities and related occupational information will be explored. Major projects are selected by the school administration and worked on by the class, with typical construction principles and techniques emphasized. Drafting course(s) knowledge is useful in completing projects in this course.
### Automotive

#### Power Technology

**POWER TECHNOLOGY**  
1 CREDIT  
9, 10, 11, 12  
Power Technology looks at the operation and maintenance of small internal combustion gasoline engine. There are also projects involving alternative fuels and power sources along with the design, fabrication and test of a small vehicle (CO2 car). Students will also explore the basic principles of hydraulics and pneumatics. This class replaces the course titled Small Engine Technology.

#### Consumer Automotive

**CONSUMER AUTOMOTIVE (Automotive Maintenance I)**  
1 CREDIT  
10, 11, 12  
STUDENTS MUST HAVE A VALID IOWA DRIVERS LICENSE  
Automotive Maintenance I is designed to introduce students to the basics of car care. Students will explore automotive shop safety, sources of information, vehicle maintenance, steering and suspension systems, cooling systems, basic automotive electrical circuits, and base brakes. The class is divided approximately 50 percent classroom and 50 percent lab. Most lab activities are performed on student vehicles; however some modules may be used.

#### Capstone Experience: Ultimate MPG

**CAPSTONE EXPERIENCE: ULTIMATE MPG**  
1 CREDIT (Winter Semester) 2 CREDITS (Spring Semester) - BLOCKED FOR 2 PERIODS  
11, 12  
Prerequisite: Instructor approval. Must have one of the following: PLTW- IE, PLTW- POE, Intro to CAD, Metals, Welding I or II, Machine Tools I or II, Small Engines, Physics, Chemistry, Digital Electronics.  
This class provides the student the opportunity to collaborate with their peers in a cross-curricular atmosphere in order to achieve a common goal. Critical thinking, problem solving, group work skills and time management will be important for student success. Students will investigate many facets including engineering, design, physics, and industrial technology. This is a student driven class with the culmination being the design and construction of a high mileage vehicle that will compete against other schools at the Iowa Industrial Technology Exposition at SE Polk High School.

#### Introduction to Transportation Technology

**INTRODUCTION TO TRANSPORTATION TECHNOLOGY**  
10, 11, 12  
(Automotive Maintenance II)  
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT - ICCC  
STUDENTS MUST HAVE A VALID IOWA DRIVERS LICENSE  
Prerequisite: Consumer Automotive  
Automotive Maintenance II is a continuation of Automotive Maintenance I. Emphasis will be placed on skill development as the students continue to study additional systems in the scope of automotive technology. Students will be introduced to careers in the automotive industry, environmental concerns, automotive tools: both general and specialty, precision measurement, power tools, shop equipment, information retrieval, and shop safety. Time will be divided between classroom and shop.

#### Intro to Engine Repair/Automotive Brake/Systems/Automotive Electrical Systems

**INTRO TO ENGINE REPAIR /AUTOMOTIVE BRAKE SYSTEMS/AUTOMOTIVE ELECTRICAL SYSTEMS**  
12  
6 HIGH SCHOOL CREDITS AND 11 SEMESTER COLLEGE CREDITS - ICCC  
Vocational Auto Mechanics is a laboratory and classroom course, which meets two periods per day all school year. This course is designed to simulate actual on-the-job experience. Students will have the opportunity to develop entry level skills in the automotive service trade. Laboratory work will make up approximately eighty percent of the class time. This course for college credit through ICCC is entitled INTRODUCTION TO ENGINE REPAIR (4 SEMESTER HOURS), INTRODUCTION TO AUTOMOTIVE BRAKE SYSTEM (3 SEMESTER HOURS), and AUTOMOTIVE ELECTRICAL SYSTEMS (4 SEMESTER HOURS). Introduction to Engine Repair will consist of classroom and lab instruction covering the theory of operation, disassembly, measurement and reassembly of internal combustion gasoline and diesel power plants. When possible, power plants will be operationally tested prior to disassembly and reassembly. Introduction to Automotive Brake Systems covers brake systems utilized in the modern vehicle including anti-lock brakes. Classroom and lab instruction will be utilized, to teach students the latest procedure for inspecting, measuring, diagnosing and repairing the modern brake systems in use today. This introductory course covers basic electronic theory and utilization of electrical measuring instruments. Emphasis will be placed on the application of Ohm’s Law and the proper utilization
of electronic test equipment including instrument selection, interpretation of results, and maintenance of equipment. Students will receive classroom and lab instruction on the diagnosis and repair of batteries, starting and charging systems.

(ICCC CRR-303) INTRODUCTION TO AUTOBODY REPAIR  
1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT - ICCC  
Auto Body develops skill to do minor automobile body repair and refinishing. Emphasis will be placed on straightening or replacing of panels and on welding, filing, sanding, priming, and refinishing.

METALS  
This course is highly recommended for those students who have an interest in welding and have no experience in the metalworking area. Metals provides an opportunity to gain experience in basic metalworking skills relating to the manufacturing area. Students will learn about print reading; layout; cutting, bending and folding sheet metal. There will be experience in bench metal work along with metal sand casting (foundry work). The safe use of hand tools and power machines will be taught. MEASURING AND BLUE PRINT READING ARE A VERY IMPORTANT PART OF THIS CLASS. KNOWING HOW TO READ A RULER AND A BLUEPRINT IS VITAL FOR SUCCESS.

WORLD OF WORK  
This course is designed to provide students with the kind of information everyone needs regarding how to get a job, how to keep a job, and how to be successful on the job. Students will also be provided with the opportunity to explore occupations at various businesses in the community in which they have an interest. Students will need to arrange for transportation to their exploratory sites.

ELECTRICITY I  
Replaced by Residential Wiring

ELECTRICITY II  
Replaced by Residential Wiring

INTRO TO INDUSTRIAL TECHNOLOGY  
This course is no longer offered

MACHINE TOOLS (Level I)  
This course is no longer offered

LEADERSHIP

ADVANCED STUDIES IN LEADERSHIP  
Prerequisite: Analyzing Leadership Styles or Instructor Approval  
Advanced Studies in Leadership is a course designed to strengthen students’ personal and group leadership skills. This is intended for students already involved in groups as well as those wishing to seek involvement in leadership roles. Students will develop personalized leadership philosophies, keys to structuring an organization, theories of what motivates humans, management skills, and group dynamics. It will be expected for students to read key leadership books, write a variety of pieces, and be prepared to create and perform multi-digital and oral presentations. Students will also complete a service project that will directly involve the community and the school district in a productive way.

ANALYZING LEADERSHIP STYLES  
The main objective of this course is to improve character and leadership traits by developing critical thinking, building basic skills, emphasizing positive changes in attitude and promoting essential components of character and leadership. To accomplish this objective: (1) students will complete readings about one positive role model each week, (2) successful community leaders will speak to the class about their achievements, failures and life-lessons, (3) the instructor will utilize various forms of pop-culture to demonstrate core components of character trait and (4) students will be given different opportunities to apply the concepts of the course to their personal lives, academic competencies and future goals.
A considerable amount of time will be spent teaching character traits, including but not limited to respect, responsibility, tolerance, honesty, integrity, perseverance, courage, self-control and appreciation. Students will discuss their own personal values, beliefs and attitudes. This course enables students to reflect on their own personal experiences, development, background and ethics while respecting the viewpoint of others.

**MASS MEDIA**

“**BIG DODGER**” (YEARBOOK)  3 CREDIT  9, 10, 11, 12  
Prerequisite: Application and Teacher Approval  **This is a yearlong commitment.**

This course provides the opportunity for students to develop creativity, learn and utilize layout and design trends, and participate in the creation and distribution of the school yearbook. Students will explore layout and design elements, journalism ethics, and marketing strategies. Students will work in an environment which welcomes diversity and increases the scope and depth of coverage in order to heighten mutual understanding and awareness throughout the entire school community. Students will strive for excellence in visual layout coupled with precision in the technical aspects of writing.

**JOURNALISM I**  1 CREDIT  9, 10, 11, 12  
NCAA APPROVED

Journalism I is for anyone interested in print and broadcast journalism with a focus on newspapers. Students will learn how to write many different types of stories and study all aspects of newspaper development. Students learn interviewing and reporting skills, advertising concepts, publication design and computer layout skills.

“**LITTLE DODGER**” (JOURNALISM II)  3 CREDITS  10, 11, 12  
Prerequisite: Journalism I, completion of application and instructor approval prior to sign-up.

Journalism II is a lab course for producing the student’s newspaper, Little Dodger. All students will report and write on stories, which will appear in the newspaper. Students may apply for specific production duties, which include: page editors, ad/business manager, co-editor, etc. This course may be taken for additional credit; however only two credits will count toward the District English graduation requirement.

**VIDEO PRODUCTION**  1 CREDIT  10, 11, 12  
Prerequisite: Successful completion of one semester of Technology Applications

Students will learn advanced audio and video editing techniques and skills by planning, researching and creating projects utilizing Adobe Premiere Pro software. Topics covered will include shooting techniques, integration of audio, lighting, storyboarding and camera operation. In addition, interviewing techniques and script writing may be taught. Students must be ambitious, inquisitive, possess problem-solving skills and work well with others.

**MATHEMATICS DEPARTMENT**

A major focus of the mathematics program is to provide opportunities to develop problem solving and thinking skills. The program is based on a sequential flow of courses. These courses are progressively challenging in order to provide learning experiences that will enable students to reach their full potential.

Students are expected to successfully complete prerequisites before proceeding forward through the sequence. The math department recommends that a student earning less than a C- in one of the sequential courses should consider repeating that course rather than attempting the next course.

It is recommended that all students attending post-high school education take at least Algebra II and a Probability and Statistics Course.

**INTRODUCTION TO ALGEBRA**  2 CREDITS  9  
Prerequisite: Teacher Recommendation & Testing

Main topics addressed are the order of operations with real numbers, graphing with a t-chart, and two-step integer equations. Other topics include fraction equations, basic number sense, multiples, factors,
commutative property, associative property, closure property, identity property, and inverse property. A calculator is required for this course. Students are placed in this course based on teacher recommendation, Iowa Assessment scores, and/or Algebra Aptitude Test.

**CONSUMER MATH** 2 CREDITS 11, 12
Topics addressed are related to the Iowa Core 21st Century Skills including hourly wages, salary, net pay, cash purchases, checking accounts, savings accounts, charge accounts, loans, owning an automobile, modes of transportation, leisure and recreation, buying a house, housing cost, energy, home budgeting, taxes, insurance, investments, and economics. A calculator will be used. **Students who have completed Algebra II may not enroll in Consumer Math; they may take Topics of Math and or Probability and Statistics.**

**ALGEBRA I** 2 CREDITS 9, 10, 11, 12
*NCAA APPROVED*
Prerequisite: Pre-Algebra or Staff Recommendation
Algebra 1/Conceptual Mathematics is a three semester course consisting of Algebra 1 (2 semesters) and Conceptual Mathematics (1 Semester). This course teaches the skills and concepts necessary to complete all other math courses at the high school and college level. The course covers the Iowa Core set of essential skills and concepts starting with a review of the basic algebra tools such as: number properties, solving and rewriting equations and inequalities, order of operations, exponents, linear functions, and graphing on the coordinate plane. The main focus of Algebra 1 is on problem solving using linear equations, radicals, polynomials, quadratic functions, and solving systems of equations. *If you register for Algebra 1, you must also register for Conceptual Mathematics.*

**CONCEPTUAL MATHEMATICS** 1 CREDIT 9, 10, 11, 12
Prerequisite: Completion of 2 successful semesters of Algebra 1
This course is a continuation of Algebra I. We will continue to work on many of the Iowa Core standards. It must be taken in conjunction with Algebra I during the 3rd semester. Topics will include functions, rational expressions, transformations and statistics and probability.

**INFORMAL GEOMETRY** 1 CREDIT 9, 10, 11, 12
*NCAA APPROVED*
Prerequisite: Algebra I-Conceptual Mathematics.
Informal Geometry is for those who desire a broader mathematics background before enrolling in Geometry but should not replace Geometry. This class is highly recommended for students who completed the Algebra 1/Conceptual Math sequence with a C or D. Topics covered are: definitions, angle relationships, triangles, congruent triangles, polygons, perimeter, area, and measurements and construction of geometric shapes and figures. Also included is an Algebra review of how to solve and graph linear functions. No attention is given to formal proofs. A compass and protractor will be used.

**GEOMETRY** 2 CREDITS 9, 10, 11, 12
*NCAA APPROVED*
Prerequisite: Algebra I in Middle School or Conceptual Mathematics.
Geometry is for those desiring to advance their background in mathematics and/or planning to attend college. Topics covered relate to the Iowa Core Curriculum include transformations, geometric figures and their measurements, area, volume, and construction. Introduction to writing proofs, using similarity, right triangles, and trigonometry as well as continued use of algebra skills are included. A compass and protractor will be used, and a calculator is required.

**ALGEBRA II** 2 CREDITS 9, 10, 11, 12
NCAA APPROVED

Prerequisite: Geometry

Algebra II extends the work learned in Algebra and Geometry courses and covers the advanced topics in the Iowa Core. Topics addressed are sequences and recursion, solving equations and inequalities, polynomials, powers and radicals, factoring, problem solving, exponential, and logarithms. Any student planning on attending college is strongly recommended to also enroll in Trigonometry. A graphing calculator is required. Graphing calculators will be available for students to check out for the duration of the class.

TRIGONOMETRY 1 CREDIT 10, 11, 12

NCAA APPROVED

Prerequisite: Geometry and Algebra II

This course covers right triangle trigonometry, law of sines, law of cosines, trigonometric identities, the unit circle, graphs, and vectors. This course covers the Iowa Core Trigonometric Standards. A scientific calculator is required (example: TI-30XIIS).

TOPICS OF MATHEMATICS 1 or 2 CREDITS 11, 12

Prerequisite: Algebra II

This course is intended for college-bound students that do not intend to take Pre-Calculus. Many of the Iowa Core Essential Concepts and Skills will be reinforced. Topics covered include discrete mathematics, matrix logic, problem-solving strategies, review of Algebra skills, organizing information, special visualization, basic trigonometry, and basic probability and statistics. A scientific calculator will be used.

PRE-CALCULUS MATHEMATICS 2 CREDITS 10, 11, 12

NCAA APPROVED

Prerequisite: Trigonometry

Pre-Calculus Mathematics will prepare students for college mathematics and science courses. The three main areas discussed are analytical geometry, functions, and trigonometry. A graphing calculator is required.

PROBABILITY AND STATISTICS 1 CREDITS 9, 10, 11, 12

NCAA APPROVED

Prerequisite: Algebra I or Conceptual Mathematics.

Probability and Statistics will emphasize methods for analyzing and making inferences about data. Other topics covered are: permutations, combinations, probability, sampling techniques, and correlations. The majority of the Iowa Core Curriculum statistics standards are addresses in this course. It is recommended that all students attending post-high school education take Probability and Statistics or ICCC Statistics I.

INTRODUCTION TO PROGRAMMING 1 CREDIT 10, 11, 12

Prerequisite: Geometry

Introduction to Programming introduces computer fundamentals through a specific programming language. Topics addressed include computer terminology, algorithm and flowchart logic, program design, user interface design, problem solving, and applications of technology to society. Students will learn about data input/output, decision-making statements, random number generation, and loops. Students will create real world applications for the iPod Touch and iPhone using the iOS Software Developer Kit.

ADVANCED PROGRAMMING I 1 CREDIT 10, 11, 12

Prerequisite: Introduction to Programming

Students will extend their study of computer programming through the creation of applications. The student will create proposals to solve real world problems. The student will then use the appropriate programming techniques to solve each issue. The iOS Software Developer Kit (iPhone/iPod Touch) will be available for students to use in creating their solution to the real world problem. Students may bring in their own equipment and use a different programming language (licensed to the student) to solve real world problems. Students may also prepare for the AP Computer Science Exam by arrangement with the instructor.
ADVANCED PROGRAMMING II 1 CREDIT 10, 11, 12

Prerequisite: Advanced Programming I
This course is designed for the student who wants to extend his/her programming knowledge beyond the first two computer programming courses. The student will contract with the instructor to solve a real world problem using a programming language. The student will then explore potential solution and will use appropriate research methods to determine the most efficient way to solve the problem. The iOS Software Developer Kit (iPhone/iPod Touch) will be available for students to use in creating their solution to the real world problem. Students may bring in their own equipment and use a different programming language (licensed to the student) to solve real world problems. Students may also prepare for the AP Computer Science Exam by arrangement with the instructor.

(ICCCMAT-157) STATISTICS 11, 12
NCAA APPROVED
1.5 HIGH SCHOOL CREDIT AND 4 SEMESTER HOURS COLLEGE CREDIT - ICCC
Student must have scored at the minimum placement level on the ALEKS.
Required: A graphing calculator capable of statistical computations and graph displays.
This is the first course in basic probability and statistics which includes the study of frequency distributions, measures of central tendency and dispersion, elements of statistical inference, regression and correlation.

(ICCC MAT-210) CALCULUS I 11, 12
NCAA APPROVED
1.5 HIGH SCHOOL CREDITS AND 4 SEMESTER HOURS COLLEGE CREDIT - ICCC
Student must have scored at the minimum placement level on the ALEKS.
Calculus is for those students who have successfully completed the Pre-Calculus Mathematics course. Topics included in this course are limits, rate of change of a function, derivatives, and applications of derivatives, integration and applications of integration. A thorough study of the calculus that applies to trigonometry, logarithmic, and exponential functions is also included. A graphing calculator is required.

(ICCC MAT-216) CALCULUS II 11, 12
NCAA APPROVED
2 HIGH SCHOOL CREDITS AND 4 SEMESTER HOURS COLLEGE CREDIT – ICCC
Prerequisite: Passed College Calculus I and scored at the minimum placement level on the ALEKS.
Required: a graphing calculator capable of at least numeric computation of integration and differentiation.
This is the second course in the Calculus sequence. It includes the study of techniques and applications of integration, infinite series, polar equations and graphs, and vectors in two and three dimensions.

MUSIC DEPARTMENT

BAND 3 CREDITS 9, 10, 11, 12
Fort Dodge Senior High School offers a comprehensive, sequential band program offering Marching Band and 2 Concert Bands. Students are placed in the Concert Band ensembles appropriate to their ability level. Band is a full school year commitment with students required to participate all three trimesters. Extracurricular activities include 2 Jazz Bands and Pep Band. Wind and Percussion players from the Wind Ensemble and Symphonic Band may have the opportunity to perform with the Full Orchestra. In addition to these performance classes, students are required to take lessons that are on a rotating schedule from their academic classes. Lessons will focus on wind and percussion techniques are designed to help students to continue to advance on their instrument.

Marching Band
Prerequisite: Wind and Percussions students will have had to participate in Band the previous semester or by Director approval. Band competition begins prior to the start of the school year.
Members are expected to perform at all home football games, two to three marching contests, the Homecoming Parade, and the Frontier Days Parade. Members will be required to attend any early morning and Monday evening rehearsals. This group will meet for the first Trimester of the school year. Following the last performance, Wind and Percussion students will be auditioned for one of the 2 Concert Bands and placed appropriately by ability levels.

**Symphonic Band**

*Prerequisite: Enrollment is by audition only. Auditions are held after the final Marching Performance.*

This band is for all students with previous instrumental experience. The emphasis is on the preparation and performance of a variety of quality band literature. Students are expected to perform in school concerts, State Large Group Contest, and possible state or regional music festivals. Students will also be required to have band lessons at school scheduled on a rotating basis.

**Wind Ensemble**

*Prerequisite: Enrollment is by audition only. Auditions are held after the final Marching Performance.*

Emphasis is on the preparation and performance of advanced level literature for the wind band and percussion. Additional rehearsal/sectionals will be required outside the school day. Students are expected to perform in school concerts, State large Group Contest, and possible state or regional music festivals. Students will also be required to have band lessons at school scheduled on a rotating basis.

**ORCHESTRA** 3 CREDITS 9, 10, 11, 12

Orchestra is open to all interested students. Daily rehearsals focus on ensemble skills, including tone production, balance, blend, articulation, bowing, pitch, musical interpretation, music terminology, and basic concepts of music theory and music history. Lessons are a course expectation and are scheduled by the student to be held outside of class time. The focus of lessons will be string technique and are individualized to be interesting and helpful for each student. Since orchestra is a performance-based class, daily attendance is extremely important and students are expected to perform on all concerts. The orchestra also travels within the school district to perform for other students, within the community to perform for community organizations, and around the state to participate in contests and festivals. Orchestra students are encouraged to audition for the All-State Orchestra and various honor orchestras throughout the year, participate as a soloist or chamber musician in the State Solo and Ensemble Festival, and perform in the annual musical as part of the pit orchestra.

**MUSIC THEORY** 1 CREDIT 9, 10, 11, 12

This class is designed to prepare students for college level music theory. The curriculum from Basic Music Theory will be expanded upon and additional components will include music analysis and composition. This is non-performance music elective.

**A CAPPELLA CHOIR** 3 CREDITS 10, 11, 12

*Prerequisite: Successful completion of Academy Chorale 3, placement exam, and instructor approval*

The A Cappella Choir is open to students in grades 10 through 12. It is composed of auditioned students who meet proficiency standards in vocal quality and academic music knowledge and who display a vested interest in studying challenging choral literature and concepts. Students in A Cappella Choir will study score annotation, vocal pedagogy, musical aesthetics and philosophy, and intermediate musicology. The A Cappella Choir performs at four concerts during the year, one of which being the annual musical. All A Cappella Choir students are expected to participate in the musical and to perform in all three concerts. Failure to perform will result in the student failing the course.

**DODGER SINGERS** 3 CREDITS 10, 11, 12

*Prerequisite: Placement exam and instructor approval*

Dodger Singers is an advanced ensemble open to students in grades 10-12 who complete the audition process. It meets for one period every day. Rehearsals and assignments will focus on fundamentals of choral singing, which include, but are not limited to, reading music, solfege, sight-reading, identifying basic musical notation, identifying major and minor keys, breathing techniques, concert etiquette, and beginning musicology. Additionally, students in Dodger Singers will be expected to participate in four concerts per year, wherein they will perform literature they have learned during class.
WOMEN’S CHORALE  3 CREDITS  9, 10, 11, 12
Women’s Choir is a beginning developmental ensemble open to female students in grades 9-12. Rehearsals and assignments will focus on fundamentals of choral singing, which include, but are not limited to, reading music, solfege, sight-reading, identifying basic musical notation, identifying major and minor keys, breathing techniques, concert etiquette, and beginning musicology. Additionally, students in Women’s Choir will be expected to participate in a concert, usually in the middle of October, in which they will perform the literature they have learned during class.

DODGER MEN’S CHORUS  3 CREDITS  9, 10, 11, 12
Dodger Men’s Chorus is open to male students in grades 9 through 12. It meets for one period every day. Rehearsals and assignments will focus on fundamentals of choral singing, which include, but are not limited to, reading music, solfege, sight-reading, identifying basic musical notation, identifying major and minor keys, breathing techniques, concert etiquette, and beginning musicology. Additionally, boys in Dodger Men’s Chorus will be expected to participate in four concerts per year, wherein they will perform literature they have learned during class.

ADVANCED VOCAL TECHNIQUES  1 CREDIT  9, 10, 11, 12
First Term and Third Term Only
Advanced Vocal Techniques is a class that exposes students to college-level individual and ensemble vocal music study. Weekly assignments and vocal assessments will measure student understanding of vocabulary, expressive music devices, ensemble singing techniques, individual vocal pedagogy, and foreign language translation and pronunciation. Students will also learn score annotation. Students who participate in Advanced Vocal Techniques will have the opportunity to audition for Iowa All-State Chorus in October and will perform at the fall concert. Students who participate in Advanced Vocal Techniques third term will have the opportunity to participate in state Solo/Ensemble festival.

MUSIC APPRECIATION  1 CREDIT  9, 10, 11, 12
Music Appreciation is designed for students of varying musical abilities and backgrounds. Students who enroll in the course will learn how music is experienced and used in societies around the world, will learn the ways in which different artistic mediums influence one another and how these movements are related to historical events, people, and places. Students will create and play instruments, do fieldwork and research using a variety of technologies, and demonstrate evidence of understanding through comprehensive, collaborative projects.

PHYSICAL EDUCATION

Physical Education curriculum will focus on the importance of lifelong fitness. Students are encouraged to exercise regularly throughout the year, hopefully engaging in a minimum of two hours of exercise per week. All physically able students are required to participate in physical education activities for a minimum of one semester per year during their enrollment at Senior High. Students may elect to enroll in additional activities during the year to earn elective credit.

PHYSICAL EDUCATION 9-10  1 CREDIT  9, 10
Physical Education 9-10 will place an emphasis on physical fitness. Each student will be exposed to the use of heart monitors and technology to monitor fitness activities. Students will participate in a variety of team activities, which may include soccer, softball, volleyball, aquatics, pickle ball, touch football, basketball and other fitness activities. Physical Education 9-10 must be taken before other Physical Education classes, and all 9th graders are required to take Physical Education 9-10.

PHYSICAL EDUCATION 11-12  1 CREDIT  11, 12
This class will focus on the development of beginning and intermediate skills to be used during activities. This class setting will continue to place emphasis on physical fitness and use of heart rate monitors and technology to monitor fitness activities. A variety of co-educational activities designed to promote good health and fitness, to develop recreational interests, and non-competitive activities are experienced. This includes, but is not limited to bowling, golf, ping pong, tennis, badminton, softball, volleyball, aquatics, recreational games, and power walking, etc.
COMPETITIVE PHYSICAL EDUCATION 11-12  1 CREDIT  11, 12
This class will focus on advanced skills to be used during activities. Competitive Physical Education will
provide students an opportunity to compete at a more vigorous level. This class setting will continue to
place emphasis on physical fitness and use of heart rate monitors and technology to monitor fitness
activities. A variety of co-educational activities designed to promote good health and fitness, to develop
recreational interests, and non-competitive activities are experienced. This includes, but is not limited to
bowling, golf, ping pong, tennis, badminton, softball, volleyball, aquatics, recreational games, and power
walking, etc.

OUTDOOR RECREATION & LEISURE  2 CREDITS (BLOCKED FOR 2 PERIODS)  11, 12
Students must provide their own transportation to designated areas for class.
This course is designed to expose students to the outdoor recreational opportunities within Webster County.
Activities may include: Kayaking/Canoeing, Fishing, Hiking, Orienteering/Geocaching, Archery,
Bicycling, Recreational Games, etc. Students will be expected to create a final report encompassing these
activities.

WEIGHT TRAINING  1 CREDIT  10, 11, 12
This is a course set up for the student to have the opportunity to develop and expand their weight training
abilities. The class will encourage students to work within a program to develop physically and
emotionally. Emphasis will be placed on weight training, but there will be portions dealing with flexibility
and cardiovascular movements.

HALF-MARATHON/LONG DISTANCE TRAINING 2 CREDITS   10, 11, 12
(BLOCKED FOR PERIODS ZERO THROUGH 1)
Prerequisite: Students should be able to run three (3) miles without stopping before class begins.
Requirement: Students must provide own transportation to designated areas for class.
The Half Marathon/Long Distance Training class will be offered during the first and third trimester of the
year during first period. The goal of this class is to prepare each student both physical and mentally to
finish a half-marathon. Periodic early morning runs may be required with this class. This class will count
toward the P.E. requirement for grades 10, 11, and 12.

AEROBICS/PERSONAL FITNESS  1 CREDIT  10, 11, 12
This course will provide students the opportunity to have rigorous daily cardiovascular workouts. Its
content (Aerobics, Yoga, Pilates, Taebo, Insanity, etc.) will enable the students to learn and feel the
benefits of working their upper and lower bodies.

LIFEGUARD TRAINING  1 CREDIT  9, 10, 11, 12
(American Red Cross)
Prerequisite: 15 years old by the end of the course, tread water for 2 minutes using legs only, 500 yard
swim using the front crawl, breast stroke and side stroke continuously, and submerge to a minimum depth
of 7 feet, retrieve a 10 pound brick and return to surface. Prerequisites must be met prior to enrolling in
the class.

To successfully pass and become an American Red Cross certified lifeguard a student must pass all skills
tests and then score at least an eighty-percent on the written final. You will become certified in CPR for
the Professional Rescuer, as well as First Aid. A student may fail Lifeguard Training and still receive
Physical Education credit if all of the requirements for Physical Education class have been met. Students
wishing to take subsequent classes must obtain instructor approval prior to registering for the class. There is
a $35.00 American Red Cross Fee for the books and materials used in the class.

WALKING TO WELLNESS  1 CREDIT  10, 11, 12
Prerequisite: Instructor Recommendation and/or Approval
This course is designed to provide students an opportunity to improve their lifelong fitness and well-being
through fitness walking. Journaling and analysis of data will be a component of the class. Physical fitness
assessments will occur throughout the semester to monitor individual student progress.

ADAPTIVE PHYSICAL EDUCATION  1 CREDIT  9, 10, 11, 12
Enrollment in this course is based on a student’s Individualized Educational Plan.

CIRCLE OF FRIENDS 1 CREDIT 11, 12
Prerequisite: Instructor Recommendation and/or Approval
This course is open to any senior student in good standing with the Physical Education department. Students are trained in assisting the Adaptive Physical Education class as a one-on-one aide. Students will apply these skills learned when working as a one-on-one aide for the Adaptive Physical Education class. The students will gain a better understanding of the need for cooperation and working together in terms of successful leadership.

(ICC - PET-105) BODY STRUCTURE AND FUNCTION 11, 12
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT – ICCC
This course will provide a knowledge and understanding of the structure and function of the human body in relation to physical activity. This is one of four courses that meet the requirements for the coaching authorization issued by the Iowa Department of Education.
Note: This course does not meet the Physical Education requirement for graduation.

(ICC - PEC-124) CARE AND PREVENTION OF ATHLETIC INJURIES 11, 12
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT – ICCC
This course will provide a knowledge and understanding of the prevention and care of athletic injuries and medical safety problems relating to physical activity. This is one of four courses that meet the requirements for the coaching authorization issued by the Iowa Department of Education.
Note: This course does not meet the Physical Education requirement for graduation.

(ICC - PEC-111) TECHNIQUES AND THEORY OF COACHING 11, 12
1 HIGH SCHOOL CREDIT AND 2 SEMESTER HOURS COLLEGE CREDIT - ICCC
This course will provide a knowledge and understanding of the techniques and theory of coaching interscholastic athletics. This is one of four courses that meets the requirements for the coaching authorization issued by the Iowa Department of Education.
Note: This course does not meet the Physical Education requirement for graduation.

SCIENCE DEPARTMENT

INTEGRATED SCIENCE I, II, & III 3 CREDITS 9
NCAA APPROVED
This three trimester course sequence is required for all freshman students. This course is designed to provide the basis for meeting the science concepts in Iowa Core Curriculum. These concepts include science inquiry, force and motion, energy, states of matter, atoms and elements, chemical compounds and reactions, natural cycles, and systems.

BIOLOGY A & B 2 CREDITS 10
NCAA APPROVED
This two trimester course sequence is required for all sophomore students. Biology is designed to provide the basis for meeting the life science concepts in the Iowa Core Curriculum. Major topics of study include but are not limited to scientific inquiry, cell structure and function, genetic fundamentals and human heredity, biological evolution, and the classification and organization of organisms.

EARTH SCIENCE 2 CREDITS 10, 11, 12
NCAA APPROVED
Earth Science is a two trimester course that includes an overview of topics from various fields of Science. Content will include the basic principles of geology including minerals, rocks, landforms, topography, weathering, erosion, and streams.

ASTRONOMY 1 CREDIT 10, 11, 12
NCAA APPROVED
Prerequisite: Integrated Science
Astronomy discusses concepts which include the following principles from the Iowa Core: formation of the solar system; geologic time; the universe & galaxies; age & origin of the universe; star formation; nuclear forces; gravitation; and electromagnetic waves. This course includes concepts in mathematics. Significant scientific laws and theories as they relate to the content will also be discussed.

**METEOROLOGY**
1 CREDIT
10, 11, 12

NCAA APPROVED

Prerequisite: Integrated Science

Meteorology includes the following key concepts: origin & composition of Earth’s atmosphere; factors that contribute to weather; interaction of air masses; Earth’s unique properties; and Earth’s characteristic phases & seasons. The following Iowa Core principles are included in the curriculum: interactions among the hydrosphere, lithosphere and atmosphere; energy transfer in the atmosphere & oceans; elements/atoms within Earth’s reservoirs which include oceans & the atmosphere; and movement of elements/atoms between reservoirs. This course includes concepts in mathematics.

**HUMAN ANATOMY AND PHYSIOLOGY**
1 CREDIT
10, 11, 12

NCAA APPROVED

Prerequisite: Biology A & B

This course meets the Iowa Core topics related to the structure and function of the human body. Anatomy and Physiology is a study of the human body. Major topics are systems, structure, functions, diseases, and disorders. Students will participate in a dissection as part of the lab work. This course is recommended for those who have a general interest. This course is not necessarily a prerequisite for College Integrated Human Anatomy and Physiology.

**(ICCC BIO-168) INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY 1 w/LAB**
11, 12
1.5 HIGH SCHOOL CREDIT AND 4 SEMESTER HOURS COLLEGE CREDIT – ICCC

NCAA APPROVED

Prerequisite: Student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT.

A study of the structure and function of the human body; this course is the first course of a three-trimester sequence. The study begins at the cellular level and proceeds through the integumentary system, skeletal system, muscular system, the central, peripheral and autonomic nervous systems and the senses. A dissection of a cat will be included.

**(ICCC BIO-173) INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY 2 w/LAB**
11, 12
1.5 HIGH SCHOOL CREDIT AND 4 SEMESTER HOURS COLLEGE CREDIT – ICCC

NCAA APPROVED

Prerequisite: Integrated Human Anatomy and Physiology I; Student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT.

The second course in a three-trimester sequence; the study continues with the endocrine system, blood and cardiovascular systems, lymphatic system and immunity, respiratory system, digestive system and the reproductive system.

**(ICCC BPT-162/BPT-163) INTRODUCTION TO BIOTECHNOLOGY w/LAB**
11, 12
1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS OF COLLEGE CREDIT-ICCC

NCAA APPROVED

Prerequisite: Student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT; and Biology and Chemistry.

Introduction to Biotechnology is a course which focuses on the fields of biotechnology, biofuels technology, and renewable sources of energy. Lecture material will be supplemented with laboratory activities designed to give students a hands-on look at biotechnology, familiarize the student with the production and refining of biofuels, and explore the use of renewable and sustainable energy resources.

**HUMAN EVOLUTION/PALEOANTHROPOLOGY**
1 CREDIT
10, 11, 12
**Prerequisite:** Successful completion of Biology B

This course meets the Iowa Core Life Science concepts and Next Generation Science Standards related to understanding and applying knowledge of biological evolution supported by multiple lines of empirical evidence, including: evidence of common ancestry and diversity, natural selection, adaptation, and that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation due to mutation and sexual reproduction, (3) competition for limited resources, and (4) survival of the fittest. This course includes rigorous reading and analysis of scientific journals and therefore requires advanced reading skills.

**BOTANY**

1 CREDIT

NCAA APPROVED

This course meets the Iowa Core topics associated with cells, interdependence of organisms, and the structure and function of living things related to plants. Botany is a study of the plant kingdom. Major topics include plant structure and function, factors which effect plant growth, plant propagation, and local plant identification. Related areas such as gardening, lawn care, and agriculture will also be discussed. The green house will be used extensively for labs.

**ENVIRONMENTAL ECOLOGY**

1 CREDIT

NCAA APPROVED

Prerequisites: Integrated Science and Biology

Environmental Ecology is a course designed to expose students to ecosystems, focusing on interactions that occur within them. It will also be used as a forum to raise awareness of current ecological issues. Emphasis is placed on the study of living and nonliving factors in ecosystems, biomes, air quality, water quality, and land quality.

**CHEMISTRY A AND B**

2 CREDITS

NCAA APPROVED

Prerequisite: Algebra I

Chemistry is a course designed for students who expect to major in a science-related field and/or attend a four-year college or university. Successful completion of this course partially satisfies the lab science requirements of these institutions. Chemistry covers basic inorganic chemistry with an emphasis on elementary theory and chemical reactions. Units of study include measurement; counting atoms, chemical equations, the periodic table and bonding, the kinetic theory of matter, and solutions and acids and bases.

**PHYSICS A AND B**

2 CREDITS

NCAA APPROVED

Prerequisite: Algebra 2

Physics is the science of matter and its motion. This course goes deeper into the Iowa Core concepts taught in Integrated Science. Topics covered include motion, force, energy and momentum. This course is necessary for students who expect to study a science-related field and recommended for anyone with an interest in science.

**ABC TECHNOLOGIES**

1 or 2 CREDITS

The first term of this course is designed to give students a real-world look at skills needed for lab-based occupations. The focus of this term is to learn and apply lab skills that include: making precise and accurate measurements; using common lab equipment to perform experiments; and analyzing data. Students will keep track of materials used to complete budgets for jobs the class has been ‘hired’ to do. The second term applies the same skills and processes, focusing on chemistry fundamentals.

**(ICCC PHY-161) COLLEGE PHYSICS I**

11, 12

NCAA APPROVED

2 HIGH SCHOOL CREDITS AND 4 SEMESTER HOURS OF COLLEGE CREDIT-ICCC

Prerequisite: Student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT.

This course provides a general background for those who do not plan advanced study in physics or engineering. Topics covered include elementary mechanics, including kinematics and dynamics of
particles; work and energy; linear and angular momentum; rotational motion; oscillations; waves and gravitation. This course satisfies a general education requirement in the Math/Science area.

**ICCC PHY-172** COLLEGE PHYSICS II  11, 12  
NCAA APPROVED  
2 HIGH SCHOOL CREDITS AND 4 SEMESTER HOURS OF COLLEGE CREDIT-ICCC  
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: ITED, ASSET, COMPASS, or ACT, College General Physics I  
This course is a continuation of PHY-161 Physics I. Topics covered include heat, thermodynamics, kinetic theory of gases; electric forces and fields; direct and alternating currents; magnetic forces and fields; ray optics and image formation; and atomic structure.

**INTRODUCTION TO FORENSIC SCIENCE**  1 CREDIT  10, 11, 12  
NCAA APPROVED  
Prerequisite: Integrated Science and Biology  
Introduction to Forensic Science is a lab-oriented course that introduces students to the analysis of evidence associated with matters of the law. Evidence studied includes fingerprints, ink, paper, handwriting, shoe prints, hair and fibers, blood typing, DNA, firearms, and bullets and bullet trajectory.

**SOCIAL STUDIES DEPARTMENT**

The Social Studies staff believes required courses should be taught using methods and materials which insure students have a successful and challenging experience. To do this, the staff has organized classes in the required Humanities, American Studies, Understanding Social Systems, and American Government courses to meet such needs. Honors Class: This type of class is organized to meet the needs of students who read widely, can compact information and demonstrate high level thinking and problem solving skills. Individual research projects and more extensive writing will be done.

**HUMANITIES**  3 CREDITS (1 ½ Social Studies, 1 ½ English)  9  
NCAA APPROVED  
Humanities integrates English I and World Studies concepts in order to discover what it means to be “human.” To gain an understanding of this, the course incorporates literature, art, music, philosophy, and history, providing students with a well-rounded world view. Students will be expected to become more actively engaged and informed members of society, tolerant of multicultural viewpoints. This course is required. It is a three semester class. Honors Humanities may be substituted to meet this requirement.

**HONORS HUMANITIES**  3 CREDITS (1 ½ Social Studies, 1 ½ English)  9  
NCAA APPROVED  
Honors Humanities integrates English I and World Studies concepts in order to discover what it means to be “human.” To gain an understanding of this, the course incorporates literature, art, music, philosophy, and history, providing students with a well-rounded world view. Students will be expected to become more actively engaged and informed members of society, tolerant of multicultural viewpoints. The course is designed to prepare students for future AP and college-level courses in English and Social Studies. It is a three semester class.

**AMERICAN STUDIES**  3 CREDITS (1 ½ Social Studies, 1 ½ English)  10  
NCAA APPROVED  
This interdisciplinary course examines American history and culture through the study of literature, primary and secondary source materials. Areas of focus within the course are conflict throughout American history, civil rights, and the role of the American Dream. This course will also include an investigation into contemporary social, political, and cultural issues in America. This course is required. It is a three semester class. Honors American Studies may be substituted to meet this requirement.

**HONORS AMERICAN STUDIES**  3 CREDITS (1 ½ Social Studies, 1 ½ English)  10  
NCAA APPROVED
This interdisciplinary course examines American history and culture through a more in-depth study of literature, primary and secondary source materials. Areas of focus within the course are conflict throughout American history, civil rights, and the role of the American Dream. This course will also include an investigation into contemporary social, political, and cultural issues in America. This course is required. It is a three semester class.

**UNDERSTANDING SOCIAL SYSTEMS** 1 CREDIT 11
**NCAA APPROVED**
This course is required for all juniors. Understanding Social Systems will focus on the integrated study of social sciences in order to understand life in the United States. Students will develop the ability to make informed and reasoned decisions as productive citizens of a culturally diverse, democratic society. Topics addressed may include increasing the understanding of society and the influences upon individual and group decisions, beliefs and individual rights and responsibilities. Topics addressed will be studied through multiple lenses that may include economics, geography, history, political science/civic literacy, and the various behavioral sciences.

**AMERICAN HISTORY** 2 CREDITS 11, 12
**NCAA APPROVED**
American History emphasizes history from the end of the Civil War period (around 1877) to the present. The major themes include: the American people, the development of American democracy, Industrialized America, American foreign policy and recent history.

**CIVICS** 1 CREDIT 11
**NCAA APPROVED**
Civics will focus on increasing the understanding of individual rights and responsibilities of citizenship. Topics addressed may include public policies, political participation, roles of local and state governments, and financial and economic development. Students will be expected to internalize democratic processes and values and be better able to justify citizen participation in government decision making.

**AMERICAN GOVERNMENT** 1 CREDIT 12
**NCAA APPROVED**
American Government will consider the implications and responsibilities of effective citizenship. The Constitution, the Federal System, Political Parties and Elections, and State and Local Government will be studied. In addition to formal knowledge, students will be expected to internalize democratic processes and values and be better able to justify citizen participation in government decision-making.

**(ICCC POL-111) AMERICAN NATIONAL GOVERNMENT** 11, 12
1 HIGH SCHOOL CREDITS AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC.
This survey course introduces the general principles, policies, and problems of the national government in the United States. Fundamentals of American democracy; constitutionalism; the nature of federalism; the rights and duties of citizens; the institutions and processes of the executive, legislative, and judicial branches of government; the role of public opinion and the media; and the participation of interest groups, social movements, and political parties in the U.S. political system are emphasized.

**(ICCC HIS-151) U.S. HISTORY TO 1877** 11, 12
1 HIGH SCHOOL CREDITS AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC.
This course includes the political, socio-cultural, and economic factors in the development of American Civilization from the earliest European explorers until the end of the Civil War and Reconstruction. The course will focus on the changing aspirations and behavior of ordinary Americans as well as the transformative achievements of the powerful and famous. The objective is to understand not only what happened but also why it happened. The course will allow students to analyze critically the significance of race, ethnicity, religion, class, and gender in the American Experience and prepare students to make their own judgments about the relative importance of different factors in shaping the American past.
(ICCC HIS-152) U.S. HISTORY SINCE 1877  11, 12
1 HIGH SCHOOL CREDITS AND 3 SEMESTER HOURS COLLEGE CREDIT-ICCC.
This course includes the political, socio-cultural, and economic factors in the development of American Civilization from the earliest European explorers until the end of the Civil War and Reconstruction. The course will focus on the changing aspirations and behavior of ordinary Americans as well as the transformative achievements of the powerful and famous. The objective is to understand not only what happened but also why it happened. The course will allow students to analyze critically the significance of race, ethnicity, religion, class, and gender in the American Experience and prepare students to make their own judgments about the relative importance of different factors in shaping the American past.

ANCIENT CIVILIZATION  1 CREDIT  10, 11, 12
(Formerly Western Civilization I)
NCAA APPROVED
History of western civilization to 1648, with emphasis on Greek and Roman civilization, the medieval world, The Renaissance and Reformation, and the transition to the modern era.

MODERN CIVILIZATION  1 CREDIT  10, 11, 12
(Formerly Western Civilization II)
NCAA APPROVED
History of the formation of modern Western democracies. Topics cover European history from the mid-seventeenth century through the Cold War period including political, economic, and cultural developments such as Scientific Thought, the Enlightenment, the French Revolution, the Industrial Revolution, the revival of democracy, and the First and Second World Wars.

A HISTORY OF AMERICAN CONFLICT  1 CREDIT  11, 12
NCAA APPROVED
This course examines United States history, culture and society through the conflicts she has been a part of throughout the ages. This course will study the 12 causes of war through the American Revolution, the War of 1812, the Civil War, World War II and the Cold War, and the current decade’s war on terror and their impact on American culture and society.

NON-WESTERN CIVILIZATIONS  1 CREDIT  11, 12
NCAA APPROVED
This course comprises an historical survey of the social, political, and religious characteristics of non-Western cultures with an emphasis on the impact of western contact. Areas of study will include: Mesoamerican before and after the arrival of Christopher Columbus, the rise of Islam, the Crusades and modern Middle Eastern conflicts, Japan before and after contact with America, Africa before and after European Colonialism, and China before and after Mao.

(ICCC HIS-112) WESTERN CIVILIZATION: ANCIENT TO EARLY MODERN  10, 11, 12
NCAA APPROVED
1.5 HIGH SCHOOL CREDIT AND 4 SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
This course will be taken for both high school and college credit. Students must be high school juniors, seniors or must be identified as a tenth grade TAG student to be eligible. The course revolves around major themes in the early story of Western Society, emphasizing such themes as our heritage from the Greeks, Romans, feudalism and castles, the revival of Democracy, Renaissance, Reformation, Age of Kings and Rise of Nations through the Age of Enlightenment.

(ICCC HIS-113) WESTERN CIVILIZATION: EARLY MODERN TO PRESENT  10, 11, 12
NCAA APPROVED
1.5 HIGH SCHOOL CREDIT AND 4 SEMESTER HOURS COLLEGE CREDIT-ICCC
Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.
This course will be taken for both high school and college credit. Students must be high school juniors, seniors or must be identified as a tenth grade TAG student to be eligible. This course covers the French
Revolution and Napoleon, political, social and economic events, revolution, world wars, and nation-building to the present (1815).

**CONTEMPORARY WORLD ISSUES**  
1 CREDIT  
10, 11, 12

NCAA APPROVED

Contemporary World Issues is the study of problems and conflicts facing nations and groups today. Topics addressed may include: the Middle East tinderbox, terrorism, natural disasters, epidemics, religious conflicts, civil wars, and other problems occurring during the 20th and 21st Centuries.

**ECONOMICS**  
1 CREDIT  
11, 12

NCAA APPROVED

Economics develops an understanding of how our economy works, how prices are determined, and how our country fits into the world economy. Areas of study are: 1) Micro Economics-units on demand, supply, price determination, costs, profits, and market workings; and 2) Macro Economics-the study of inflation, unemployment, gross national product, monetary and fiscal policies and economic growth. This course is recommended for students planning to attend college.

**ISSUES IN AMERICAN AFFAIRS**  
1 CREDIT  
10, 11, 12

NCAA APPROVED

Issues in American Affairs is a study of issues and conflicts challenging America. Topics covered may include issues on capital punishment, AIDS, drug abuse, child abuse, abortion, and gun control as well as the nature of American culture, social change, and democracy. The course will allow students the opportunity to analyze, through research and discussion, various issues and topics.

**ETHNIC STUDIES**  
1 CREDIT  
11, 12

NCAA APPROVED

Prerequisite: American Studies

Ethnic Studies is a study of the culture of the African Americans, Hawaiian American, Hispanic Americans, and Native Americans. The course will examine cultural characteristics and patterns in contemporary society. It will explore reasons for the problems of yesterday. Each culture will be examined in terms of contributions, diversity, and common cultural characteristics.

**PIVOTAL LITERATURE IN HISTORY**  
1 CREDIT  
11, 12

It is essential to understand that literature has often reflected the times in which it was created or, in some cases, initiated cultural, political, military, and legal changes. This course will focus on key literary works and authors which have made a significant impact on American culture and history. Students may elect to use this course to meet the literature graduation requirement or use as a social studies elective.

**WORLD GEOGRAPHY**  
1 CREDIT  
10, 11, 12

NCAA APPROVED

Prerequisite: Humanities

World Geography is a study of the peoples of the world, their lifestyles and the physical surroundings in which they live. The course will emphasize culture similarities and differences of people as viewed in their geographic settings.

**INTRODUCTION TO PSYCHOLOGY**  
1 CREDIT  
11, 12

NCAA APPROVED

Introduction to Psychology is a study of the science of human behavior and mental processes. Topics include, research methods and experimentation, childhood and adolescent developmental psychology, sensation and perception, memory, and the varying types of learning.

**SOCIAL PSYCHOLOGY**  
1 CREDIT  
11, 12

NCAA APPROVED

Prerequisite: Introduction to Psychology, ICCC Introduction to Psychology, or Sociology.

Social Psychology is a study of the science of how groups influence an individual’s behavior, how an individual influences a group, and how members of groups can shape their behavior to make a better life.
Topics in this include: social perception, social communication, and language, self-identity, roles, relationships and territoriality.

**APPLIED PERSONAL PSYCHOLOGY** 1 CREDIT 11, 12

Applied Personal Psychology allows students to apply and study the applications of psychological theories and knowledge to personal life experiences. Students will study how we analyze the brain, varying theories of psychology and personality development, state of consciousness, intellectual testing, and abnormal psychology, which looks at various mental conditions, classifications, and treatments.

*(ICCC PSY-111) INTRODUCTION TO PSYCHOLOGY* 11, 12

NCAA APPROVED

1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT – ICCC

Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.

This course will be taken for both high school and college credit. Students must be high school juniors and seniors. Psychology is the study of human behavior and mental processes. Topics covered include: research methods, learning, memory and cognition, abnormal psychology, therapies and related developmental and biological factors that affect human behavior.

**SOCIOLGY** 1 CREDIT 10, 11, 12

NCAA APPROVED

Sociology is a study of human groups and behavior. Students will investigate human relationships, their causes and consequences. Topics will include culture/variations, social structure, socialization, groups and formal organizations, the organization of society, and selected social problems (e.g. crime, deviance, and prison systems).

*(ICCC CRJ-100) INTRODUCTION TO CRIMINAL JUSTICE* 11, 12

1 HIGH SCHOOL CREDIT AND 3 SEMESTER HOURS COLLEGE CREDIT - ICCC

Prerequisite: Student must have scored at the minimum placement level on one of the following tests: Iowa Assessments, ASSET, COMPASS, or ACT.

This course examines the criminal justice system and those areas closely related to it. Emphasis is on the relationships among law enforcement, adult and juvenile corrections, courts and private security and correctional agencies.

**PIVOTAL LITERATURE IN HISTORY** 1 CREDIT 11, 12

This course will primarily focus on three big pieces of literature that have made an impact on American culture and history. The course looks at history of the United States through these pieces of literature in order for students to understand the impact literature and an individual can have on culture and history. *This class may also count as 1 literature credit if the student chooses.*

**SPECIAL EDUCATION DEPARTMENT**

The Fort Dodge Community School District will serve all students identified as needing special education services under the Individuals with Disabilities Education Act (I.D.E.A.), enabling them to become productive citizens.

Special education services will:
- be provided as described in the student’s individual education plan
- be provided in the least restrictive environment appropriate to meet the student’s needs
- be provided when adaptations and accommodations of the general education environment is not
enough to meet the needs of the identified student
- teach social skills and life skills
- provide for transition planning at all levels.

Special education services will be provided in all buildings within the Fort Dodge Community School District. Services may be provided in the general education classroom, special education classroom, special sites within the district, or the student’s home, as determined by the IEP team. Special education services will be configured and provided to ensure students are educated with nondisabled peers to the extent specified in their IEPs. Individual needs will be assessed and services provided to meet specified goals and objectives.

Special Education programming in the Fort Dodge Community School District will be provided through one of the following service models with the ultimate goal of providing special education services in the least restrictive environment.

Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a licensed special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods. Specially designed instructional strategies will be developed to meet the individual needs of a student with a disability receiving instruction in the general education classroom. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the Individualized Education Program (IEP). The special education teacher’s support may include assisting the general education teacher with the design and preparation of materials, adaptations, and accommodations. The special education teacher is responsible for monitoring the student’s progress in IEP goals.

Co-Teaching Services: Co-teaching services are defined as specially designed and academic instruction provided by the special education and general education teachers in partnership. Services are provided to meet the content and skill needs of students with and without disabilities in the general education classroom. Services could include but are not limited to teachers: a) co-plan, divide the class, and provide instruction to smaller groups, b) co-plan and then co-instruct different components of the content. The special education teacher is responsible for monitoring the student’s progress on IEP goals. Grades for IEP Students will be collaboratively determined.

Collaborative Services: Collaborative services are defined as direct specially designed instruction in which the core content endorsed teacher provides content instruction and the special education teacher provides strategy and skill instruction to students with IEP’s. The special education teacher also serves as a consultant to the general education teacher in such areas as application of skills in the general education setting, goal progress, adjustments to the learning environment, modification of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions or the use of appropriate accommodations to meet the needs of individual students. This model provides the special education teacher flexibility in meeting the needs of students with IEP’s without co-teaching in multiple classrooms. The special education teacher, support service provider, or trained paraprofessional may be in the general education classroom as needed to provide instructional or other assistance to the student or a group of students. The special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals. Grades for IEP students will be collaboratively determined.

Instructional Support Services: Instructional support services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed special education teacher for a portion of the school day. Instructional support services supplement, but do not supplant the instruction provided in the general education classroom. The special education teacher is responsible for monitoring the student’s progress on IEP goals. Grades for IEP students will be collaboratively determined.

Special Class Services: Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed special education teacher. Instruction will be modified to meet the unique needs of the student(s) in a self-contained setting. These settings include but are not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions. This means the student is receiving his or her
primary instruction separate from non-disabled peers. The special education teacher is responsible for grading and/or monitoring the student’s progress in IEP goals.

### WORLD LANGUAGE DEPARTMENT

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRENCH I</strong></td>
<td>2</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>NCAA APPROVED</td>
<td></td>
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<tr>
<td>French I will develop progressively the skills needed for communication in French. Emphasis is given to oral work and developing the skill to speak French needed for use in everyday situations. Basic French grammar structures will be introduced. During cultural awareness activities, students will play French card games, taste authentic foods, and learn about French countries around the world. Students will become aware of cultural beliefs, values, and sensibilities. Membership in World Language Culture Club is encouraged.</td>
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</tr>
</tbody>
</table>

| **FRENCH II**                 | 2       | 9, 10, 11, 12 |
| NCAA APPROVED                 |         |        |
| Prerequisite: French I        |         |        |
| French II is a continuation of French I. Oral/aural skills will be studied but broadened to study grammar structures with increased emphasis on reading and writing skills in French. Everyday expressions will be learned and students will act out real-life European experiences such as ordering food in a café or checking into a hotel. Students will begin to recognize similarities/differences between their culture and that of others. Membership in World Language Culture Club is encouraged. It is highly recommended that students complete the two trimesters in sequence. |         |        |

| **FRENCH III**                | 2       | 10, 11, 12 |
| NCAA APPROVED                 |         |        |
| Prerequisite: French II       |         |        |
| French III increases the emphasis on reading and writing in French, with continued emphasis on maintaining oral/aural skills. Simplified reading will encourage students to comprehend and converse in French. More complicated grammar issues will be addressed and conversations in the past and the future tenses will be encouraged. Students will be exposed to a wide variety of cultures which exist in many of the Francophone countries. Students will begin to appreciate and accept individuals with diverse beliefs, appearances, and lifestyles. Membership in World Language Culture Club is encouraged. |         |        |

| **FRENCH IV**                 | 2       | 10, 11, 12 |
| NCAA APPROVED                 |         |        |
| Prerequisite: French III      |         |        |
| French IV is a continuation of oral/aural skills with reading and writing. Students will read a variety of literary excerpts by famous French authors and a shortened version of The Phantom of the Opera. Conversing in French during most of the class period will be encouraged. Students will begin to understand the value of being multilingual and the importance of working toward their personal proficiency in the language. Membership in World Language Culture Club is encouraged. |         |        |

| **SPANISH I**                 | 2       | 9, 10, 11, 12 |
| NCAA APPROVED                 |         |        |
| Spanish I students will study the basic structural patterns of the language and Hispanic culture. Throughout the course of the two trimesters, a usable vocabulary is developed. Students will become aware of cultural beliefs, values, and sensibilities. Students will begin to recognize similarities/differences between their culture and that of others. Membership in the World Language Culture Club is encouraged. Specific goals for individual units are outlined in the curriculum map. Classroom work strives for a balance in written, oral, and listening practice to achieve mastery. |         |        |

| **SPANISH II**                | 2       | 9, 10, 11, 12 |
| NCAA APPROVED                 |         |        |
Prerequisite: Spanish I
Spanish II is a two trimester course in which students will increase proficiency in speaking, listening, reading, writing, and grammar, including exploration of verb forms. Students will begin to recognize similarities/differences between their culture and that of others. Membership in the World Language Culture Club is encouraged. In order to increase chances of success, it is required that the student has achieved at least a “C-“ in Spanish I or have obtained a recommendation from the teacher.

SPANISH III 2 CREDITS 10, 11, 12
NCAA APPROVED
Prerequisite: Spanish II
Spanish III is a two trimester course in which students will review materials covered in Spanish II and strives for increased proficiency. New tenses and structures are learned. Spanish III will increase Spanish II proficiency. There is emphasis in speaking, reading, listening, and writing. Membership in the World Language Culture Club is encouraged. In order to increase chances of success, it is required that the student has achieved at least a “C-“ in Spanish II or have obtained a recommendation from the teacher.

SPANISH IV 2 CREDITS 10, 11, 12
NCAA APPROVED
Prerequisite: Spanish III
Spanish IV is a two trimester course which will increase Spanish III proficiency in speaking, reading, listening, and writing. Students will begin to appreciate and accept individuals with diverse beliefs, appearances, and lifestyles. Students will begin to understand the value of being multilingual and the importance of working toward their personal proficiency in the language. Membership in World Language Club is encouraged. In order to increase chances of success, it is required that the student has achieved at least a “C-“ in Spanish III or have obtained a recommendation from the teacher.

TALENTED AND GIFTED PROGRAMS
TAG ADVISORS FOR SCHOOL YEAR 2014-2015
Julie Hughes

The TAG Program at Fort Dodge Senior High School serves “students who require instruction and educational services commensurate with their abilities and beyond those provided by the regular school program.” (Iowa Code 257.44) Students in the Fort Dodge TAG program demonstrate achievement or potential in areas of general and specific intellectual abilities. Opportunities include Honors by Contract, TAG Seminar, Post-Secondary Education Options (PSEO), and Advanced Placement coursework. When necessary, research-based, flexible programming such as curriculum compacting, independent study, or mentorships are used when considering the individual needs of the high ability learner. Competency Based
learning is available to students who are interested in pursuing a passion area through a personalized learning plan.

**HONORS BY CONTRACT:** Students may select to take any course as an Honors by Contract course. In an Honors By Contract course, the student contracts with the classroom teacher to high levels of participation and achievement. Some assignments might be replaced with more difficult learning experiences that align with the expectations of an honors-level class. While not limited to TAG students, students selecting HBC should be highly motivated to achieve. To arrange HBC, please see the TAG Advisor and the class instructor within 2 weeks of beginning a course.

**EXTENDED LEARNING INDEPENDENT STUDY:** This course offers a self-directed learning experience. Students are given the opportunity to investigate an area of interest, develop a personalized plan, and create learner directed project work. Students will share/report findings. With successful completion of this trimester course, students will receive one non-graded elective credit.

**COLLEGE COURSES:** College courses are offered on our campus through Iowa Central Community College and can be found in the section of this guide marked “College Courses.” TAG students in 9th-12th Grades are able to take college classes. Some students may select courses that must be taken on the ICCC Campus. TAG Advisors are available to assist students with these course selections.

**ADVANCED PLACEMENT and ONLINE COURSES:** AP and online courses provide students with the opportunity to take college level courses and earn additional college credit wherever it may fit into their schedule. Please refer to the individual departments for descriptions and prerequisites to these classes. The use of Iowa’s Online AP Academy, Iowa Learning Online, or Iowa Central CC web courses are online learning options. For online Advanced Placement opportunities students may select from the following courses. College credit for an AP course may be granted based on the score earned from the AP Exam and the acceptance of AP credit by college or university. Up to six students per subject area may register with the TAG Advisor. Course descriptions are available.

<table>
<thead>
<tr>
<th>1 Semester Courses</th>
<th>2 Semester Courses (August-May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Microeconomics</td>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Macroeconomics</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>AP US Government</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>AP English Language and Composition</td>
</tr>
<tr>
<td></td>
<td>AP English Literature and Composition</td>
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<td></td>
<td>AP Physics</td>
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<td></td>
<td>AP Spanish</td>
</tr>
<tr>
<td></td>
<td>AP Statistics</td>
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<tr>
<td></td>
<td>AP US History</td>
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</tbody>
</table>

**COLLEGE COURSES**

**IOWA CENTRAL COMMUNITY COLLEGE (ICCC)**

The Post-Secondary Enrollment Options Act allows students to enroll part time at an eligible community college, State University, or private college or university. The purpose of this Act by Iowa Legislature is to promote rigorous educational pursuits and provide a wide variety of options for students. ‘Early Bird’ classes are college courses offered at FDSH. Students receive one high school credit and assigned college semester hours of credit upon successful completion. The Fort Dodge Community School District provides the instructor. To enroll in ‘Early Bird’ courses, indicate which course(s) you wish to take on your registration card, and see your counselor to discuss what prerequisites must be completed at Fort Dodge Senior High before enrolling and how they work into your high school
requirements and future plans. Complete and return the appropriate forms to your counselor. A student will earn one high school credit per semester and college credit according to semester hours.

Post-Secondary Enrollment Options are college courses students attend at Iowa Central Community College or FlexNet (online college courses). To enroll in these courses, see your counselor in the fall for 1st semester enrollment and in December for 2nd semester enrollment. Discuss which post-secondary course(s) you intend to take, what prerequisites must be completed at Fort Dodge Senior High before enrolling, and how they fit into your high school requirements and future plans. Complete and return all appropriate forms to your counselor. The district will fund the cost of tuition, textbooks, and materials up to $250.00. The student/parent(s) is responsible for providing transportation to and from the college. If a student drops or fails a course, the student/parent(s) will be liable for payment for the cost of tuition, textbook, and materials to the school district. The student will earn high school credit based on a weighted scale and college credit according to semester hours.

**Students are eligible to earn a maximum of 23 credits hours per year.**

Upon graduation, students who have taken ‘Early Bird’ or Post-secondary college courses, and plan to attend another college/university need to check with that institution to determine how college credit will apply. Students will need to have Iowa Central Community College send a transcript to the college/university of your choice.
MANDATORY ASSESSMENT AND PLACEMENT CHART for 2014-2015
IOWA CENTRAL COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>Reading Placement Scores</th>
<th>Writing Placement Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placement Test</strong></td>
<td><strong>Placement Test</strong></td>
</tr>
<tr>
<td><strong>SDV-112</strong></td>
<td><strong>ENG-096</strong></td>
</tr>
<tr>
<td><strong>RDG-048</strong></td>
<td><strong>ENG-105</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Elements of Writing</strong></td>
</tr>
<tr>
<td><strong>No Course Required</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td><strong>COMPASS</strong></td>
<td></td>
</tr>
<tr>
<td>0-60</td>
<td>0-37</td>
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<tr>
<td>61-79</td>
<td>38-64</td>
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<tr>
<td><strong>ACT</strong></td>
<td>0-13</td>
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<tr>
<td>14-17</td>
<td>14-17</td>
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<tr>
<td><strong>IA Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>(Reading)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall of Jr. Year</strong></td>
<td>&lt; 246</td>
</tr>
<tr>
<td><strong>Midyear of Jr. Year</strong></td>
<td>&lt; 248</td>
</tr>
<tr>
<td><strong>Spring of Jr. Year</strong></td>
<td>&lt; 250</td>
</tr>
<tr>
<td><strong>ASSET</strong></td>
<td>&lt; 35</td>
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<tr>
<td>35-39</td>
<td>35-39</td>
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<tr>
<td><strong>SAT</strong></td>
<td>&lt; 335</td>
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<tr>
<td>335-429</td>
<td>335-429</td>
</tr>
<tr>
<td><strong>ACCUPLACER</strong></td>
<td></td>
</tr>
<tr>
<td>(Reading Comprehension)</td>
<td>&lt; 43</td>
</tr>
<tr>
<td>44-65</td>
<td>45-73</td>
</tr>
</tbody>
</table>
| *denotes a developmental course that is non-transferable and does not count towards graduation*

*MAT-102 has the additional recommendation of a "C" or better in the first-year of high school algebra.

*MAT-120, 127, 130, and 165 have the additional recommendation of a "C" or better in second-year high school algebra.

*MAT-210 has the additional prerequisite of a C or better in College Algebra & Trigonometry.
College Courses

ICCC ACC-111 INTRODUCTION TO ACCOUNTING
ICCC ACC-311 COMPUTERIZED ACCOUNTING
ICCC AUT-108 INTRODUCTION TO TRANSPORTATION TECHNOLOGY
ICCC AUT-163/AUT-503/AUT-610 INTRO TO ENGINE REPAIR/
AUTOMOTIVE BRAKE SYSTEMS/AUTOMOTIVE ELECTRICAL SYSTEMS
ICCC BIO-168 INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY 1 w/LAB
ICCC BIO-173 INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY 2 w/LAB
ICCC BPT-162/BPT-163 INTRODUCTION TO BIOTECHNOLOGY w/LAB
ICCC CAD-101 INTRO TO CAD – ADVANCED MECHANICAL CAD
ICCC CAD-194 ARCHITECTURAL MODELING
ICCC CRR-303 INTRODUCTION TO AUTOBODY REPAIR
ICCC CRJ-100 INTRODUCTION TO CRIMINAL JUSTICE
ICCC ENG-105 COMPOSITION I
ICCC ENG-106 COMPOSITION II
ICCC HCM-143 & 144 FOOD PREPARATION 1 w/ LAB
ICCC HCM-608 INTRO TO HOSPITALITY
ICCC HIS-112 WESTERN CIVILIZATION: ANCIENT TO EARLY MODERN HIS
ICCC HIS-113 WESTERN CIVILIZATION: EARLY MODERN TO PRESENT
ICCC HSC-113 NURSE AIDE
ICCC HSC-104 INTRODUCTION TO HEALTH CARE
ICCC HSC-113 MEDICAL TERMINOLOGY
ICCC MAT-156 STATISTICS I
ICCC MAT-158 STATISTICS II
ICCC MAT-210 CALCULUS I
ICCC MAT-216 CALCULUS II
ICCC PEC-121 BODY STRUCTURE AND FUNCTION
ICCC PEC-127 CARE AND PREVENTION OF ATHLETIC INJURIES
ICCC PEC-111 TECH AND THEORY OF COACHING
ICCC PEC-105 BASIC ATHLETIC TRAINING
ICCC POL-111 AMERICAN NATIONAL GOVERNMENT
ICCC PSY-111 INTRODUCTION TO PSYCHOLOGY
ICCC SPC-112 PUBLIC SPEAKING
ICCC WEL-122 BEGINNING WELDING

PROJECT LEAD THE WAY

Students must have scored at a minimum placement level on one of the following tests:
Iowa Assessments,

ASSET, ACT, or COMPASS for each of the PLTW courses:
ICCC EGT-400 INTRODUCTION TO ENGINEERING
ICCC EGT-410 PRINCIPLES OF ENGINEERING
ICCC EGT-420 DIGITAL ELECTRONICS
A student who reaches a high level of competency in certain vocational courses are eligible to receive credit in a vocational program at specific community colleges. This is called “articulation”. Articulation allows students to make a smooth transition from senior high to a community college program without experiencing duplication of learning. Courses that can be articulated are noted in the course description.

Coaching Authorization Classes
(Choose one from each category)

**Category 1 – Structure and Function**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEC-123</td>
<td>Anatomy for Coaching</td>
<td>1 credit</td>
</tr>
<tr>
<td>PEC-121</td>
<td>*Body Structure and Function</td>
<td>2 credits</td>
</tr>
<tr>
<td>BIO-163</td>
<td>Essentials of Anatomy and Physiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO-168</td>
<td>*Human Anat. &amp; Phys.</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**Category 2 – Human Growth and Development**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEC-115</td>
<td>Athletic Development &amp; Human Growth</td>
<td>1 credit</td>
</tr>
<tr>
<td>PSY-121</td>
<td>Developmental Psychology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Category 3 – Care and Prevention of Athletic Injuries**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEC-127</td>
<td>*Care and Prevention of Athletic Injury</td>
<td>2 credits</td>
</tr>
<tr>
<td>PET-105</td>
<td>*Basic Athletic Training</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Category 4 – Theory of Coaching**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEC-110</td>
<td>Coaching Ethics, Techniques &amp; Theory</td>
<td>1 credit</td>
</tr>
<tr>
<td>PEC-111</td>
<td>*Techniques and Theory of Coaching</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

*These classes are offered at the Fort Dodge Senior High*
Why attend the North Central Career Academy?

- It provides an opportunity for a group of students from different school districts to enroll in a specific set of courses associated with a designated career area.
- Provides clear and precise career pathways through a specific sequence of courses.
- Allows school districts to pool resources and instruction.
- Provides more educational opportunities to students.
- Allows students to study all the basic courses AND get a skill they will keep for a lifetime... all while getting a head start on a career path.
- National Credentialing where available and applicable, such as the National Career Readiness Certificate (NCRC) and OSHA 10.

If accepted, students may participate in two different career pathways, over the course of two years. Students that are eligible to apply are Juniors, Seniors and all high school TAG students.

Structure

Participating students will travel to the North Central Career Academy 5 days a week and take part in a career pathway from 8:30 am - 11:20 am each day. Students will take a specific sequence of courses that will provide skills and an educational base that will allow students to either transfer these college credits into an academic program at the post-secondary level, or seek employment. Students have the opportunity to gain college credit courses in a discipline that interests them, while still attending high school. These career pathways are designed to lead into multiple college programs giving the most flexibility to students who participate.

Students will also participate in an Orientation course and a College Experience (1 college credit) course to help acclimate them to the expectations and schedule of each career pathway as well as expose each student to different aspects of post-secondary education including topics such as college applications, financial aid, housing, and entrance requirements.

Student Commitment

Students that wish to participate and are accepted into the North Central Career Academy are committing a full academic year to the career pathway. This means they will attend the academy 5 days a week for the entire school year. The student will also be held to the same standards that a regular college student is held, and will follow Iowa Central academic calendar. They will be held accountable to all college policies and procedures that are listed in the Iowa Central student handbook, including our Administrative Withdrawal policy which states a student will be withdrawn from a class if he/she misses 25% or more of that classes scheduled class meetings.

Students will also have the opportunity to participate in industry tours, access to guest speakers and possible job shadowing, as well as college visits and career fairs.

Savings and Scholarships

By participating in a career pathway, students have access to college credits that can save them both time and money when it comes to entering an academic program at the post-secondary level. Based on 2014-15 Iowa Central tuition rates, students can save themselves and their parents between $2,041 (13 credits) and $3,140 (20 credits), not to mention the savings on the textbooks, materials and supplies which can average between $400 and $1,000 a year, depending on the career pathway.

As another incentive, all students that participate and complete a career pathway will be issued a $500 career academy scholarship that can be used if they enroll as a full-time college student at Iowa Central Community College after their high school graduation.

For more information please visit with your High School Counselor or contact Colleen Bartlett, Career Academy Specialist, at 515-574-1974 or bartlett@iowacentral.edu
Career Pathways

Bio-Process Technology

With all of the new and exciting business coming to our local area, Bio and Process Technology is a career pathway that has endless possibilities for the local and surrounding areas. Students will be introduced to the fundamental skills and knowledge surrounding the manufacture of biologically-based products in bio refinery, and renewable energy manufacturing plants. Also, a basic understanding of the analytical skills needed for predictive and preventative maintenance necessary to provide quality mechanical support.

**Fall Semester**
- BPT 300 Intro to Process Technology 4
- PHY 290 Applied Physics 4
- IND 184 Mechanical Processes 2
  - Semester Total 10

**Spring Semester**
- BPT 132 Intro to Biotechnology 2
- BPT 663 Intro to Biotechnology Lab 1
- MAT 743 Technical Math 3
- IND 127 Shop Operations 1
- IND 128 Blueprint Reading 1
  - Semester Total 8
  - Career Pathway Total 18

Manufacturing Technology

For students who are more mechanically inclined, the manufacturing technology career pathway is a great start to finding out what career interests them. The courses sequence has been designed to build skills in fundamental welding, metal working, blueprint reading, and general machining. Students will develop a solid foundation in basic machining tools such as lathes and milling machines, as well as general shop equipment and tools.

**Fall Semester**
- WEL 122 Beginning Welding 2
- WEL 181 Gas Metal Arc Welding 2
- IND 126 Precision Measurements Lab 1
  - Semester Total 7

**Spring Semester**
- MFG 256 Intro to Lathes Operations 2
- MFG 266 Intro to Mill Operations 2
- IND 127 Shop Operations 1
- IND 128 Blueprint Reading 1
  - Semester Total 6
  - Career Pathway Total 13

Business

The Business career pathway is designed for those students interested in the fields of Accounting, Business, Economics, Management, or Marketing. It consists of a well-rounded curriculum that covers numerous core business classes that will transfer directly in either the Associate of Arts or Associate of Science degrees at Iowa Central, or into any business program at a four-year university or college.

**Fall Semester**
- MGT 100 Principles of Management 3
- MGT 110 Principles of Marketing 3
- ACC 101 Intro to Accounting 3
  - Semester Total 9

**Spring Semester**
- ACC 342 Financial Accounting 3
- ECN 220 Macroeconomics 3
- BUS 185 Business Law 3
  - Semester Total 9
  - Career Pathway Total 18

Teacher Academy

To become a teacher, a student must graduate from an accredited teacher training program. Designed specifically for those students interested in the career field of academic teaching, the Teacher Academy has been designed to introduce student to the principles and pre-professional courses required to gain an understanding of the education field, as well as gaining coursework that will lead directly into the education field.

**Fall Semester**
- EDU 233 Introduction to Education 3
- EDU 235 Children's Literature 3
- BIO 102 Intro to Biology 3
- BIO 103 Intro to Biology Lab 1
  - Semester Total 10

**Spring Semester**
- EDU 255 Education in the Classroom 3
- PSY 281 Educational Psychology 3
- Math Elective 3
  - Semester Total 9
  - Career Pathway Total 19

Engineering Technology

Students will be provided with a basic understanding of the technical training needed to enter various fields of computer aided design and drafting, as well as pre-engineering coursework through the approved Project Lead the Way curriculum for the first step toward a potential career in engineering.

**Fall Semester**
- EGT 400 PLTW - Intro to Engineering Design 3
- EGT 410 PLTW - Principles of Engineering 3
- CAD 101 Intro to CAD 3
  - Semester Total 9

**Spring Semester**
- EGT 520 Digital Electronics 3
- EGT 450 PLTW - Computer Integrated Man. 3
- MAT XXX* Math Elective 3
  - Semester Total 9
  - Career Pathway Total 18

General Education – Transfer

This pathway is designed for student who plan on gaining a bachelor's degree but are not yet sure what specific content area they are interested in. The General Education track will provide them with a variety of courses from the Math, Science, Social Science and Humanities categories from the Associate of Arts degree at Iowa Central, as well as a strong transfer core into the four-year university and colleges.

**Fall Semester**
- LIT 101 Intro to Literature 3
- SOC 110 Introduction to Sociology 3
- BIO 152 Intro to Biology 3
- BIO 103 Intro to Biology Lab 1
  - Semester Total 10

**Spring Semester**
- HIS 152 US History Since 1877 3
- ECN 120 Macroeconomics 3
- MAT XXX* Math Elective 3
  - Semester Total 9
  - Career Pathway Total 19

*Students will have the ability to choose which math course they would like to take, based on availability, mandatory testing scores, and career pathways. Courses that could be available for choice are: MAT 117 - Math for Elementary Teachers (3 credits), MAT 187 - Statistics (4 credits), MAT 210 - Calculus (4 credits), and MAT 743 - Technical Math (3 credits).