

# **EMMETSBURG HIGH SCHOOL**



# **REGISTRATION HANDBOOK 2022-23**

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## FORWARD

The Registration Handbook and Curriculum Guide has been prepared to acquaint students, teachers and parents with the educational programs of Emmetsburg High School. This handbook should be read carefully by students as it provides information to be considered prior to completing or changing his/her tentative four year high school course of study.

## EQUITY

### TITLE VI AND VII (1966 CIVIL RIGHTS ACT), TITLE IX (1972 EDUCATIONAL AMENDMENTS, AND SECTION 504 (FEDERAL REHABILITATION ACT OF 1973)

Students, parents, employees and others doing business with or performing services for the Emmetsburg Community School District are hereby notified that this school district does not discriminate on the basis of real or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in admission or access to, or treatment in, its programs and activities.

Any person having inquiries concerning the school district's compliance with the regulations and implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), Section 504, or Iowa Code Section 280.3 is directed to Darren Hanna, Equity Coordinator in the Emmetsburg Community School District, Superintendent's Office, Emmetsburg, IA 50536. His telephone number is 852-3201.

Darren Hanna has been designated by the school district to coordinate the district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, Section 504, or Iowa Code Section 280.

### REQUIREMENTS FOR GRADUATION

Graduation requirements for Emmetsburg High School are based upon a four year high school (grades 9-12). In order to graduate with a diploma, a student must earn 50.0 credits. Minimum department credits must be earned at Emmetsburg High School (Language Arts, Mathematics, Science, Social Studies, Physical Education). These credits must be distributed as follows:

Language Arts	8.0 credits
Science	6.0 credits
Mathematics	6.0 credits
Social Studies	6.0 credits
Physical Education	4.0 credits
Independent Living	1.0 credit
Electives	19.0 credits

The following specific requirements must be fulfilled at Emmetsburg High School:

<u>9th grade</u>	<u>10th grade</u>	<u>11th grade</u>	<u>12th grade</u>
Math Elective	Math Elective	Math Elective	2 English Electives
Freshman English	Sophomore Level English	Junior Level English	American Government*
Earth & Space Sci.*	Biology 2*	U.S. History	Economics*
Biology 1*	Physics 1*	Enviro. Science*	Independent Living
World Geography*	Physical Education	Chem 1*	Physical Education
Physical Education	See Electives below	Physical Education	See Electives below
		See Electives below	

\*Indicates a one (1) semester course; other courses meet for two semesters.

State law requires all students to successfully complete a full year of Algebra 1. To meet Math requirements, each student must also pass at least four additional semesters of Mathematics.

See the English course descriptions for various pathways available to students.

Unless excused for medical reasons upon request of their doctor or for other reasons as prescribed by the Iowa Department of Education, students must enroll in and successfully pass four (4) credits of Physical Education.

Juniors may have the PE requirement waived for one semester if they have a full schedule, and Seniors may have the PE requirement waived for the entire year if they have a full schedule. All students in grades 9-12 may opt to take a zero hour PE class if PE will not fit into their schedule.

Courses recommended for students to meet Iowa Regents Admission Index (RAI) for a 4 year university:

- Math:
  - Algebra I
  - Geometry
  - Algebra 2
- Science:
  - Chemistry 1 and Chemistry 2; or,
  - Physics 1 and Physics 2

Semester courses which meet six (6) times during the six (6) day cycle earn one (1) unit of credit.

### **GRADING SYSTEM IN DETERMINATION OF GRADE POINT AVERAGE (GPA)**

The following 4 point scale will be used to determine GPA:

**A = 4.000**                      **B = 3.000**                      **C = 2.000**                      **D = 1.000**                      **F = 0.000**

- Note that AP courses are weighted higher in calculating GPA. (A = 5.00, etc.)
- Note that Post Secondary and Regional Academy Courses completed at ILCC will be counted in a student's GPA.

The following grading system (guideline) is recommended for consistency among departments and teachers for academic courses (refer to AP section for grading guidelines for those courses):

GRADE	LEVEL OF PROFICIENCY	— GRADE RANGE
A	Excellent - Meets Standards at Highest Level	4.00 - 3.60
B	Good - Meets Standards at High Level	3.59 - 3.00
C	Average - Meets Standards at Average Level	2.99 - 2.40
D	Low - Meets Standards at Minimal Level	2.39 - 1.50
F	Failing - Does Not Meet Standards	1.49 - 0.00
<i>I</i>	<i>Incomplete - Students will receive a grade mark of "I" (Incomplete) if course requirements are not complete at the time of grading. They will have 2 weeks to get all work completed. After the 2 week deadline, all grades will be updated to "0" if work is not complete and grades will be determined accordingly.</i>	

The above grading system is intended for those academic courses which are included in determining each student's grade point average (GPA).

## DROPPING OF COURSES

EHS students will be permitted to drop high school and college courses with the following stipulations:

1. The student must have parental approval to drop a course.
2. A high school course may be dropped until 3 days after the midterm of first and third quarters without penalty of a failing grade (F or NP) providing the student is still carrying seven (7) courses on their schedule.
3. A student who drops or is removed from a high school course after the deadline as indicated above will receive the appropriate failing grade, "F or NP".
4. Any failing grade received by a student for dropping or for being removed from a class will become the final grade for the semester for that course and will be recorded on the student's transcript and permanent record. That failing grade will be calculated into the student's GPA and used to determine class ranking.
5. All college courses taken through Iowa Lakes Community College (ILCC) or through another post-secondary enrollment option (PSEO) program will follow the same drop dates as high school courses. Students who drop an ILCC course after the ILCC tuition refund date will receive a failing grade on their high school permanent record. Students who complete courses will receive the same respective grades on their high school permanent record as they would receive on the college transcript. Students who drop a college course will need to maintain a full academic schedule.

## COLLEGE CONCURRENT ENROLLMENT COURSES

As a reminder, students in grades 9-12 are eligible to take college courses through ILCC, as long as the following criteria have been met:

- Must be proficient on all three of the most recent ISASP (Iowa Statewide Assessment of Student Progress) subject tests (i.e. reading, math and science);
- Must have acceptable scores on file (e.g. ASSET, COMPASS, ACCUPLACER, ACT)
- Additionally, for Math and Reading classes, they have to meet the proficiency requirements for those specific classes. This is an Iowa Lakes policy.

These are other EHS requirements and factors to determine who can take college concurrent enrollment courses:

- Any student who is unsuccessful in a college course (receive a failing grade and/or drop more than 1 college class) will not be allowed to take another college course in the succeeding semester.
- Any student who drops a college course after the designated EHS drop deadlines will receive a failing grade ('F') even if they may receive a 'W' on their ILCC or college transcript.
- Freshmen and Sophomores will need to work with the school counselor on college classes that are appropriate for their academic plan. Teacher input and current high school grades and attendance will be taken into consideration before registering for a college class.
- ILCC's Successful Learning course must be the first college course taken by Freshmen or Sophomores before enrolling in any other ILCC course. This may also be the case for Juniors taking their first ILCC college course.
- There will be a college textbook rental fee for each college class a student is enrolled in.

There are some advantages to taking concurrent enrollment courses while in high school, including saving time in post-secondary education after high school and considerable college cost savings, when enrolling in courses that transfer. However, there are many factors to consider in determining whether or not a student is ready to enroll in a college level course as a high school student, including:

- In addition to having academic drive and motivation, an interested high school student should have good time management, self-discipline, and problem-solving skills for best success in college level courses.
- Students are encouraged to enroll in core courses that will transfer to their college of choice and/or benefit them after high school. Courses listed in the [Associate in Arts \(A.A. Transfer\)](#) or [Associate in Science \(A.S. Transfer\)](#) documents at ILCC are encouraged before other courses. Links are available on the Iowa Lakes Website.
- **Most** classes are conducted via online, much different than the traditional classroom instruction.
- Deadlines are deadlines. If you miss an assignment, instructors are not so lenient in accommodating a lack of responsibility.
- Grades will impact **both** your college and high school transcript and grade point averages.
- Investigate whether or not the courses you are taking are eligible for transfer to your college of choice.

**ADVANCED PLACEMENT** -- The AP Program is divided into 2 components: (1) A yearlong course of study & (2) A nationally coordinated exam

**Most AP courses are year long and provide** more intense and rigorous study than other courses at Emmetsburg High School. Because of this, all AP courses carry weighted grades except for Pre-AP courses. This means that an “A” in an AP course is worth more points than an “A” in a regular class. This can help raise a student’s overall GPA. These are offered through the Iowa Online Advanced Placement Academy (IOAPA). Advanced Placement courses will all start with **AP** in the following subject area listings of their content area.

*AP classes MUST be finalized prior to leaving for summer break. AP courses fill up quickly; therefore, the priority deadline is **March 10th** each school year.*

A	=	5.0
B	=	4.0
C	=	3.0
D	=	2.0

**Advanced Placement Grading**

Grade Point Average (GPA) points are raised/weighted by 1.0 ('A' worth 5.0 on a 4.0 scale, 'B' worth 4.0, etc.) with Advanced Placement (AP) courses due to their higher academic level.

**Advanced Placement Examination**

**The nationally coordinated exams** are given over a 2-week period in May. If students score a 3 or higher on the exam, they may be exempt from taking the course in college. Although requirements vary from college to college, most colleges accept grades of 4 or higher. Students taking AP courses are required to take the corresponding exam to successfully complete the course.

**COURSES WHICH HAVE PREREQUISITES**

Any courses that are numbered I, II, etc., must be taken in that order. Other prerequisites have been described in the following course descriptions.

<p><b>Introduction to Computer Programing</b></p> <p>(Grades 9-12)</p> <p>One semester (Fall)</p> <p>One Credit</p>	<p>This course will teach students how to program using the Python coding language. Students will be using an online-based program that introduces the Python coding language with the use of graphics. Students will create multiple layer graphics with code rather than a graphics program. This will help students get familiar with programming and prepare them for more advanced courses in the future. The students will learn to code using inputs such as their mouse and keyboard. Students will also use Python to program objects such as drones and robots. Students who take this course will need to be able to work independently at their own pace and problem-solve when they need to fix or debug their programs.</p>
<p><b>Independent Living</b></p> <p>(Grade 12)</p> <p>(required)</p> <p>One Credit</p>	<p>Students will explore 9 elements of life after high school: banking, savings, credit, payment types, higher education, renting vs owning, insurance, investing, consumer protection. Students will also explore employability skills by: learning about career clusters, practicing completing job applications, resumes, cover letters and participating in a mock interview with local business partners. A job shadow and mock interview are required elements for passing this course.</p> <p>~~This class is taken online during homeroom~~</p>

# AGRICULTURE COURSES

<p><b>Ag Leadership</b></p> <p>(Grades 10, 11, 12)</p> <p>(FFA Officers Only)</p> <p>Two Semesters Two Credits</p>	<p>Ag Leadership will explore the values and skills it takes to be a leader in the agriculture industry. FFA officers will have the opportunity to refine their leadership skills by hosting and planning events within the school and community.</p>
<p><b>Ag I - Introduction to Agriculture, Food, and Natural Resources</b></p> <p>(Grades 9, 10, 11, 12) *Suggested 9</p> <p>Two Semesters Two Credits</p>	<p>AFNR introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE™ curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course. AFNR includes: Agricultural Education (Agriculture, FFA, and SAE), Communication Methods, Science Processes, Natural Resources, Plants and Animals, Agricultural Mechanics.</p>
<p><b>Plant Science</b></p> <p>(Grades 10, 11, 12)</p> <p>*Suggested 10</p> <p>One Semester One Credit</p> <p>Prerequisite: Ag 1</p>	<p>Principles of Agricultural Science – Plant is a foundation-level course that will teach students about the form and function of plant systems. Students are immersed in inquiry-based exercises filled with activities, projects, and problems to teach them plant concepts through laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting.</p> <p><i>Principles of Agricultural Science—Plant</i> areas of study include: Soils, Anatomy and Physiology, Taxonomy, Growing Environment, Reproduction, Pest and Disease Management, and Crop Production and Marketing.</p>
<p><b>Agronomy (AGA114)</b></p> <p>(Grades 11,12)</p> <p>One Semester One Credit</p> <p>Prerequisite: Ag 1 and Plant Science</p> <p><i>ILCC Credit Available</i></p>	<p>Covers the basic principles of crop production, including classification, soil-plant interrelationships and growth process in response to the environment.</p>
<p><b>Greenhouse Management</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit</p> <p>Prerequisites: Ag 1 and Intro to Horticulture</p>	<p>This course is an applied-knowledge course designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques. Upon completion of this course, proficient students will be equipped with the technical knowledge and skills needed to prepare for further education and careers in horticulture production.</p>

<p><b>Horse and Livestock Evaluation</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit</p> <p>Prerequisite: Ag 1 and Intro to Animal Science</p>	<p>Livestock and Horse Evaluation will cover a detailed consideration of the factors involved in the selection and evaluation of cattle, sheep, goats, pigs and horses for breeding and harvesting. Students will refine their animal placing skills and have the opportunity to compete on the livestock and horse judging teams.</p>
<p><b>Intro to Animal Science</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit</p> <p>Prerequisite: Ag 1</p>	<p>This course is the entry-level course for the Animal Science Pathway. It is designed to explore the animal science industry and the food system of the United States in order to foster an understanding of the steps involved in producing livestock products for consumers, as well as cover food safety issues. This course will involve the study of economically important food animals through their biological processes, production, and management practices. Students will be provided with the opportunity for multiple hands-on experiences throughout the semester to help better understand animal care, nutrition, and where each student's food comes from.</p>
<p><b>Introduction to Horticulture</b></p> <p>(Grade 10, 11, 12)</p> <p>One Semester One Credit</p> <p>Prerequisite: Ag 1</p>	<p>This course introduces students to basic horticulture including: the principles and practices in the development, production and use of horticultural crops (fruits, vegetables, greenhouse, turf, nursery, floral and landscape). Includes the classification, structure, growth and development, and environmental influences on horticultural plants: horticultural technology: and an introduction to the horticultural industries. Students will have hands-on opportunities in making flower arrangements, landscaping areas on school grounds and starting vegetables from seeds for annual plant sales.</p>
<p><b>Natural Resources</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit</p> <p>Prerequisite: Ag 1</p>	<p>This class will explore a variety of topics relating to natural resources. Topics will include a strong emphasis on biodiversity, invasive species, wildlife, hunting, and air pollution and climate change along with their effects on agriculture. Maximum class size: 15 students</p>
<p><b>Survey of the Animal Industry (AGS114)</b></p> <p>(Grades 11, 12)</p> <p>One Semester (Spring) One Credit</p> <p>Prerequisite: Ag 1 and Intro to Animal Science</p> <p>Teacher Approval</p> <p><i>ILCC Credit Available</i></p>	<p>This course is an introduction in animal science including various species of breeds of domestic animals and gives them an appreciation for the principles of production, biological principles, stewardship, and animal industries as they relate to animal production and marketing and current issues. The purpose is to provide a broad overview of the animal science industry that will be further expanded in more detail in successive classes.</p>

# ART

<p><b>Intro to 2D Art*</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>One Semester (Fall only) One Credit</p>	<p>This is an introductory studio art course which introduces students to basic skills needed to be successful in Drawing and Painting. Students will have the opportunity to work with painting, drawing and printing mediums. Students will also study the meaning and use of the Elements of Art and Principles of Design while developing their art skills through a variety of two dimensional media.</p> <p>Classroom instruction includes lessons in the application, conservation and ethical responsibility of those materials. Students will have the opportunity to demonstrate their ability to respond to their own artwork and the work of others through discussions, critiques, and writings.</p> <p><i>*Assessments and communications, regarding those assessments, will be done through Google Classroom and Google Drive. Students WILL be required to POST their work on Artsonia.com, once it is completed. If the family makes the choice to keep those galleries private, that can be arranged on an individual basis.</i></p> <p><i>*Iowa Core: Standards Based Assessments</i></p>
<p><b>Intro to 3D Art*</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>One Semester (Spring only) One Credit</p>	<p>This is an introductory studio art course which introduces students to basic skills needed to be successful in Ceramics and Studio Sculpture. Students will have the opportunity to work with various manipulative mediums such as paper, clay, plaster, wood and metal. Students will also study the meaning and use of the Elements and Principles of Design while developing their art skills through a variety of three dimensional media.</p> <p>Classroom instruction includes lessons in the application, conservation and ethical responsibility of those materials. Students will have the opportunity to demonstrate their ability to respond to their own artwork and the work of others through discussions, critiques, and writings.</p> <ul style="list-style-type: none"> <li>● Students will know and understand the difference in types and techniques of sculpture.             <ul style="list-style-type: none"> <li>○ Students will create artworks/projects “in the round” and “relief”</li> </ul> </li> <li>● Students will learn the basics of working with clay and some handbuilding techniques.             <ul style="list-style-type: none"> <li>○ Pinch techniques, Coil Techniques, Slab Techniques</li> </ul> </li> <li>● Students will work with traditional and nontraditional materials:             <ul style="list-style-type: none"> <li>○ Plaster, Clay, Wire, Found Objects, Paper, Cardboard, etc...</li> </ul> </li> </ul> <p><i>*Assessments and communications, regarding those assessments, will be done through Google Classroom and Google Drive. Students WILL be required to POST their work on Artsonia.com, once it is completed. If the family makes the choice to keep those galleries private, that can be arranged on an individual basis.</i></p> <p><i>*Iowa Core: Standards Based Assessments</i></p>
<p><b>Ceramics 1*</b> <b>Ceramics 2*</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester</p>	<p>These courses will be expanding on Pottery skills obtained during Intro to Art level courses. Instruction stresses <b>good design</b> and <b>quality craftsmanship</b>.</p> <p>These courses are designed to introduce the student to basic concepts regarding the ceramic process, construction and decorating techniques in the production of</p>

<p>One Credit per Semester</p> <p>Prerequisite: 2D Art and 3D Art</p> <p>*Ceramics Level Enrollment depends on previously completed courses</p>	<p>both functional and nonfunctional ceramic objects. Instruction includes techniques in hand-building as well as working on the potter's wheel. The historical development of ceramics as an art form will also be included in instruction. Time may be made available for students to pursue areas of particular interest on an individualized basis. Students enrolled in this course will write about and sketch required reflections in the form of a Blog and a sketchbook, which will be updated a minimum of 6 times through the Semester.</p> <p>*Assessments and communications, regarding those assessments, will be done through Google Classroom and Google Drive. Students WILL be required to POST their work on Artsonia.com, once it is completed. If the family makes the choice to keep those galleries private, that can be arranged on an individual basis.</p> <p>*Iowa Core: Standards Based Assessments</p>
<p><b>Drawing &amp; Painting 1*</b> <b>Drawing &amp; Painting 2*</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit per Semester</p> <p>Prerequisite: 2D Art and 3D Art</p> <p>*Drawing &amp; Painting Level Enrollment depends on previously completed courses</p>	<p>This elective course is designed to provide the student with experiences in the proper use of a variety of different materials and to instruct them in additional drawing and painting techniques. Instruction includes contemporary and historical references. Classes will include demonstration and guided practice. Some forms of printmaking may also be introduced.</p> <p>Students will have deeper exposure and experiences with drawing and painting mediums: pastel, colored pencil, graphite pencil, charcoal, acrylic paint, watercolor and oil paints. Students enrolled in this course will write about and sketch required reflections in the form of a Blog and sketch book, which will be updated a minimum of 6 times through the Semester.</p> <p>*Assessments and communications, regarding those assessments, will be done through Google Classroom and Google Drive. Students WILL be required to POST their work on Artsonia.com, once it is completed. If the family makes the choice to keep those galleries private, that can be arranged on an individual basis.</p> <p>*Iowa Core: Standards Based Assessments</p>
<p><b>Studio Art</b></p> <p>(Grades 11, 12)</p> <p>One Semester One Credit (Maximum of 4 semesters)</p> <p>Prerequisite: Intro to Art 2D, Intro to Art 3D, and a minimum of 2 semesters of Drawing &amp; Painting or Ceramics</p>	<p>Students will display characteristics of an autonomous learner and continue to refine skills and explore advanced media, as a continuation of their experiences gained from prerequisite courses.</p> <p>This one semester elective course is designed to challenge the more advanced art student to pursue areas of individual interest within their work. The course of study in this class is both instructor-directed and self-directed. Areas of personal interest, previously learned skills and self-taught skills are open for exploration and encouraged.</p> <p>Students will have high expectations set by the student and instructor, together. Students enrolled in this course will complete reflections in the form of a Blog and sketchbook drawings, which will be updated throughout the Semester.</p> <p>Prior to enrollment, students must present a study plan in the form of a Focus Statement, to be approved by the instructor, and followed through with, by the student.</p> <p>*Assessments and communications, regarding those assessments, will be done through Google Classroom and Google Drive. Students WILL be required to POST their work on Artsonia.com, once it</p>

is completed. If the family makes the choice to keep those galleries private, that can be arranged on an individual basis.  
\*Iowa Core: Standards Based Assessments

## **BAND**

(Grades 9, 10, 11, 12)

Two Semesters  
One Credit per Semester

<b>Concert Band</b>	The Concert Band is the performing group from which all other groups are derived. Materials covered are basic ensemble techniques, musical styles, history, standard and popular literature.
<b>Jazz Bands</b>	The jazz band rehearses two or three times a week before school. Jazz I performs at concerts, festivals and is available for local performances. A second jazz band will be formed if there is enough interest. Auditions are held in the Fall and are open to Concert Band members only. <b><i>Jazz Band is considered extra-curricular.</i></b>
<b>Marching Band</b>	Marching band meets 6 periods per cycle during the football season. Members may also be required to attend late summer rehearsals at the discretion of the director. Marching band performs at home football games, parades and other events as time permits. Marching Band consists of only Concert Band Members.
<b>Pep Band</b>	The pep band for athletics is composed of concert band members and rehearses during the band period as needed. Game attendance is required of concert band members. <b><i>Pep Band is considered extra-curricular.</i></b>
<b>Solos and Small Ensembles</b>	These groups are formed to increase musicianship, add variety, and to participate in the state small group contests in the Spring.

## **BUSINESS COURSES**

<p><b>Accounting II</b> (Grade 12)  Two Semesters One Credit per Semester  Prerequisite: Intro to Accounting (C or higher)</p>	<p>Accounting II is intended to help fulfill the need of those students planning a career in accounting, business administration or a related field. Instruction is designed to meet the individual needs of students based upon their career objectives. This course emphasizes accounting principles for sole proprietorship, partnerships, and corporations. Units of study will include:</p> <ol style="list-style-type: none"> <li>1. Review of Basic Accounting Procedures</li> <li>2. Departmental and Payroll Accounting</li> <li>3. Updating Accounts by Adjustment</li> <li>4. Partnership Accounting</li> <li>5. Accounting Control Systems</li> <li>6. Accounting for Taxes, Notes and Drafts</li> <li>7. Corporation Accounting</li> <li>8. Cost Accounting</li> <li>9. Business Simulation Project</li> </ol>
<p><b>Basic Bookkeeping</b> (Grades 11,12)</p>	<p>This is a course in double-entry bookkeeping which can be applied to personal financial affairs and business. This course is intended to give the student an understanding of common business terms, business transactions, and an overall</p>

<p>One Semester (fall) One Credit per Semester</p>	<p>view of bookkeeping procedures as used in business. It is recommended that every student take one year of accounting. Those students who are seriously considering careers in business should take this course in their junior year. Units for study will include the following:</p> <ol style="list-style-type: none"> <li>1. The Accounting Cycle in its Simplest Form</li> <li>2. The Accounting Cycle with the Combination Journal and Subsidiary Ledgers</li> <li>3. Business Simulation Project</li> </ol>
<p><b>Business Law</b>  (Grades 11, 12)  One Semester One Credit</p>	<p>During our lifetimes we are each restrained and at the same time protected by a vast system of rules and regulations, both written and unwritten. These "laws of the land" apply even before one's birth and after one's death. They determine nationality, rights of citizens, social behavior, and the way that business affairs are conducted. Because of the importance of laws in a person's dealings with others in such matters as property rights, employment, and finances, having an understanding of the legal system and how it operates often represents the difference between a haphazard existence and a sharing in the many benefits that our system offers. Units of study may include (1) Understanding and enforcing the law, (2) Personal property and bailment law, (3) Real property law, (4) Commercial paper law, (5) Employment laws, (6) Insurance laws.</p>
<p><b>Computer Business Applications I</b>  (Grades 9, 10, 11, 12)  One Semester One Credit</p>	<p>The purpose of computer business applications is to provide the students with comprehensive computer experience in word and presentation software. This course will also include improving searching and Internet skills as well as basic computer handling and care as well as troubleshooting.</p> <p>Students will study the impact of computerized activities in the modern office and realize how various word and communication components within the electronic office are integrated.</p> <p>Upon finishing this course, students can be MS Word and PowerPoint certified.</p>
<p><b>Computer Business Applications II</b>  (Grades 9, 10, 11, 12)  One Semester One Credit  Prerequisite: CBA I</p>	<p>The purpose of computer business applications is to provide the students with comprehensive computer experience in databases, spreadsheets, desktop publishing, and 10-key skills.</p> <p>Students will study the impact of computerized activities in the modern office and realize how various number, graph, and communication components within the electronic office are integrated.</p> <p>Upon finishing this course students can be certified in MS Excel.</p>
<p><b>Entering the Job World</b>  (Grades 10, 11, 12)  One Semester One Credit</p>	<p>Entering the Job World is the culminating core course for the vocational education curriculum at Emmetsburg High School. This course is intended to provide students the basic background and skills necessary for entering the world of work or for further study. Units of instruction may include the following:</p> <ol style="list-style-type: none"> <li>1. Employability Skills <ol style="list-style-type: none"> <li>a. Establishing employment and life goals</li> <li>b. Applying for a job</li> <li>c. Obtaining the job</li> </ol> </li> <li>2. Job Retention <ol style="list-style-type: none"> <li>a. Communication</li> <li>b. Attitudes</li> <li>c. Skills</li> </ol> </li> </ol>

	<p>3. Life Skills</p> <p>a. Credit b. Money management – budgets c. Financial planning</p> <p>d. Insurance/Risk Management e. Savings and Investment Principles f. Managing a Checkbook</p>
<p><b>Intro to Accounting (ACC111)</b></p> <p>(Grades 11, 12)</p> <p>One Semester (spring) One Credit per Semester</p> <p>Prerequisite: Basic Bookkeeping (C or higher)</p> <p><i>ILCC Credit Available</i></p>	<p>College Accounting is a course for the times. The practical concepts and skills students take away from the College Accounting course have the power to launch new careers and bright futures. Accounting concepts and exercises are offered in a real-world context that encourages students to regard their coursework as true groundwork for their future classes, jobs, and careers.</p> <ol style="list-style-type: none"> <li>1. General Journal and the General Ledger</li> <li>2. Adjusting Entries and the Worksheet</li> <li>3. Closing Entries and the Post-Closing Trial Balance</li> <li>4. Bank Accounts, Cash Funds, and Internal Controls</li> <li>5. Employee Earnings and Deductions</li> <li>6. Employer Taxes, Payments, and Reports</li> <li>7. Sales and Purchases</li> <li>8. Worksheet and Adjusting Entries</li> </ol>
<p><b>Video Editing</b></p> <p>(Grades 11, 12) Or teacher approval</p> <p>One Semester One Credit</p>	<p>Student responsibilities in this course will be to learn Final Cut Pro, using a green screen, lighting, and video cameras. Students will make various video projects in this class such as commercials, “how to” videos, a newscast, public service announcement and a music video.</p> <p>Must be a creative and independent worker. Maximum class size: 10</p> <p>Must maintain and be responsible for AV equipment, including laptops and cameras, and other duties as assigned.</p>
<p><b>Work Experience</b></p> <p>(Grade 12)</p> <p>One Semester One Credit Per Period</p> <p>Must have a good academic standing, must abide by the employer/coordinator handbook and must have prior approval. For further requirements, review the student handbook.</p>	<p>The purpose of the Emmetsburg Multi-Occupational Cooperative Program is to prepare students for future employment and careers to encourage them to take responsibility for their own futures. By incorporating both classroom instruction and on-the-job training, students will be able to take advantage of workplace opportunities and adapt to the changing needs of local, national, and international economies.</p> <p>The objectives of the Emmetsburg MOC Program are based on the belief that Career and Technical education can help students:</p> <ol style="list-style-type: none"> <li>1. Acquire useful occupational skills</li> <li>2. Develop safe work habits</li> <li>3. Gain satisfactory employability skills</li> <li>4. Increase skill levels for occupational upgrading</li> <li>5. Increase awareness of need for acquiring basic academic skills</li> <li>6. Increase potential for work placement in related areas</li> </ol> <p>The MOC coordinator (Ms. Herrig) will line up a place of employment for you and will be communicating with the employer throughout the students’ employment. This work experience is open to any senior who is interested in exploring a career associated with any CTE Program of Study. For example: Construction, Electrician, Plumbing, Accounting, Food Service, Childcare, Agriculture and more.</p>

# DRIVERS EDUCATION

<p><b>Driver Education</b></p> <p>(NOT GPA)</p> <p>(Grades 9, 10, 11, 12)</p> <p>Summer Session .50 Credit</p>	<p>The student must be 14 years of age before the first day of class and hold a valid Iowa Learner's Permit.</p> <p><u>General Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To learn the skills and techniques that will make a safe driver</li> <li>2. To acquaint the beginning driver with knowledge of auto maintenance and operation, auto insurance, law enforcement, and the rules and courtesy of the road</li> <li>3. To instill a wholesome attitude toward driving and other drivers</li> <li>4. To demonstrate the relationship between the mental, physical and emotional make-up of drivers and the probability of their being involved in traffic accidents.</li> </ol> <p><u>Course Content:</u></p> <p>Driver Education requires 30 hours of classroom instruction and will include the following:</p> <ol style="list-style-type: none"> <li>1. The influence of the automobile upon our lives</li> <li>2. The laws of the community and state that relate to driving</li> <li>3. The effects and problems of alcohol and drug abuse on driving</li> <li>4. The driving tasks and techniques</li> <li>5. The economics involved in the operation of the automobile</li> </ol> <p>Six (6) hours of behind-the-wheel driving are required. The laboratory phase (practice driving) will involve:</p> <ol style="list-style-type: none"> <li>1. Familiarization with the car</li> <li>2. Basic procedures for starting, steering and stopping</li> <li>3. Driving in city traffic, in residential areas, and on the highway</li> <li>4. Specialized driving maneuvers such as backing and parking</li> <li>5. Meeting emergency situation</li> </ol> <p>During the sessions, the student must attend 15 two hour classroom sessions and complete six (6) hours of behind-the-wheel driving.</p> <p>NOTE: A registration fee is charged for driver education taken during the Saturday or summer sessions. Attendance is necessary unless illness or an emergency so prevents. A certificate of completion is awarded if the student maintains an average of 70% or better on test scores and shows mastery of the necessary driving skills and attitude.</p>
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# ENGLISH

<p><b>Advanced Freshman English</b></p> <p>(Grade 9)</p> <p>Two Semesters One Credit per Semester</p> <p>Prerequisite: Adm. and Teacher approval; completion of summer reading program if offered.</p> <p>Freshman Requirements: a</p>	<p>In 9th grade, students may take Advanced Freshman English. Advanced Freshman English prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts and seek to offer more in depth interpretations. Students compose more advanced analytical papers using an advanced rubric with appropriate formatting and documentation.</p> <p>The course will cover elements of fiction and nonfiction, argumentative writing, research, and a research paper.</p>
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<p>score of 90% or above of locally normed ISASP scores</p> <p>NCAA Core Course RAI Core Course</p>	
<p><b>AP English Language and Composition</b></p> <p>(Grades 10, 11, 12)</p> <p>Two Semesters One Credit per Semester</p> <p><b>See page 5 for more information.</b></p>	<p>In AP English Language and Composition, students investigate rhetoric and its impact on culture through analysis of notable fiction and nonfiction texts, from pamphlets to speeches to personal essays. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. Students explore a variety of textual forms, styles, and genres. By examining all texts through a rhetorical lens, students become skilled readers and analytical thinkers. Focusing specifically on language, purpose, and audience gives them a broad view of the effect of text and its cultural role. Students write expository and narrative texts to hone the effectiveness of their own use of language, and they develop varied, informed arguments through research. Throughout the course, students are evaluated with assessments specifically designed to prepare them for the content, form, and depth of the AP Exam. AP English Language and Composition is recommended for 11th and 12th grade students.</p> <p><i>This class is replacing Advanced Sophomore English.</i></p>
<p><b>AP English Literature and Composition</b></p> <p>(Grades 11, 12)</p> <p>Two Semesters One Credit per Semester</p> <p><b>**Must choose AP English Lit <u>OR</u> Junior English/Critical Thinking <u>OR</u> AP English Lang and Comp.</b></p> <p><i>Grade Point Average points are raised/weighted with Advanced Placement courses due to their higher academic level.</i></p> <p>Prerequisite: Successful completion of Freshmen English/Sophomore English (a Junior Level English course); teacher/administrative approval</p> <p><b>See page 5 for more information.</b></p> <p>NCAA Core Course RAI Core Course</p>	<p>AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board® to use the AP designation.</p>
<p><b>American Literature to Mid-1800s (LIT110)</b></p>	<p>American Literature I (Post Secondary) explores major American writers and their contributions to American Literature from Puritan times through the American Civil War.</p>

<p>(Grades 11, 12)</p> <p>One Semester (fall) One Credit</p> <p>Prerequisite: Instructor Approval</p> <p><i>ILCC Credit Available</i></p> <p>NCAA Core Course RAI Core Course</p>	<p>Students will recognize that American literature has evolved from events in American history as well as from the intellect and creativity of the various authors.</p> <p>The course will cover topics of both fiction and nonfiction in the forms of poetry and prose from writers with varied backgrounds.</p> <p><b>**This course is recommended for college bound students with average or above average reading abilities.</b></p>
<p><b>American Literature Since Mid-1800s (LIT111)</b></p> <p>(Grades 11, 12)</p> <p>One Semester (spring) One Credit</p> <p>Prerequisite: Instructor Approval</p> <p><i>ILCC Credit Available</i></p> <p>NCAA Core Course RAI Core Course</p>	<p>American Literature II (Post Secondary) explores major American writers and their contributions to American literature from the post-Civil War era through modern periods.</p> <p>Students will recognize that the American identity in literature has been firmly established and learn to take pride in the varied forms modern and contemporary American literature was taken.</p> <p>The course will cover modern/contemporary poetry, women writers, minority writers and nonfiction.</p> <p><b>**This course is recommended for college bound students with average or above average reading abilities.</b></p>
<p><b>Applied Reading</b></p> <p>(Grade 9)</p> <p>One Semester One Credit</p>	<p>This course will focus on the study of good reading habits and comprehension through the practice of reading, thinking, and learning strategies. Students will be engaged in reading and discussing many forms of writing including fiction books, nonfiction, class work, and several other pieces. Strategies will focus on the instruction of independent reading and learning. There will also be work on fluency strategies to improve speed and accuracy while reading.</p>
<p><b>Composition I (ENG105)</b></p> <p>(Grade 12)</p> <p>One Semester One Credit</p> <p>Prerequisite: satisfactory score on the ACT, Accuplacer, ASSET, COMPASS as determined by Iowa Lakes policy.</p> <p><i>ILCC Credit Available</i></p> <p>NCAA Core Course RAI Core Course</p>	<p>This course has an emphasis on expository and argumentative writing including a review of usage and mechanics.</p>
<p><b>Composition II (ENG106)</b></p>	<p>This course is a continuation of Composition I with emphasis on research and documentation as well as literary analysis.</p>

<p>(Grade 12)</p> <p>One Semester One Credit</p> <p>Prerequisite: Composition I</p> <p><i>ILCC Credit Available</i></p> <p>NCAA Core Course RAI Core Course</p>	
<p><b>Critical Thinking</b></p> <p>(Grade 11) (Required)</p> <p>One Semester One Credit</p> <p>NCAA Core Course RAI Core Course</p>	<p>Critical Thinking is a semester-long course that will teach student skills in the areas of listening, problem solving, speaking and writing persuasively, and critical thinking skills. Students will learn propaganda techniques, rhetorical devices, logical fallacies, and the types of biases that influence our thinking and decision-making. Students will also learn media literacy skills. Students will analyze famous speeches for rhetorical appeals and fallacies. Students will be able to support arguments with quality evidence and support and apply these skills in papers, class discussions, debates, and in an argumentative research paper.</p>
<p><b>Freshman English</b></p> <p>(Grade 9) (Required)</p> <p>Two Semesters One Credit per Semester</p> <p>NCAA Core Course RAI Core Course</p>	<p>This full year course will introduce students to the literary concepts and terms used in the critical analysis of Literature. These terms and concepts will also be applied to short stories, novels, non-fiction, drama, and various forms of poetry. Composition study will focus on writing that helps students master sentence structure and paragraph development. Students will also be introduced to argumentative writing and research strategies and techniques. Other areas of study may include grammar, vocabulary development, and reading comprehension.</p>
<p><b>Sophomore English</b></p> <p>(Grade 10) (Required)</p> <p>Two Semesters One Credit per Semester</p> <p>NCAA Core Course RAI Core Course</p>	<p>This full year course will use various types of literature to review literary terms but will focus on reading comprehension and improvement of reading skills. Students will focus on creating organized coherent compositions that contain a clear thesis. The class will also incorporate instruction of various speaking methods, so students can prepare organized coherent oral presentations. Students will also use library research skills to summarize and paraphrase research and evaluate sources to be used in compositions and presentations. Other areas of study include vocabulary development, revision techniques and test taking skills.</p>
<p><b>Junior English</b></p> <p>(Grade 11) (Required)</p> <p>One Semester One Credit</p> <p>**Must choose either the Jr. English/Critical Thinking route <b>OR</b> AP English Lit and Comp. <b>OR</b> AP</p>	<p>This is a semester-long course consisting of the application of reading and writing, discussion and collaboration skills. Focus will be primarily upon literary elements, analysis of non-fiction and fictional narrative pieces, a novel study and a survey of Shakespeare. Students will participate in collaborative groups throughout the semester and learn how to appropriately discuss in a collaborative setting. Other areas of study will include vocabulary development and grammar skills and writing multiple short analytical pieces.</p>

English Lang and Comp.  NCAA Core Course RAI Core Course	
<b>Senior English 1</b>  (Grade 12)  One Semester (Fall) One Credit  NCAA Core Course	Senior English (Semester 1) will focus on strategic reading and composition. Students will read and write to improve vocabulary, critical-thinking and analysis skills, and comprehension. While the emphasis will be on works of fiction, this semester will include works of nonfiction. In addition, the course will focus on time management and strategies such as note-taking and comprehension strategies.
<b>Senior English 2</b>  (Grades 12)  One Semester (Spring) One Credit  NCAA Core Course	Senior English semester 2 will focus on communication skills—reading, writing, listening, speaking—concentrating on “real-world” applications. This course will emphasize the practical application of communication as a business tool—using technical reports and manuals, business letters, resumes, and applications as examples—rather than emphasize language arts skills as applied to scholarly and literary materials.
<b>Modern Graphic Literature</b>  (Grade 11, 12)  One Semester One Credit  RAI Core Course	Students will read and analyze literature in the graphic novel format, examining how similar subject matter and themes are developed in different literary mediums. Students will collaborate and discuss how modern graphic literature reflects society and culture. A variety of fiction and non-fiction graphic novels will be examined as well as the role comics and graphic literature has been utilized throughout history. Students will use and practice traditional reading and literacy standards and strategies in order to comprehend, make inferences, and interpret symbolism and deeper meaning in the texts. Maximum Class Size: 20 students

## **FAMILY CONSUMER SCIENCE**

<b>Basic Food Production</b>  (Grades 9, 10, 11, 12)  One Semester One Credit	This is the basic food preparation course. Students will integrate knowledge, and practices required for careers in food production and services. Students will also practice 21st Century Skills employability skills by working in our student run coffee delivery service called The Morning Buzz. Maximum class size: 16
<b>Food Prep (HCM292)</b>  (Grades 11, 12)  One Semester One Credit  Prerequisite: Basic Food Prod. is encouraged but not required.  <i>ILCC Credit Available</i>	This is a beginning look at the kitchen skills, food skills, and attitudes needed for success in the foodservice industry. Units include overview of the food service industry, professionalism, different areas of food service, types of job opportunities within the industry and kitchen work related to the industry. ILCC credit for this course is available for the Hotel-Motel Restaurant program. Maximum class size: 16.

<p><b>Human Relations</b></p> <p>(Grades 11, 12)</p> <p>One Semester One Credit</p>	<p>This class will teach the social skills required in various workplace settings. Students will learn how to develop appropriate personal attitudes that lead to social and business success. Students will learn the value of transferable skills valued by employers. This class will also introduce skills to cope with balancing home and work.</p>
<p><b>Intro to Baking</b></p> <p>(Grades 9-12)</p> <p>One Semester One Credit</p>	<p>This course will offer students a beginning look at baking in a home kitchen. Topics to be covered include: ingredients and their functions, baking equipment, baking techniques and terminology, mixing methods and master recipes.</p> <p><b>Maximum class size: 16</b></p>
<p><b>Intro to Early Childhood Education (ECE103)</b></p> <p>(Grades 11, 12)</p> <p>One Semester One Credit</p> <p><i>ILCC Credit Available</i></p>	<p>Gives students a historical and philosophical foundation of the field of early childhood education. Includes an overview of assessment and trends that influence best practices. Explores careers in the field. Addresses influences of families and diversity.</p>
<p><b>Nutrition (HCM229)</b></p> <p>(Grades 11, 12)</p> <p>One Semester One Credit</p> <p><i>ILCC Credit Available</i></p>	<p>This course focuses on practical nutrition for life and within the foodservice industry. The course will deal with nutrition pertaining to personal health, foods, food preparation, menu planning, recipe definitions. A non-chemistry approach will be used. Current information on nutrition will be discussed. The course will assist the student to capitalize on the current trend of healthy eating.</p>
<p><b>Parenting</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>One Semesters One Credit</p>	<p>This course will have students; analyze roles and responsibilities of parenting, evaluate parenting practices that maximize human growth and development, evaluate external support systems that provide services for parents and analyze physical and emotional factors related to beginning the parenting process.</p>

## **FOREIGN LANGUAGE**

<p><b>Spanish I</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>Two Semesters One Credit per Semester</p>	<p>The specific objectives of Spanish I are to understand the Spanish language when spoken at normal speed on a subject within the range of the student's experience; to speak well enough to communicate on a subject within the range of the student's experience, and to write using authentic patterns of the Spanish language. Topics and skills included are:</p> <p>A. Understanding of comprehensible input</p>
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<p>NCAA Core Course RAI Core Course</p>	<ul style="list-style-type: none"> <li>B. Emphasis on basic introductory speaking patterns</li> <li>C. Preliminary pronunciation stressing auditory discrimination</li> <li>D. General vocabulary involving daily experiences</li> <li>E. Grammatical structure of the present tense</li> <li>F. Reading of level-appropriate material</li> <li>G. Comparison of one's own cultural practices and perspectives to those of the target culture.</li> </ul>
<p><b>Spanish II</b>  (Grades 10, 11, 12)  Two Semesters One Credit per Semester  Prerequisite: Spanish I (C or higher or teacher approval)  NCAA Core Course RAI Core Course</p>	<p>The specific objectives of Spanish II are to understand linguistic concepts such as the nature of the language and how it functions through its structural systems; to understand through the Spanish language the contemporary values and behavior patterns of the people of the Spanish speaking countries; to acquire knowledge of the significant features of Spanish speaking countries (geographic, economic, political, etc.); to understand the target language when spoken on a subject within the range of the student's experience; to speak well enough to communicate on a subject within the range of the student's experience. Outline of content covered in course:</p> <ul style="list-style-type: none"> <li>A. Review of the conversational patterns and grammatical structures from Spanish I</li> <li>B. Advanced vocabulary</li> <li>C. Writing</li> <li>D. Past tenses</li> <li>E. Reading of level-appropriate material</li> <li>F. Increased knowledge and understanding of cultural differences and similarities of the target culture and our own</li> </ul>
<p><b>Spanish III</b>  (Grades 11, 12)  Two Semesters One Credit per Semester  Prerequisite: Spanish II (C or higher or teacher approval)  NCAA Core Course RAI Core Course</p>	<p>The specific objective of this course is to develop in students a greater facility in the four basic language skills (listening, reading, speaking, and writing) as studied in Spanish I and Spanish II and to deepen their understanding and appreciation of Hispanic culture. Outline of content covered in course:</p> <ul style="list-style-type: none"> <li>A. Review of conversational patterns and grammatical patterns previously studied.</li> <li>B. Conversations on selected topics</li> <li>C. Writing Activities</li> <li>D. The past tense - preterite/imperfect tenses</li> <li>E. Refresh and improve skills needed to express oneself</li> <li>F. Reading of level-appropriate material</li> <li>G. Increased knowledge and understanding of cultural differences and similarities of the target culture and our own</li> </ul>
<p><b>Spanish IV</b>  (Grade 12)  Two semesters One Credit per Semester  Prerequisite: Spanish III with a C or higher or</p>	<p>The specific objective of this course is to further develop the students' communicative skills in the areas of speaking, reading, writing, and listening. Students will also deepen their understanding of Hispanic culture. Outline of content covered in course:</p> <ul style="list-style-type: none"> <li>A. Review of conversational and grammatical patterns previously studied</li> <li>B. Future/Conditional Tenses</li> <li>C. Compound Tenses</li> <li>D. Subjunctive Mood and Use</li> </ul>

<p>teacher approval</p> <p>NCAA Core Course RAI Core Course</p>	<p>E. Read and comprehend Spanish and Hispanic Short stories</p> <p>F. Conversations on selected topics</p> <p>G. Writing Activities</p> <p>H. Introduction to the use of advanced grammatical patterns</p> <p>I. Increased knowledge and understanding of cultural differences and similarities of the target culture and our own.</p>
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## **INDUSTRIAL EDUCATION**

<p><b>Computer Aided Drafting (CAD)</b> 3D Drafting and Design</p> <p>(Grades 9, 10, 11, 12)</p> <p>One Semester One Credit</p>	<p>An introduction to graphic language, the equipment, the hardware, and the basic techniques used to create technical drawings. CAD workstations will be used to create basic entities and teach technical drawing techniques.</p> <p>Maximum class size: 20 students</p>
<p><b>Framing Techniques &amp; Lab 1</b></p> <p>(Grades 11, 12)</p> <p>One semester (Fall) One Credit</p> <p>Prerequisite: Woods II</p>	<p>Basic framing techniques with emphasis on identification and application. Lecture and laboratory. (Includes OSHA 10): Maximum Class Size: 8 students</p>
<p><b>E-Hawk Engraving</b></p> <p>(Grades 11, 12)</p> <p>One Semester One Credit per Semester</p>	<p>Students will use the Laser Engraver, 3D Printer and Plasma Cutter to produce saleable projects. Students will learn how to take and fulfill orders, manage money and prepare materials. Students will also learn how to be successful in customer service skills. Maximum class size: 8 students</p>
<p><b>Electricity</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit per Semester</p>	<p>Students will learn the basics of electricity and the proper safety procedures while learning how to wire basic circuits.</p>
<p><b>Introductory Craft Skills</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>One Semester One Credit per Semester</p> <p>Prerequisite: CAD</p>	<p>This class is an Introductory to the Industrial Technology field. We will introduce students to different varieties of career opportunities. We will also introduce basic safety and construction math. OSHA 10 Training will be included. Maximum class size: 20 students</p>

<p><b>Small Engines</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit per Semester</p>	<p>Students will have the opportunity to learn how the internal combustion engine works. The student will also disassemble and reassemble an engine.</p>
<p><b>Trade and Industry Welding</b></p> <p>(Grades 11, 12)</p> <p>One Semester One Credit</p> <p>Prerequisite: CAD and Intro to Crafts Skills</p>	<p>This class will be focused on the proper welding techniques in arc welding, MIG welding and oxy-acetylene welding. We will also learn proper welding tools and safety. Maximum class size: 12 students</p>
<p><b>Woods I</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit per Semester</p> <p>Prerequisite: CAD and Intro to Crafts Skills</p>	<p>Woods I is designed to assist students in learning the fundamentals of working safely and efficiently with basic power tools. The students will also become familiar with the different types of woods and basic joinery. Required projects will be made. Maximum class size: 10 students</p>
<p><b>Woods II</b></p> <p>(Grades 10, 11, 12)</p> <p>One Semester One Credit per Semester</p> <p>Prerequisite: Woods I</p>	<p>This class will continue assisting the students in learning machine operation and safety. Students will learn design drawings of a project. They will also learn the wooden lathe and joinery. Students will have a required project and student selected projects. Maximum class size: 10 students</p>

## **MATH**

<p><b>Algebra 1</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>Two Semesters One Credit per Semester</p> <p>NCAA Core Course RAI Core Course</p>	<p>Algebra 1 introduces the number system (whole, integers, rational, and real) and the properties of each. Focusing on expressions, writing and solving equations, writing and solving linear equations, graphing linear equations and functions, solving and graphing inequalities, solving systems of equations and inequalities, exploring exponents and exponential functions, and polynomials and factoring.</p>
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<p><b>Algebra 2</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>Two Semesters One Credit per Semester</p> <p>Prerequisite: C in Geometry or Teacher Approval</p> <p>NCAA Core Course RAI Core Course</p>	<p>Algebra 2 continues the study of the number system and how they are used in the solution of polynomials, quadratic equations, and functions. Major topics covered include: equations, inequalities, absolute value, linear equations and functions, solving linear systems, quadratic functions, factoring, polynomial functions, exponents, radicals, imaginary roots, exponential functions, and logarithmic functions.</p>
<p><b>AP Calculus</b></p> <p>(Grades 11, 12)</p> <p>Two Semesters One Credit per Semester</p> <p>Prerequisite: Algebra 2, Geometry, Pre-Calculus with Trigonometry</p> <p><i>GPA points are raised/weighted with Advanced Placement courses due to their higher academic level.</i></p> <p>NCAA Core Course</p>	<p>In AP Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board® to use the AP designation.</p>
<p><b>Calculus</b></p> <p>(Grades 11, 12 or approval)</p> <p>Two Semesters One Credit per Semester</p> <p>Prerequisite: Pre-Calc (C+ or higher)</p> <p>NCAA Core Course RAI Core Course</p>	<p>This is a general course in differential and integral calculus and its applications. Topics include limits and continuity; differentiation; application of differentiation; integration; logarithmic, exponential and other functions; and applications of integration. It is intended for the student who is going to continue his/her formal education in trade school, or two or four year colleges.</p>
<p><b>Consumer Math</b></p> <p>(Grade 12 or 11 with teacher/guidance approval)</p> <p>Two Semesters One Credit per Semester</p> <p>Prerequisite: Algebra I</p>	<p>Consumer Math will assist the students in learning how to work practical everyday problems that will be faced in the future. Car ownership, loans, how to compute interest, various types of insurance, banking services, and purchasing consumer goods will be studied. The students will research various general topics and discuss them such as basic statistics, graphs, banking services, simple interest, discount interest and discounting notes, compound interest, paychecks, vehicle ownership, life insurance, budgeting, homeowners insurance, etc.</p>
<p><b>Geometry</b></p>	<p>Geometry will assist the student to reason logically, both inductively and deductively. A study of geometry will be useful for the student who plans to take</p>

<p>(Grades 9, 10, 11, 12)</p> <p>Two Semesters One Credit per Semester Prerequisite: Algebra I</p> <p>NCAA Core Course RAI Core Course</p>	<p>more advanced mathematics courses. Topics include: induction and deduction, fundamentals of geometry, initial postulates and theorems, angle relationships, congruent triangles, parallel lines and planes, quadrilaterals and triangles, similarity, the right triangle, circles and a foundation of trigonometry.</p>
<p><b>Pre-Algebra</b></p> <p>(Grade 9)</p> <p>Two Semesters One Credit per Semester</p>	<p>Pre-Algebra focuses on the tools needed for algebra (fraction operations, types of real numbers, order of operations, basic operations with integers). Along with distributive property, combining like terms, solving one and two-step equations, solving one and two-step inequalities, graphing linear equations, finding the slope, and writing linear equations.</p>
<p><b>Pre-Calculus</b></p> <p>(Grades 11, 12, or have teacher/guidance approval)</p> <p>Two Semesters One Credit per Semester</p> <p>Prerequisite: Algebra II (C+ or higher)</p> <p>NCAA Core Course RAI Core Course</p>	<p>This course is intended for the student who is going to continue his/her formal education in trade school, or two or four year colleges. Content includes: Analyzing functions including domain, range, continuity, end behavior, and limits. Trigonometric functions and the unit circle and degrees and radians will be explored as well as graphing, inverse functions, law of sine and cosine and functions involving identities. Students will analyze topics included in conic sections and parametric equations. Vectors and their application will be explored. Finally, students will be introduced to the basic ideas of statistics.</p>

## **PHYSICAL EDUCATION AND HEALTH**

<p><b>Healthy Lifestyles</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>One Semester (fall) One Credit</p>	<p>In this course, students will gauge upon how to live a healthy lifestyle with most topics not involving physical activity. We will discuss how your mind, self-esteem, stress, family, friends, and community can affect how you live a healthy life. We will also discuss many nutrition factors in this course.</p>
<p><b>Health and Wellness</b></p> <p>(Grades 9, 10, 11, 12)</p> <p>One Semester (spring) One Credit</p>	<p>In this course, students will gauge upon how to live a healthy lifestyle with discussions involving physical activity, movement and coordination, alcohol and drug abuse, and some sex education.</p>
<p><b>Physical Education</b></p> <p>(Grades 9, 10, 11, 12) (Required) Two Semesters</p> <p>0.5 Credit per semester 3 days per cycle</p>	<p>P.E. is required for all students. It should include a variety of team/individual sports and recreational activities which will provide opportunities to learn about themselves and to develop physically, emotionally, and mentally. Such activities may be selected from but not limited to: Group or Team Activities, Basketball, CPR, Flashball, Touch Football, Volleyball, Softball, Flag Football, Soccer, Lacrosse, Pickle Ball, Low Organizational Games, Ind. Activities, Aerobics, Badminton, Biking, Conditioning, Weight Training, Golf, Frisbee Golf</p>

(Not GPA)	<b>*Zero hour (before school) section of P.E. is offered and counts as P.E. credit. Only allowed to enroll if student's schedule cannot accommodate P.E.</b>
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## **RESOURCE ROOM**

<p><b>Resource Room</b></p> <p>(Grades 9, 10, 11, 12) (Not GPA)</p> <p>Number of periods scheduled=united of credits per semester</p> <p>Enrolled by Teachers</p>	<p>The Resource teaching program is an educational program for students who are enrolled in the general education curriculum but who require specially designed instruction in specific skill areas on a regularly scheduled basis. An Individual Education Program (IEP) is developed for the student. The IEP will include the following:</p> <ol style="list-style-type: none"> <li>1. Goals and objectives to meet the student's individual educational needs.</li> <li>2. Periodic evaluation of the student's progress with redefinition of objectives and instructional procedures.</li> <li>3. Transition planning.</li> <li>4. Accommodations, modifications and adaptations to the general education instructional program.</li> </ol> <p>Progress reports are shared with students, parents, and faculty on a periodic basis.</p>
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## **SCIENCE**

<p><b>Anatomy and Physiology I</b></p> <p>(Grades 11, 12)</p> <p>One Semester (Fall) One Credit</p> <p>Prerequisites: Biology 1 and 2, Chemistry 1</p> <p>(teacher approval for 11th grade)</p> <p>RAI Core Course</p>	<p>An advanced study of anatomy and physiology. The relationship between body structure and function and homeostasis forms the basis for the course. Pathological processes that result in dysfunction and disease are presented. Major topics include cell biology, histology, skin, skeletal, muscular, and nervous systems. Lecture and laboratory.</p>
<p><b>Anatomy and Physiology II</b></p> <p>(Grades 11, 12)</p> <p>One Semester (Spring) One Credit</p> <p>Prerequisite: Anatomy &amp; Physiology I</p> <p>(teacher approval for 11th grade)</p> <p>NCAA Core Course RAI Core Course</p>	<p>An advanced study of anatomy and physiology. The relationship between body structure and function and homeostasis forms the basis for the course. Pathological processes that result in dysfunction and disease are presented. Major topics include digestive, endocrine, cardiovascular, lymphatic, respiratory, immune, blood, metabolism, reproduction, urinary, fluid, electrolyte, and acid-base balance. Lecture and laboratory.</p>

<p><b>Biology 1</b></p> <p>(Grade 9) Required</p> <p>One Semester (Spring) One Credit</p> <p>NCAA Core Course (½) RAI Core Course</p>	<p>This general survey course is designed to introduce the student to basic biological concepts and models while building scientific inquiry skills and exploring the connections between plants, animals, and humans and their environment. In Biology 1 students are introduced to the nature of science and biology, including the major themes of: structure and function, matter and energy flow in organisms and ecosystems. Lecture and laboratory.</p>
<p><b>Biology 2</b></p> <p>(Grade 10) Required</p> <p>One Semester (Fall) One Credit</p> <p>NCAA Core Course RAI Core Course</p>	<p>This general survey course is designed to introduce the student to basic biological concepts and models while building scientific inquiry skills and exploring the connections between plants, animals, and humans and their environment. In Biology 2 students then apply those themes as they explore the interdependent relationships in ecosystems, and the connections and interactions between living things by studying genetics, natural selection, and evolution. Lecture and laboratory.</p>
<p><b>Chemistry 1</b></p> <p>(Grades 11) Required</p> <p>One semester (Fall) One Credit</p> <p>NCAA Core Course</p>	<p>This general survey course is designed to introduce the student to the basics of chemistry while facilitating an understanding of chemistry concepts and critical scientific skills. In Chemistry 1 students are introduced to topics of structure, properties and interactions of matter. The usefulness of the periodic table is revealed in terms of its organization and design. Energy and the properties of atomic interactions are both strong themes of the course. Lecture and laboratory.</p>
<p><b>Chemistry 2</b></p> <p>(Grades 11, 12)</p> <p>One semester (Spring) One Credit</p> <p>Prerequisite: Chem. 1 and Algebra</p> <p>NCAA Core Course</p>	<p>This general survey course is designed to introduce the student to the basics of chemistry while facilitating an understanding of chemistry concepts and critical scientific skills. In Chemistry 2 students apply the themes from Chemistry 1 as they further explore: the structure, properties, and interactions of matter; explain and predict interactions between objects and within systems of objects; determine if a chemical reaction will occur; prove mass is conserved during a chemical reaction; explain how energy is transferred and conserved; determine if a reaction will release or require energy, and where that energy came from and/or goes to. Lecture and laboratory.</p>
<p><b>Earth &amp; Space Science</b></p> <p>(Grade 9) Required</p> <p>One Semester (Fall) One Credit</p> <p>NCAA Core Course (½) RAI Core Course</p>	<p>Earth Science includes the study of geology including minerals, rocks; surface processes including weathering, erosion, soils, glaciers and surface and groundwater; the atmosphere including meteorology, storms, climate, oceans, and marine environments; the Dynamic Earth including plate tectonics, volcanism, and earthquakes; Earth resources including energy resources, energy and the environment and human impact on resources; Beyond Earth, including astronomy, The Sun-Earth-Moon system, our solar system, stars, galaxies and our universe.</p>
<p><b>Environmental Science</b></p> <p>(Grade 11)</p>	<p>This course will focus on key topics influencing our environment, including management of natural resources and the analysis of private and governmental decisions involving the environment. Topics also include environmental analysis;</p>

<p>One Semester One Credit</p>	<p>ecology; energy flow; earth systems; and atmospheric, land, and water science. Students explore actual case studies and conduct hands-on demonstrations and simulations, as well as research relevant topics and engage in debate with their fellow students.</p>
<p><b>Physics 1</b>  (Grade 10) (Required)  One Semester (Spring) One Credit  NCAA Core Course</p>	<p>This course will focus on the introductory topics of physics, including forces, matter and their interactions causing linear motion, free fall, energy types and work. Special relativity is covered to examine frames of reference and space/time. Students explore and conduct hands-on demonstrations and simulations, as well as research relevant topics and engage in laboratory experimentation with their fellow students.</p>
<p><b>Physics 2</b>  (Grade 11, 12)  One Credit One Semester  Prerequisite: Geometry  NCAA Core Course</p>	<p>This course will focus on the complex topics of physics, including universal gravitation, thermal energy, heat, heat transfer, temperature and thermal expansion. Other topics include waves, properties of light and sound, electric fields and electric circuits, magnets and magnetic fields, and vehicles of digital communication. Students explore and conduct hands-on demonstrations and simulations, as well as research relevant topics and engage in laboratory experimentation with their fellow students.</p>

## **SOCIAL STUDIES**

<p><b>American Government</b>  (Grade 12) (Required)  One Semester One Credit  NCAA Core Course RAI Core Course</p>	<p>American Government is a one-semester introductory course that prepares students to be informed and active participants in American society. It is intended to give students basic knowledge of systematic workings of American Government. Topics covered in American Government include political socialization, fundamentals of government (separation of powers and federalism), institutions of government (executive, legislative, and judicial branches), political processes (voting and elections), as well as the implementation and challenges to public policy. Students will engage and interact with contemporary issues and topics, and be able to apply learned skills to their daily lives and civic engagement.</p>
<p><b>AP World History: Modern</b>  (Grades 10, 11, 12)  Two Semesters One Credit per Semester  Prerequisite: Survey of Social Studies  <b>See page 5 for more information.</b></p>	<p>AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.</p> <p><i>Grade Point Average points are raised/weighted with Advanced Placement courses due to their higher academic level.</i></p>

<p><b>Economics</b></p> <p>(Grade 12) (Required)</p> <p>One Semester One Credit</p> <p>NCAA Core Course RAI Core Course</p>	<p>This one semester course explores basic concepts of both micro-economics and macro-economics. This course intends to expose seniors to information that will help them make more informed choices. Micro-economic topics to be studied include: 1) Defining Economics 2) Overview of Different Economic Systems 3) Financial Institutions 4) Saving and Investing 5) Supply and Demand 6) Business Organizations 7) Competition &amp; Monopolies. Macro-economic topics to be studied include: 8) Federal Reserve &amp; Banking 9) Measures of National Economic Performance &amp; Economic Growth 10) Functions of Government in the Economy 11) Taxation 12) Unemployment &amp; Inflation 13) World Trade</p>
<p><b>Psychology</b></p> <p>(Grades 11, 12) One Semester (fall) One Credit</p> <p>NCAA Core Course RAI Core Course</p>	<p>Psychology is an exploratory course designed to develop knowledge about human behavior. This course will be based around practical research design and implementation, as well as understanding behavior from various theoretical perspectives and influences. Topics covered in this course include focusing on group and individual behavior, investigating behavior from various perspectives, utilizing theories to interpret behavior, promoting ethical research, collecting and analyzing data using statistics, and addressing and providing solutions to problems and issues in our daily lives and civic engagement.</p>
<p><b>Sociology</b></p> <p>(Grades 11, 12)</p> <p>One Semester (spring) One Credit</p> <p>NCAA Core Course RAI Core Course</p>	<p>Sociology is an exploratory course designed to develop knowledge of human groups and their society. Students will be given opportunities to think critically and analytically about the society in which they live. This course will be based around the opportunity to interpret and conduct sociological research. Topics covered in this course include the formation of groups and their influences on others, determining patterns of social stratification, examining reactions to social inequalities, analyzing the development of sociological theories and perspectives, promoting ethical research, applying appropriate research methods to answer sociological research questions, and addressing and providing solutions to problems and issues in our daily lives and civic engagement.</p>
<p><b>United States History</b></p> <p>(Grade 11) - (Required)</p> <p>Two Semesters One Credit per semester</p> <p>NCAA Core Course RAI Core Course</p>	<p>This study of American History will inform the student of the basic issues and problems that have confronted our country as it evolved from a struggling Democracy to a world power. This study emphasizes both foreign and domestic policies of the United States and relates them to current relationships within our country and with other nations around the World. Content of this course will give the student a historical perspective in which to interpret, evaluate, and contribute to the political, economic and social direction of our country. Students will engage in several extended cooperative research projects emphasizing primary source research, writing, analyzing and presenting materials.</p>
<p><b>World Geography</b></p> <p>(Grade 9)</p> <p>One Semester One Credit</p> <p>RAI Core Course</p>	<p>This course is designed to help you better understand our constantly changing and complex world through a study of geography. This study will include the earth's physical and cultural features, their spatial arrangement and interrelationships and the forces that affect them through the five basic geographical themes of location, place, human-environment interaction, movement, and region. Special emphasis will be placed on geographical skills, and geographic literacy (locating countries, capitals, &amp; physical features of the world).</p>
<p><b>World History</b></p> <p>(Grades 10, 11, 12)</p> <p>Two Semesters</p>	<p>World History is a two semester course that focuses on fundamental and systematic changes around the world from prehistory through present day. The focus of the course will be on historical events of significance, which have profoundly shaped our modern world. Units of study will include Mesopotamia, Ancient Greece, Ancient Rome, Medieval Europe, the Enlightenment, Industrial</p>

One Credit per Semester  NCAA Core Course	Revolution, colonization, revolutions, World War I, World War II, and contemporary historical events. Students will engage in higher order thinking components and develop various historical lenses to assess and analyze fundamental and systematic changes throughout history.
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## **VOCAL MUSIC**

<b>Mixed Chorus</b>  .5 Credit per Semester	Mixed Chorus is open to all students in grades 9-10. It is scheduled for two days per cycle; four scheduled concerts yearly and State large group contest. Students will learn basic fundamental techniques of voice production and choral performance.
<b>JV Show Choir</b> <b>“Black and Gold”</b>	Selected by audition; normally scheduled one day per cycle; four scheduled concerts yearly. <b>Show Choir is considered extra-curricular.</b>
<b>Concert Choir</b>  One Semester One Credit per Semester	Concert Choir is open by audition to all students in grades 11-12 and select 9 <sup>th</sup> and 10 <sup>th</sup> graders. A proficiency of fundamentals taught in Mixed Chorus is recommended. Normally scheduled three days per cycle plus one day of sectional rehearsal in Men’s Chorus or Women’s Chorus. This schedule may be altered to fit performance preparation. Four scheduled concerts per year plus State large group contest and a performance tour every two years. Concert choir members are expected to be involved the full year, as it is a select group.
<b>Varsity Show Choir</b> <b>“High Voltage”</b>	Selected by audition from Concert Choir; normally scheduled one day per cycle. Four concerts per year; participation in state and independent sponsored contests and festivals. <b>Show Choir is considered extra-curricular.</b>

## **ADVANCED PLACEMENT (AP)**

<b>AP Government</b>  (Grade 12)  One Semester One Credit  Prerequisite: Teacher and administrative approval and at least a B in US History.  <i>GPA points are raised/weighted with Advanced Placement courses due to their higher academic level.</i>	AP U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and
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RAI Core Course NCAA Core Course	history. This course has been authorized by the College Board® to use the AP designation.
<p><b>AP Macroeconomics</b></p> (Grade 12) One Semester One Credit Prerequisite: Algebra 2 (or math analysis) <p><i>GPA points are raised/weighted with Advanced Placement courses due to their higher academic level.</i></p> RAI Core Course NCAA Core Course	AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board® to use the AP designation.
<p><b>AP Microeconomics</b></p> (Grade 12) One Semester One Credit Prerequisite: Algebra 1 <p><i>GPA points are raised/weighted with Advanced Placement courses due to their higher academic level.</i></p> RAI Core Course NCAA Core Course	AP Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board® to use the AP designation.
<p><b>AP Psychology</b></p> (Grades 10, 11, 12) One Semester One Credit Prerequisite: Biology 1 <p><i>GPA points are raised/weighted with Advanced Placement courses due to their higher academic level.</i></p> RAI Core Course NCAA Core Course	Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board® to use the AP designation.

**OF STUDY**

**ch, Engineering & Manufacturing**

*of Study. Courses listed within this plan are only  
ation requirements as well as college entrance requirements.*

Technical s and/or for Courses	Occupations Relating to this Pathway
Sign 1 Sign 2 Tech 1 Tech 2 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5	Requiring Less Than a Baccalaureate Degree: Construction Manager Carpenter Cement Mason HVAC Technician Cabinetmaker Plumber Electrician Iron & Steel Worker
	Baccalaureate Degree: Cost Estimator Construction Manager

**AP Statistics**  
 (Grades 11, 12)  
 Two Semesters  
 One Credit per Semester  
 Prerequisite: Algebra 2 or Math Analysis  
*GPA points are raised/weighted with Advanced Placement courses due to their higher academic level.*  
 NCAA Core Course

AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. This course has been authorized by the College Board to use the AP designation.

**AP US History**  
 (Grades 10, 11, 12)  
 Two Semesters  
 One Credit per Semester  
 Prerequisite:  
 Freshmen Level Social Studies  
*GPA points are raised/weighted with Advanced Placement courses due to their higher academic level.*  
 RAI Core Course  
 NCAA Core Course

In AP U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law. Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board® to use the AP designation.





Name Triffany Tomlin  
 Learner ID \_\_\_\_\_  
 School/College/University Emmetsburg Community Schools

**CTE Service Area**  
**Career Cluster Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty**

This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. NOTE: This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. **Use \* for Courses that are taught for Concurrent Credit.**

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives/Recommended Electives/ Learner Activities / CTSO Group	List Career and Technical Courses and/or Degree Major Courses for SERVICE AREA. Also indicate location for course if not local school district.	Additional Learning Opportunities
Interest Inventory Administered and Plan of Study Initiated for all Learners								
<b>SECONDARY</b>								
	9	Freshman Eng. 2 Semesters	Pre-Alg., Alg., Or Geometry 2 semesters	Freshman Science (Physical Sci) 2 semesters	Soc. Sc Elective (s) 2 semesters		Introduction to Ag 1.0	School-Based
	10	Sophomore Eng. 2 Semesters	Math Elective 2 Semesters	Biology 2 Semesters		All plans of study need to meet local and state high school graduation requirements as well as college entrance requirements	Ag Leadership .5, Plant Science .5, Natural Resources .5	CTSO
	11	Junior English 2 Semesters	Math Elective 2 Semesters	Science Elective 2 Semesters	US History 2 Semesters	20 Elective Credits	Introduction to Animal Science .5, Horse and Livestock Evaluation .5, Horticulture .5	Community Based
College Placement or Career Advancement Checkpoint (ACT, Accuplacer, ALEKS, etc)								
	12	English Electives 2 Semesters			American Gov. Economics 2 Semesters		Survey of the Animal Industry .5, Principles of Agronomy .5	Placement Assessments
Articulation/Dual Credit: Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
<b>POSTSECONDARY</b>								
Year	13	Prin. Of Accounting I Intro to Computers Composition I Math Elective Humanities Elective Successful Learning College 101	Prin. Of Accounting II Math Elective or Business Statistics I Composition II Humanities Elective					Assessments/Certification
Year	14	Prin. Of Macroeconomics Business Law Science Elective Humanities Elective	Prin. Of Microeconomics Social Science Elective Fund of Oral Comm			All plans of study need to meet learners' career goals with regard to required degrees, licenses, and/or certifications	Survey of the Animal Industry .5, Principles of Agronomy .5	
Year	15	Continue courses in the area of specialization.						
Year	16	Continue courses in the area of specialization.						
Possible Careers:								



Learning that works for Iowa



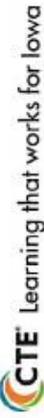
Name Kelly Herrig  
 Learner ID \_\_\_\_\_  
 School/College/University Emmetsburg Community Schools

**CTE Service AREA**  
**Career Cluster Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty**

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EDUCATION LEVELS	GRADE	English/Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities / CTSO Group	List Career and Technical Courses and/or Degree Major Courses for SERVICE AREA Also Indicate location for course if not local school district.	Additional Learning Opportunities	
SECONDARY	9	Freshman Eng. 2 Semester	Pre-Alg., Alg. Or Geometry 2 semesters	Freshman Science (Physical Sci) 2 semesters	Soc. Sci Elective (s) 2 semesters		Computer Business Applications .5	School-Based	
	10	Sophomore Eng. 2 Semesters	Math Elective 2 Semesters	Biology 2 Semesters		All plans of study need to meet local and state high school graduation requirements as well as college entrance requirements	Entering the Job World .5 Computer Business Applications II .5	CTSO	
	11	Junior English English Elective 2 Semesters	Math Elective 2 Semesters	Science Elective 2 Semesters	US History 2 Semesters	20 Elective Credits	Basic Bookkeeping .5 Intro to Accounting .5	Community Based	
		College Placement or Career Advisee Checkpoint (ACT, Accuplacer, ALEKS, etc)	English Electives 2 Semesters	American Gov. Economics 2 Semesters		Video Editing .5	Placement Assessments		
POSTSECONDARY		Articulation/Dual Credit: Transcribed Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
	Year 13	Prin. Of Accounting I Intro to Computers Composition I Math Elective Humanities Elective Successful Learning College 101	Prin. Of Accounting II Math Elective or Business Statistics I Composition II Humanities Elective						Assessments/Certification
	Year 14	Prin. Of Macroeconomics Business Law Science Elective Humanities Elective	Prin. Of Microeconomics Social Science Elective Fund of Oral Comm			All plans of study need to meet learners' career goals with regard to required degrees, licenses, and/or certifications			
	Year 15	Continue courses in the area of specialization.							
Year 16	Continue courses in the area of specialization.								

Possible Careers:





Name: April Moffitt  
 Learner ID: \_\_\_\_\_  
 School/College/University: Ermelsburg Community Schools

**CTE Service Area**  
**Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty**

This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. NOTE: This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. **Use \* for Courses that are taught for Concurrent Credit.**

EDUCATION LEVELS	GRADE	English/Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives/Recommended Electives/ Learner Activities / CTSD Group	List Career and Technical Courses and/or Degree Major Courses for SERVICE AREA. Also indicate location for course if not local school district.	Additional Learning Opportunities	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY		9	Freshman Eng. 2 Semesters Pre-Alg., Alg., Or Geometry 2 semesters	Freshman Science (Physical Sci) 2 semesters	Soc. Sc Elective (s) 2 semesters		Computer Business Applications .5 Parenting 0.5 Basic Foods 0.5	School-Based	
		10	Sophomore Eng. 2 Semesters Math Elective 2 Semesters	Biology 2 Semesters		All plans of study need to meet local and state high school graduation requirements as well as college entrance requirements	Food Prep 0.5 Marriage & Family 0.5	CTSD	
		11	Junior English 2 Semesters English Elective 2 Semesters	Science Elective 2 Semesters	US History 2 Semesters	20 Elective Credits	Human Relations 0.5 Nutrition 0.5	Community Based	
		12	College Placement or Career Advise ment/Checkpoint (ACT, Accuplacer, ALEKS, etc) English Electives 2 Semesters		American Gov. Economics 2 Semesters		Early Childhood Education 0.5	Placement Assessments	
Articulation/Dual Credit: Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY		Year 13	Prin. Of Accounting I Intro to Computers Composition I Math Elective Humanities Elective Successful Learning College 101	Prin. Of Accounting II Math Elective or Business Statistics I Composition II Humanities Elective				Assessments/Certification	
		Year 14	Prin. Of Macroeconomics Business Law Science Elective Humanities Elective	Prin. Of Microeconomics Social Science Elective Fund of Oral Comm		All plans of study need to meet learners' career goals with regard to required degrees, licenses, and/or certifications			
		Year 15	Continue courses in the area of specialization.						
		Year 16	Continue courses in the area of specialization.						
							Possible Careers: Adult Day Care Worker, Human Services Worker, Child Life Educator, Dietician		

