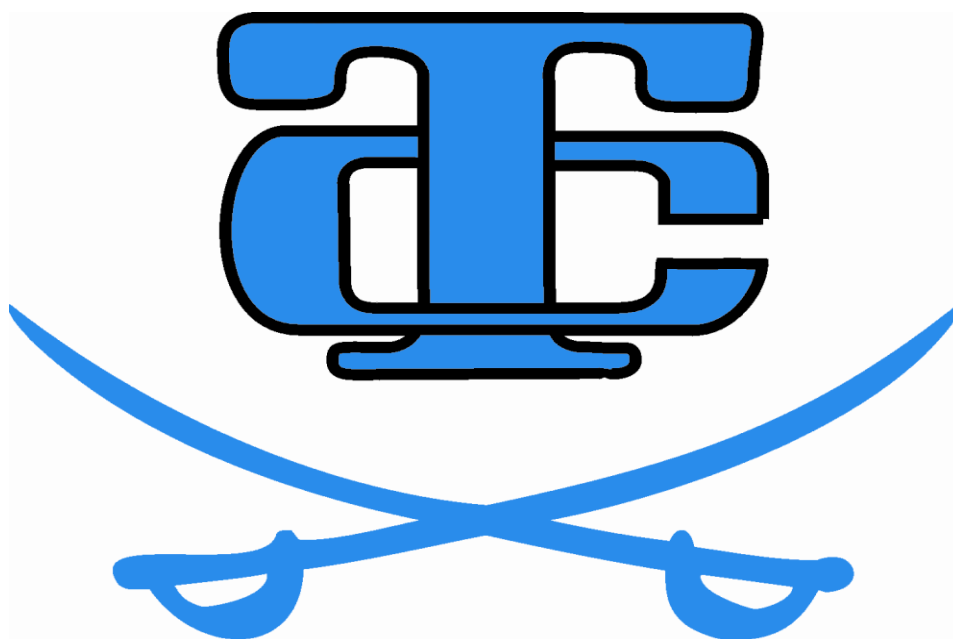


Twin Cedars

Junior/Senior High School

**2204 Highway G71
Bussey, IA 50044**



Career and Course Guide

The Twin Cedars Board of Directors, staff and parents, with community support, shall provide a secure environment and the current resources necessary to academically and socially educate all individuals enabling them to lead productive, responsible and fulfilling lives.

School Contacts

If you have any questions that are not answered in this guide, please contact us.

Superintendent: Brian VanderSluis
Jr/Sr High School Principal: Dave Roby
School Counselor: Julie Sytsma
Athletic Director: Trent Verwers

Phone: (641) 944-5243
Fax: (641) 944-5225

Information and Planning

General Suggestions about Program Planning

One of the most important duties a student and his/her parents have in regard to a successful high school education is making the right choices when choosing courses. Students should always keep graduation requirements in mind, as well as personal preferences and skills, when choosing classes for the upcoming academic year. Each student wishes to obtain an ideal education – one that will ensure happiness *and* personal success. However, it is important to remember that each of you is a unique individual, and what experiences may be best for your close friends may not be the best for you.

All students at Twin Cedars must take the required set of courses in order to graduate. State law and the Board of Education of the Twin Cedars Community School District establish these requirements. These required subjects serve as the basic framework to build your education around. In addition, many electives are offered to help round out your high school program.

Although this guide gives descriptions of both required and elective courses that are available at Twin Cedars, the descriptions of electives become very important as they help you make decisions about which courses to take. Your personal interests, skills, and plans for the future should play major roles in the decisions that you make about the electives you will take in high school. It is important to consider your likes and dislikes *as well as* plans for the future when choosing these classes—only taking classes that sound fun, without thinking about which classes are best for your future, may not pay off in the end. **The decisions you make today could be extremely important to your future life. Do not take it lightly!** Study the course offerings carefully, and consult the school counselor, teachers, principal, as well as your parents while making your decisions.

Every day, the school receives recommendation forms from businesses and /or schools of higher education requesting information about students who are in school or have already graduated. The most frequent questions are about grades, coursework, personality, behavior, attendance, and reliability as shown by your transcript, or permanent record. Since your high school transcript can count for or against you throughout your lifetime, it is important to make your record be the best it can be!

8th Grade Four-Year Plans (State Required)

Twin Cedars uses www.kuder.com to help students develop a four-year plan. All eighth grade students use this website to find their interests and skills for career planning. In Career class, all eighth grade students complete assessments on the computers regarding their interests, skills and work values using the Kuder website. Their interests are then related to high school elective course offerings at Twin Cedars.

All of the high school classes, required and elective are programmed into a four-year plan template that is on the Kuder website. The template gives students such information as available classes for each grade level, the course number for Infinite Campus (the Twin

Cedars administrative computer program) input, and courses that are required at each grade level. Students are able to go in and choose each of their classes and add them to their 4-year plan. After choosing all of their classes, they are required to get parent/guardian signature and approval from their Careers teacher, as well as the school counselor. This way, the plans are checked to make sure that students will meet all graduation requirements through this plan.

Once plans are completed and approved, a hard copy is kept in the school counselor's office and it is also saved on the Kuder website so it can be re-visited each year. Four-year plans serve as a guide for students. Students are able to change their plans at any time in their high school career to reflect changes in interest, skill or career values/goals.

School Registration

To aid in your selection of courses, this guide has been designed for your use in making thoughtful decisions regarding your educational program. It is our hope that you will select courses based on your interests, aptitude, and future goals rather than what your friends are taking or what requires the least amount of work.

The "master schedule" is designed to meet the needs of as many people as possible. Teacher assignments, textbook selections, and classroom materials are based on your choices. When you select a class, we expect you to complete it. This is why we discourage changes in the fall.

You are encouraged to discuss your four-year plan with the school counselor. Be aware of your graduation requirements, pre-requisites for certain classes, and courses you should take in sequence. Suggested plans are included in this guide. If you are uncertain of your plans beyond graduation, you should attempt to complete courses that will give you the most complete educational background.

If you have any questions, you are encouraged to discuss your plans with the school counselor or principal. Try to avoid poor decisions by making your course selections carefully. Take what will do YOU the most good!!

Discrimination Disclosure

It is the policy of the Twin Cedars Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, David Roby, High School Principal, 2204 Hwy G-71, Bussey, IA 50044, 641-944-5245, droby@twincedarscsd.org.

All classes at Twin Cedars are open to everyone. We encourage all students to consider all class offerings in signing up for the upcoming school year. If you have a skill, interest, or talent in a particular area, we encourage you to take classes that will aid your development of those skills, interests or abilities. We especially encourage students to consider class offerings in non-traditional areas (for example, boys business and family

development classes; girls in industrial arts and vocational agriculture classes). It is to your advantage to consider all interests and abilities in choosing your educational program.

Early Graduation

The student must make application for early graduation after 6 semesters of high school attendance (end of Junior year) to the high school principal. The student should explain why early graduation is desired. The principal will make a recommendation to the Board of Directors, who will approve or deny the request. The student may participate in activities as per Board Policy and Administrative regulations.

Post Secondary Enrollment Options Act

The Post-Secondary Enrollment Options Act was enacted in 1987 to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling eleventh and twelfth grade students to enroll part-time in nonsectarian courses in eligible post-secondary institutions of higher learning Iowa. Student in grades 9 and 10 who are enrolled in the Talented and Gifted program may also take post-secondary coursework.

Students who take advantage of this opportunity may complete many general education requirements usually taken during the freshman year of college. However, a student may not enroll in a course at a post-secondary institution (college) if a comparable course is taught at the secondary (high school) level.

A student enrolled in a post-secondary course will receive credit toward graduation from that course upon successful completion. There will be no charge to the student for tuition, textbooks, or fees. However, a student may be required to purchase equipment that becomes their personal property. Students must provide their own transportation to and from the post-secondary institution. Parent/guardians of students who receive a failing grade in a PSEO course will be expected to repay the school for tuition and fees incurred.

Students who would like more information or want to pursue a course while in grades 11 and 12 should contact the high school counselor for more information.

Open Enrollment

Iowa's open enrollment law allows students residing in one school district to request transfer to another school district upon the parents'/guardians' request. Students wishing to open enroll to another school district must apply for open enrollment by March 1st of the school year preceding the school year in which they wish to open enroll.

Student interested in open enrolling out of the school district must contact the superintendent of schools for information and forms. Students who change schools through open enrollment may be subject to loss of athletic eligibility.

Graduation Requirements

1. Every student in grades nine and ten are required to carry seven courses each semester, plus physical education. Every student in grade eleven is required to carry six courses, plus physical education. Every student in grade twelve is required to carry five courses each semester, plus physical education.
2. The following are required for graduation:
 - A. **Mathematics: (3 Credits)**
 - All students must complete one year of Algebra.
 - All students must complete one year of geometry. This can be done by taking basic Geometry or Select Geometry.
 - B. **Language Arts: (4 Credits)**
 - All students must complete English 1, English 2 and English 3
 - C. **Science: (3 Credits)**
 - All 9th grade students will take Earth Science
 - Biology should be taken in the 10th grade.
 - D. **Social Studies: (3.5 Credits)**
 - All students must take a semester of World History A or B during their 9th grade year.
 - All students in the 11th grade must take American History.
 - All 12th grade students must complete one semester of American Government, as well as one semester of Economics or Personal Finance.
 - E. **Physical Education: (3.5 Credits)**
 - Successful completion of four year of physical education is required for all students.
 - F. **Health: (1/2 Credit)**
 - Each student must complete Health I before graduation, preferably during the 9th grade year.
 - G. **Introduction to Computers (1/2 Credit)**
 - Beginning with the class of 2020, each student must complete Introduction to Computers before graduation, preferably during the 9th grade year.
 - H. **Personal Finance (1/2 credit)**
 - Beginning with the class of 2020, each student must complete Personal Finance before graduation, preferably during the 11th or 12th grade years.
 - I. **Skills for Success (1/2 credit)**
 - Beginning with the class of 2021, each student must complete Skills for Success before graduation, preferably during the 9th grade year.

3. The Board of Directors establishes total graduation units required by all students at 27.

College Prep Program

The college prep program is the recommended program for students who are preparing for a four-year college or university. For this program, all students should complete 4 years of English, 3 years of Math (Algebra I, Geometry, & Algebra II), 4 years of Social Studies, 3 years of Foreign Language, 3 years of Science (Earth Science, Biology, Chemistry or Physics), and a class in computer applications. In making decisions about a college or trade school, a student should be sure to obtain and study their catalogs for information about general and specific admissions requirements. Students may get many of these catalogs from the school counselor.

Regent Admission Index Score

Admission of freshman who wish to enroll at any of the Iowa Regent universities is based on the Regent Admission Index (RAI) equation described below. In addition, applicants must meet the minimum high school course requirement for the university they wish to enter.

$$\begin{aligned} & (2 \times \text{ACT composite score}) \\ & + (1 \times \text{percentile high school rank}) \\ & + (20 \times \text{high school GPA}) \\ & + \left(\frac{5 \times \text{number of high school core courses}}{\text{Regent Admission Index Score}} \right) \end{aligned}$$

For purposes of calculating the RAI, SAT scores will be converted to ACT composite equivalents, 99% is the top value for high school rank, 4.00 is the top value for GPA, and the number of high school core courses completed is expressed in terms of years or fractions of years (e.g., one semester equals 0.5 year). Applicants who do not possess all required factors will be evaluated on an individual basis by the Regent universities to which they apply.

Freshman applicants from Iowa high schools who achieve at least a 245 RAI score and who meet the minimum number of high school courses required by the Regent universities will qualify for automatic admission to any of the three Regent universities. Freshman applicants who achieve less than a 245 RAI score may also be admitted to a specific Regent university; however, each Regent university will review these applications on an individual basis and the admission decision will be specific to each institution. Freshman applicants from approved high schools in other states may be held to higher academic standards, but must meet at least the same requirements as graduates of Iowa high schools.

Courses that will count towards the “high school core courses” portion of the RAI basically include any college-prep course offered in the subject areas of English, math, science, social studies, or foreign language. However, students and parents should consult with the school counselor to be sure, especially as they plan their class schedules. The reason that these courses were chosen for inclusion in the RAI is that all students are expected to have completed a minimum level of preparation in each of these core subject

areas (with the exception of foreign language for some majors) before they enter a Regent university. While courses like journalism, computer science, art, music, etc. are generally not counted toward the RAI, they will be viewed favorably by the admissions officers when they consider applicants who fall below the RAI 245 automatic admit score.

**Following are the minimum requirements for the three Regent Universities
in Iowa:**

	Minimum Requirements for Iowa State University	Minimum Requirements for the University of Iowa	Minimum Requirements for the University of Northern Iowa	Optimum Recommendations for Success
English	4 years emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.	4 years with an emphasis on the analysis and interpretation of literature, composition, and speech.	4 years including one year of composition. Also may include one year of speech, communication, or journalism.	4 years with an emphasis on the communication skills of writing, reading, and listening, and the analysis and interpretation of literature. In addition, courses in journalism and media literacy will be valuable. Extracurricular activities in debate, speech contest, newspaper, and yearbook will further develop essential competencies.
Math	3 years including one year each of algebra, geometry, and advanced algebra.	3 years including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Sciences. 4 years including two years of algebra, one year each of geometry and higher math (trigonometry, analysis, or calculus) for admission to the College of Engineering	3 years including the equivalent of algebra, geometry, and advanced algebra.	4 years, one in each year of high school. While advanced courses like calculus and statistics are good, it's more important that you gain a complete understanding of advanced algebra and trigonometry.
Natural Science	3 years including one year each from any two of the following: biology, chemistry, or physics.	3 years including One year each from any two of the following: biology, chemistry, or physics for admission to the College of Liberal Arts and Sciences. 3 years with at least one year each in chemistry and physics for admission to the College of Engineering.	3 years including courses in general science, biology, chemistry, earth science, or physics. Laboratory experience is highly recommended.	4 years, one in every year of high school. To be really well prepared, take at least one year each of biology, chemistry, and physics. These can be taken in any order and may be taught productively in either a separated or an integrated fashion, depending on your school's offerings.
Social Studies	2 years for admission to the Colleges of Agriculture, Business, Design, Engineering, or Human Sciences. 3 years for admission to the College of Liberal Arts and Sciences.	3 years with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years with U.S. history and world history recommended for admission to the College of Engineering.	3 years including courses in anthropology, economics, geography, government, history, psychology, or sociology.	3 years are essential, but four are better. Take at least one year of U.S. history and one year of world history. Additional courses in anthropology, economics, political science, psychology, and sociology provide an important understanding of our political, social, and economic institutions.
Foreign Language	2 years of a single foreign language for admission to the College of Liberal Arts and Sciences (and effective Fall 2009, for the College of Engineering). Foreign language is not required for admission to the Colleges of Agriculture, Business, Design, or Human Sciences.	2 years of a single foreign language.	Foreign language courses are not required for admission. However, two years of foreign language in high school with a C- or above in the last course will meet the University graduation requirement.	4 years of a single foreign language. By taking foreign language during all four years of high school, you'll go beyond the basic skills and begin to use the language and reinforce your fluency.
Other Courses	Specific elective courses are not required for admission.	Specific elective courses are not required for admission	2 years of additional courses from the required subject areas, foreign language, or the fine arts	Explore! Courses in fine arts, performing arts, computers, or technology will help round out your high school experience. Follow your interests, talents, and the strengths of your school. Remember to choose courses with high academic standards.

Definition of Terms

Credits..... Credits are earned and applied toward graduation for passing a course. Generally, one-half credit is earned for each semester of successful study.

Required..... Any course required for graduation by state law and the Board of Education. Sometimes, such as in mathematics, a certain number of credits is required for graduation, but the student may select from a number of courses (since specific courses are not required). In addition, in order to have it stipulated on the transcript that the student as completed a college prep curriculum; the student must complete the course requirements of this program.

Electives..... Courses other than those specifically required for graduation.

Pre-Requisite..... A course that must be completed before an advanced course may be selected. (For example, Art II must be taken before Art III).

Independent

Study..... Under certain circumstances, a student may complete the requirements for a course outside of the regular classroom. The student receives instructions and guidance from a faculty member, but assumes most of the responsibility for completing the course requirements.

Administrative Class Drop Policy

The administration reserves the right to drop a class for the semester or year if fewer than five students are enrolled.

Add and Drop Procedure

The Scheduling of classes for the entire student body is based on enrolling students in specific courses requested in the spring of each year. Some of these classes may be required. Therefore, the administration and school counselor reserve the right to deny adds or drops in the fall requested by students not accompanied by a teacher's request.

Students must not only obtain the signature of the teachers whose classes are being added or dropped, but must also obtain their parent's/guardian's signature before changes can be made to their schedule. By enacting this change, we hope to promote communication among students, teachers and parents/guardians regarding schedules.

Vocational Programs at Twin Cedars

The state of Iowa now requires that each school district offer at least four of the six vocational programs. Each program has to offer six classes (semesters) of instruction. Twin Cedars offers programs in these vocational areas:

Agriculture
Health Occupations
Business
Family and Consumer Science
Industrial Technology

Classes in these programs can be taken consecutively from the 9th through 12th grade years. Some classes are pre-requisites for the next class and must be taken in sequential order. Others may be taken as the student's schedule permits.

These programs are in place to offer students some of the necessary skills to enter the job market in chosen vocational areas or to give the student the necessary background to enter a post-secondary facility with the skills needed for finding and keeping a job. Like the college prep program, the vocational programs at Twin Cedars allow students to have a head start, both in knowledge and in college credits, over the student who postpones any choice until after high school.

Sequential Units for Vocational Programs

Animal Systems

1 year	Introduction to Agriculture
1 year	Animal Science
1 year	Agricultural Business Foundations (ABF)

Possible careers in this area include: Animal Biotechnologist, Animal Caretaker, Animal Geneticist, Animal Physical Therapist, Welfare Specialist, Artificial Insemination Technician, Zoologist, Farrier, Veterinarian, Auctioneer, Pet Groomer, and Meat Inspector.

Business Financial Management and Accounting

1/2	year	Introduction to Business
1/2	year	Business Law
1/2	year	Personal Finance
1/2	year	Entrepreneurship
1	year	Accounting I
1	year	Accounting II

Possible Careers in this field include: Office Worker Supervisor, Legal Secretary, Administrative Assistant, Medical Secretary, Word Processor Keyboardist, General Office Clerk, Receptionist, Customer Service Representative, File Clerk, Bank Teller, Data Entry Operator, Court Clerk.

Food/Beverage Services

1/1	year	Food Service Culinary Arts
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Courses in this strand do not prepare for an occupation, but emphasize parenting skills, family living, and consumer skills. These courses will provide students with a background for further training. Possible careers in this field include: Childcare Provider, Dietitian/Nutritionist, Chef/Cook, Fashion Designer, Interior Designer, and Apparel Merchandiser.

½	year	Food and Nutrition I
1/2	year	Food and Nutrition II
1/2	year	Health II
1/2	year	Child Development

Construction

1	year	Introduction to Basic Woods
1	year	Machine Woods
1	year	Manufacturing
1	year	Home Improvement/Repairs

Possible careers in this area include: Electrical Motor Technician, Electrical and Electronic Equipment Mechanic, and Engineering Technician.

Pella Career Academy

The Career Academy of Pella is a state-of-the-art building where the Pella Community School District offers courses focusing on career and technical education. These courses are available to Twin Cedars students in grades 10-12. Transportation can be arranged by Twin Cedars or students may utilize private transportation.

The design of the Career Academy concept has a four-pronged effect on our region:

1. Train students in relevant and rigorous programs with hands-on experience.
2. Increase the interest for students in careers that are related to post-secondary programs and require further education.
3. Develop a workforce with a quicker turnaround for local business and industry needs.
4. Encourage economic development and new business through a better trained workforce.

The systemic outcome:

Keep students engaged in school and thus improving high school learning and completion.

Develop a workforce through post-secondary training while keeping families in the region with good employment.

Support sound economic environment ripe for new development.

Programs offered at the Career Academy:

Agriculture	Fashion & Design
Apprenticeships	Health Occupations
Computer Technology	Project Lead The Way (Engineering)
Construction Trades	Teacher Academy
Criminal Justice	Welding Technology
Culinary Arts – Family Consumer Science	

Available Courses at Twin Cedars High School



Agricultural Education Program

0517 Introduction to Agriculture

Length: 1 Year

Prerequisites: None

Credit: 1

Elective: 9-12

Introduction to Agriculture is a foundational class for the Agricultural Education program. Students will explore the agriculture industry. Animal science, plant science, agriculture careers, leadership, natural resources, and agricultural mechanics will all be part of this course. Students will also learn about all three components of a successful Agricultural Education Program; Classroom/Laboratory, FFA, and Supervised Agricultural Experiences (SAE).

Students enrolled in this course will complete projects, hands-on activities, and work through problems related to everyday life. Throughout the course students will improve upon their leadership skills and explore the wide variety of career opportunities in the agriculture industry. This course is a prerequisite for entrance into other agricultural education classes.

0500 Agricultural Business Foundations (ABF)

Length: 1 Semester

Prerequisites: Introduction to Agriculture

Credit: 0.5

Elective: 10-12

Agricultural Business Foundations (ABF) introduces students to business management in agriculture. 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 subsequent CASE courses. Throughout the course are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community.

The Agricultural Business Foundations course includes:

- Starting a business
- Financial documents
- Risk management
- Writing a business plan
- Marketing plans
- Agricultural sales presentations
- Record keeping
- Job Interview skills

0501 Animal Science

Length: 1 Year

Prerequisites: Introduction to Agriculture (0517)

Credit: 1

Elective: 10-12

The major focus of the Animal Science course is to expose students to agriculture, animal science, and related career options. Students participating in the course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets.

Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers.

In addition, students will understand specific connections between animal science lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate,

experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

0506 Plant & Soil Science

Length: 1 Semester

Prerequisites: Introduction to Agriculture

Credit: .5

Elective: 10-12

Plant & Soil Science is an extension of both the plant and soil science units within the Introduction to Agriculture class. Students will learn about taxonomy of plants, parts and functions, plant growth, photosynthesis and respiration, factors affecting plant growth, soil types, irrigation, and drainage among many other topics. Plant & Soil Science students will get hands on time including soil sampling, plant growth testing, and using global positioning systems.

0510 Greenhouse Management

Length: 1 Semester

Prerequisites: Introduction to Agriculture, Plant & Soil Science

Credit: .5

Elective: 10-12

Greenhouse Management is the more hands-on part of the Plant Science strand. Plant & Soil Science is REQUIRED to enter Greenhouse Management. This course is designed to help students understand how to manage a greenhouse in operation. Students will learn about growing plants in a controlled environment, marketing and running a greenhouse sale, and preparing plants to change from a greenhouse setting to outdoors. Landscaping techniques will also be taught with the opportunity to practice if a location can be found. Students will apply knowledge and skills in a hands-on setting to various situations to expand upon the knowledge gained in the classroom.

0508 Natural Resources and Ecology

Length: 1 Year

Prerequisites: Introduction to Agriculture, Plant & Soil Science

Credit: 1

Elective: 10-12

The Natural Resources and Ecology course provides students a variety of experiences that in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem.

0511 Ag Leadership

Length: 1 Semester

Prerequisite: Introduction to Agriculture

Credit: .5

Elective: 10-12

The Agriculture Leadership course is a class to improve your leadership skills within the agriculture realm. Students taking this course must be willing to step out of their comfort zone and step up to the challenges presented. Students will learn about public speaking, agricultural advocacy, careers within agriculture, team building and so much more.

Animal and Plant Biotechnology

Length: 1 year

Prerequisites: Introduction to Agriculture & Animal Science OR Plant Science & Soil Science

Credit: 1

Elective: 11-12

Animal and Plant Biotechnology, a specialization course in the CASE Program of Study, provides students with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. Students will maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. Students will develop and conduct a research project following the National FFA Agriscience Fair guidelines. From background research through data collection and analysis, students will investigate a problem of their choice and conclude the project by reporting their results in the forms of a research paper and a research poster. Animal and Plant Biotechnology includes the following units of study:
Introduction to Biotechnology DNA Technologies Proteins Agricultural Biotechnology Research Methods

Business Education



0311 Introduction to Business

Length: 1 Semester

Prerequisites: None

Credit: 0.5

Elective: 9-12

This course is a one-semester introductory course covering ethics, management, leadership, decision making, management, marketing, managing information and banking. Students will gain general knowledge of the Business world in these major areas.

0313 Business Law

Length: 1 Semester

Prerequisites: None

Credit: 0.5

Elective: 9-12

A 1-semester course covering the basics of the law pertaining to Business pursuits such as liability, tort law, Business Structure, contract law, and other law topics pertaining to Business.

0314 Accounting I

Length: 1 Year

Prerequisites: None

Credit: 1

Elective: 10 – 12

Accounting I is a one-year course. The goal of this course is to give students thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will serve as a background for employment in office jobs and preparation for studying business courses in college.

Students will use the text, Century 21 Accounting by South-Western Publishing Co.

Emphasis is placed on learning the fundamentals of the double-entry method of accounting as well as preparation of records involving journaling of transactions in various types of journals

0315 Accounting II

Length: 1 Year

Prerequisite: Accounting I

Credit: 1

Elective: 11-12

Accounting II is a continuation of Accounting I. The focus of this course is on Corporation Financing, Depreciation, Calculating Inventories, Accounting for Accruals and Deferrals, End of Fiscal Period work for a Corporation, Forming and Dissolving Partnerships, Distribution of Net Income and Recording International and Internet Sales.

Students will use the text, Century 21 Accounting by South-Western Publishing Co.

0300 Introduction to Computers

Length: 1 Semester

Prerequisite: None

Credit: 0.5

Required for class of 2020 and beyond: Preferably 9th grade, but 9-12 grade is acceptable

Intro to Computers is a one-semester course. The goal of this course is to give students the background knowledge necessary to use various computer applications to complete assignments in the class and to utilize their skills in other activities during school. The class will cover Microsoft Word, Excel, Power Point, and Access.

0302 Advanced Computers

Length: 2 Semesters

Prerequisite: Intro to Computers

Credit: 0.5

Elective: 9-12

Advanced Computers is a one year course designed to increase efficiency and productivity using the computer. The students will master their skills by completing advanced applications using Word, Excel, and PowerPoint. Projects are assigned at the end of each unit to extend learning of the three components. The students will also develop an electronic portfolio that will contain samples of their work. Students will continue to update this portfolio throughout their high school careers. This is a valuable tool for job and college applications.

0310 Personal Finance

Length: 1 Semester

Prerequisite: None

Credit: 0.5

Required : 11-12

This one-semester course will inform students of their financial responsibilities as citizens, students, family members, consumers, and active participants in the business world. Topics that will be covered are: Economic Systems, Global Trade, Financial Goal setting, Career Exploration, Budgeting, Being a Consumer, Financial Institutions, Checking Accounts & Debit Cards, Consumer Credit, Housing Options, Savings and Investing, Risk Management, Insurance (home, vehicle, life, health, disability), and if time allows Stocks, Bonds and Retirement Planning.

0301 Computer Applications

Length: 1 Semester

Prerequisite: Intro to Computers

Credit: 1

Elective: 10-12

This course covers the software program Microsoft Word Publisher which includes learning the design features of the program such as brochures, letterheads, newsletters, business information sets, etc.

The next section covers the software program Adobe Photoshop and video design.

0309 Entrepreneurship

Length: 1 Semester

Prerequisites: None

Credit: 0.5

Elective: 11-12

This class covers the basics of owning your own business and how to start, market, license, manage and keep records for the business. Getting money through loans and inventory for your stock of honing your service skills are subjects to be explored. Students will have a project of setting up their own sole proprietorship and running a virtual business.

0323 Skills for Success

Length: 1 semester

Pre: None

Credit: 0.5

Required for Class of 2021 and beyond preferably freshmen.

This class will cover 21st Employability Skills of communication, Responsibility, Flexibility, leadership, ethics, initiative, lifelong learning, productivity and accountability.

A variety of methods will be used to convey these concepts from the online "Skills to Pay the Bills" Mastering Soft Skills for Workplace Success.

Family and Consumer Science



0801 Child Development

Length: 1 Semester

Prerequisite: None

Credit: 0.5

Elective: 10-12

This course is designed to help the student understand and value children, and present valuable parenting skills. Units of study include parenting skills, reproduction, prenatal development, birth and delivery, and mental, physical, emotional, and intellectual development of the newborn through age five.

Students enjoy getting a feel for what parenting is like by taking an electronic baby home for a night. Another highlight of the class is planning and conducting “preschool” sessions for toddlers.

This course is highly recommended for anyone who has parenthood in his/her future, or has contact with other people’s children. The course should also be taken by anyone interested in childcare occupations, nursing, and/or elementary education. The primary text is Children: The Early Years by Goodheart-Wilcox.

Foods classes at Twin Cedars offer industry accepted certification. Students who pass a particular course's final exam will be able to:

- Quantify their education and experience
- Show proficiency for resumes and college applications
- Validate skills attained with complete standards listed on the back of certificate
- Encourage student success in future careers and education

0804 Foods and Nutrition I

Length: 1 Semester

Prerequisite: None

Credit: 0.5

Elective: 9-11

Certificate Available: Yes

This course is designed to focus on the science of food and nutrition. Experiences will include food safety and sanitation, culinary technology, food preparation and dietary

analysis to develop a healthy lifestyle with pathways to career readiness. Laboratory based experiences strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership and competitive events may be integrated into this course.

0808 Foods and Nutrition II

Length: 1 Semester

Prerequisite: Foods and Nutrition I

Credit: .5

Elective: 12

Certificate Available: Yes

This course is designed to focus on principles of food preparation, sports nutrition, consumerism, and career options in the food industry. The study and application of nutrition, sanitation, food sciences, and technology in this course provides students with laboratory-based experiences that will strengthen their comprehension of concepts and standards outlined in Science, Technology, Engineering, and Math (STEM) education.

0805 Advanced Foods

Length: 1 Year

Prerequisite: Foods and Nutrition I & 2

Credit: 1

Elective: 12

Certificate Available: Yes

Students will be trained for career opportunities in the food service/culinary arts industry. Students will have the opportunity to learn and practice safety and sanitation procedures, and to use and maintain commercial food service equipment. They will perform quantity food preparation as it relates to catering, bakery, restaurant, hospitality, and fast food business operations. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership and competitive events may be integrated into this course.

0807 Textiles

Length: 1 Semester

Prerequisites: None

Credit: 0.5

Elective: 11-12

Textiles is a one-semester lab course which gets students on the sewing machines creating craft, home decorating, and clothing projects. The first few weeks of class are devoted to learning about fibers, fabrics and finishes. This basic fabric information is first presented to help the student make wise fabric choices for their projects, basic construction techniques are reviewed or taught, and then the fun begins!

All students will use the traditional sewing machine to construct pajama pants. Then students will choose additional projects according to their interests.

Upon completion of the course, students should be better prepared to make wise clothing and home decorating choices, and should have gained skills which could be used to bring them personal and economic satisfaction over a lifetime. Students should be prepared to supply some materials for individual projects. Costs should not exceed \$30.00. There is a limited textbook use of Simply the Best Sewing Book by Simplicity Pattern co, and Clothing by Glencoe.

0803 Housing and Interiors

Length: 1 Semester

Prerequisites: None

Credit: 0.5

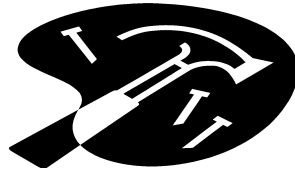
Elective: 10-12

This is a one-semester lab course designed to give students a broad overview of housing and interiors. Topics covered include:

- Analyzing career paths within housing, interiors, and furnishing industries
- Evaluating architectural trends and patterns through history
- Evaluating the use of housing and interior furnishings and products in meeting specific design needs
- Evaluating client's needs, goals, and resources in creating design plans for housing
- Demonstrate design elements and principles through visual representation

The primary text for this course is Homes and Interiors by Glencoe.

Industrial Technology



Basic Woods

Length: 1 Year

Prerequisites: None

Credit: 1

Elective: 9-12

Basic Woods is a laboratory course. The major emphasis is to teach woodworking. The class is composed in a hands-on manner. This course will have numerous activities; which include lab work, group activities, bookwork, shop safety, and clean up. Students will learn how to operate all power and hand tools by completing a safety test on each tool before they can use the power tools.

Basic Drafting

Length: 1 Year

Prerequisites: None

Credit: 1

Elective: 9-12

We will use the latest version of AutoCAD. Students will create technical drawings of parts, assemblies and residential floor plans. Students will develop the ability to communicate desired outcomes using CAD drawings and models.

3d Design and Modeling

Length: 1 Year

Prerequisites: Basic Drafting

Credit: 1

Elective: 10-12

We will use the latest version of Inventor and Flash Print. Students will use Inventor to create 3d models and assemblies. Design problems will help students develop an understanding of the design process and the steps involved in the design process. Flash Print will be used to create 3d printed model prototypes for design problems along the way.

Architectural Drafting & Design

Length: 1 Year

Prerequisites: Basic Drafting

Credit: 1

Elective: 10-12

We will use the latest version of Revit. Students will create 3d Models of residential and commercial properties. Design problems throughout this course will help students understand the design process and the steps involved in the design process. Students will develop the ability to communicate desired outcomes using 3d models and blueprints.

Principles of Power Mechanics

Length: 1 Year- Taught every other year- 2022-2023

Prerequisites: None

Credit: 1

Elective: 9-12

Students learn the basics of mechanical power systems. Those systems may include 2 and 4-cycle engines, automotive engines, diesel theory, as well as alternative energy sources such as solar and wind energy. Students also learn the basic systems of the automobile and the process required to identify the maintenance components and perform the required maintenance services. This course also reviews the various types of resource materials used in the automotive repair industry,

Introduction to Metals

Length: 1 Year-Taught every other year- 2021-2022

Prerequisites: None

Credit: 1

Elective: 9-12

Introduction to Metals is an entry level course in metal characteristics, construction, and fabrication designed for students with little to no metals experience or knowledge. Students will become familiar with the tools and machines common to metal manufacturing. Emphasis on safety, proper use of tools, and awareness of the manufacturing process: sheet metal, forge, and machining. Small projects will be completed in class using skills learned.

Construction

Length: 1 Year- 2 Consecutive Blocks

Prerequisites: None

Credit: 3.5

Elective: 11-12

DMACC Courses Covered

CON 333 - Materials/Construction Theory

CON 336 - Care/Use of Hand/Power Tools

CON 337 - Construction Blueprint Reading

Construction is a concurrent enrollment course for students looking to explore a career in construction. Students will learn how to construct structures from the ground up using proper tools and techniques. Students will build team skills by working in groups to construct different structures based upon blueprints provided. Students will also be introduced to other mechanical systems common in construction.

Welding

Length: 1 Year

Prerequisites: None

Credit: 1

Elective: 9-12

Students in this course will be learning about SMAW, GMAW, GTAW, Oxy-fuel welding and cutting, and Plasma arc cutting. Students will apply those skills to build individual and team projects. Students

will learn how to operate necessary power and hand tools by completing a safety test on each tool before they can use that tool.

Art



Students may enroll in only one art class per semester.

0950 Art I

Length: 1 Semester

Prerequisite: None

Credit: 0.5

Elective: 9-12

This is an introductory art course for high school students. This class is where the foundation of skills are built that will be needed to be successful in Art II, Art III, and Art IV. Assignments are both traditional and experimental to help beginners learn several aspects of art production, and some art history. The elements and principles of design are introduced. This is a drawing class using various media including, but not limited to: pencil, colored pencil, chalk, oil pastel, charcoal, markers, and calligraphy. This is a studio-based class that may involve some tests. A sketchbook is required that is turned in for a weekly grade.

0951 Art II

Length: 1 Semester

Prerequisite: Art I

Credit: 0.5

Elective: 9-12

Student will continue to develop their skills in two-dimensional artwork, as well as expand their knowledge of art history. Assignments will vary in media as well as subject matter (painting with tempera paint, acrylic paint, watercolors, and linoleum block prints. This is a studio-based class, with possible tests/quizzes. A sketchbook is required that is turned in for a weekly grade.

0952 Art III

Length: 1 Semester

Prerequisite: Art I, Art II

Credit: 0.5

Elective: 10-12

Technical skills are pushed to the test in this studio-based class. Drawing and technical skills are emphasized and technique is refined to a higher level using various mediums. Study of art history also becomes more intense than previous courses. Students will create work that is worthy of being in a portfolio. A sketchbook is required that is turned in for a weekly grade.

0953 Art IV

Length: 1 Semester

Prerequisite: Art I, Art II, Art III

Credit: 0.5

Elective: 10-12

Students will have the opportunity and responsibility to create self-inspired work as well as various assignments from the teacher. Responsibility, independence, originality, and problem-solving are all emphasized in this studio-based class. The option of painting a brick in the room is available to students after the teacher approves a design. Technical skills acquired during the previous art classes are essential for success in this class. A sketchbook is required that is turned in for a weekly grade.

0954 Ceramics

Length: 1 Semester

Credit: 0.5

Elective: 9-12

Exploring clay is the focus of this class. Students will start with the basic techniques of working with clay. Hand built pottery (pinch, pinch pot, coil and slab) will be emphasized along with the basic skills of using the pottery wheel. A sketchbook is required that is turned in for a weekly grade.

0955 3D-Art

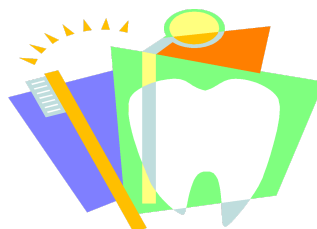
Length: 1 Semester

Credit: 0.5

Elective: 9-12

Everything in this class will be 3-Dimensional. It is designed for the students that work better sculpting projects, rather than drawing and painting. Possible projects/mediums include: clay, paper mache, plaster cast, weaving, wire, cardboard sculpture, jewelry, trash to treasure, book binding, and pop can art. A sketchbook is required that is to be turned in for a weekly grade.

Health



1100 Health I

Length: 1 Semester

Prerequisites: None

Credit: 0.5

Required: 9th

Health I is a required course to be taken by all ninth grade students. The goal of the course is to focus on the challenges that young people face in our society and how an individual should properly approach each one. The text being used in Prentice Hall Health. Topics to be discussed are units on personal health, mental health, social health, nutrition, human growth and development, physical fitness, and substance abuse.

1101 Health 2

Length: 1 Semester

Prerequisites: Health I

Credit: 0.5

Elective: 10-12

Health 2 is an elective class. The goals of the course is to focus on the challenges that young people face in our society and how an individual should properly approach each one. The text used is Prentice Hall Health. Topics to be discussed are units on wellness, human development, healthy relationships, preventing disease and community health and safety.

World Language



1150 Spanish I

Length: 1 Year

Prerequisites: None, but successful completion of 8th grade language arts is helpful.

Credit: 1

Elective: 9-12

This yearlong course is designed to introduce the students to a foreign language and to foreign cultures. The main language objectives of the book Realidades are to introduce the students to basic Spanish construction, to master a usable, elementary vocabulary, and to read and speak introductory Spanish. Through the book, outside materials, and videos, the students are also given information about cultural differences, Hispanic holidays, and prominent Spanish-speaking people. Group work, interviews, labeling, picture description, many worksheets, and class “discussion” are utilized to provide students with practice, practice and practice. There will be minor projects throughout the year.

1151 Spanish II

Length: 1 Year

Prerequisites: Successful completion of Spanish I

Credit: 1

Elective: 10-12

The students in this yearlong course quickly review what was covered in Spanish I and continue through the book Realidades. They do more speaking, more reading, and more writing. They will study El Día De Los Muertos, La Navidad, and Cinco De Mayo. There will also be some projects throughout the year.

1152 Spanish III

Length: 1 Year

Prerequisites: Successful completion of Spanish I & II

Credit: 1

Elective: 11-12

Spanish III is a continuation of Spanish II. Basically, the class will move on to the next book and learn more vocabulary and grammar concepts. Speaking skills will be emphasized. Students should have advanced mastery of Spanish concepts presented in Spanish I and II.

1153 Spanish IV

Length: 1 Year

Prerequisites: Successful completion of Spanish I, II, & III

Credit: 1

Elective: 12

Spanish IV will be similar to Spanish III. The students will read short stories and dialogues, along with writing their own. Vocabulary will again be stressed as well as speaking skills.

Twin Cedars Offers a Bi-Literacy Seal

Twin Cedars Schools educates students to be prepared to go out and succeed in the world. That's one reason Twin Cedars is participating in the Iowa Seal of Biliteracy program.

The Seal of Biliteracy is an award given by the district to recognize students who have attained proficiency in two or more languages, one of which is English, by high school graduation.

WHY IS THE SEAL OF BILITERACY IMPORTANT?



Being able to know and use more than one language is a critical skill for the 21st century. The seal of Biliteracy:

- Values language as an asset
- Recognizes the value of language diversity & cultural identity
- Prepares students for the 21st century skills that will benefit them in the labor market and the global society
- Provides employers, universities, and grant/scholarship providers with a method to recognize applicants for their dedication to attainment of Biliteracy.

For more information about the State Seal of Biliteracy, visit the [Iowa Department of Education website](#).

WORLD LANGUAGE ASSESSMENT OPTIONS

To be eligible to be awarded the Iowa Seal of Biliteracy, students shall demonstrate proficiency in a world language. At Twin Cedars that language is Spanish. The assessment option to demonstrate proficiency in Spanish at Twin Cedars is an Advanced Placement Language and Culture Exam. The minimum score on the exam to be considered for proficiency is 3. Spanish 4 students will be provided the opportunity to take the assessment without a charge. Students outside of Spanish 4 may still take the assessment for a \$20 charge.

REQUIREMENTS TO DEMONSTRATE KNOWLEDGE OF ENGLISH

To be eligible to be awarded the Iowa Seal of Biliteracy, each student shall demonstrate proficiency in English. The requirement must be met during the course of each student's high school years. The assessment options to demonstrate proficiency in English include: a score of 18 on the English ACT Exam or a proficient score on the Iowa Statewide Assessment of Student Progress (ISASP) in grades 9-12.

The Bi-Literacy Seal will be awarded and affixed to the graduation diploma and high school transcripts.

Music



0900 High School Band

Length: 1 Year

Prerequisite: Previous Instrumental Experience or Instructor Approval

Credit: 0.5

Elective: 9-12

High School Band is a yearlong elective course open to all high school students. This course promotes musical literacy and musical growth through lessons and large group band. In addition to the winter and spring concert, students may participate in honor bands, jazz band, swing show, and the annual solo and ensemble contest. These activities are based on student interest and director availability. All students will participate in marching band and play at the home football games and homecoming parade. Band members who are also cheerleaders or football players will only be required to play the national anthem. Band may also have the opportunity to perform for various community groups.

0910 High School Choir

Length: 1 Year

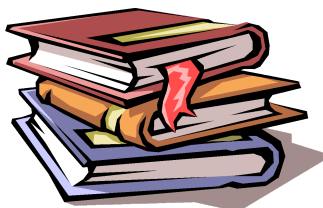
Prerequisite: Previous Choral Experience or Instructor Approval

Credit: 0.5

Elective: 9-12

High School Chorus is a yearlong elective open to all high school students. The emphasis is on healthy vocal production and musical literacy through large group rehearsal and voice lessons. In addition to the winter and spring concerts, motivated singers may participate in the annual solo and ensemble contest, swing show, show choir, and honor choruses. These activities are based on student interest and director availability. The chorus may also be required to perform at various community events.

Language Arts



0101 English I

Length: 1 Year

Prerequisites: None

Credit: 1

Required: 9th

English I is a two semester course providing students with further practice in the basic skills of reading, writing, speaking, listening, viewing, and thinking. The basic text, Elements of Literature, includes an introduction to Shakespeare as we study “Romeo and Juliet”. Several plays and a novel are read and analyzed by students. A variety of classical and contemporary short stories, poems, essays, and biographies are studied as well. Questions over the literature encourage students to develop and master higher level thinking skills. Basic principles of grammar are reviewed and expanded upon in conjunction with the writing of narratives, summaries, reviews, persuasive papers, business letters, essays and poetry. Students add to knowledge of vocabulary and spelling with weekly lists of words. Informative, persuasive, and demonstrative speeches are prepared, presented, and critiqued.

0102 English II

Length: 1 Year

Prerequisites: English I

Credit: 1

Required: 10th

In this course, you will read, study, and analyze various pieces of literature. Our focus will be improving reading, writing, and listening skills by reading and responding to various texts. The ability to express oneself through writing, speaking, comprehension, and higher level thinking processes are developed and practiced in this course. I hope to make the material applicable to your life.

The basic structure of the course will consist of various reading and writing assignments and activities. There will also be various lessons designed to improve basic grammar skills, vocabulary skills, and speaking skills.

0103 English III

Length: 1 Year

Prerequisites: Successful completion of English I and II is highly recommended

Credit: 1

Required: 11-12

This class is geared for juniors and seniors. This course is a one-year “two semester” class designed as a general English class to help students with their speaking, reading, writing, and viewing skills. Students are required to give three formal speeches as well as completing other speaking activities. This unit will concentrate on improving students’ oral communication skills. Also, American literature will be read and discussed that covers major works of fiction, nonfiction, and poetry from the Puritan era to Twentieth –Century literature. Several major novels will also be studied. The curriculum includes literature based writing assignments originated from works studied. Writing assignments will also include the study of persuasive writing, analysis writing, informative writing, and narrative writing. Students will also explore various types of journalistic writing. In addition, students will work to develop vocabulary skills and collaborative discussions.

0112 Short Stories

Length: 1 Semester

Prerequisites: Successful completion of English I & English II

Credit: 0.5

Elective: 11-12

This course is designed to take a deeper look into the elements of the short story. Students will read and discuss stories written by Hawthorne, Poe, O. Henry, Twain, London, Bradbury, Harte, and others. With some short stories as foundations, students will write short stories of their own, focusing on particular methods or styles of specific authors. The goal of this course is to provide practice reading for details, to contemplate, to analyze, to participate in deeper thinking, and to learn to love reading.

0111 Novels

Length: 1 Semester

Prerequisites: Successful completion of English I & English II

Credit: 0.5

Elective: 11-12

This course is designed to take a deeper look into the history and elements of a novel. Students will read and discuss different novels throughout the course. After completion of each novel, students are assessed with tests and written exams. Through discussion and written reflections, students gain a rich meaning of the texts. Students will also be expected to complete two possibly three novels of their choice. The goal of this course is to provide practice reading for details, to contemplate, to analyze, to participate in deeper thinking, and to learn to love reading.

0120 Composition

Length: 1 Year

Prerequisites: Successful completion of English I & English II

Credit: 1

Elective: 11-12

This course will incorporate reading, writing, and discussion in order to evoke a higher-level thinking and prepare you for future endeavors. This course's purpose is not to write good papers, but to provide students opportunities to develop into great writers. Each writing assignment will be based on the writing process of pre-writing, writing, revising, and proofreading various of types of essays and research papers.

Reading 9

Length: 1 Year

Prerequisites: None

Credit: 1

Required: 9th grade students based on 8th grade Iowa Assessment scores

This course enhances critical reading skills by focusing on reading comprehension strategies, fluency, vocabulary building and word recognition. Where appropriate some phonics will be included. This course is designed as a learning foundation for graduation from high school.

0130 Creative Writing 1

Length: 1 Semester

Prerequisites: Successful completion of English I & English II

Credit: 0.5

Elective: 11-12

This course is designed to give students an opportunity to think and write creative fiction. Students will analyze various forms of literature as models and then create original works. These works will primarily include poetry and short stories. Students will focus on the writing process, engaging in a variety of revision techniques including the Iowa Writers Workshops. Work will be evaluated on the ability to write within the conventions of a particular genre or form.

0131 Creative Writing 2

Length: 1 Semester

Prerequisites: Successful completion of English I & English II

Credit: 0.5

Elective: 11-12

0131 Nonfiction Writing

Offered: Every other year

Length: 1 Semester

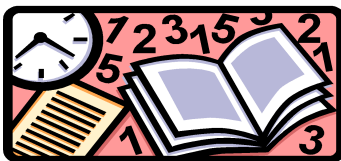
Prerequisites: Successful completion of English I & English II

Credit: 0.5

Elective: 11-12

Students will analyze a variety of nonfiction materials including magazines, newspapers, biographies, narratives, documentaries, films, reality television, and online sources. This course evaluates credibility, purpose, audience, tone, perspective, and bias, and explores implications on self and society. Additionally, students will analyze two nonfiction narrative novels and complete a career research project during the course of the semester.

Mathematics



The mathematics sequence is designed for flexibility and effectiveness. Every student is required to complete Algebra I and one Geometry course. The student is then required to complete one more mathematics course, for a total of three credits (three years of math).

Recommended sequence: Choose the appropriate pathway through consultation with your teacher:

Algebra I
Select Geometry
Algebra II

Select Geometry (Algebra I in 8th)
Algebra II
Pre-Calculus/Trig

Algebra I
Geometry
Statistics

0201 Algebra I

Length: 1 Year

Prerequisite: None

Credit: 1

Required Elective: 8-9

The Algebra I course is recommended for those students who intend to further their education after high school, whether it be community college, trade school, a 4 year college, etc., as well as those who wish to develop their reasoning powers and communication skills, broaden their algebraic concepts, use appropriate technology and use a variety of real world applications. Topics include: real numbers and their properties, solving 1 or 2 variable equations, the four operations of polynomials, factoring polynomials, algebraic fractions, functions, solving and graphing linear equations and inequalities, rational and irrational numbers, quadratic equations, and problem solving in each of these areas. **This course is also open to 8th grade students who have completed Pre Algebra (8th grade math) as 7th graders, or by recommendation of the 7th grade math teacher based on standardized test scores.**

0212 Select Geometry

Length: 1 Year

Prerequisite: Successful completion of Algebra I

Credit: 1

Grades: 10-12

Geometry is the study of visual patterns, shape and size. Students will develop the ability to gather data, test, and make conclusions in the form of inductive and deductive reasoning and formal proofs. Drawing and constructions will be made; therefore, students are required to have a compass, protractor and straightedge as well as a scientific calculator for this class. Topics included are: Language and Logic of Geometry, Angles, Lines, congruence, reflection, polygons, symmetry, perimeter, area, volume, similarity, circles and proofs.

0211 Geometry

Length: 1 Year

Prerequisite: Successful completion of Algebra I

Credit: 1

Grades: 10-12

This Geometry course covers core topics that can reach all students with reinforcements and objective assessment. The class works at a slower pace than Select Geometry. Topics include, but are not limited to: reasoning, inductive and deductive; measurement, angles, lines (parallel and perpendicular), triangles, congruence, theorems, inequalities, proportion and similarity, polygons, perimeter, area, surface area, volume, circles, right triangle trig, proofs and coordinate transformations. Drawing and constructions will be made as well, therefore students will be required to have protractors, compasses, and a straight edge as well as a scientific calculator for this class.

0202 Algebra II

Length: 1 Year

Prerequisite: Successful completion of Algebra I and Select Geometry (or Geometry)

Credit: 1

Grades: 10-12

This course is recommended for Junior and Senior students who intend to further their education toward a 4 year college. Content deals with more complicated theory, problem solving, and advanced concepts as well as develop in depth reasoning skills, problem solving strategies, and solving real world applications.

Topics include: linear equations, their graphs and functions, advanced factoring of polynomials, real numbers, imaginary and complex numbers, quadratic equations and their graphs and applications, variation, analytical geometry, exponential and logarithmic functions, triangle trigonometry, trigonometric graphs, identities, and applications, matrices and determinants and statistics.

0210 Pre-Calculus

Length: 1 Year

Prerequisite: Successful completion of Algebra I, Select Geometry, and Algebra II

Credit: 1

Elective: 11-12

This course is an advanced mathematics course for college-bound students who intend to further study mathematics, computers, engineering, or other related fields in college. Graphing calculators are used extensively through this course to facilitate learning and save time.

Topics include: Polynomial, power, rational, exponential, logistic, and logarithmic functions and their graphs; trigonometric functions, their inverses, and their graphs; analytic trigonometry: identities and proof; application of trigonometry using vectors; systems and matrices; conic sections; discrete math: sequences and series; statistics and probability; and calculus: limits, derivatives, and integrals.

0213 Trigonometry

Length: 1 year

Prerequisite: Successful completion of Algebra I, Select Geometry, and Algebra II

Credit: 1

Elective: 11-12

This course is an advanced mathematics course for college-bound students who intend to further study mathematics, computers, engineering, or other related fields in college.

Topics include: Trigonometric Functions, Right Triangle Trigonometry, Radian Measure and the Unit Circle, Circular Functions and Their Graphs, Trigonometric Identities, Inverse Circular Functions and Trigonometric Equations, Applications of Trigonometry and Vectors, Complex Numbers, Polar Equations, and Parametric Equations.

0234 Statistics

Length: 1 Year

Prerequisite: None

Credit: 1

Elective: 11-12

This course is a beginning statistics course for students whose mathematical background is limited to basic algebra. The applications of statistics span a broad range of topics certain to appeal to the interests of students of diverse backgrounds, and they include problems in business, sports, health, architecture, education, entertainment, political science, psychology, history, criminal justice, the environment, transportation, physical sciences, demographics, eating habits, and travel and leisure.

Topics studied in this course: Frequency distributions and graphs, data description, probability and counting rules, discrete probability distributions, normal distributions, confidence intervals and sample sizes, hypothesis testing, correlation and regression, chi-square tests, analysis of variance, nonparametric statistics, and sampling and simulation.

Physical Education



1002 Personal Fitness

Length: 1 year

Prerequisites: None

Credit: 1.0

Elective: 10-12

Personal Fitness is a fitness focused alternative class to the General Physical Education course. This course follows the physical education guidelines as a state requirement, thus the only acceptable excuses will be based on medical or religious beliefs. An alternative online PLATO course will be provided for students if they have an extended medical excuse. If a student fails the course, it must be repeated. This class will be co-educational.

Personal Fitness will focus on improving nutrition, muscular strength, muscular endurance, cardiorespiratory endurance, cardiovascular endurance, flexibility, agility, and body composition. Learning proper form and technique of each Unit lift will be the main component of this course. Students will be able to explain and teach each exercise. Students will also be able to state the main muscle group that is targeted in each exercise. Cardiovascular fitness and plyometric training will be a core component of this class. Students will learn how to take their own heart rate, using available heart rate monitors, pedometers, or self-monitoring during aerobic activities. Students will be able to identify their heart rate in a target zone.

Students will monitor their progress throughout the semester and be able to take steps toward improved physical fitness. Progress monitoring will include formative assessments: eg. fitness logs, instructor/peer observations, skill demonstrations, lifetime fitness goals, and PACER/ Fit-Gram testing. Summative assessments will also be administered: eg: cooperative/group oral presentations and vocabulary term assessments after the completion of each unit. Formative Assessments will be made via Plicker Quizzes. Summative Assessments will be made by skill assessments, and skill demonstrations.

1001 Physical Education

Length: 1 Year

Prerequisites: None

Credit: 1.0

Required: 10-12

Physical Education is required of all students with the exception of students taking the Personal Fitness course as an alternative. This is part of the Physical Education requirement and will be included in the nine-week grade. Physical education is a state requirement, the only acceptable excuses will be based on medical or religious beliefs. An alternative online PLATO course for students will be provided if they have an extended medical excuse. If a student fails the course, it must be repeated. All classes will be co-educational.

High school classes will offer a balanced curriculum, including physical fitness activities that increase cardiovascular endurance, cardiorespiratory endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and life time activities.

Progress monitoring will include formative assessments: eg. instructor/peer observations, skill demonstrations, lifetime fitness goals, and PACER/Fit-Gram testing. Summative assessments will also be administered: eg: cooperative/group oral presentations and vocabulary term assessments after the completion of each unit.

Physical education can contribute to the overall development of the student. Participating in fitness activities promote wellness, provide an opportunity to learn worthwhile leisure time activities, and develop characteristics such as cooperation, sportsmanship, leadership, and self control. Formative Assessments will be made via Plicker Quizzes. Summative Assessments will be made by skill assessments, and skill demonstrations and team cooperation.

1000 9th Grade Physical Education

Length: 1 Year (Skinny block opposite of Health 1)

Prerequisites: None

Credit: 0.5

Required: 9

Physical Education is required for all 9th grade students and will be included in the nine-week grade. Physical education is a state requirement, the only acceptable excuses will be based on medical or religious beliefs. There is an alternative online PLATO course for students if they have an extended medical excuse. If a student fails the course, it must be repeated. All classes will be co-educational.

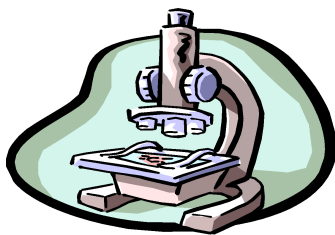
High school classes will offer a balanced curriculum, including physical fitness activities that increase cardiovascular endurance, cardiorespiratory endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety;

leisure and life time activities.

Progress monitoring will include formative assessments: eg. instructor/peer observations, skill demonstrations, PACER/Fit-Gram testing. Summative assessments will also be administered: eg: cooperative/group oral presentations and vocabulary term assessments after the completion of each unit.

Physical education can contribute to the overall development of the student. Participating in fitness activities promote wellness, provide an opportunity to learn worthwhile leisure time activities, and develop characteristics such as cooperation, sportsmanship, leadership, and self control.

Science



0402 Earth Science

Length: 1 Year

Prerequisites: None

Credit: 1

Required: 9th

Earth Science is a two-semester course, which utilizes basic scientific principles to examine the Universe, the Solar System, and the Earth. Common themes throughout the duration of the course will include scientific process, energy cycles, matter interactions, and scientific measurement. Current issues in science will also be discussed as they arise.

The basic units in Earth Science are as follows:

- The Universe and Galaxies
- The Solar System
- The Earth and Moon System
- Earth Structure
- Plate Tectonics
- Earth Chemistry
- Rocks and Minerals
- Humans and the Environment

The textbook used is Physical Science and Earth Science, published by Glenco.

0401 Biology

Length: 1 Year

Prerequisites: Earth Science

Credit: 1

Required: 10th

This is a two-semester course with a focus on the biology in everyday life. The major goals of General Biology is for the student to gain a basic understanding of the biological world they live in. Every human being must possess a minimum competency in biology in order to better understand how the environments they live in and their behavior may affect their lives.

The primary text for this course is Biology, the Dynamics of Life, published by Glencoe Science

The major units covered are:

Biology as a Science

Ecology

Biodiversity

Genetics

Cellular Biology

Taxonomy and the Kingdoms

Human Anatomy

0406 Physical Science

Length: 1 Year

Prerequisites: Earth Science and Biology

Credit: 1

Elective: 10-12

Physical Science is a two-semester course focused on the physical sciences. Intended as an alternative for those who do not wish to take chemistry and physics, students will survey topics of both subjects with less focus on theory and more on application. Applied science is presented in a way that involves less mathematics than either chemistry or physics.

The first semester of applied science will be spent on physics-related topics including, but not limited to the following:

- The study of science
- Energy
- Force and motion
- Sound
- Electricity
- Heat

The second semester of Physical Science will be spent on chemistry-related topics including, but not limited to the following:

- Classifying matter
- Properties of matter
- Mixtures
- Substances
- Chemical changes

The textbook used is Physical Science with Earth Science, published by Glencoe.

0404 Chemistry

Length: 1 Year

Prerequisites: Algebra I

Credit: 1

Elective: 11-12

Chemistry is a two-semester course, which focuses on the study of matter and its composition. The students will be challenged to develop their problem solving abilities and broaden their knowledge of the chemical makeup of matter. This is a college preparatory class, which will strive to prepare the student for further education in a science-related field and to develop critical thinking abilities. Students interested in this course should show an interest in and aptitude for the sciences and also have a minimum of one year of Algebra.

The text used for this course is Chemistry: Matter and Change, by Glencoe. This book is broken down into many small units, which will cover a wide variety of topics, such as:

- Atomic Structure
- Stoichiometry
- Chemical Behavior
- Electron Configuration
- Aqueous Systems (i.e., Acids and Bases)
- Introduction to Organic Chemistry

There will be a variety of assessments used for the course, which will include: traditional testing, laboratory practical exams, project portfolios, and lab reports.

0405 Physics

Length: 1 Year

Prerequisite: Algebra I (Chemistry and Algebra II recommended)

Credit: 1

Elective: 12

Physics is a two-semester course, which has a strong emphasis on problem solving and deductive reasoning skill development. The study of motion at both the macroscopic and microscopic levels will be explored. This course is designed as a college preparatory course for any student that shows interest and aptitude in any science related field.

The text used for this course is Giancoli Physics Sixth Edition, by Pearson.

The seven major units covered are:

- Kinematics and Vectors
- Dynamics (Newton's Laws)
- Work and Energy
- Internal Energy and Heat
- Wave Phenomena
- Electricity and Magnetism

The assessment for this class will be mostly on a day-to-day productivity basis, although there will be traditional problem solving exams, portfolios, and laboratory practical exams.

Social Studies



0702 World History A/B

Length: 1 Year

Prerequisites: None

Credit: 1

Elective: 9-12

World History has been separated into two classes, alternating every other year. World History A covers ancient world history, from Mesopotamian to exploration. World History B covers the French Revolution to present.

0703 American History

Length: 1 Year

Prerequisite: None

Credit: 1

Required: 11th

This survey of American History is developed over a period of two years. The first year is offered at the junior high level covering the period from 1492 to 1865. The second year, offered at the high school level, is an in-depth study of the last one-hundred years of our country's national development covering the period 1865 to the present. The basic purpose of the course is to offer an opportunity to obtain a true appreciation of what it means to be an American by relating past events, present developments, and future possibilities. Such a course will concentrate on developing a historical perspective in the fields of social, economic, political, military, and diplomatic United States history.

Upon completion of this course, the students should have:

- Fuller understanding of their country's present by relating to past developments
- Acceptance of the United States' future by an awareness of all alternatives taught by her past
- An explanation of how and why America has assumed a position of world leadership today
- Each individual's role in their country's continued success through understanding, pride, and desire to continue our past traditions

0736 Economics

Length: 1 Semester

Prerequisites: None

Credit: 0.5

Required: 12th

Economics is a one-semester course designed primarily for college-bound students. Emphasis is placed on macro-economics. It presents to high school students the most important elements of our economy and the processes by which economic forces operate. The course starts with a comparison of economic systems and proceeds to an in-depth study of capitalism. This includes:

- An examination of the market system
- Demand and supply
- Prices
- Inflation
- Income distribution
- Money and banking
- The Federal Reserve and monetary policy
- Fiscal policy
- Government regulation

If time permits, international trade will also be explored. Projects will include handouts that will supplement the study of each aspect of the economy, a weekly paper concerning current economic happenings, questions covering every aspect of the economy and a term paper concentrating on the stock market. When the course has been completed, the student should have working knowledge of the American economic system, which will be a basis for further education.

0701 American Government

Length: 1 Semester

Prerequisite: None

Credit: 0.5

Required: 12th

American Government is a one-semester course that will include a study of the constitution, the Bill of Rights, and the three branches of the Federal Government. The purpose of this course is to give each student in-depth knowledge of how the American system of government works, the concepts that led to developing the system, the principles behind our type of government, and how we, as citizens, affect and are affected by the government everyday.

To achieve this, handouts, audiovisual materials, lecture and discussion will be used to encourage students to think about their relationship with their government and how they can become involved in its processes. A term paper will also be required to emphasize one aspect of the government.

By the conclusion of this course, the student should understand how American Democracy works and and their role in its processes.

0711 Contemporary Issues I

0712 Contemporary Issues II

Length: 1 Semester (or together, 1 Year)

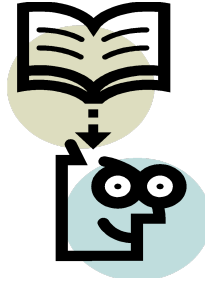
Prerequisite: None

Credit: 0.5 per semester

Elective: 10-12

Contemporary Issues is a two-part class dealing with both current events and individual concerns. This course shall concentrate on enriching students with a deeper appreciation of the modern world around them and their separate roles in such a world. To achieve this, four days of every week will be used to discuss current events and popular concerns of the country based on a thorough reading of weekly news magazines and other media sources. The remaining day will be devoted toward assessment and group discussion of personal issues concerning our individual lives selected by the students or teacher.

Other Electives



0045 Independent Study/Gifted and Talented

Length: 1 Semester or 1 Year

Prerequisites: Must meet eligibility requirements

Credit: 0.5 (Semester) or 1.0 (Full Year)

Elective: Students who met requirements to be eligible 9-12

This independent study course provides gifted students with an opportunity to self-select and self-direct an independent learning project based on personal interests. At the end of this study, students will have extended their learning about an area of interest, stretched their potential through inquiry learning, challenged their personal and academic abilities, and prepared themselves for life beyond high school. Students will submit evidence of 60 hours of activity related to the independent study. Teacher will provide support and guidance in the steps of brainstorming a unit of study, outlining the questions and goals of the unit, setting a timeline and steps for achieving the goals, and documenting the progress.

0737 Character and Leadership

Length: 1 Year

Prerequisite: None

Credit: 1

Elective: 9-12

This class is different from other classes you take in high school. We will not be studying history, math, or learning a foreign language. You will not be required to memorize facts or learn complicated theories. This class is about becoming successful now and in the future. This means you will be learning what it takes to become a success. You will be required to think, analyze and apply these class concepts into your daily life. You will read about people who have become successful and also meet people from the community who have become successful. You will learn some skills that will help you become successful, and you will be asked to think your way through some ethical dilemmas.

What Makes this class cool and different:

- This class is all about helping you become successful at school, in your relationships and in your future career
 - Business leaders, coaches and educators spend thousands of dollars each year to learn about these topics (leadership, ethics and success)
 - You get to learn about these topics right now, improving the chances of your own success
- You will read about a different role model for each of our 18 themes, who have become successful and also demonstrated great character
- Cool movies after each theme.
- Everybody has the potential to earn an A.
 - Read 1 chapter per theme
 - Complete 1 written assignment per theme
 - Demonstrate good character
 - Complete a blog entry for each theme
 - Participate during in-class discussion
 - Serve as a volunteer
 - Serve as a role model to others

Credit Recovery



Twin Cedars is now utilizing an internet-based program called Plato (or Edmentum) for credit recovery. Plato consists of courses that are taught online, but monitored by staff at Twin Cedars. A student is eligible to take Plato if he or she has signed parent/guardian approval AND one of the following:

- Failed a required class after the second attempt in the classroom.
- Must complete more courses than are allowed by the 8-period schedule during the current school year in order to graduate with their cohort.
- Is unable to take a core course due to scheduling conflicts.
- Is unable to attend a core course in the classroom due to sickness, suspension, removal, or other legitimate reasons.
- Is in the gifted and talented program and wishes to take a class that is not offered in a classroom.
- Needs the course for test preparation.
- Is completing coursework during the summer (summer school) to catch up with cohort.

Rules and Regulations:

- All tests and quizzes will be taken on a computer at school under supervision.
- Students may use computer in the at-risk room, special education room, or gifted and talented room at school. Written approval must be provided to use computer elsewhere in the school building.
- Students may work on courses at home, if they have a computer with an Internet connection. However, as stated above, tests and quizzes will be blocked and may not be taken at home.
- Other issues concerning note-taking, essay-writing, and course projects will be left to the discretion of the supervising teacher for that course.
- Progress reports may be sent home at the same intervals as other classes – i.e., midterm, quarter, semester.
- The supervising teacher will decide the work to be assigned in each course.
- The student, supervising teacher, and school counselor will meet to decide on a course end date and whether the student will use the calendar mode for assignments.
- Students will be removed from a course if caught cheating or using computer inappropriately.