

**Purpose**

The purpose of the Clarke Community High School Course Guide is to help the student make course selections. It is recommended to use this information as one source available to you. Counselors, teachers, parents, and friends can also provide valuable information you need to make appropriate selections. You are encouraged to take courses that will challenge and prepare you for your future. Please take the time to choose your courses wisely.

**Clarke Community High School Website**

The high school and middle school counseling pages can be found at [www.clarke.k12.ia.us](http://www.clarke.k12.ia.us) and are an important resource for students and parents. The following topics are included on those pages:

- ACT Information
- College Visits
- Graduation Requirements
- Mission Statement
- Scholarship Information
- Transcript Requests

**The Counseling Department Staff**

Jennifer Scott, High School Counselor (11-12 scheduling)  
Ruby Clyde, 7-12 Success Coach (9-10 scheduling)  
DeeAnn Clark, Middle School Counselor (7-8 scheduling)  
Marcus Kious, Juvenile Court Liaison Officer  
Ronda Pierceall, Administrative Assistant

**Nondiscrimination Policy**

It is the policy of the Clarke 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 Equity Coordinator, 802 N Jackson, Osceola, IA 50213, 641-342-4969 ext. 7.

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## **Course Load**

The minimum required course load is seven (7) courses, physical education, advisory, and literacy. Students may take eight (8) courses by qualifying for and completing a physical education waiver. Study hall is not offered rather 30 minutes of Encore time is provided at the end of the day for teachers and students to work together in a structured environment outside of class time. Any exceptions to course load will require approval by the principal.

Students have the first three (3) days of the semester to add or drop courses, however, schedules will not be changed for the following reasons.

- Preference for a different teacher
- Preference for a different period
- Preference to be with friends in class

Changes made after schedules are finalized will be subject to the following conditions.

- School error
- Graduation or college entrance requirements not met
- Principal or teacher recommendation
- Class dropped by school
- Balance sections - move from larger to smaller

## **Course Retake Policy**

It is the policy of the Clarke Community High School (CCHS) that courses are taken for credit one time. Students can retake a course for credit if the student failed the course on the first attempt. Then the initial grade AND the second grade will be included on the transcript and in the student's GPA. There are some courses at CCHS that can be repeated for credit, and they include learning lab (SpEd), functional literacy (ELL) advisory, literacy, high school TAG, high school band, band flags, concert choir, chamber choir, art studio, art labs, publications, advanced speech, advanced visual studies, fabrication, reading, young adult reading workshop, heritage Spanish, manufacturing career experience, health career experience, work experience, COE, and physical education classes. The nature of these courses is such that the student will be completing new material each semester or year. Year-long courses in which the student fails one semester may require the student to repeat the entire year. In such cases, students will receive elective credit for the semester they did pass that is repeated. All other courses repeated for credit require approval by the teacher principal.

## **Elementary and Middle School Acceleration Policy**

It is the policy of CCHS that elementary and middle school students taking high school courses will adhere to the same policies and expectations as high school students. This includes but is not limited to credit awarded, GPA, retake policy, and semester exams if given. Three (3) years of math are required by Board Policy 505.5 while in grades 9-12.

## **Grading Scale**

Clarke Community High School adopted the following common grading scale. SWCC, Graceland or any college course will use the grading scale required by the college.

Letter Grade	Minimum %	Non-Weighted Value	Weighted Value
A	94.5%	4.0	5.0
A-	89.5%	3.67	4.67
B+	87.5%	3.33	4.33
B	84.5%	3.0	4.0
B-	79.5%	2.67	3.67
C+	77.5%	2.33	3.33
C	74.5%	2.0	3.0
C-	69.5%	1.67	2.67
D+	67.5%	1.33	2.33
D	64.5%	1.0	2.0
D-	59.5%	.67	1.67
F(Fail- included in GPA)	0	0	0
FI (Fail- not included in GPA)			
Ps (Pass)			
COMPL (Completed)			
I (Incomplete)	0	0	0
W (Withdrawn)			
NC (No Credit)			

### Weighted Courses

Weighted courses are reviewed annually by a small committee of high school administrators and teachers. Courses receiving a weighted distinction are considered to be more rigorous in content and study time outside of class. A list of weighted courses can be found at the end of this guide.

### Diploma Designations- Standard, Honors, Clarke Learning Center

Students may earn either the standard diploma, honors diploma\* or Clarke Learning Center diploma. Students must plan for an honors diploma as early as possible in their high school career but are required to complete the Honors Diploma Request Form by the end of the first

quarter of their senior year to be considered. The request form can be found at the end of this guide. \*Please note that the honors diploma will no longer be offered after the Class of 2020.

### **Graduation Requirements (Board Policy 505.5)**

#### Standard Diploma (54 credits starting with the Class of 2020)

8 semesters of English (2 credits grade 9 level English, 2 credits grade 10 level English, 2 credits grade 11 level English, Senior Year English elective, 1 elective)

6 semesters of Mathematics (All students will complete 6 credits of math during grades 9-12)

6 semesters of Science (2 credits grade 9 level science, 2 credits biological science, 2 credits elective)

6 semesters of Social Studies (2 U.S. History, 1 Government, and 3 electives)

1 semester Speech

1 semester Personal Health and 1 semester Family Health

1 semester of Financial Literacy

8 semesters of Physical Education

16 elective courses

Senior Portfolio/Project

Advisory (1/8 credit/semester) Advisory credit is not a graduation requirement.

#### \*Honors Diploma (54 credits starting with the Class of 2020)

\*Please note that the honors diploma will no longer be offered after the Class of 2020.

8 semesters of Language Arts (2 credits grade 9 level English, 2 credits grade 10 level English, 2 credits grade 11 level English, Senior Year English elective, 1 elective)

8 semesters of Math (All students will complete 6 credits of math during grades 9-12.)

8 semesters of Science (2 credits grade 9 level science, 2 credits biological science, 2 credits elective)

8 semesters of Social Studies (2 semesters U.S. History, 1 semester Government, 1 semester World History, 4 electives)

4 semesters of Foreign Language

At least 2 Weighted or Dual Credit Courses

At least 1 year Fine Arts (Art, Band, Chorus)

1 semester Personal Health, 1 semester Family Health

1 semester Speech

1 semester of Financial Literacy

8 semesters Physical Education

4 Electives Credits

Senior Portfolio/Project

A Minimum of a 3.75 GPA

Advisory (1/8 credit/semester) Advisory credit is not a graduation requirement.

### **Early Graduation (Board Policy 505.6)**

Generally, students will be required to complete the necessary coursework and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy. A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the

student who graduates early may participate in commencement exercises and attend prom their graduation year..

Early graduation will be permitted upon completion of the following criteria:

1. The student will write a formal request to the Board of Education. The request should have the reasons for early graduation and a plan for what the student is going to pursue after graduation. This letter must be approved by the principal.
2. The student will meet with the counselor to write a four-year plan meeting all graduation requirements at an accelerated rate.
3. The student's portfolio (or Leadership Pages) will be in good standing.

### **Dual Credit College Courses**

A contract of college courses is available to students in 11th and 12th grades from SWCC and Graceland. TAG students in 9th and 10th grades may also take college credit courses with the recommendation of the TAG teacher, school counselor and/or high school principal. All students enrolling in college courses must be proficient on the most recent testing of their Iowa Statewide Assessment of Student Progress (or other approved assessment) as required by the Iowa Department of Education. When a student is not proficient, STAR scores AND other criteria may be substituted to determine proficiency and eligibility. Please see the Senior Year Plus (SYP) and PSEO Course Alternate Performance Measures at the end of this guide.

In addition, students considering vocational programs must take the ACCUPLACER before enrolling in a course or career academy. Students enrolling in Arts and Sciences courses must take either the ACCUPLACER or the ACT (with a composite score of 19 or above). The ACCUPLACER measures basic skill levels in writing, reading and math and is not timed. Students can make an appointment to take the ACCUPLACER at Southwestern Community College's Osceola Center. ACCUPLACER testing will also be offered at Clarke High School during the spring of the current school year.

Tuition is authorized to be paid by the local school district. Students who drop or fail a concurrent enrollment college course will not be charged the cost of the course; however, a failing grade may be posted to your high school transcript for the course.

Online courses are available through Southwestern Community College or the Iowa Community College Online Consortium. Southwestern Community College offers face-to-face courses at Clarke High School, the Osceola Center, the Creston Campus, Lamoni, and Central-Decatur High School. Students will self-transport to all college courses.

### **Agricultural Science Department**

Any student wishing to participate in FFA must enroll in at least one (1) semester of agriculture each year. At least one (1) semester of Agri-Science is highly recommended for all other Ag classes.

### **Introductory Ag Studies I Elective**

**9-10, Fall Semester,**

Agriculture—Comprehensive courses cover a wide range of agricultural topics, including plant and animal science, production, and processing; agricultural mechanics, including tool and machine operation and repair; construction and repair of farm structures; business operations and management; and the careers available in the agricultural industry. They may also include topics such as chemical and soil science, ecology, agricultural marketing, and veterinary science.

### **Introductory Ag Studies II**

**9-10, Spring Semester, Elective**

*Prerequisite: Ag Science I recommended*

Agriculture classes do not stop with Agri-Science I. Agri-Science II continues the fun of learning about agriculture. We learn how to do Power Point, where the switch is on a cow (ON/OFF?), **EAT** fruit smoothies, and actually see banana DNA! This class focuses on the following: 1) General Agriculture knowledge, 2) Agronomy (soil, maps, and aerial photos), 3) Animal Science, 4) Biotechnology – Cloning (right or wrong), 5) Shop Safety, 6) Tool Identification, 7) Introduction to Welding.

### **Animal Science I> Elective**

**10-12, Fall Semester,**

Animal Production/Science courses impart information about the care and management of domestic and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students may study a particular species (swine, cattle, horses, fowl, sheep, and so on), or they may learn how to care for and maintain livestock as a more inclusive study.

### **Animal Science >II**

**10-12, Spring Semester, Elective**

*Prerequisite: Animal Science I>*

This class builds upon Animal Science I with an emphasis on judging and meat evaluation, nutrition and feeding, reproduction, and total herd management. Specific areas of study include animal judging techniques and workshops, cuts of meat identification and grading, feed identification, protein analysis, figuring feed rations, reproductive terminology and anatomy, and breeding schedules. One of the fun activities that we do in this class is barbecue different pieces of meat and evaluate them for quality.

### **College Animal Science (AGS 112)**

**11-12, Spring Semester, Elective**

*Next offered spring 2021*

*Dual credit SWCC course*

*Prerequisite: Animal Science >II*

The history of animals and their interaction with humans will start the course. The progression of the animal industry relating to U.S. agriculture from its conception to modern time follows. Terminology, care, breeding, production, and marketing will be explored for the following species: beef cattle, dairy cattle, equine, poultry, swine, sheep, companion animals, and specialty animals.

**Environmental Science****10-12, Year-long, Elective**

Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.

**Plant Science****10-12, Year-long, Elective***Prerequisite: Ag Science*

Plant Production/Science courses provide knowledge about the propagation of plants for food and fiber. These courses may cover such topics as soil science, irrigation, pest and weed control, food and fiber processing, and farm operations. They may also cover the knowledge and skills needed to produce all types of crops or may emphasize a particular area of the agricultural industry.

**Leadership and Development****10-12, Semester, Elective**

Leadership and development focusing on teaching teamwork, cooperation, leadership styles, resume writing, job interviews, public speaking and other important life lessons. This is a class that will prepare the student for the future with real life situations and opportunities. One very exciting activity that you are challenged to achieve is to successfully plan, execute, and evaluate a community service project. Some past examples are as follows: Coat and blanket drive for the less fortunate, organized a dinner for a homeless shelter, coordinated activities for children with illness at Blank Children's Hospital, and held a toy drive for the holidays. EVERYONE possesses leadership skills! Come see what skills you possess and what kind of leader you are! I dare you to take this class!

**Independent Study Ag/Food/Natural Resources  
Elective****12, Semester or Year,**

Course in Agriculture, Food and Natural Resources – Independent Study, often conducted with instructors as mentors, enable students to explore topics or interest related to agriculture, food and natural resources. Independent Study course may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills. Students enrolling in the class must have the permission of the instructor AND the Principal.

This course is available to students who are seniors and have enrolled in ALL courses in the Ag department. Students must have a GPA of 3.0 or greater. Permission forms must be filled out by the student BEFORE enrollment.

**Visual Arts Department****Beginning Art Studio****9-12, Semester, Elective***Maximum of 22 students per class*

Students will develop a strong understanding of artistic behaviors, composition, meaning-making in art while exploring many types of media and artists throughout history. Students will also build their skills by reflecting on their own work, and giving feedback to others. Students will



apply this knowledge and use the creative process to begin to create a portfolio of original work using any combination of 2D, 3D, or digital media.

### **Art Studio**

**9-12, Semester, Elective, Repeatable**

*Prerequisite: Art Foundations or Beginning Art Studio*

Students will build upon their artistic behaviors from Beginning Art Studio to explore diverse purposes for art making and follow the creative process to envision, create, and present original artwork. Students will learn 2D, 3D, and/or digital art techniques and explore ways that contemporary artists are using media and artmaking approaches to present their ideas. Students will explore ways to combine media effectively to create meaning.

### **Advanced Art Studio Repeatable**

**11-12, Semester, Elective,**

*Prerequisites: Art Foundations and 2 semesters of intermediate art classes*

Students will choose a concentration from which to create a body of work. Students will explore other artists and reflect upon how they create depth and meaning and relate to their own work and concentration. Through critique students will focus on improving and refining ideas and good studio habits. This course is modeled after elements of AP Studio Art and IB Art Portfolio, and will support students to build a portfolio suitable for contest or college admission. It is recommended that students take Advanced Art Lab while taking this class.

### **Advanced Art Lab Repeatable**

**11-12, Semester, Elective,**

Advanced Art Lab is a recommended course for students who are concurrently enrolled in Advanced Visual Studies. This time is used to further explore skill development and completion of the advanced portfolio.

### **Art Appreciation (ART 101) Elective**

**11-12, Semester,**

*Dual credit SWCC course*

*Online*

Art Appreciation is an introduction to the visual arts and explores the nature of art and the mechanisms of creativity, the materials and methods of making art, the purpose of art in various cultures both ancient and contemporary, and the significance of visual literacy in today's world.

## **Business/Computer Science Department**

### **Introduction to Business Elective**

**9-10, Fall Semester,**

Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields.

**Business Law****9-10, Semester, Elective**

Business Law courses present a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as future business leaders and employees. Such topics may include contracts, commercial paper and debt instruments, property rights, employer/employee relationships, and constitutional rights and responsibilities.

**Entrepreneurship****10-12, Spring Semester, Elective**

Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Several topics surveyed in Business Management courses may also be included.

**Marketing****11-12, Spring Semester, Elective**

Marketing—Comprehensive courses focus on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include (but are not limited to) market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics are often covered as well.

**Personal Finance****11-12, Semester, Required**

This course will satisfy the financial literacy requirement for graduation. Personal Finance courses provides students with an overview of the American monetary and banking system as well as types of financial institutions and the services and products that they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments; and negotiable instruments.

**Intro to Business (BUS 102)  
Elective****11-12, Semester,***Prerequisite: high school Introductory Business**Dual credit SWCC course  
online*

The functions and practices of modern business and the economic institutions that facilitate the operation of individual business units. The interrelations existing in the various phases of business activity: organization, finance, production, and marketing.

**Business Communications (BUS 121)  
Elective****11-12, Semester,***Prerequisite: ENG 101 Elements of Writing or minimum ACCUPLACER sentence structure score of 86.**Dual credit SWCC course  
Online*

This course is a study of communications for the typical business situation. Topics to be covered are reports and letters of inquiry, orders, credit, collections, sales, and handling disputes.

### **Human Relations (BUS 161)**

**11-12, Semester,**

**Elective**

*Dual credit SWCC course*

*Online*

Human Relations is a course designed to improve students' ability to function in the workplace. This course will work on increasing students' self-awareness and improving their ability to get along with customers, coworkers, and supervisors. The course will build communications and human relations skills.

### **Project Lead The Way Computer Science Essentials**

**9-12, Year-long, Elective**

Following Project Lead the Way's suggested curriculum, PLTW Computer Science Essentials (formerly known as PLTW Introduction to Computer Science) courses introduce students to computational thinking concepts, fundamentals, and tools. Students will increase their understanding of programming languages through the use of visual and text-based programming. Projects will include the creation of apps and websites to address real-life topics and problems.

### **Intro to Computers (CSC 110)**

**11-12, Semester,**

**Elective**

*Prerequisite: Keyboarding skills*

*Dual credit SWCC course*

*Online*

This is an introductory course that surveys a variety of computer topics to include history, hardware, software, terminology, communications, computer ethics, and societal impact. In addition to computer literacy, students will complete hands-on modules for Microsoft Office programs.

### **Miscellaneous**

#### **Introduction to Education (EDU 213)**

**11-12, Spring Semester, Elective**

*Prerequisite: ENG 105 Composition I is highly encouraged*

*Dual credit SWCC course*

This introductory course in education will provide opportunities for the student to gain a fundamental understanding of what is involved in a teaching career. Topics include, but are not limited to, current issues in education, school law, and ethics. Also, it is designed to familiarize students who may not enter the teaching profession with some basic educational principles which will enable them to contribute more adequately to the total educational system. Students will be required to complete 15 hours of observation in a K-12 classroom as part of this course.

**Work Experience**  
**Repeatable**

**12, Semester or Year, Elective,**

Miscellaneous Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**Cooperative Occupational Education (COE)      12, Semester or Year, Elective, Repeatable**

*Prerequisite: Approval of Principal and one course in the vocational area*

Cooperative Occupational Education is an opportunity to gain additional training beyond what can be accomplished in the regular classroom. Students will spend time each day working under the supervision of a training supervisor.

**Driver's Education      9-12, Fall or Spring Semester, Elective**

*Participants will receive a letter grade (which does not calculate into their high school GPA) and 0.5 elective graduation credit.*

Drivers' Education—Classroom and Laboratory courses provide students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses.

The class will consist of thirty plus lecture hours, six hours of behind the wheel training, and 12 hours of observation time. The course will include the basic skills of driving and related learning, films on all situations of driving and driver's attitudes and visits from members of the police departments, insurance companies, and other related areas.

During the school year Driver's Education is scheduled by age—oldest first. Sign up is in the spring and will be announced in the daily bulletin.

If a traffic violation is published or the state revokes a student's permit, the student cannot take Drivers Education. Then he/she must also wait one semester before re-enrolling.

If a student fails the Drivers Education course, there is a full one semester waiting period to be eligible to take the class again.

Foreign exchange students will not be allowed to take Drivers Education.

Cost for Driver's Education is set by the Clarke Board of Education. The school district contracts this class and supplements the program with tax dollars.

**Publications      10-12, Year-long, Elective, Repeatable**

Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication. Students in this course will specifically work on the yearbook for Clarke Community High School. After successful

completion of one semester students may take this as an independent student with teacher approval.

### **ACT Prep Elective**

**11, Semester,**

Standardized Test Preparation courses help prepare students for national standardized tests such as the PSAT, SAT, and ACT. In particular, these courses assist students in developing and/or expanding their vocabulary, test-taking, and reasoning skills through study, lecture, and practice drills. Course topics may include vocabulary review; root words, prefixes, and suffixes; mathematical concepts, logic, and rules; and general problem-solving and test-taking strategies.

### **English Language Learners (ELL) Department**

### **ELL Language Arts I, II, III, IV Required**

**9-12, Year-long,**

These courses are designed to help each student learn English reading, writing, and speaking skills through literature. The level of Language Arts course a student takes is dependent upon the student's previous schooling and experience with his/her native language. Literature is read and studied to improve decoding skills, vocabulary, comprehension, syntax, grammar, punctuation, and writing ability.

### **Transitional ELA Repeatable**

**9-12, Semester or Year-long, Elective,**

*Prerequisite: Teacher recommendation*

Transitional ELA is a course designed to assist English Language Learners that need extra assistance in Language Arts. This course is designed to be a bridge between co-taught ELA classes (either with the teacher or an interpreter) and general education language arts. It is specifically designed for eighth grade students coming into high school. Students will be working on reading and writing in English at a more advanced rate than functional literacy students.

### **ELL Functional Literacy Repeatable**

**9-12, Semester or Year-long, Elective,**

Functional Literacy courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' ability and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.

### **ELL Speech**

**9-12, Semester, Required**

This course focuses on developing students' summarizing, presentation skills, and oral communication skills, including their ability to make simple oral presentations, retell simple stories, participate in face-to-face conversations on topics going beyond the most immediate needs, and identify the main ideas and information in level-appropriate listening passages. Students will understand main ideas and specific details of recorded passages on academic and

general interest topics. This course includes a review of English sounds, word-level stress, and reduction, linking, and contractions. Students will take notes while listening and summarize the information orally; produce oral summaries of written material; prepare and deliver structured technology-assisted presentations on topics of general interest; participate in and orally summarize the outcome of group discussions; and develop an ability to support opinions, explain in detail, and hypothesize. All of this will be graded and reviewed based on students' individual ability levels, and all will be done in the comfort of a small setting with other ELL students and final presentation will be presented in front of native English Speakers.

The above is a mixture of intermediates level ability and advanced students' level ability for ELL students.

**ELL Intro to Science  
Elective**

**9-12, Semester or Year-long,**

This course focuses on developing students' vocabulary and background knowledge so that they may be successful in high school core science classes.

**ELL Intro to History  
Elective**

**9-12, Semester or Year-long,**

This course focuses on developing students' vocabulary and background knowledge so that they may be successful in high school core social sciences classes.

**ELL Intro to Math  
Elective**

**9-12, Semester or Year-long,**

This course focuses on developing students' vocabulary and background knowledge so that they may be successful in high school core math classes.

**ELL Reading  
Repeatable**

**9-12, Year-long, Required,**

*Prerequisite: Iowa Statewide Assessments of Student Progress and/or STAR scores and recommendation*

Assisted reading courses offer students the opportunity to focus on their reading skills.

Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently.

This is a course for ELL students.

**Family and Consumer Sciences Department**

**Food & Nutrition I>  
Elective**

**9-12, Fall Semester,**

*Preference given to 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders*

This course is designed for students who are interested in understanding the principles of nutrition and maintain a healthy lifestyle. Attention will be given to the selection and preparation of all the food groups on My Plate and personal health and well-being.

**Food & Nutrition >II****9-12, Semester, Elective***Prerequisite: Food & Nutrition I*

Food and Nutrition II focuses on nutrition and knowledge and skills used to prepare healthy, economical meals. Students will research and interpret common health concerns currently affecting our population. Planning a family food budget, selecting appropriate tableware, and identifying international cuisine will also be discussed.

**Advanced Cuisine****10-12, Spring Semester, Elective***Prerequisite: Foods & Nutrition I and II*

Advanced Foods focuses on the preparation of food. Students will demonstrate skills necessary for career opportunities in the food service/culinary arts industry. Students will learn and practice safety and sanitation procedures. They will perform quantity food preparation as it relates to catering, bakery, restaurant, hospitality, and fast food business operations.

**Child Development 1 > Elective****9-12, Fall Semester,**

This course provides students with an understanding of the aspects of human growth and development from conception to age 3. Parenting and caregiver skills are developed as positive guidance techniques and child-related issues are studied.

**Child Development >II****10-12, Spring Semester, Elective***2 Periods – 2 Credits**Prerequisite: Child Development I, provide own transportation*

This course is designed for high school students to gain experience in working with children. Class members will observe and serve as student assistants in K-6 classrooms in our district and at The Village Childcare Center. Development of school-age children will be explored from ages four to twelve. This course is recommended for students planning a career in education, counseling, social services, etc.

Only offered if at least 8 students are registered.

**Family Living****10-12, Spring Semester, Elective**

This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include family relationships, communication, conflict resolution, relationships, love and dating, marriage and parenting.

**Life Skills Elective****10-12, Fall Semester,**

Life Skills is a course designed to prepare students with skills to live independently. Skills are developed to help students manage their needs in the areas of interpersonal relationships, financial management, consumerism, housing, transportation and nutrition. Management of time, money, and resources are emphasized in each area allowing students to be successful at home and in the workplace.

**World Language Department**

**Spanish I****9-12, Year-long, Elective**

Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

**Spanish II****typically 10-12, Year-long, Elective**

*Prerequisite: Spanish I*

Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

**Spanish III****typically 11-12, Year-long, Elective**

*Prerequisite: Spanish II*

Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**Spanish IV****typically 12, Year-long,****Elective**

*Prerequisite: Spanish III*

Spanish IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

**Heritage Spanish****10-12, Year-long, Elective**

*Prerequisite: Native Spanish speaker and teacher recommendation and instructor approval*

Spanish for Native Speakers courses prepare native and heritage speakers to communicate in Spanish in all modes. These courses reinforce and expand students' skills to interpret (read, listen, view) and present (speak, write) information at the same level as they exchange (speak and listen; read and write) information, concepts, and ideas on a variety of topics. Spanish for Native Speakers courses advance students' understanding of the relationships among the products, practices, and perspectives of the cultures included in the Spanish-speaking world.

**Health Department**



**Personal Health****9-10, Semester, Required**

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

**Family Health****12, Semester, Required**

Health and Life Management courses focus as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies.

The units incorporated in the course are:

- a. Human sexuality (human reproduction, birth control, values in sexual life, sexually transmitted disease)
- b. Adulthood (preparation for marriage, adjustments, alternatives to marriage, and sources of help)
- c. The family (types, family functions, structures and roles of family, solving of family conflicts, crisis, stress management, building strong families, abuse, violence)
- d. Parenting (responsibility of parenthood, parenting decisions, pregnancy, birth and children)
- e. Consumer health (public health, environment)
- f. Prevention and treatment of diseases and disorders
- g. Aging, death and grieving
- h. Mental/emotional health (stress, self esteem)

**Health Occupations Department****Introduction to Health Occupations (HSC 110)  
Elective****11-12, Fall Semester,***Dual credit SWCC course*

Health Care Occupations—Comprehensive courses provide students with an orientation to the healthcare industry and help refine their health care-related knowledge and skills. Topics covered usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities.

**Medical Terminology (HSC 114)  
Elective****11-12, Fall Semester,***Dual credit SWCC course**Face-to-face or online*

In Medical Terminology courses, students learn how to identify medical terms by analyzing

their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. This is a dual credit course, credit is received at both the high school and college level.

### **Nurse Aid (HSC 172)**

**11-12, Spring Semester,**

#### **Elective**

*Dual credit SWCC course*

*2 Periods – 2 Credits*

*Prerequisite: Health Occupations (HSC110)*

Upon completion of Health II, students will be eligible to take certification testing for Certified Nurses Aide I. This course meets the training requirements of the OBRA for aides working in long term care and skilled nursing facilities. Students learn basic caregiving skills and concepts to provide safe, effective resident care. Students must carry a 75% or above on all coursework to be allowed to do clinicals. Students are responsible for all testing fees.

Many nursing programs require CNA certification for entry into the nursing programs.

### **Pharmacology (PNN 208)**

**11-12, Spring Semester, Elective**

*Dual credit SWCC course*

*Prerequisite: Medical Terminology (HSC114)*

*Students must be proficient as determined by the Iowa Department of Education or better in reading and have passed Medical Terminology with a grade of C or better.*

This class will give students a basic introduction to medications and how medications are used in the healthcare setting. Students will learn about different types of medications and their classifications.

### **Health Career Experience**

**11-12, Spring Semester, Elective**

*Prerequisite: Application and teacher recommendation*

Students will participate in a multi-week mentorship experience at Clarke County Hospital. Required components include, but are not limited to, TB testing, immunization updates, and orientation activities including safety and work rule trainings. Preference will be given to students who are enrolled in the Health Science Career Academy or show a strong aptitude for a health related career.

### **Industrial Technology Manufacturing Processes Department**

Student enrolling in Industrial Arts classes may have a project and supplies fee. These fees vary and depend on the project chosen by the students.

### **Manufacturing Technology**

**9-10, Fall Semester,**

#### **Elective**

*Maximum of 16 students*

Students will understand manufacturing principles and incorporate manufacturing practices to produce multiple projects as well as evaluate product completion and product evaluation.

**CAD or Computer Aided Design****9-12, Semester, Elective***Maximum of 16 students*

Students will work with computers and software to understand and design geometrical constructions and three dimensional parts.

**Engineering Design****9-12, Spring Semester, Elective***Maximum of 16 students*

Students will work to solve problems in simple engineering principles and incorporate design elements to build models or change functions of design systems.

**Metals I****9-12, Semester, Elective***Maximum of 16 students*

Metalworking courses introduce students to the qualities and application of various metals and the tools used to manipulate and form metal into products. Through one or more projects involving metals, students develop planning, layout, and measurement skills; gain experience in cutting, bending, forging, casting, and /or welding metal; complete projects according to blueprints or other specifications; and may also learn to polish and finish metals. Correct use of metalworking tools and equipment is stressed.

**Fabrication****9-12, Semester, Elective***Maximum of 16 students*

Carpentry courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Carpentry courses may also include career exploration, good work habits, and employability skills.

**Welding I****9-12, Semester, Elective***Maximum of 16 students*

Welding courses enable students to gain knowledge of the physical and chemical properties, uses, and applications of various metals. Students gain skills in various processes used to join and cut metals (such as oxyacetylene, shielded metal, metal inert gas, and tungsten arc processes) and experience in identifying, selecting, and rating appropriate techniques. Students read and interpret blueprints in order to identify, select, and rate appropriate techniques. These courses may prepare students to pass relevant industry certifications.

**Welding II****9-12, Semester, Elective***Prerequisite: Welding I**Maximum of 16 students*

Welding courses enable students to gain knowledge of the physical and chemical properties, uses, and applications of various metals. Students gain skills in various processes used to join and cut metals (such as oxyacetylene, shielded metal, metal inert gas, and tungsten arc processes)

and experience in identifying, selecting, and rating appropriate techniques. Students read and interpret blueprints in order to identify, select, and rate appropriate techniques. These courses may prepare students to pass relevant industry certifications.

### **Manufacturing Career Experience Elective**

**11-12. Semester or Year-long,**

Students will participate in a multi-week mentorship experience in manufacturing. Required components include, but are not limited to appropriate certifications and orientation activities including safety and work rule trainings. Preference will be given to students who are enrolled in the Industrial Technology Manufacturing Processes Department or show a strong aptitude for a manufacturing related career. Students may be expected to find their own placement.

### **SWCC Career Academies**

#### **Carpentry and Building Trades Academy Elective**

**11-12, Two-Years,**

**(CON 141, CON 155, CON 183, CON 184, CON 188, CON 189, CON 237, CON 267)**

*Prerequisite: Industrial Tech I recommended*

*Dual credit SWCC courses*

Year One Fall- Basic Construction and Construction Lab IA

Year One Spring- Carpentry Level I and Construction Lab IB

Year Two Fall- Carpentry Level IIA and Construction Lab IIA

Year Two Spring- Carpentry Level IIB and Construction lab IIB

This is a two year career academy in high school. Students will self-transport to Lamoni. An additional year after high school is required at SWCC to complete the degree or certification chosen.

Carpentry courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs, and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Carpentry courses may also include career exploration, good work habits, and employability skills.

#### **Welding Academy**

**11-12, Year-long, Elective**

**(WEL 111, IND 114, WEL 114, WEL 139, WEL 162)**

*Dual credit SWCC courses*

Year One Fall- Welding Blueprint Reading and Intro to Fabrication

Year One Spring- General Industry Safety, Intro to Oxy Welding, Cutting, Brazing, and Intro to Shielded Metal Arc Welding

This is a one year career academy which may lead to certification in welding. Students will self-transport to Leon.

The welding Career Academy is designed for students to learn basic welding skills along with how to operate tools, identify different metals, and interpret blueprints. Successfully completing the four-course sequence yields a student 12 college credits and a basic welding certificate from Southwestern.

**Automotive Repair Technology Academy  
Elective**

**11-12, Two-Years,**

**(AUT 104, AUT 503, AUT 404, AUT 603, AUT 652, AUT 704, AUT 163, AUT 173, AUT 535, AUT 844)**

*Dual credit SWCC courses*

Year One Fall- Intro to Auto Tech, Auto Suspension and Steering, Auto Brake Systems

Year One Spring- Basic Auto Elective, Adv Auto Electric, Auto Heating and Air Cond

Year Two Fall- Auto Engine Repair and Adv Auto Engine Repair

Year Two Spring- Adv Auto Brakes and Auto Electronic Engine Controls

This is a two year career academy in high school. Students will self-transport to Creston. An additional year after high school is required at SWCC to complete the degree or certification chosen.

Demand is high for automotive technicians to perform maintenance and light repairs on today's high-tech automobiles. SWCC's auto technology Career Academy remains popular every year with near maximum enrollment. The program is held at SWCC's Creston campus. Students have participated and placed high each year in the Ford AAA Contest and the auto skills contest in Ankeny.

**Electrical Technology Academy**

**11-12, Year-long, Elective**

**(MAT 743, ELE 178, ELE 179, ELE 116, ELE 174, ELE 155, ELE 207, COM 724, ELE 177, ELE 195)**

*Dual credit SWCC courses*

Year One Fall- Intro to Wiring and Technical Math

Year One Spring- Blueprint Reading I, Blueprint Reading II, Adv Wiring Systems

Year Two Fall- National Electrical Code I, Residential Electrical Services

Year Two Spring- Employment Communications, DC Theory, Motor Control

This two-year academy in high school and includes introduction to wiring, technical mathematics, blueprint reading, and advanced wiring systems. Students will self-transport to Creston.

Students in the electrical technology Career Academy become familiar with the beginning essentials of electrical operations in residential or commercial construction or industrial maintenance. Students will learn to interpret architectural drawings and electrical code specifications, as well as gain experience wiring a residential home.

**Automotive Collision Repair/Refinish (year one) 11-12, Year-long, Elective  
(CRR 301, CRR 101, CRR 804, CRR 201, CRR 743, CRR 833, CRR 324, CRR 420, CRR 504, CRR 361)**

*Dual credit SWCC courses*

Year One Fall- Intro to Collision Repair, Sheet Metal Welding, and Intro to Refinishing

Year One Spring- Plastic Repair, Estimating, and Refinishing II

Year Two Fall- Sheet Metal Fundamentals, Non-Structural Repair

Year Two Spring- Frame and Unibody Damage Analysis, Collision Lab I

This is a two year career academy in high school. Students will self-transport to Creston. An additional year after high school is required at SWCC to complete the degree or certification chosen.

Students are trained in areas of panel straightening, refinishing, structural and non-structural repair, plastics repair, welding, mechanical repairs, and estimating. Quality workmanship is the focus of SWCC's auto collision repair program. The training allows students to become both ASE certified and earn the I-CAR designations. A unique feature of the program--after two years of collision repair training you can return for one additional year of mechanical training and obtain a second AAS degree in automotive repair.

**Informational Technology Systems Networking (year one) 11-12, Year-long, Elective  
(NET 122, NET 132, NET 852, CIS 650, NET 212, ENG 105, CSC 110, CIS 121, NET 333)**

*Dual credit SWCC courses*

Year One Fall- Computer Hardware Basics, Operating Systems Software Basics, and Intro to Robotics Networking

Year One Spring- PC Operating Systems and CISCO Networking

Year Two Fall- Eng Comp I and Intro to Computers (online)

Year Two Spring- Intro to Programming Logic and Implementing Windows Network Infrastructure

This two-year academy in high school. Students will self-transport to Creston.

The information technology systems networking (ITSN) program will take your technological abilities and assist you in becoming a complete all-around network guru. From databases, to PC repair, to infrastructure management, to forensics and regulatory compliance, students in the ITSN program are afforded unique and rewarding hands-on opportunities. Throughout the program, students are trained to install, configure, manage, and maintain network operating systems by an instructor with “real world experience.”

Students also receive opportunities to excel outside of the classroom, such as competitions with students from other colleges and testing to receive certifications in the field. Graduates of SWCC's ITSN program are prepared to take the CompTia A+ Helpdesk Exams and Microsoft Certified Systems Engineer Certification Exams.

### **English Department**

#### **Reading Repeatable** **9-10, Year-long, Required,**

*Prerequisite: Iowa Statewide Assessment of Student Progress scores and recommendation*

Assisted reading courses offer students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently. Students who score non-proficient on their most recent Iowa Assessments will be required to take this course.

#### **English I Required** **9, Year-long,**

This course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

#### **English II Required** **10, Year-long,**

*Prerequisite: English I*

This course offers a balanced focus on literature and composition and is taught using thematic units. Students will examine theme, purpose, and audience of the written word through examples in literature and creating their own through writing. This thematic approach will allow students to explore their own views and feelings about what they read and how to handle texts or many kinds, including but not limited to: nonfiction, short stories, novels, the internet, film and poetry.

#### **English III Required** **11, Year-long,**

*Prerequisite: English II*

This course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

#### **English IV** **12, Semester or Year-long, Elective or Required**

*Prerequisite: English III*

This course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers. This course is a suggested pre-requisite or concurrently with College Composition

**Young Adult Reading Workshop** **10-12, Semester, Elective or Required, Repeatable**

Student will read books appropriate for their reading level. \*Students will read books they choose and on their own and be asked to complete tasks related to the Common Core. This class is to promote individualized independent reading and will address standards such as theme, point of view, and literary elements. The goal for students is to build reading stamina and practice writing about what you read. Other activities will include read alouds, book talks, and other activities to reinforce reading on your own.

\*Students will read books they choose. The school assumes no responsibility for the books chosen by the student.

**Technical Writing** **11-12, Semester, Elective**

*Prerequisite: Teacher recommendation*

Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

**Creative Writing** **10-12, Semester, Elective**

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

**English Composition I (ENG 105)** **12, Fall Semester, Elective**

*Prerequisite: English III*

*Sufficient Accuplacer score*

*Dual credit SWCC course*

*Face-to-face or online*

This course is a program in intensive writing, designed to develop skill in the uses of language, clear thinking, critical reading, effective writing, and practice in writing information and persuasive prose.

**English Composition II (ENG 106)** **12, Fall Semester, Elective**

*Prerequisite: at least a C in English Composition I*

*Dual credit course*



*Face-to-face or online*

This advanced composition class is a continuation of English Composition I, offering a full year of composition to meet many college-level requirements. Intensive writing practice will be stressed in a workshop format.

**Intro to Lit (LIT 101)****11-12, Semester,****Elective***Dual credit SWCC course**Online*

As a study of the nature and purpose of literature in our culture, this course will include reading, discussion, and evaluation of literary works (including short stories, drama, and poetry) from different countries and different time periods.

**Mythological and Biblical Literature (LIT 178)****11-12, Semester,****Elective***Dual credit SWCC course**Online*

Every culture tells stories of where we came from, who we are, and how we should act toward each other. An understanding of various world mythologies, especially Greek and Roman, and of some basic stories from the Bible, is vital for understanding and appreciating much of the world's literature and art. This course will examine these early oral stories as pieces of literature and how Western culture has referred to these stories.

**Communications Department****Speech I****9-10, Semester, Required**

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, debate, analysis and critique, and development of self-confidence. Students may take speech or employability skills to satisfy the speech graduation requirement.

**Employability Skills****9-10, Semester, Required**

Students will learn employability skills including interview techniques, communication skills, financial and budget activities, and soft skills necessary for success in the 21st century workplace. This course will include opportunities for real-world connections through possible field trips, job shadows, guest speakers, and real world problem solving units. Students may take speech or employability skills to satisfy the speech graduation requirement.

**Advanced Speech****10-12, Semester, Elective, Repeatable***Prerequisite: Speech I*

Forensic Speech- Inclusive courses offer students the opportunity to learn how to use oral skills effectively in formal and informal situation. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one's voice and

body. Often linked to an extracurricular program, these courses introduce students to numerous public speaking situations, and they learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln-Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation). Participation in competition is encouraged, but not always required.

### **Theatre Appreciation**

**10-12, Semester, Elective**

*Prerequisite: Speech I*

The class will involve students in a variety of activities including lectures, readings, videos and presentations. The class will explore: history of theatre and appreciation of the theatre while allowing students a hands on experience to create their own performances in class encouraging them to become actors, directors, designers or just appreciative audience members. The class is intended for the general student to emphasize the audience's appreciation of the work of the actor, director, designer, critic, etc. No previous theatre experience is required. Play participation is required.

### **Oral Communications (SPC 101) Elective**

**11-12, Semester,**

*Dual credit SWCC course*

*Sufficient Accuplacer score*

Students will develop speaking and listening skills by studying and applying communication theories and principles. Public speaking, small group communication, and interpersonal communication will be emphasized.

## **Mathematics Department**

### **Tiered Algebra**

**9-10, Year-long,**

**\*Required**

*\*Prerequisite: Assessment scores and teacher recommendation*

Developed by Education Development Center (EDC), *Tiered Algebra* is a classroom resource that approaches algebra instruction differently. Instead of reteaching the same algebra curriculum in the same way to struggling students, *Transition to Algebra* uses logic puzzles, problems, and explorations to help teachers uniquely build students' mathematical ways of thinking. It invites students to experience the coherence and meaning of mathematics-perhaps for the first time.

### **Pre-Algebra**

**9-10, Year-long, Elective or Required**

Pre-Algebra course will increase students' foundational math skills and prepare them for Math I by covering a variety of topics, such as properties of integers and rational numbers rational numbers (i.e., number theory), ratio, proportion, percent, estimation, powers, the rectangular coordinate system, formulas, and solving one and two variable linear first-degree equations and inequalities, as well as, an introduction to geometry, statistics, and probability.

### **Algebra I Required**

**9-11, Year-long, Elective or**

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

### **Geometry**

**9-12, Year-long, Elective or Required**

*Prerequisite: Algebra I*

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

### **Algebra II**

**9-12, Year-long, Elective or Required**

*Prerequisite: Algebra I*

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher-degree equations; and operations with rational and irrational exponents.

### **Transition Algebra—Math in the Real World**

**11-12, Year-long, Elective or Required**

*Prerequisite: Algebra I*

Transition Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I and Geometry (Math I and/or Math II). Transition Algebra courses include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios. This class will focus on real world applications of the above topics.

### **Trigonometry Elective**

**11-12, Fall Semester,**

*Prerequisite: Algebra I, Geometry, and Algebra II with a grade of B- or better and teacher recommendation.*

*This course is for students who are currently enrolled in College Algebra or have taken College Algebra previously and want to take Calculus either at SWCC or the high school.*

The student will gain advanced geometry and trigonometry skills. It is a rigorous course that will require effort and time. This course is for students who will be taking calculus the following year either at Clarke or the college of their choice.

### **College Algebra (MAT 120)**

**11-12, Spring Semester, Elective or Required**

*Prerequisites: Pre-College Algebra with a grade of B or better and teacher recommendation*

*Sufficient Accuplacer score*

*Dual credit SWCC course*

Algebra III courses review and extend algebraic concepts for students who have already taken Algebra II. Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete math, elementary probability and statistics; matrices and determinants; and sequences and series.

### **College Calculus I (MAT 210)**

**12, Semester,**

**Elective**

*Prerequisites: College Algebra and Trig with a C or above*

*Sufficient Accuplacer score*

*Dual credit SWCC course*

This is a dual credit course through SWCC for 4 credit hours. Students follow the SWCC syllabus. The students will gain advanced calculus skills including summation, integration, applications, and sequences. It is an extremely rigorous course that will require effort and time. This course is ideal for students planning on entering majors that have Calculus II as a requirement, such as pre-med and engineering

### **College Calculus II (MAT 216)**

**12, Semester,**

**Elective**

*Prerequisites: College Calculus I with a C or above*

*Sufficient Accuplacer score*

*Dual credit SWCC course*

This is a dual credit course through SWCC for 4 credit hours. Students follow the SWCC syllabus. The students will gain advanced calculus skills including summation, integration, applications, and sequences. It is an extremely rigorous course that will require effort and time. This course is ideal for students planning on entering majors that have Calculus II as a requirement, such as pre-med and engineering.

### **College Calculus III (MAT 219)**

**12, Semester,**

**Elective**

*Prerequisite: MAT 216 Calculus II*

This course studies vectors, vector-valued functions and motion in space, partial derivatives, multiple integrals, and integration in vector fields.

### **Introduction to Statistics (MAT 156)**

**11-12, Semester,**

**Elective**

*Prerequisites: Algebra I, Geometry, and Algebra II with a C or above.*

*Sufficient Accuplacer score*

*Dual credit SWCC course*

The students will learn how to think statistically and critically. The emphasis is not on the mathematics but on interpreting the math that is often generated with the help of technology. It is a fun course that will require effort. This course is recommended for all college bound students, because of the current trend for it to be a requirement for the vast majority of college majors.

### **Technical Math (MAT 743)**

**11-12, Fall Semester,**

#### **Elective**

*Dual credit SWCC course*

Applied mathematic skills are reviewed and concepts in measurement, basic algebra, graphs, geometry, and trigonometry are covered.

### **Math for Liberal Arts (MAT 110)**

**11-12, Semester,**

#### **Elective**

*Dual credit SWCC course*

*Prerequisite: Two years of high school algebra or MAT 101 Intermediate Algebra or recommended COMPASS/ACCUPLACER score.*

Students will use critical thinking in their study of logic, sets, and statistical reasoning. Students will perform problem-solving and decision-making by studying probability and application of statistical data, modeling, and financial mathematics. Abuses of mathematical data, the history of mathematics, and applications of mathematics in art, music, business, and politics will also be surveyed.

## **Music Department**

### **Chamber Choir**

**9-12, Year, Elective,**

#### **Repeatable**

*Prerequisite: Audition*

High School Chamber Choir is an auditioned performing group that explores music literature of all styles and periods, concentrating on the aspects of good vocal technique, musicianship, and performing procedures. Auditions are held in the spring of the year for the following school year.

The choir rehearses daily. Students will attend private or semi-private lessons. Lessons are scheduled at the student's and director's convenience (during student halls whenever possible). Each member of the choir is required to attend all performances and festivals unless an excused absence is granted.

Chamber choir is a year long course in which students will receive a letter grade (A-F) and 2 credits per year of participation. This grade is valid as graduation credit, affects the GPA, and fulfills the Fine Arts requirement for the Honor Diploma.

Participation in other performing vocal groups is a possibility: All-State auditions, Melodies (rehearses after school), honor choirs, state solo and ensemble contest. Rehearsals for these groups are schedules as needed before or after school.

### **Concert Choir** **Repeatable**

**9-12, Year-long, Elective,**

High school Concert Choir is a performing group that explores music literature of all styles and periods, concentrating on the aspects of good vocal technique and performing procedures.

The choir rehearses daily. Students will attend private or semi-private lessons. Lessons are scheduled at the student's and director's convenience (during study halls whenever possible). Each member of the choir is required to attend all performances and festivals unless an excused absence is granted.

Concert Choir is a year long course in which students will receive a letter grade (A-F) and 2 credits per year of participation. This grade is valid as graduation credit, affects the GPA, and fulfills the Fine Arts requirement for the Honor Diploma.

Participation in other performing vocal groups is a possibility: All-State auditions, Melodies (rehearses after school choir), honor choirs, state solo and ensemble contest. Rehearsals for these groups are scheduled as needed before or after school.

### **High School Band** **Repeatable**

**9-12, Year-long, Elective,**

High school band is an organization designed to educate and increase the knowledge of the student in the area of instrumental music. Through performances, rehearsals, private lessons and small group work, the student will develop the skills, technique, and musicianship necessary in becoming a well-rounded musician. This experience, in the area of the fine arts, will also help the student become a well-rounded person.

The band meets every day, plus morning rehearsals during football season for marching band. Each student is also required to attend one 15-20 minute lesson per week during part of a class or before or after school. Students are required to attend all performances of the concert band and marching band unless an excused absence is granted. Other groups or activities are available for participation on a voluntary basis. They include: All-state auditions, 2 jazz bands, pep band, honor bands, solos and ensembles at contest. (Jazz band usually meets before school after the marching season is over. The rehearsals for the other groups and individual activities are scheduled as needed). The grade for this class counts toward your G.P.A. and the credit is valid as a graduation credit. You receive 1 credit per semester for a total of 2 per year and 8 accumulated over 4 years.

### **Band Flags**

**9-12, Quarter, Repeatable**

*Prerequisite: Audition*

Corps Movement courses emphasize physical conditioning, fundamentals of movement, group precision, and public performance. The courses may be intended for members of various teams, including flag corps, rifle corps, cheerleading squads, and so on.

### **Music Appreciation (MUS 100)** **Elective**

**11-12, Semester,**

*Dual credit SWCC course*

*Online*

This course will help the student learn how to listen to music, to make sense of what he/she hears, and increase his/her perceptive powers. The course covers the changing musical scene from the Renaissance to the present.

## **Physical Education**

**P.E. 9-12, Semester, Required, Repeatable**

Physical Education courses provide students with the opportunity to develop knowledge, experience and skills in a variety of physical activities including team sports, individual and dual sports, recreational sports and activities and fitness/conditioning activities. Students are required to dress appropriately and participate in all scheduled activities on a daily basis.

Written work may be assigned for extended medical excuses.

**Strength and Conditioning 9-12, Semester, Required, Repeatable**

PE/SC is offered as an alternative to regular Physical Education. This course takes place during the regular school day. It is for students interested in improving their overall physical strength and physical conditioning. In addition to developing the social, mental and emotional aspects of fitness, Strength and Conditioning will emphasize the following five physiological areas of fitness:

1. Muscular Strength
2. Muscular Endurance
3. Cardiovascular fitness
4. Flexibility
5. Skills related fitness testing (Power, Speed, Agility, Reaction Time, Balance, Coordination)

**Contract PE 9-12, Semester, Required, Repeatable**

PE may be completed independently outside of structured class time and with the Principal's approval. This must be supervised by an approved adult, generally a staff member, and hours must be logged on a time card. The supervisor is to sign off on the logged hours weekly. Contract PE is also held at the CLC by arrangement with the CLC instructor and Principal approval.

**Sports and Society (PEC 108) 11-12, Semester,  
Elective**

*Dual credit SWCC course*

*Online*

Explores pervasive appeal of sports in American society. Interrelationships among sport, behavior, culture and social institutions of business, religion, politics, education and family will be examined.

## **Science**

### **Earth Science Required**

**9, Year-long,**

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

### **Biology Required**

**10, Year-long,**

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

### **Chemistry**

**11-12, Year-long, Elective**

*Prerequisite: Physical Science and Algebra I or permission of the instructor before entering Chemistry.*

Chemistry studies the composition, properties, and reactions of substances. The intent of this course is to introduce students to the development of the structure and composition of materials and changes in their composition. Topics studied include the relationship between matter and energy, phases of matter, chemical reactions, chemical equilibrium, acid/base and oxidation/reduction reactions.

### **Physics**

**12, Year-long, Elective**

*Prerequisite: The student should have taken three years of math.*

Physics is the study of the forces and laws of nature affecting matter including motion, forces, energy, and momentum. Students will learn how to evaluate systems and develop models to represent their thinking. Students will apply their models to situations they observe in their everyday life.

**Note:** Animal Science, Plant Science and Environmental Science are core science credits. See Agricultural Sciences Department.

### **Nutrition (BIO 151) Elective**

**11-12, Semester,**

*Prerequisite: One year of high school chemistry or CHM 112 Introduction to Chemistry or equivalent.*

*Dual credit SWCC course  
online*

Study of an individual's health as related to the influence of nutrients and energy metabolism. Emphasis is on normal nutrition, although discussion of nutrition during disease is included. Designed for students in health related fields.

### **Essentials of Anatomy & Physiology (BIO 162) Elective**

**11-12, Semester,**



*Prerequisite: One year of high school biology or one year of high school chemistry or CHM 112 Introduction to Chemistry or instructor approval*  
*Dual credit SWCC class*

*Online*

(Designed for health-related fields.) Introduces the student to the structure, function, and organization of the human body and all body systems.

## **Social Studies**

### **Global Studies Recommended**

**9, Year-long,**

### **World History I - Prehistoric to the Renaissance Recommended**

**9, Year-long,**

World History- Overview courses provide students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History- Overview courses may include geographical studies, but often these components are not as explicitly taught as geography.

### **US History Required**

**10, Year-long,**

*Prerequisite: World History I recommended*

U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

### **US History to 1877 (HIS 151) Elective**

**11-12, Semester,**

*dual credit SWCC course*

*Online*

This course explores the cultural, political, literary, and economic aspects of the colonies as they developed into the United States of America. Such topics as the American Revolution, the Constitution, the Trail of Tears, and the Civil War will be examined.

### **World History II - Renaissance to World War II**

**10-12, Semester, Elective**

*Prerequisite: World History I*

World History courses provide an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, Modern economic, social, religious, military, scientific, and cultural developments.

Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.

**World History III – World War II to Modern Day****10-12, Semester, Elective***Prerequisite: World History II*

Modern World History courses provide an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, economic, social, religious, military, scientific, and cultural developments.

Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.

**Government****11-12, Semester, Required**

U.S. Government—Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

**Economics****12, Semester, Required**

This course will satisfy the financial literacy requirement for graduation. Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

**Current Events I  
Elective****10-12, Fall Semester,**

This course is titled current events and the class will discuss exactly that...the current events that occur in our city, state, country, and world. Through the semester students will be asked to understand, analyze, interpret, and discover political, economic, social, and cultural issues that affect not just the student but the world as a whole. The class will examine how individuals and Americans play roles in a global society and how decisions today can and will impact tomorrow. There is no textbook for this class so the class will use many outside resources to compile the course content as the events discussed change on a daily basis.

**Current Events II  
Elective****10-12, Fall Semester,***Prerequisite: Current Events I*

This course is titled current events and the class will discuss exactly that...the current events that occur in our city, state, country, and world. Through the semester students will be asked to understand, analyze, interpret, and discover political, economic, social, and cultural issues that affect not just the student but the world as a whole. The class will examine how individuals and Americans play roles in a global society and how decisions today can and will impact tomorrow. There is no textbook for this class so the class will use many outside resources to compile the course content as the events discussed change on a daily basis.

**Sociology****10-12, Spring, Semester, Elective**

This course is designed to introduce students to the scientific study of group behavior. It will serve as a preparatory course for those who may want to pursue this field in college but will also meet the needs of those who merely wish to have a better understanding of how groups can influence individual behavior. Topics of study will include the following: the development of sociology as a social science, culture and its influence on group behavior, sociological theory and research methods and various social institutions which impact our behavior (family, religion, education, deviant behavior, crime statistics, etc.)

**Intro to Sociology (SOC 110)  
Elective****11-12, Semester,***Prerequisite: high school sociology when offered same year**Dual credit SWCC course**Online*

This course may be defined as the scientific study of human society and the social interactions which emerge among people. It seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in holistic terms. The basic goal is to understand how human beings fit their activities together into a system of social arrangements. As such, sociology focuses on the groups, organizations, institutions, and communities, which make up the larger society. Introduction to Sociology seeks to place society in the international setting of today's changing world. More importantly, it helps us to understand the relationships among these various social units, and the implications of these relationships for order and change.

**History through Film****11-12, Year-long, Elective  
10 with teacher recommendation****Anticipated next offered 2020-2021**

Since Thomas Edison patented America's first motion picture camera in 1891, telling America's history through film has become a large part of our culture. For many people watching a Hollywood film on America is their only way of getting to know her history (no matter how accurate the film). The films we will be watching for this class are Hollywood films rather than documentaries so they are reenactments of historical events not a documentary record of events. This class is not a eat popcorn and watch movie class. The goal of this class is learn American History through watching movies.

**Sports History****10-12, Semester, Elective**

In this course students will examine the development of sports through various historical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the significance of gender, race, ethnicity and social class through readings, primary sources, audio and visual materials as well as class discussions.

**World Regional Geography (GEO 121)****11-12, Semester,****Elective***Dual credit SWCC course**Online*

A geographic survey of nations and continents with emphasis on important physical characteristics of the major regions of the world. Attention is devoted to their demographic, economic, political, and cultural development with each other. The course covers physical and cultural geography as well as basic geographical literacy. The human impact on the environment and growing problems of resources are discussed.

**Western Civilization II (HIS 110)****11-12, Semester,****Elective***Dual credit SWCC course**online*

This course explores cultural, political, literary, and economic aspects of Western civilization from the first civilizations in Mesopotamia and Egypt to the Greeks and Romans. This course also discusses the conflicts of the Middle Ages, the Renaissance, and the Reformation.

**Western Civilization II (HIS 111)****11-12, Semester,****Elective***Dual credit SWCC course**Online*

This course explores cultural, political, literary, and economic aspects of Western civilization from the practice of absolutism to the intellectual revolutions of science, agriculture, and philosophy. This course also discusses the varied conflicts of the 18th through the 21st centuries.

**American Experience in Vietnam (HIS 268)****11-12, Semester,****Elective***Dual credit SWCC course**Online*

A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the military role, the view from those who participated and discussion of the consequences of American participation in the Asian conflict. The conflict will be viewed within the context of the Cold War and explore the events, attitudes and political scene leading up to the United States' commitment in Southeast Asia. Exploration of the anti-Vietnam War movement will also take place.

**Psychology****11-12, Fall Semester,****Elective**

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

**Advanced Psychology (PSYC 1300)****11-12, Spring, Semester, Elective***Prerequisite: Psychology*

*Dual credit Graceland course*

This college level course is an introduction to the field of psychology through readings from both text and periodicals, video, class demonstration, discussion, and lecture. Topics will include five major areas of psychology: bio-psychological, cognitive, life-span developmental, socio-cultural, and clinical. Students will have the option of writing a research paper, presenting a topic of interest to the class or conducting research. Grades will be based on participation homework, term project, quizzes and final. Successful completion of the course will earn 3 credit hours through Graceland University.

**Development Psychology (PSY 121)**  
**Elective**

**11-12, Semester,**

*Prerequisite: Advanced Psychology (PSYC 1300)*

*Dual credit SWCC course*

*Online*

This course affords the student an overview of the psychology of human growth and development from conception through death. Emphasis is placed upon the continuous interaction and interrelationship of these processes with environmental forces and conditions that influence patterns of behavior. Major developmental theories are presented: cognitive, personality, social, and behavioral.

**Introduction to Criminal Justice (CRJ 100)**  
**Elective**

**11-12, Fall Semester,**

*Sufficient Accuplacer score*

*Dual credit SWCC course*

This course will offer an introduction to the varying and ever evolving fields in criminal justice with primary emphasis on the three main areas of the criminal justice system: police, courts, and corrections. The student will gain a realistic understanding of the various field and career opportunities in criminal justice while learning of the interactions and complexities of each area. Further, this course will challenge students to think critically about the concept of justice.

**Juvenile Delinquency (CRJ 201)**

**11-12, Spring Semester, Elective**

*Dual credit SWCC course*

*Prerequisite: CRJ100*

The student will analyze the various components of delinquency in children, adolescents, and young adults. The development and operation of juvenile courts will be covered and the theories and methods of juvenile treatment and rehabilitation will be examined.

**Special Education**

**Work Experience (EBCE)**  
**Elective**

**10-12, Semester,**

The Experienced Based Career Education (EBCE) Program is a voluntary program designed to let secondary students explore various careers within their community. While involved in the EBCE program, the students are placed at exploration sites. The idea behind the different

exploration sites is to allow the student to determine their likes, dislikes, abilities, and capabilities in regards to the world of work.

**Reading** **9-12,**  
**Year-long**

Assisted reading courses offer students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently. Students are recommended for this reading course by the IEP team or special education teacher.

**Math** **9-12,**  
**Year-long**

These courses examine particular topics in foundation math, such as arithmetic or basic conceptual skills, rather than provide a general overview. Students are recommended for this math course by the IEP team or special education teacher.

**Science** **9-12,**  
**Year-long**

These course examine particular topics in basic science. Students are recommended for this science course by the IEP team or special education teacher.

**English** **9-12,**  
**Year-long**

Language arts laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities. Students are recommended for this English course by the IEP team or special education teacher.

**Social Studies** **9-12,**  
**Year-long**

Social studies courses enable students to study a group of related subjects addressing the elements and structures of human society that may include economics, geography, history, citizenship, and other social studies-related disciplines. Students are recommended for this reading course by the IEP team or special education teacher.

**Peer PE** **9-12, Semester or Year-long**

Peer PE modifies or adapts activities from the general education PE classes. General education students are matched with students with special needs in this course. The general education student will demonstrate the activity and/or motivate students with special needs to participate in PE activities.

**Social Skills** **9-12,**  
**Year-long**

Social development instruction courses teach students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance. Students are recommended for this reading course by the IEP team or special education teacher.

### **Learning Lab Year-long**

**9-12,**

Learning Lab allows the student and teacher to work together on IEP goals. Students are recommended for this course by the IEP team or special education teacher.

### **Talented and Gifted Program**

#### **High School TAG**

**9-12, Semester or Year-long**

*Prerequisite: Invitation*

We utilize valid and systematic procedures for identifying gifted and talented students from the total student population. Based on data collected from multiple criteria, individual needs(s) will be determined.

Students identified for Talented and Gifted program may elect to take this course, during which time they will choose and work on an independent project of interest, as well as engage in guided college and career exploration. High School TAG class will be graded using a pass/fail grading system. Grades will not affect a student's GPA although it does count towards graduation credits.

### **Advanced Placement (AP) and Honors Courses Information** **Iowa Online Advanced Placement Academy (IOAPA)**

Clarke offers a variety of online AP and honors courses for high school and middle school students through IOAPA. Students must enroll in IOAPA courses for the following school year the *spring semester prior* to leaving for the summer. IOAPA courses have a final add date before the regular school year starts. The final add date for Fall 2019 is August 15, 2019.

Currently, Clarke is able to offer the following courses, but this list is subject to change yearly. Please keep in mind that courses may have prerequisites. Also, students and parents should discuss carefully in advance with the site coordinator/school counselor and teacher mentor whether taking an AP course is recommended. This is the high school list. Other courses for middle school may exist. (Updated 4/2019)

AP U.S Government

AP Psychology

AP Microeconomics

AP Literature and Composition

AP Computer Science A

AP Computer Science Principles

Intro to Computer Science (6-9 only)

AP U.S. History

AP Macroeconomics

AP Environmental Science

AP Language and Composition

### **The Role of the Site Coordinator**

Site coordinators are responsible for registering their school, enrolling students, making arrangements for course materials, and allocating time in the student's regular school day and space in the school building for the student to work on the course.

### **The Role of the Mentor**

Mentors are responsible for proctoring exams/assignments, supervising students, and providing moral support, encouragement, and assistance to students as needed. *Mentors are not responsible for answering questions about course content; rather, they can encourage students to contact their course instructors.* For more information relevant to site coordinators and mentors, please see our Site Coordinator and Mentor Handbook available in the school counseling office.

### **What is the Iowa Online Advanced Placement Academy?**

- The Iowa Online Advanced Placement Academy (IOAPA) is a program intended to provide students in Iowa with access to online AP coursework at no cost to the student or to the school.
- The goal of the program is to increase opportunities for students to have access to quality, college-level coursework in high school.
- IOAPA is administered by the Belin-Blank Center at the University of Iowa.

### **Why AP?**

According to the College Board, students who take AP courses and earn a 3+ on the exam:

- Perform well in their first year of college
- Are more likely to graduate college in 4 years
- Are more likely to have better outcomes in college, compared to students taking dual credit courses

### **What is the difference between AP and dual-credit courses?**

- Both are ways for students to earn college credit in high school
- Agreements between community colleges and universities are different than agreements between the College Board and those same universities.
- It's very important for students to check with their college of choice about how AP exam scores and dual enrollment credit courses will be accepted.
  - Example: AP Biology exam score 4 duplicates BIOL:1140 at the University of Iowa; General Bio I and II at Kirkwood Community College transfer as a Gen Ed requirement.

### **How does the IOAPA work?**

- The student must enroll through Clarke.
- Jennifer Scott, school counselor, is the site coordinator, and Paula Reece, Talented & Gifted instructor, and a science teacher TBA, are the teacher-mentors.
- Students will have an online instructor through Apex Learning.
- Support staff at Belin-Blank Center will also assist.

### **How do IOAPA students do on AP exams?**

- All Iowa students outscore the national average on AP exams.



- 61.4% of Iowa AP test takers earn 3+; the average IOAPA score is 3.04.

#### Why should students take an AP class through IOAPA?

- Students are ready for additional challenge, wanting exposure to college-level coursework are great candidates for IOAPA.
- AP exam credits are accepted at most colleges and universities across the US.
- It is great preparation for college!

#### What kind of time commitment are AP classes?

- Students will schedule the class into their school day. They will come to Mrs. Reece's or a science classroom TBA and use their computers.
- Students are expected to spend 5-6 hours per week outside of their scheduled class time for homework, readings, and preparing for tests and quizzes. Students enrolled in lab courses will be expected to spend an additional time in the lab.

#### What if students need help with the course?

- As teacher/mentor, Mrs. Reece and will be available during students' designated AP class period to help students with general questions and concerns.
- Mrs. Reece and will also be in communication with the IOAPA course instructors on behalf of the students who are enrolled from Clarke.
- Students may also email the AP instructor with questions or clarifications. It is the expectation of IOAPA and Apex Learning that student questions will be addressed by the instructor in a timely manner.
- AP instructors will also have posted virtual office hours, where they will be online to chat with students immediately.
- Apex Learning provides students with message boards to connect with other students across Iowa and the country who are enrolled in the same course.

#### What if a student wants to drop an IOAPA course?

- Over the last 10 years, the IOAPA has had student retention rates of 80% or higher.
- If a student chooses to drop an IOAPA course more than 14 days after the start of the course, he/she will be assessed a **\$350 cancellation fee** for each course he/she drops.
- Additionally, if a student is not active on his/her course for 21 consecutive days, he/she will be dropped from the course and assessed the **\$350 cancellation fee**.
- A student will have essentially 2 weeks to decide whether or not to drop the course without paying a fee. After that, it is the student's responsibility to pay the \$350 cancellation fee. **Clarke Community School District will NOT pay the \$350 cancellation fee for any student.**

#### When is the AP Exam?

- The AP exam will be sometime late spring, depending on the course. Students will have access to free AP Exam review through IOAPA.

- Currently, the College Board charges **\$89 for each AP Exam**. The exam fee, like the ACT or SAT exam fee, will be the responsibility of the student/family. The College Board does offer fee reductions for students with financial need.

### **Iowa Online AP Academy Student Readiness Checklist & Agreement**

(Adapted from the Project Excel Teacher Recommendation Form developed by Hoffman Estates High School)

Please indicate your perspective on the following information below:

1 – Weakness 2 – Average 3 – Strength

#### School Work Habits/Independent Functioning

\_\_\_\_ Homework Completion

\_\_\_\_ Self-Advocacy Skills

\_\_\_\_ Organizational Skills

\_\_\_\_ Note-Taking Skills

\_\_\_\_ Willingness to Access Resources (i.e. tutoring, teacher assistance, etc.)

\_\_\_\_ Class Preparedness

\_\_\_\_ Class Participation

#### Classroom Function Behaviors/Motivation

\_\_\_\_ Ability to Stay Focused

\_\_\_\_ Ability to Stay on Task

\_\_\_\_ Desire to Do Well

\_\_\_\_ Attempts All Tasks Assigned

\_\_\_\_ Takes Responsibility for Own Learning

**I understand that I have 14 days to drop an Iowa Online AP Academy course. If I choose to drop a course after that date, or if I have failed to log in for 21 consecutive days, I will be expected to pay the \$350 course drop fee.**

### **Online Courses (Board Policy 604.10)**

The board recognizes that online coursework may be a good alternative for students to not only meet graduation requirements but, also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of 54 credits to be applied toward graduation requirements by completing online courses offered through agencies approved by the board and Iowa Department of Education, such as Iowa Learning Online (ILO). Credit from an online course may be earned only in the following circumstances:

- The course is not offered at the high school;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;
- The student has been given a long-term suspension from the regular school setting, but educational services are to be continued; or,
- The principal, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment.

Students applying for permission to take an online course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in the online learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an on-line course. The school must receive an official record of the student's final percentage score and suggested grade before credit toward graduation will be recognized.

Provided online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition costs for online courses shall be borne by the school district during the fall and spring semesters, but may be passed on to the parent/guardian during the summer semester. Any additional costs, such as textbook rentals or school supplies, shall be borne by the parents for students enrolled full-time.

It is the responsibility of the superintendent to develop administrative regulations to implement this policy.

### **Tests**

Tests given at Clarke Community High School are listed as follows.

**Iowa Statewide Assessment of Student Progress (ISASP)** is a suite of summative assessments in reading, language and writing, and math in grades 3-11 and in science in grades 5, 8, and 10. The tests are administered in the spring. No fee.

**PSAT/NMSQT** (Preliminary SAT/National Merit Scholarship Qualifying Test) is used as a requirement by corporations and businesses as a basis for giving scholarships and is an optional test for students in grade 10-11. A fee is charged. Students must have 3.0 or above to be eligible for testing. The test is given once in October.

**STAR Tests** are short tests that provide teachers with learning data. Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take). The tests are given twice yearly to 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders in the area of math and reading comprehension.. No fee.

**The ACT** is offered at Clarke High School at least once each school year. Check [www.actstudent.org](http://www.actstudent.org) for current testing fees.

**ACCUPLACER Tests** are required of those students enrolling in college credit courses offered by SWCC and usually required by students enrolling in community colleges after high school. The ACCUPLACER is offered at Clarke in the spring or the Osceola SWCC Center throughout the year. There is no fee for first time testing.

**The NCRC or National Career Readiness Certification** is offered to seniors. No fee.

**AP or Advanced Placements tests** are optional. Check with the school counselor for current testing fees.

**ASVAB** (The Armed Services Vocational Aptitude Battery) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. It may be offered to sophomores as a career planning tool.

## 2019-2020 Physical Activity Waiver

This document is a 'Physical Activity Waiver.' By filling it out, signing it and handing it in you are agreeing to waive a semester of Physical Education and replace it with at least one of the activities below. Credit toward graduation is given for a Physical Activity Waiver as 'pass' per each semester waived if the requirement is met. Physical Activity Waiver credit does not affect a student's grade point average although it does count toward graduation credits.

281 – IAC 12.4(5)f

(Iowa Department of Education. Web. Taken May 7, 2015.)

Grade 12: Athletic and Academic Exemptions -- A 12th grade student may be excused from the physical education requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

1. The student is enrolled in a cooperative, work study, or other educational program authorized by the school which requires the student's absence from the school's premises during the school day.
2. The student is enrolled in an academic course not otherwise available.
3. An organized or supervised athletic program which requires at least as much participation time per week as one-eighth unit of physical education.

Grades 9–11:

1. Students in grades 9-11 may be excused from the physical education requirement to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school if the school is a nonpublic school, determine that the students from the school may be permitted to be excused from the physical education requirement.
2. A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or a trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time period during which the excuse is sought, be a participant in an organized athletic program which requires at least as much time of participation per week as one-eighth unit of physical education. The student's parent or guardian must request the excuse in writing. The principal shall inform the superintendent that the student is excused.

### Conditions/limitations/expectations/Misc:

1) Deadlines: If you waive PE you should meet the following deadlines.

1<sup>st</sup> Semester Deadline: August 30, 2019

2<sup>nd</sup> Semester Deadline: January 15, 2020

2) Freshmen and Sophomores may waive one semester of PE unless otherwise approved by the principal.

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Clarke High School Honors Diploma

### Request Form

**Deadline: Last day of 1st quarter senior year**

Student name: \_\_\_\_\_

In order to earn a Clarke High School Honors Diploma you must successfully complete the requirements in the checklist below by the end of your high school career. Please complete the following checklist, sign it, and return it to the Counseling Office by deadline if you wish to be considered. ***If you do not have this paperwork on file by deadline you will not be considered for an honors diploma.***

1. ☐ 4 years of Language Arts
2. ☐ 4 years of Social Sciences (1 yr Am Hist, 1 sem Govt, 1 sem of World Hist)
3. ☐ 4 years of Science
4. ☐ 4 years of Mathematics
5. ☐ 2 years of foreign language
6. ☐ 1 year of fine arts
7. ☐ 2 dual credit or weighted courses
8. ☐ Personal health
9. ☐ Family health
10. ☐ Speech
11. ☐ 8 semesters of PE or equivalent
12. ☐ Senior Portfolio and Presentation
13. ☐ Minimum GPA of 3.75
14. ☐ Minimum 53 credits

☐ Approved by \_\_\_\_\_ Date \_\_\_\_\_

☐ Declined by \_\_\_\_\_ Date \_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## CCHS Weighted Courses for 2019-2020

The following courses selected and reviewed yearly by the Clarke Administration are considered weighted courses and will be graded on a 5.0 grading scale during the 2019-2020 school year.

English IV\* S1  
English IV\* S2  
AP Lang & Comp\* S1  
AP Lang & Comp\* S2  
AP Lit & Comp\* S1  
AP Lit & Comp\* S2  
\*College Algebra\*  
\*Math for Liberal Arts\*  
Trigonometry\*  
\*Calculus I\*  
\*Calculus II\*  
\*Calculus III\*  
\*Statistics\*  
Adv Art Studio\*  
AP Chemistry\* S1  
AP Chemistry\* S2  
AP US History\* S1  
AP US History\* S2  
AP Environmental Science\* S1  
AP Environmental Science\* S2  
AP US Government\*  
AP Psychology\*  
\*Advanced Psychology\*  
AP Macroeconomics\* S1  
AP Microeconomics\* S2  
AP Biology\* S1  
AP Biology\* S2  
All AP and IOAPA Courses

## **Senior Year Plus (SYP) and PSEO Course Alternate Performance Measures**

### **Proposal and Recommended Alternate Performance Measures**

It is proposed to establish alternate performance measures and the criteria used for determining comparable student proficiency at Clarke Community High School.

For reading, mathematics and science it is recommended that the alternate performance measures be the most recent STAR results within one calendar year when possible. Currently, STAR testing is administered twice yearly on-site at CCHS in the fall, winter and spring.

### **Criteria for Determining Comparable Student Proficiency**

#### **Testing Proficiency**

When a student is determined non-proficient on the most recent Iowa Statewide Assessment of Student Progress administered by the student's school district (or a student does not have scores for reasons beyond their control) a student may still participate in SYP programming if the student's STAR standard score in the area of concern overlaps or is greater than the benchmark for proficiency at the student's grade level.

#### **Exceptional Attendance**

The student should have missed no more than three (excused or unexcused combined) school days unless school related during the most recent school semester. Additionally, the student should have no more than three tardies (excused or unexcused combined) during the most recent school semester. In the case of extended hospitalization, bereavement or other unforeseen circumstances the principal will have discretion.

#### **Current in-progress and/or posted grades from the previous semester**

The student's grades should be at least a C- or better in each subject of the most recent semester.

#### **Office referrals**

The student should have no major office referrals or major student conduct violations within one calendar year.

#### **Iowa Statewide Assessment of Student Progress**

The student should be no more than five points deficient in the Standard Score in the content area when Iowa Assessment scores are available.

### **Special Considerations**

It is recommended that when a student served by an IEP is determined non-proficient on Iowa Assessments and STAR that the comparable student proficiency will be established by the IEP team.