



# High School

# Course Description Handbook

**2016-2017**

## **Equal Educational Opportunity**

Tripoli Community Schools is an equal opportunity institution and will not discriminate on the basis of actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status and which creates an objectively hostile school environment **as required by Title VI, Title IX, and Section 504**. Further, the Board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment. **For information regarding civil rights or grievance procedures, contact Superintendent of Schools, Tripoli Community Schools, 209 Eighth Avenue, SW, Tripoli, IA 50676, phone (319) 882-4201.**

# Tripoli High School

The Board of Education, administration, and staff at Tripoli High School are attempting to provide you with the best educational opportunities possible. We believe that you, your parents, and the school must work together.

The decisions you will be making about your classes for the next year are very important. You should consider many things when selecting courses. You need to prepare for as many options as possible (plans do change)—whether you plan on working, going to technical school, attending a two-year or four-year school, or joining the armed forces. At Tripoli High School, we are providing you with many options so you can best prepare for your future.

Before registration, spend some time talking to people who can assist you in looking to the future, such as your counselor, teachers, the administration, and your parents.

The counselor is the faculty member responsible for this process and is available to assist you in making vocational plans and to help you in choosing courses to meet graduation requirements and to meet admission requirements for colleges, universities, community colleges, vocational schools, technical schools, and business colleges. You should keep the counselor informed of your career goals and objectives so the course of study fits these objectives.

Parents also should feel free to consult the counselor in regard to the selection of courses and extra-curricular activities for their children. Appointments with the counselor or principal may be made by calling 319-882-4202.

## High School Survival Words

The following terms are important to know when planning for high school:

1. Class Rank - is a rating which compares your cumulative grade point average to other members of your class. Class rank is often used as a college admissions and scholarship standard.
2. Credit - is granted upon successful completion of an 18-week (semester) course which meets 200 minutes per week or the equivalent of 60 hours of instruction. (Successful means a grade of a “D-“or better.)
3. Elective - is a course in which you may choose to enroll but is not required.
4. Graduation Requirements - are established by your local school district and must include state standards. Please see graduation requirements section.
5. Prerequisite - is a course which must be taken before you enroll in another related course (example: Algebra 1 is a prerequisite for Geometry).
6. Required Elective - is a course you may select from several options to meet a graduation requirement.

### High School Counts

As you approach your high school education, you have many decisions to make. Now is the time to seriously evaluate the importance of taking strong academic courses in high school. Even if you are not currently considering attending college after high school, you will find that the same basic skills and competencies gained by taking these courses will be of value to you in your work or other life experiences. And, if you do choose to attend college, you will have the necessary background to develop additional skills and abilities based on the same strong educational foundation.

### College Visits

The visiting of colleges or technical schools can be arranged through the counseling office. This is NOT a school-sponsored outing, rather the responsibility of the students and at the discretion of the parents. Notes from parents must be turned into the office before the student leaves to visit the college or school. The absence will be treated as a parent-sponsored field trip. **Students are encouraged to take these visits seriously** and to avoid using these days for frivolous visits. **It is the responsibility of the student to pick up a College Visit Permission Form from the office** and have it completed before the office approves the trip. We strongly encourage parents to accompany the student on his/her visitations (limit one a year for junior students and three a year for senior students).

## Academic Information and Guidelines

### Academic Load

All students are required to enroll in 6.5 credits a year, except for extreme or extenuating circumstances as determined by the principal. During a student's senior year, waivers to the 13-credit rule will be considered on a case-by-case basis. Students transferring to Tripoli High School will enter at the level that they have successfully completed at their previous school. From that point, all graduation requirements of Tripoli High School must be completed.

### Adding/Dropping Courses

Students who wish to add or drop a course must do so within **five days** after the start of the semester and must do so under the supervision of the school counselor. The reason for the change must be for legitimate academic purposes. The change must be approved by filling out a slip from the office. The parent/guardian, the teacher of the course which the student is dropping, the teacher of the course which the student is adding, and the counselor and/or principal must sign the slip before the student is allowed to add or drop a class. A dropped course any time following the first week in the semester will result in a failing (F) grade.

### Attendance Certificate

A student who has been in regular attendance for four consecutive years, but has not met the requirements for graduation, is entitled to receive an attendance certificate. These individuals will be listed on the class roll just as regular graduates and will be entitled to participate in graduation ceremonies. Foreign exchange students who attend one academic year are also eligible for attendance certificate status.

Upon completion of all required courses and the minimum number of elective credits, students who have received attendance certificates will receive diplomas.

## **Credit Requirement**

Fifty-two (52) credits are required for graduation. Students must earn a passing grade in all required courses. Students earning a failing semester grade will be required to repeat the course. Students earning a failing grade in an elective course will NOT be required to repeat the course.

### **English                      8 credits**

1. Two credits English 9
2. Two credits English 10
3. Two credits English 11
4. Two credits English 12/Practical English
5. Electives will be: Comp I, Comp II, and Publications

\*\*Publications will only be accepted as 1 core credit toward college and is not accepted for NCAA student athletes.

### **Math                              6 credits**

\*\*Algebra Cycle 1 and Cycle 2 will count for four credits at Tripoli Schools, but colleges only accept it as one math course. (Credits for Math during the 9-12 grade years.) Any student taking HS Algebra in 8th grade must take six credits of Math in HS (9-12 grade). The math classes that they take must be considered the upper level course for the grade they are currently in.

### **Science                         6 credits**

1. Two credits of Physical Science
2. Two credits of Biology
3. Two credits of elective Science Course

### **Social Studies                6 credits**

1. Two credits World Cultures
2. Two credits U.S. History
3. Two credits American Government

### **Physical Education    4 credits (1/2 credit each semester)**

### **Careers                         2 credits**

**Driver's Education** (optional GPA) .80 credit for completion

### **Band                             .80 credit per semester**

### **Music                             .80 credit per semester**

Electives: Additional courses chosen from course offerings to total 52 credits required for graduation.

### Cumulative Grade Point Average (GPA)

Cumulative grade point average is determined by averaging all semester grade points earned by the number of credits attempted (not including courses graded on Pass/Fail basis).

A	4.00	A-	3.67	B+	3.33	B	3.00
B-	2.67	C+	2.33	C	2.00	C-	1.67
D+	1.33	D	1.00	D-	.67	F	0.00

### Diploma

Students who successfully complete all required courses and earn the minimum number of elective credits are entitled to receive a diploma, signifying the completion of a high school education.

### Drivers' Education

Drivers' Education is offered to students during the school year and earns .80 credit. A student may take this class with a private provider or another school district and earn .80 credit if we are provided transcripts. The student is responsible for signing up for this class (optional GPA).

### Early Graduation

- A. A student may elect to graduate in less than eight semesters of high school attendance if the student has met the following requirements:
- B. All required and elective course requirements have been met.
- C. He/she has indicated his/her intention to graduate early to the principal and superintendent (six-month prior approval required by Board policy), has their recommendation, and the approval of the Board of Education.
- D. Early graduates may participate in commencement exercises and are subject to all rules and regulations applying to regular graduating seniors.
- E. Early graduates may participate in prom and graduation, but they may not participate in any athletic event, co-curricular, or extra-curricular activity upon completion of the final semester of attendance as a student.

### **Enrollment** in Classes when Class Size is Limited (Class Sizes) (Including PSEO, NICC, Hawkeye Community College, PLTW, and Tripoli Classes)

The following criteria will be used to determine enrollment in classes when class size is limited.

1. **Seniority/Proficient on Iowa Assessments (41%) Reading, Math, and Science**
2. GPA/Class Rank
3. Prerequisite Class's Grade
4. IEP Plan
5. Teacher Recommendation and Interview (Principal/School Counselor)

## Grades

Grades are determined by the individual subject area teacher and will be based upon achievement in daily and unit tests, as well as semester examinations, completion of assigned class work and homework, proper adherence to classroom procedure, recitation in class, individual interest, and ability to achieve. Within the first week of each course, each teacher will inform each student in writing regarding his/her grading procedures. The definition of letter grades is as follows:

A	Superior
B	Above Average
C	Average
D	Below Average
F	Failing (no credit awarded)

## Grade Level

For academic grade level classification, Tripoli High School applies the following credit minimums:

Grade 9 (Freshman): Promotion from eighth grade

Grade 10 (Sophomore): At least 12 credits earned towards a high school diploma

Grade 11 (Juniors): At least 24 credits earned towards a high school diploma

Grade 12 (Seniors): At least 36 credits earned towards a high school diploma

Students attending Tripoli may stay with their age homeroom class. For new or move-in students, they will go with classification class.

## Grade Reports (Report Cards, Midterm Reports, Conferences)

Students receive progress reports in the form of report cards at the end of each quarter and semester. Students who have concerns about their grades should talk to their teachers to determine how they can improve their performance. Report cards will be given to students at the end of a grading period. Teachers will be given a reasonable time to get grades submitted.

Formal conferences among students, parents, and teachers are scheduled at the conclusion of the first quarter and during the third quarter. Conferences will be set up as determined on the master school-approved calendar (two scheduled each school year). Individual private conferences may be requested and scheduled by student, parent, or teacher to review performance and provide suggestions for improvement. Parents are encouraged to come and visit with their student's teachers, not only during the prescribed hours but also anytime there is a concern. Parents should contact the teacher/coach first with any concerns. An online JMC grading program is also offered. **This is our grading system for our students where parents are able to track their son's/daughter's grades throughout the year.** For more information, please call Kim Block at 319-882-4202 or e-mail her at [blockk@tripoli.k12.ia.us](mailto:blockk@tripoli.k12.ia.us). Schoology is our student management system, and our teachers are using this web-based system to post student assignments. As a parent, you also have access to this system. For further information, call David Wente at 319-882-4202 or email him at [wented@tripoli.k12.ia.us](mailto:wented@tripoli.k12.ia.us).

### Graduation

Students who are in good standing and who meet the graduation and/or attendance requirements set by the Board are allowed to participate in the graduation ceremony and in senior activities. It is possible that students who are serving discipline at the time of the graduation ceremony or other senior activities will not be allowed to participate (administration decision). Students are not required to participate in the graduation ceremony.

### Homework

Teachers assign homework, extra class activities, or assignments as necessary. Homework is an opportunity for students to practice skills and activities, to share and discuss ideas, to review materials, to become better acquainted with resources, to organize thoughts, to prepare for classroom activities, or to make up incomplete class work. Students are expected to complete homework on time. Failure to complete homework may result in loss of class credit and a failing grade in the class.

### Honor Roll

The school district honors students who excel academically. Three honor categories (3.00-3.49, 3.50-3.99, and 4.00) will be published two weeks after the end of each grading period (first quarter, first semester, third quarter, and second semester). All grades will be averaged to determine honor rolls. Incomplete grades must be completed within one week following the end of the grading period for the students to be eligible for any honor roll. A student must carry a full load to be eligible for an honor roll.

### Incomplete Grades

Any student not meeting the requirements for completion of a course because of extenuating circumstances will be given an “incomplete” (I) grade. All incomplete grades must be finalized within two weeks after reports cards have been distributed. If the incomplete work is not made up, a grade of “F” or “0” points is recorded. Extensions may be granted by the teacher with the permission of the principal.

### Iowa Communication Network (ICN) Classes

Classes may be scheduled using the ICN. These courses are taught off-site and then sent to Tripoli and perhaps other schools. Classes are interactive—students at Tripoli are able to see and hear, as well as being seen and heard.

### Physical Education

Physical Education class is required of each student each semester and graded as any other subject. Students may be excused from active participation in physical education classes if they are physically impaired. A written doctor’s statement is required for this type of excuse. In addition to the medical excuse, a student may be excused from active participation in physical education if there is a conflict with his/her religious belief. A written statement from the student’s parents will be required for this type of excuse. Students may be given written work related to physical education to satisfy the physical education requirements. (Please read Syllabus handed out by instructor.) **Senior Athletic Waiver – This option is provided to seniors who participate in numerous athletic activities. For more information, please see our school’s website – [www.tripoli.k12.ia.us](http://www.tripoli.k12.ia.us).**



### Post-Secondary Enrollment

Tripoli High School 11<sup>th</sup> and 12<sup>th</sup> grade students and identified Talented and Gifted 9<sup>th</sup> and 10<sup>th</sup> grade students have an option under the Post-Secondary Enrollment Option Act of taking courses not available at Tripoli High School. Students in grades 9 through 12 may receive class or vocational technical credits that count toward graduation requirements for successfully completed courses at community colleges, private colleges, or state universities.

The school district may pay up to \$250 of the cost of a course taken by 9<sup>th</sup> and 10<sup>th</sup> grade talented and gifted students and 11<sup>th</sup> and 12<sup>th</sup> grade students. The school does not provide transportation for these classes. The school pays only for courses which are NOT offered by the high school and which are offered during the regular school year by the community college, private college, or state university. Exceptions may be made if there are scheduling conflicts.

Students who receive a D, F, or withdraws from the course paid for by the school district must reimburse the school district for all the costs directly related to the course.

A student may include Post-Secondary Enrollment Option/Dual Credit courses into their current and cumulative GPA. This option must be communicated to the school counselor and principal during the first nine weeks of the course or it will be excluded.

To be eligible for Post-Secondary Enrollment, a course must:

1. Be nonsectarian.
2. Not be comparable to courses offered here at Tripoli. (Note: Comparable does not mean identical.)
3. Be credit-bearing that leads to an educational degree.
4. Be in the disciplines of mathematics, science, social sciences, humanities, and vocational-technical education.
5. **Does Not** disrupt the student's normal schedule at Tripoli High School. This means not missing all or part of a scheduled class at Tripoli, including PE, or causing the need for an independent study course, or any other special arrangements, etc. **Exceptions are made for ICN courses held at Tripoli.**
6. If a student does not successfully complete the Post-Secondary course (with C- grade or higher), the school is **not** financially responsible for any costs incurred by the student.
7. A student may take a course in the summer, but the school district has no financial responsibilities for summer sessions.
8. All associated costs and responsibilities of attending a post-secondary institution are the responsibility of the student/family.
9. A student must have prior approval from counselor and principal to be accepted as high school credit.
10. If student receives a failing grade at semester, Ineligibility Rules Apply.
11. The student must take a college placement test.

The Following Criteria will be Followed when Applying to take an AP Course, Dual Credit Course, **Concurrent Course**, Iowa On-line Course (PLTW), or a Course Out of District (Excluding PSEO).

1. The student **must** be proficient on their Iowa Assessments (41%) in math, reading, **and** science to be able to sign-up for any of the above options or meet Proficiency Guidelines in the Student Handbook.
2. Student must be an independent worker.
3. Student needs to have at least a 3.0 GPA or 80% on Iowa Assessments test in subject area.
4. Student needs to be willing to work outside of normal school day hours to complete test or other required work.
5. Recommended by counselor, principal, parent, and teacher of subject area.
6. Students will receive grade for their course but may opt out of GPA.
7. The class will **Not** disrupt the normal student schedule at Tripoli High School. This means not missing all or part of a scheduled class at Tripoli, including PE, or causing the need for an independent study course, or any other special arrangements. (Each situation is reviewed by the building administrator as to the impact of academic loss.)
8. If course is taken for supplemental reasons, a few of these criteria may be relaxed.
9. Student taking courses in any district outside of Tripoli will need their own transportation.
10. See Alternative Assessment Procedures listed in Student Handbook.

Note: Students are approved to take AP courses if the following criteria are adhered to:

- ✓ If approval criteria is met
- ✓ AP course is paid for by student(if necessary)
- ✓ Books are paid for by student
- ✓ Student is able to find a mentor (adult supervisor) to help proctor testing and offer other help
- ✓ Follow AP procedures
- ✓ Work with counselor on course
- ✓ AP Classes follow the same grading process as Tripoli Classes.

**\*\*Any student participating in ICN courses, online courses, dual-credit courses, **concurrent course**, or AP courses will be subject to the rules of those entities and will also be subject to Tripoli Community School district's rules and regulations**

### Prerequisites

Prerequisites refer to a specific skill or proficiency that a student must have prior to enrolling in selected courses. This may include passing a prior class at a certain proficiency, such as a "C" or better. Prerequisites will be strictly adhered to.

### Principal Approval for Credit Outside of the Classroom

In meeting the needs of students who are identified as TAG, potential dropouts, at-risk, or who have dropped out for at least one semester, credit may be granted for units taken outside of the regular classroom. Following an interview with the counselor and approval from the principal, credit may be earned by performance testing, correspondence courses, evening classes, before school classes, weekend classes, regular classes, and on-the-job training. Iowa Learning On-line courses may be utilized (please see counselor for details). **This must be approved by counselor and principal.**

### Registration

During February of each year, registration takes place for the next school year. The school counselor conducts this registration; however, faculty members and the principal are available and willing to work with any student desiring help. It is important that students and parents take this seriously, because faculty assignments and the number of sections are determined with this information. Students will have their next year schedule before classes are dismissed in the spring. Registration fees will be paid in August on a date to be determined each year.

### Required Course E20/20 / [Iowa Learning On-Line \(ILO\)](#)

If a student wants to opt out of a required course, the following criteria must be met:

1. Teacher, counselor, principal, and parent—recommendation
2. Fill out form (see school counselor/final approval by principal) – Due March 1
3. Iowa Assessment scores (90% NPR or higher) in subject area
4. ACT or MAP scores will also be used as a reference to help make a final decision
5. Pass course with 70% or higher, grade goes on report card.
6. All testing completed by end of July unless extenuating circumstances occur.
7. Board approval

### **The following is the criteria to opt out of a required course that is replaced with an AP course:**

1. Student's prior academic performance will be examined before approval is recommended:
  - a. ACT scores
  - b. Iowa Assessment scores
  - c. Prior Grade(s) in curricular area
2. Content teacher reviews AP content—AP course and required course must be at least equivalent—(Content may be looked at by content course teacher and TAG teacher).
3. Decision is supported by teacher, counselor, parent, and administration.
4. Fill out form (see principal)
5. Students receives AP grade and that grade goes on student's GPA with no options to opt out of grade. However, if student does not like/approve of grade received for AP course, they will be allowed to take required local course to replace AP grade. The highest grade received will be the final grade on the student's transcript.
6. Student must be a senior or talented and gifted student.
7. Student must start the enrollment process the previous semester.
8. Grades are not adjusted and will follow our 4.0 system. Students may use final test score to improve overall score, but the test will not lower final grade. (Students have option to take the test.)
9. School Board must approve AP course to replace required course.

### Semester Tests

All classes are required to give semester tests/projects. Tests will count a minimum of 10 percent of the semester grade, up to a maximum of 20%. Any student, who does not attend his/her entire test period, must receive a grade of 0 (zero) unless it is an excused absence through the office/teacher.

High school students who meet one of the following criteria on their Iowa Assessment **may** be exempt from second semester's tests:

### Criteria:

Student must show expected growth in grade level standard scores based on Iowa Assessments Growth chart for Math and/or Reading.

### Senior Release Option

Acknowledging that high school seniors are actively preparing for life after high school and recognizing that their preparation may include a part-time job, the following procedure will be utilized. Any senior that is due to graduate during the current school year and is in 1st, 2nd, 7th, or 8th period study hall may apply for a release form from their study hall. (Students can only be released from 2nd or 7th if they have two study halls in a row.)

1. The individual must maintain an accumulative grade point average of 2.5 or better to remain eligible. Failure in maintaining this grade requirement will result in the student being ineligible. A new form must be filled out each semester.
2. Any student who participates in the senior-release program must leave the school grounds. Failure to abide by these rules will result in loss of senior-release privileges. (Any exceptions will be approved by the office.)
3. Any student who participates must serve any assigned detention within the first **week** ~~two days~~ of receiving it or that individual will lose senior-release privileges for the duration of time that it takes to serve the detention.
4. Any student in violation of Code of Conduct will not be eligible for senior release during the duration of their ineligibility.
5. Any student not arriving from senior release on time will have one warning. **A second offense will result in release privileges being revoked for the rest of the quarter.**
6. All students **MUST** sign themselves in and out each day at the main office.
7. Students **MUST** attend mandatory advisory meetings. (~~Thursday Homerooms~~).
8. Excessive absences/unexcused tardies (current or prior year) will also be a determining factor if a student is given senior release. **Excessive absences/tardies are considered more than three a quarter. Students may be able to earn privileges back by meeting with the principal.**
9. Any student receiving a grade of "F" at quarter or semester will lose **senior release** privileges until grade is improved to C- or better.

Tripoli High School Quick Find – Course Listings and Table of Contents  
2014-2015

<u>Course Name</u>	<u>Course No.</u>	<u>Grades</u>	<u>Prerequisites</u>	<u>Credit</u>	<u>Semester</u>	<u>Required</u>
<b><u>Agricultural</u></b>						
Agricultural I	234	9-12	No	2	2	No
Agricultural II	235	10-12	Yes (Ag I)	2	2	No
Agricultural III	236	11-12	Yes (Ag II)	2	2	No
Agricultural IV	237	12	Yes (Ag III)	2	2	No
Conservation*	239	10-12	No	1	1	No
Horticulture*		10-12	No	1	1	No
*See Hawkeye Community College's pamphlet for other options.						
<b><u>Art</u></b>						
2-D Art I	#20	9-12	None	2	2	No
2-D Art II	#21	10-12	Yes (2-D Art I)	2	2	No
3-D Art I	#22	9-12	None	2	2	No
3-D Art II	#23	10-12	Yes (3-D Art I)	2	2	No
Crafts Media I	#24	9-12	None	1	1	No
Crafts Media II	#25	10-12	Yes (Craft M.)	1	1	No
Digital Photography/Yearbook	#36	9-12	None	2	2	No
Independent Art	#26	12	Two years of Art	2	2	No
<b><u>Band</u></b>						
Band	#100	9-12	Yes (7 <sup>th</sup> -8 <sup>th</sup> B.)	.80	2	No
Band (Flags)	#104	9-12	(Apply with Instructor)			
Jazz Band	#109	8-12	MS/HS Band	.25	(per year)	No
<b><u>Business</u></b>						
Accounting I & II	#34	9-12	None	2	2	No
Accounting III & IV	#35	9-12	Yes (Act)	2	2	No
Business Law (Fall 2017)	#32	9-12	None	1	1	No
Consumer Economics (Fall 2016)	#33	9-12	None	1	1	No
Marketing/Merchandising (Fall 2016)	#38	9-12	None	1	1	No
*See Hawkeye Community College's pamphlet for other options.						
<b><u>Careers</u></b>	#30	9-10	None	2	2	Yes
<b><u>Driver's Education</u></b>						
Driver's Education	#180	9-12	No	.80	School Year	No
<b><u>Family Consumer Science (FCS)</u></b>						
Creative Clothing (2017)		9-12	No	1	1	No
Foods I		9-12	No	1	1	No
Housing & Interior Design (2016)		9-12	No	1	1	No
Independent Living		9-12	No	2	2	No
<b><u>Foreign Language</u></b>						
Spanish I	#51	9-12	No	2	2	No
Spanish II	#52	10-12	Yes	2	2	No
Spanish III	#53	11-12	Yes	2	2	No
Spanish IV	#54	12	Yes	2	2	No
<b><u>Health</u></b>						
Health 1 - 2	#60	9-12	No	2	2	No
<b><u>Health Occupations (ICN)</u></b>						
Intro to Health Careers & Services**	#68	9-12	No	2	2	No (6)
Medical Terminology/Dosage Calc	#64 .25	9-12	No		1.5	2
Nurse Aide * +	#62 .65	9-12	No	1	1	No (6)
Nursing Calculations	#61 .35	9-12	No	2	1	
Nursing Perspective	#343 .35	9-12	No	3	2	No
Nutrition (ICN)*	#65 .25	9-12	No	1	1	No (6)
* HCC Course ICN Course						
+ Nurses Aid has out-of-class requirements						

<u>Course Name</u>	<u>Course No.</u>	<u>Grades</u>	<u>Prerequisites</u>	<u>Credit</u>	<u>Semester</u>	<u>Required</u>
<b><u>Industrial Technology</u></b>						
Auto CAD	#75	10-12	Yes	1	1	No (13)
Basic Woodworking	#72	9-12	Yes	1	1	No (15)
CNC Machining *Concurrent	#195	9-12	No	1	2	No (14)
Construction	#78	11-12	Yes	1	1	No (10)
Consumer Automotive	#77	11-12	Yes	1	1	No (15)
EMC <sup>2</sup> **	#NA	11-12	Yes (Apply)	2	2	No
Furniture	#74	10-12	Yes	2	1	No (20)
Industrial Tech 1	#70	9-12	No	2	2	No (15)
Metals* Concurrent	#73	10-12	Yes	2	2	No (15)
<b><u>Project Lead The Way*</u></b>						
Biotechnical Engineering	#181	10-12	Apply	1	2	No
Civil Engineering & Arch.	#187	10-12	Apply	1	2	No
Computer Integrated Mfg.	#184	10-12	Apply	1	2	No
Digital Electronics 1-2	#182	9-12	Apply	1	2	No
Engineering Design & Dev.	#188	10-12	Apply	1	2	No
Intro to Eng. Design	#185	10-12	Apply	1	2	No
Principles of Engineering	#186	9-12	Apply	1	2	No
*Hawkeye Community College Course with Dual Credit						
** Hawkeye Community College Summer Course						
<b><u>Language Arts</u></b>						
Composition I **	#87	12	Apply	1	1	No
Composition II **	#88	12	Apply (Comp I)	1	1	No
<b>Creative Writing</b>		<b>11-12</b>	<b>No</b>	<b>1</b>	<b>1</b>	<b>No</b>
English 9	#80	9	No	2	2	Yes
English 10	#81	10	Yes	2	2	Yes
English 11	#82	11	Yes	2	2	Yes
English 12	#83	12	Yes	2	2	Yes
Intro to Lit**		<b>11-12</b>	<b>No</b>	<b>1</b>	<b>1</b>	<b>No</b>
** Concurrent Course through Hawkeye Community College						
<b><u>Mathematics</u></b>						
Algebra II	#95	10-12	Yes (A-1-G)	2	2	No
Advanced Math	#96	11-12	Yes (AA-G)	2	2	No
Algebra I Cycle One	#91	9-10	No	2	2	Yes/No
Algebra I Cycle Two	#92	9-10	Yes (Cycle 1)	2	2	Yes/No
Algebra 1	#93	9-10	No	2	2	Yes
Calculus I *	#98	11-12	Yes	1	1	No (10)
Calculus II *	#99	11-12	Yes	1	1	No (10)
General Math	#90	9	No	2	2	Yes/No
Geometry	#94	9-12	Yes (A-1, Cy-2)	2	2	No
Intro to Calculus	#97	11-12	Yes (AM)	2	2	No
Statistics *	#69	11-12	Yes	1	1	No (10)
* HCC courses held on ICN: PSEO Courses with dual credit						
<b><u>On-line Courses</u></b>						
Advanced Placement Courses (AP)			See Counselor			
Iowa On-Line courses			See Counselor			
<b>Hawkeye Community College</b>		<b>11-12</b>	<b>COMPASS</b>			<b>No</b>
<b><u>Physical Education</u></b>						
	#129-#130	9-12	No	1	2	Yes
<b><u>Science</u></b>						
Advanced Biology	#113	11-12	Yes (Biology)	2	2	No
Anatomy/Physiology	#112	10-12	Yes	2	2	No
Biology	#111	10-12	Yes (PS)	2	2	Yes
Chemistry (2016-17)	#114	11-12	Yes (A)	2	2	No
Environmental Science	#117	11-12	Yes (PS & B)	2	2	No
Physical Science	#110	9	No	2	2	Yes
Physics (2017-18)	#116	11-12	Yes (A,G,AA)	2	2	No

<u>Course Name</u>	<u>Course No.</u>	<u>Grade</u>	<u>Prerequisite</u>	<u>Credit</u>	<u>Semester</u>	<u>Required</u>
<b><u>Social Studies</u></b>						
Advanced US History (16-17)#124		10-12	US History	2	2	No
American Government	#122	12	No	2	2	Yes (Seniors)
Criminology*	#47	11-12	Apply	1	1	No
International Relations & Comparative Economics	#136	10-12	Yes	1	1	No
Introduction to Sociology	#135	9-12	No	1	1	No
US History	#121	10-12	Yes	2	2	Yes (Juniors)
World Cultures	#120	9-10	No	2	2	Yes
World History (2017-18)	#123	10-12	No	2	2	No
Psychology*	#67	11-12	Yes (Apply)	1	1	No
Sociology*	#66	11-12	Yes (Apply)	1	1	No
Western Civilization I*	#126	11-12	Yes (Apply)	1	1	No
Western Civilization II*	#127	11-12	Yes (Apply)	1	1	No
Western Civilization III*	#128	11-12	Yes (Apply)	1	1	No

\* HCC courses held on ICN: PSEO Course with dual credit

**Support Programs**

Talented/Gifted Independent Study #157		9-12	No	1	1 or 2	No
Skills Development (IEP)		9-12	Yes	2	2	Yes
E2020		6-12	Yes (Assigned/Apply)	Varies	1 or 2	Varies
Iowa Learning On-line (ILO)		9-12	Yes (Assigned/Apply)	Varies	1 or 2	Varies

<b><u>Vocal</u></b>	#105	9-12	No	.80	1.60	No
Select Choir	#116	9-12	No	.25	1	No

**Hawkeye PSEO Courses Offered at the Waverly Center\*\*** (Classes, dates, times TBD)

Fall (Dates and times to be Determined) World History (2015-16)

\*\* If interested in any of the above PSEO classes, please contact Mrs. Marsh, school counselor. Students are responsible for transportation.

# High School Course Offerings

## Agricultural Science

Agricultural Science classes at Tripoli Community High School are articulated with classes at community colleges. The completion of these courses, while in high school, may qualify the student for advanced college placement in the area community colleges.

**Course Name:** Agricultural I  
**Length:** Two Semesters  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 9-12 Grades

**Overall Student Outcome of the Course:** Agricultural Education I is designed to acquaint the student with different careers in agriculture. Time is spent on beginning record keeping and on the introduction to the Supervised Agricultural Experience Programs (SAE). The leadership component of the agricultural education program (FFA) is also addressed. For the most part, Agricultural Education I focuses on the principles of selection, genetic management, management of feeding and nutrition, and the care and marketing of all classes of livestock. Time is also devoted to small animals depending upon the interests and make-up of the class.

**Course Name:** Agricultural II  
**Length:** Two Semesters  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 10-12 Grades – Agricultural I or Permission of the Instructor

**Overall Student Outcome of the Course:** Agricultural Education II is designed to acquaint the student with the Agronomy facet of agriculture. Time is dedicated to understanding the environment including the soil and plants around them. Weed identification and control start the year followed by time spent on government programs, soil use, and crop management. Crop management includes both the traditional and nontraditional crops. Many student labs are completed when technology is explored in plant genetics, cloning, and soil understanding. Career areas are explored in the agronomy field as well as the above topics.

**Course Name:** Agricultural III  
**Length:** Two Semesters  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 11-12 Grades – Agricultural II or Permission of the Instructor

**Overall Student Outcome of the Course:** The Agricultural Education III curricula is designed to explore the world of Agricultural Mechanics. Safety, agricultural construction, small engine repair and maintenance, welding-gas, arc and wire, and electricity are investigated in this course. Time may also be given for concrete construction and agricultural machinery upon interest. Students complete many hands-on activities, as a team and individually. This curriculum allows students to appreciate the agricultural mechanic area.

**Course Name:** Agricultural IV  
**Length:** Two Semesters  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 12 Grade – Agricultural III or Permission of the Instructor

**Overall Student Outcome of the Course:** In Agricultural Education IV, time is devoted to understanding the management of agriculture, both production and agribusiness. The marketing structure is investigated with students given the opportunity to work with a broker on the Chicago Board and Mercantile Exchanges and complete trading of several commodities. A field trip is offered to Chicago to visit the Board of Trade and Mercantile Exchange. The students are also given an opportunity to explore the world of setting up their own business in a business structure they select. Insurance, credit control, and other human relation subjects are investigated to assist the student in everyday operations.



**Course Name:** Conservation  
**Length:** One Semester  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 10-12 Grades – Qualifies for 1 Science Credit for Tripoli Graduation;  
**See counselor about college admission.**

**Overall Student Outcome of the Course:** The Conservation of Natural Resources curriculum is to assist the student in developing an appreciation for our natural environmental resources. The course focuses on wildlife, air, water, soil, forestry, fish, and land use. The course allows students to complete individual projects, as well as team projects while investigating the area around them.

**Course Name:** Horticulture  
**Length:** One Semester  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 10-12 Grades – Qualifies for 1 Science Credit for Tripoli Graduation;  
**See counselor about college admission.**

**Overall Student Outcome of the Course:** The Horticulture curriculum is designed to assist the student in learning about the Horticulture facet of agriculture. Much time is spent on student directed labs. Areas covered include: plant identification and care, plant media, plant propagation including areas of biotechnology, wreath construction, bonsaiing, greenhouse management, plant design, and flower art design as time allows. The curricula focuses on updated technologies and is designed to help the student to understand the industry.

## **Art Department**

**Course Name:** 2-D Art I  
**Length:** One Year  
**Requirement Course:** None  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** None

**Overall Student Outcome of the Course:** To develop and cultivate an appreciation for two-dimensional art. Drawing and painting skills and approaches to media will be emphasized.

We will look at and think about how artists in history have used these mediums and subjects, as well as how contemporary artists have responded to them.

Approaches to art appreciation, criticism, and judgment, along with viewing and responding to art, will also be focused upon.

Students will create a blog for reflection and assessment

**Specific Student Outcomes of the Course:** To learn techniques and methods in areas of drawing, painting, printmaking, design, and art history.

**Course Requirements:** Complete all assigned projects and self-evaluation in all areas. Student will keep sketchbook/notebook to include sketches, plans, vocabulary, and ideas.

**Course Name:** 2-D Art II  
**Length:** One Year, (May be Repeated for Credit)  
**Prerequisite Course:** 2-D Art I  
**Elective Course:** 10-12 Grades

**Overall Student Outcome of the Course:** To develop and cultivate an appreciation for two-dimensional art. Drawing and painting skills and approaches to media will be emphasized, building upon concepts used in 2-D Art I. We will look at and think about how artists in history have used these medias and subjects, as well as how contemporary artists have responded to them. Approaches to art appreciation, criticism, and judgment, along with viewing and responding to art, will also be focused upon.

Students will create a blog for reflection and assessment

**Specific Student Outcomes of the Course:** Similar to 2-D Art I

**Course Activities:** Similar to 2-D Art I

**Course Requirements:** Similar to 2-D Art I

**Course Name:** 3-D Art I  
**Length of Course:** One Year  
**Requirement Course:** None  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** None

**Overall Student Outcome of the Course:** To develop and cultivate an appreciation for three-dimensional art. Ceramics, additive and subtractive sculpture skills, and approaches to different media will be emphasized. We will look at and think about how artists in history have used these medias and subjects, as well as how contemporary artists have responded to them.

Approaches to art appreciation, criticism, and judgment, along with viewing and responding to art, will also be focused upon.

Students will create a blog for reflection and assessment

**Specific Student Outcomes of the Course:** To learn techniques and methods in areas of ceramics, including slab construction, coil, and potter's wheel methods, and to investigate different sculptural techniques within different art movements and styles.

**Course Requirements:** Complete all assigned projects and self-evaluation in all areas. Student will keep sketchbook/notebook to include sketches, plans, vocabulary, and ideas.

**Course Name:** 3-D Art II  
**Length of Course:** One Year, (May be Repeated for Credit)  
**Requirement Course:** 3-D Art I  
**Elective Course:** 10-12 Grades  
**Course Prerequisite:** 3-D Art

**Overall Student Outcomes of the Course:** To develop and cultivate an advanced approach for three-dimensional art, applying that used in 3-D Art I. Ceramics, additive and subtractive sculpture skills, and approaches to different media will be emphasized.

We will look at and think about how artists in history have used these medias and subjects, as well as how contemporary artists have responded to them.

Approaches to art appreciation, criticism, and judgment, along with viewing and responding to art, will also be focused upon.

Students will create a blog for reflection and assessment.

**Specific Student Outcomes of the Course:** To apply techniques and potter's wheel methods to larger problem-solving projects. To apply different clay building techniques to more complicated problem solving projects

**Course Requirements:** Similar to 3-D Art I

**Course Name:** Crafts Media I  
**Length of Course:** One Semester  
**Requirement Course:** None  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** To develop and cultivate an appreciation for craft techniques in art. Jewelry, fibers, papermaking, mosaic and trendy techniques, and approaches to new and different media will be emphasized.

We will look at and think about how artists in history have used these medias and subjects, as well as how contemporary artists have responded to them.

Approaches to art appreciation, criticism, and judgment, along with viewing and responding to art, will also be focused upon.

Students will create a blog for reflection and assessment.

**Specific Student Outcomes of the Course:** To learn techniques and methods in areas of jewelry making, fiber weaving and/or dyeing, handmade papermaking, basket making, tile mosaic, stained glass, and in newly introduced art movements.

**Course Requirements:** Complete all assigned projects and self-evaluation in all areas. Student will keep sketchbook/notebook to include sketches, plans, vocabulary, and ideas.

**Course Name:** Crafts Media II  
**Length of Course:** One Semester  
**Requirement Course:** Crafts Media  
**Elective Course** 10-12 Grades  
**Course Prerequisite** Crafts Media

**Overall Student Outcomes of the Course:** To develop and apply craft techniques used in Crafts Media I to create more individualized craft projects. Jewelry, fibers, papermaking, tile mosaic, and trendy techniques and approaches to new and different media will be emphasized.

We will look at and think about how artists in history have used these medias and subjects, as well as how contemporary artists have responded to them.

Approaches to art appreciation, criticism, and judgment, along with viewing and responding to art, will also be focused upon.

Students will create a blog for reflection and assessment.

**Specific Student Outcomes of the Course:** To use techniques and methods learned in Crafts Media I in areas of jewelry making, fiber weaving and/or dyeing, handmade papermaking, basket making, stained glass, and in newly introduced art movements to create more individualized, higher concept projects.

**Course Requirements:** Similar to Crafts Media I

**Course Name:** Digital Photography/Yearbook  
**Length of Course:** Two Semesters  
**Requirement Course:** None  
**Elective Course** 9-12 Grades  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** Students will be introduced to digital cameras and functions of the camera. Students will learn how to make photo choices, timing, tools, and materials. Students will observe other photographers and their artistic choices. Students will be introduced to graphic manipulation software. Students will work with each other and individually to create school yearbook. Students will work to meet deadlines on their individually assigned page and work with staff for accurate representation in yearbook. Students will be required to attend assigned events for photography purposes for yearbook.

Students will create a blog for reflection and assessment

**Course Requirements:** Complete all assigned projects and self-evaluation in all areas. Student will keep sketchbook/notebook to include sketches, plans, vocabulary, and ideas.

**Course Name:** Independent Art  
**Length of Course;** One Year  
**Requirement Course:** Senior Status Plus 2 Years of any Art I or II Classes  
**Elective Course:** 12<sup>th</sup> Grade  
**Course Prerequisite:** Senior Status Plus 2 Years of any Art I or II Classes, Instructor Approval

**Overall Student Outcomes of the Course:** Motivated students who have shown themselves as a productive and thoughtful art student in previous course offerings have the opportunity to propose specialized study. Need to write a proposal of goals for this class.

**Specific Student Outcomes of the Course:** To use techniques and methods learned in Crafts Media, 2-D, or 3-D Art to create a focus on specialized interests of student.

**Course Requirements:** Students will be required to keep a log of work time and have a weekly conference with instructor about progress. Instructor will determine number of projects required and timeframes, depending upon student goals. Students will keep sketchbook/notebook of ideas, sketches, and plans. Student will participate in and attend the HS Art show in May

**This class will require the student to purchase some materials throughout the year, either on their own or reimburse the school.**

## Band Department

<b>Course Name:</b>	<b>Band or Band Flags</b>
<b>Length of Course:</b>	<b>One Year (1.60 Credits per Year)</b>
<b>Requirement Course:</b>	<b>None</b>
<b>Elective Course:</b>	<b>Yes</b>
<b>Course Prerequisites:</b>	<b>Successful Completion of 7/8 Grade Band—or Permission of Director</b>

**Overall Student Outcomes of the Course:** Individual musical growth and understanding and shared experiences through ensemble performance.

**Specific Student Outcomes of the Course:** By means of home practice and lesson attendance, the students will progress on their chosen instruments. They will seek to improve their tone, intonation, rhythm, technique, articulation, and interpretation to the best of their abilities. By improving on their individual musical skills, they make a positive contribution to the quality of the large group.

**Course Activities:** Marching band (football games and parades), pep band (basketball games), concert band (concerts and large group contest)

**Course Requirements:** Attendance at all rehearsals, attendance and preparation for weekly lesson, participation in performances of the marching band, pep band, and concert band.

**Other Related Information:** Student enrolled in band may choose to participate in optional activities, such as jazz band, solo and small group contest, and honor band festivals.

<b>Course Name:</b>	<b>Jazz Band (Meets on Thursdays at 7:15 a.m.)</b>
<b>Length of Course:</b>	<b>One Year (.25 Credits per Semester)</b>
<b>Requirement Course:</b>	<b>None</b>
<b>Elective Course:</b>	<b>Yes</b>
<b>Course Prerequisites:</b>	<b>Open to Students Involved in Band. HS Concert Band (unless you are a guitarist or bassist), and MS Band (if the student is in 8th grade and are auditioning for the HS group).</b>

**Overall Student Outcomes of the Course:** The jazz band is a small ensemble selected from the HS concert band. Students will be required to explore improvisational techniques, and a variety of jazz styles, such as blues, Latin, rock, ballads, samba, and funk. Generally our rehearsals are outside the regular school day. Students will be expected to perform for one jazz contest sponsored by NEIBA, and two school concerts (the Pops Concert, and the Spring Concert). There are opportunities to work with other jazz musicians in the NEIBA honor jazz band and students would be selected by their director to participate in this. From time to time clinicians will come in to work with the band.

## Business Department

<b>Course Name:</b>	<b>Accounting I (Limit 15)</b>
<b>Length of Course:</b>	<b>One Year</b>
<b>Required Course:</b>	<b>No</b>
<b>Elective Course:</b>	<b>9-12 Grades</b>
<b>Course Prerequisites:</b>	<b>Algebra I</b>

**Overall Student Outcomes of the Course:** To know accounting as it relates to careers, accounting terminology, to understand accounting concepts, principles, and practices, and to apply accounting procedures.

**Specific Student Outcomes of the Course:** To determine how transactions change an accounting equation, to prepare journals and post information to a ledger, to prepare financial statements, and to work with special journals and subsidiary ledgers.

**Course Activities:** Workbook drills and problems, reinforcement activities, accounting simulations, computer projects, and objective and problem tests.

**Course Requirements:**

- Century 21 Accounting Textbook – 1<sup>st</sup> Year Course; General Journal Approach
- Pencil, Pen, Ruler, Calculator, Notebook
- Automated Accounting Software
- Accounting Simulations (2)
- Computer Interface Problems (6)

**Course Name:** Accounting III (Limit 15)

**Length of Course:** One Year

**Required Course:** No

**Elective Course:** 10-12 Grades

**Course Prerequisites:** Accounting

**Overall Student Outcomes of the Course:** Students will have an opportunity to expand upon the knowledge of the double-entry accounting system by successfully processing more complex accounting problems that deal with the departmentalized accounting in a business, corporate accounting, management accounting, and cost accounting.

**Specific Student Outcomes of the Course:** Students will know how accounting relates to the working world. Students will learn and become proficient in all facets of cost accounting, management accounting, corporate accounting, departmentalized accounting, and double-entry accounting, and demonstrate their degree of knowledge in processing related assignments successfully, using pencil and paper forms or using the computer.

**Specific Course Activities:** Completing workbook drills, problems, study guides, and enrichment activities presented in each chapter of the text. Completing special reinforcement activities which relate to concepts learned in previous chapters of the textbook. Completing accounting simulations either on the computer or with a pencil and paper forms. Completing automated accounting problems on the computer that relates to concepts learned in previous chapters.

**Course Management:** Students will be working in class on an independent basis on all chapter assignments. It will be their responsibility to manage their class so they may satisfy the goal established for each quarter of the academic year.

**Course Name:** Business Law (Fall 2017)

**Length of Course:** One Semester

**Required Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisites:** None (Business Subjects Helpful)

**Overall Student Outcomes of the Course:** This course is an introduction to the principles of law as they relate to business. The student will study real-life situations that show how business and personal law impact both business and the lives of young people and adults, as well. The course content includes civil and criminal law, legal principles of the contract, sales contracts, bailments, personal property, and regulation of business. The student will achieve an understanding of legal principles to use throughout their life. They will understand how our legal system works and have a deeper appreciation for the law in general.

**Specific Student Outcomes of the Course:** To understand how law and justice relate to them; to understand special laws for minors, families, and consumers; to understand contract law; to understand sales contracts, credit contracts, employment contracts, and insurance contracts. The student will understand their basic legal rights and responsibilities and apply them to their everyday roles as consumers, citizens, and workers. The student will learn how to demonstrate a respect for law and an understanding of how the legal system functions; understand the purpose, format, and uses of a variety of common legal documents; understand the legal implications of various business transactions; possess a working vocabulary of the most frequently used legal terms; demonstrate decision-making, analysis, and application skills in solving frequently encountered legal situations; and recognize situations that call for legal advice.

**Course Activities:** Reading/discussion, analyze case problems, workbook activities, and chapter and unit tests and quizzes.

**Course Name:** Consumer Economics (Fall 2016)

**Length of Course:** One Semester

**Required Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisites:** None

**Overall Student Outcomes of the Course:** Explain why societies develop economic systems, identify the basic features of different economic systems, and discuss the major features of the U.S. economy; explain the role of core economic institutions and incentives in the U.S. economy; describe the role of markets and prices in the U.S. economy; manage limited personal financial resources and recognize that more of the wants and needs of members of a society can be satisfied if wise consumer decisions are made; explain how the U.S. economy functions as a whole and describe macroeconomic measures of economic activity such as gross domestic product, unemployment, and inflation; discuss the role of government in an economic system, especially the necessary and desirable role of government in the U.S. economy; and describe rights and responsibilities of citizens in the U.S. economy, including their role in making decisions through the political process that affect the allocation of limited personal and public resources to meet individual and societal needs and wants.

**Students will Demonstrate an Understanding of:** How our economy functions, how to make purchases wisely, how to manage money to best advantage, how to evaluate sales and advertising practices, how to guard against fraudulent or deceptive sales practices, and how to be socially responsible.

**Specific Course Activities:** Class discussions on consumer issues being addressed in class, individual and group activities, and using technology and other resources in order to do research on specific consumer issues.

**Course Name:** Marketing/Merchandising (Fall 2016)

**Length of Course:** One Semester

**Required Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisites:** None

**Overall Student Outcomes of the Course:** Learn the basic functions of marketing, including marketing-information management, financing, pricing, promotion, product/service management, distribution, and selling. Provide a broad overview of the marketing process and the role that marketing plays in our lives. Marketing functions such as research, transportation, and warehousing, advertising, promotion, pricing, and selling will be studied, with emphasis on occupational opportunities and requirements in each area.

**Specific Student Outcomes of the Course:** To understand how the marketing functions at the retail and industrial levels; to teach students careers in the marketing field; to show how marketing affects the sports and entertainment industries; to show how marketing of sports and entertainment raises revenue; to know how to market different levels of the sports and entertainment industries, including high school, college, and professional levels. The student will explain the concept of marketing; analyze the concept of supply and demand; explain the concept of business cycles; explain types of business ownership; analyze the concept of competition; recognize relevant, ethical issues in business; and demonstrate research as it relates to marketing.

**Course Activities:** Reading/discussion and case problem analysis.

## Careers

**Course Name:** Careers

**Length of Course:** One Year

**Required Course:** Yes

**Elective Course:** 9-10 Grades

**Course Prerequisites:** None

**Overall Student Outcomes of the Course:** Acquires basic occupational skill and knowledge; employs business principles, procedures, and skills for independent living; understands job-keeping skills; demonstrates knowledge of how to create, access, and utilize information through technology; understands the role of business in today's world; relates personal interests, wants, and abilities to career choices and how these factors may affect career choices in the future; relate the sequence of steps to follow in applying for a particular job interest; and gathers information about a particular job of interest and reports on that information in a career research project.

**Specific Student Outcomes of the Course:** Write an application letter and a resume'; recognize relevant ethical issues in business; demonstrate teamwork; identify personal interests, aptitudes, and abilities; describe the impact of career choice on lifestyles; demonstrate an appreciation of the decision-making process involved in making economic decisions; demonstrate how to save word processing documents to disks and to a network account; demonstrate various commands and functions; and printing from disks and from the network.

**Course Activities:** Students will be working on an independent basis on chapter activities and exercises that are either written out on paper or generated on the computer. They will also be researching and exploring different careers. Students will participate in a real-life simulation.

## Driver's Education

**Course Name:** Driver's Education

**Length of Course:** Five Months

**Requirement Course:** If You Desire Your License Before You Are 18

**Elective Course:** 9-12 Grades

**Course Prerequisites:** Pass Knowledge Test for Learner Permit, Additional Fee

**Overall Student Outcomes of the Course:** To be more knowledgeable about traffic safety procedures and to improve driving skills.

**Specific student outcomes of the course:** Student will know Iowa law pertaining to acquiring and keeping a driver's license. Student will be able to demonstrate above average driving skills (both offensive and defensive). Student will demonstrate a proper attitude towards safety and courtesy. Student will understand the daily need for safety in their lives.

**Course Requirements:** 30 hours of classroom time, 6 hours of driving time with instructor, and pass both classroom and driving tests.

## Family Consumer Science (FCS)

**Course Name:** Creative Clothing (2017)

**Length of Course:** One Year

**Requirement Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisite:** None

**Specific student outcomes of the course:** Fashion trends, influences of clothing on our lives, the principles and elements of design are covered in this class. Students will also learn the basics of sewing. Students of any sewing ability take this class, from beginner to advanced. Sewing projects will be chosen to create according to each student's abilities.

**Course Name:** Foods 1

**Length of Course:** One Year

**Requirement Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisite:** None

**Specific student outcomes of the course:** Whether a student is striving to be a gourmet cook or just wants to learn the basics to survive on his/her own, this class will teach how to prepare foods to stay healthy. There are several labs where students EAT their creations! Units covered are measurements, kitchen safety, fruits, vegetables, grains, dairy, baking, and much more.

**Course Name:** Housing & Interior Design (2016)

**Length of Course:** One Year

**Requirement Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisite:** None

**Specific student outcomes of the course:** Whether students want to be designers or just have a nice looking home, they will have lots of hands-on experience in this class. Principles and elements of design projects, learning about traffic patterns, Feng Shui and other decorating techniques, and specific room layouts are topics covered in this class. Students will design their dream home and really let their creativity take over.

**Course Name:** Independent Living

**Length of Course:** One Year

**Requirement Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisite:** None

**Specific student outcomes of the course:** This class is divided into three sections to provide skills to benefit those who are college-bound, as well as those who will be entering the work force or setting up a home without further education beyond high school. The main goal is to develop skills for life. The sections are: Character – teen years, singlehood, how to find the right mate, etc. Cooking – basic techniques so they can survive on their own and make healthy food choices. Consumer – finances which included budgeting, different types of banking accounts, credit, and how to prevent from being scammed, and identity theft.

## Foreign Language

**Course Name:** Spanish I  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** To become familiar with the Spanish language and grammar.

**Specific Student Outcomes of the Course:** To be able to speak basic, everyday phrases and be able to conjugate -ar, -er, and -ir verbs in the present tense and preterit tense.

**Course Activities:** Learning songs, games, studying the culture of Spanish-speaking countries, sample various foods, and develop projects based on acquired language skills.

**Course Requirements:** Be able to demonstrate a basic understanding of the Spanish language.

**Course Name:** Spanish II  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 10-12 Grades  
**Course Prerequisite:** Spanish I

**Overall student outcomes of the course:** To continue to learn the spoken and written language and increase vocabulary.

**Specific Student Outcomes of the Course:** Work on mastering the present, preterite, and imperfect verb forms, reflexive, future present progressive, imperfect progressive present perfect, and pluperfect.

**Course Activities:** Learn games, songs, make up a skit, sample food from Hispanic countries.

**Course Requirements:** Be able to demonstrate a higher level of understanding and speaking the language.

**Course Name:** Spanish III  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Spanish 1, 2

**Overall Student Outcomes of the Course:** More emphasis on speaking and understanding both the spoken and written language and increase vocabulary.

**Specific Student Outcomes of the Course:** Master the preterite, imperfect, future, present progressive, imperfect progressive, present perfect and pluperfect. The student will be introduced to the subjunctive cases.

**Course Activities:** Various Spanish games which emphasize vocabulary and grammar, writing, reading, Espana, Vive.

**Course Requirements:** Be able to demonstrate an advanced knowledge of the written and spoken language.

**Course Name:** Spanish IV  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 12<sup>th</sup> Grade  
**Course Prerequisite:** Spanish 1, 2, 3

**Overall student outcomes of the course:** Work on the mastery of the Spanish verb tenses, demonstrate fluency in the language, and expand vocabulary.

**Specific student outcomes of the course:** Speak only in Spanish. Be able to comprehend a wide variety of books, articles, games etc. in Spanish.

**Course Activities:** A lot of reading for comprehension and writing short essays.

**Course Requirements:** Demonstrate a high level of fluency and comprehension of the language.

## Health 1 - 2

**Course Name:** Health 1 - 2  
**Length of Course:** One Year  
**Required Course:** No  
**Elective Course:** 9-12 Grades  
**Course Prerequisites:** None



**Overall Student Outcomes of the Course:** Students will become more aware of their physical, mental, and social needs in relationship to healthful lifestyles.

**Specific Student Outcomes of the Course:** Students will comprehend concepts related to health promotion and disease prevention; will demonstrate the ability to access valid health information and health-promoting products and services; will demonstrate the ability to practice health-enhancing behaviors and reduce health risks; will analyze the influence of culture, media, technology, and other factors of health; will demonstrate the ability to use interpersonal communication skills to enhance health; will demonstrate the ability to use goal setting and decision-making skills to enhance health; and will demonstrate the ability to advocate for personal, family, and community health.

**Course Activities:** Group work using technology to enhance learning and engaging interactive hands-on activities.

**Course Contents:** Mental and physical health; personal, consumer, environmental, and community health; injury prevention and safety; alcohol, tobacco, and other drugs; nutrition; individual growth and development; and communicable and chronic diseases.

## Health Occupations (ICN) Courses

**Course Name:** Intro to Health Careers & Services 1-2 (ICN)

**Length of Course:** One or Two Semesters

**Requirement Course:** None

**Elective Course:** 10-12 Grades

**Course Prerequisite:** No

**Overall Student Outcomes of the Course:** Two semesters, grades 10-12 (ICN Course, **No** college credit awarded) - (One high school credit each semester)

This course provides an orientation to the people and institutions that make up the health care system and an exploration of our health care system and ethical, legal, and safety issues that influence and regulate health practice and maintenance. Course will emphasize need for communication and teamwork, as well as the technical skills necessary in the health care workforce. Course will include explorations of health career pathways in therapeutic, diagnostic, health information, and support services.

**Course Name:** Medical Terminology/Dosage Calculation (ICN)

**Length of Course:** One Year

**Requirement Course:** ACCUPLACER or COMPASS Test

**Elective Course:** 11-12 Grades

**Course Prerequisite:** Recommended—Biology, Algebra I, and Chemistry

**Overall Student Outcomes of the Course:** Two semesters, grades 11-12 (4 credits at NICC, Calmar, NICC Course: 64:016), both semesters **must** be completed to earn college credit - one high school credit each semester. Prerequisite: Required score on ACT, Asset or COMPASS test. Recommendation: The student has successfully completed Biology, Algebra I, and Chemistry.

This college level course involves the study of medical terminology as the language of medicine with emphasis on word analysis, construction of definitions, pronunciation and spelling of medical terms. This course will transfer into EMT/Paramedic, Medical Lab Technician, and Health Information Technology programs at NICC and the Surgical Technology Program offered at NICC, Peosta Campus through Kirkwood Community College, and the Electro-Neuro-Diagnostic Program through Scott Community College. Students successfully completing this course with a C- or better will also be given credit for this unit in the first nursing course at NICC.

**Course Name:** Nurse Aide (ICN)

**Length of Course:** One Year (Can Enroll in Only Semester 1 if Desired)

**Requirement Course:** No

**Elective Course:** 11-12 Grades

**Course Prerequisite:** None

**Overall Student Outcomes of the Course:**

**Specific Student Outcomes of the Course:** Two semesters, grades 11-12, (No **credits at NICC** - one high school credit each semester).

The course is designed to provide the knowledge and practical skills necessary to provide care and service to residents in long-term care facilities by preparing individuals to become efficient, caring members of the health-care team. Thirty hours of theory will consist of classroom lecture regarding the cares provided by a Certified

Nurse Aide. Fifteen hours in a laboratory setting will provide “hands-on” experience of competencies prior to attending thirty hours in a clinical setting. The clinical experience provides students the opportunity to experience resident care in the long-term care environment. Upon successful completion of this course, students will be eligible for state licensing and can test out of skills.

**Prerequisite Course For:** NICC nursing clinical coursework and several other Nursing programs.

**Course Name:** Nursing Calculations  
**Length of Course:** One Semester  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Required Score on ACT, Asset or COMPASS Test

**Overall Student Outcomes of the Course:** This course is designed to present mathematics necessary to convert between the American, metric, and apothecary systems of measurement using ratio-proportion and dimensional analysis methods. The course also includes intake and output calculations, percentages of change with weights, calories and fluids, calculating feeding solutions, drug dosage calculations, and determining IV flow rates.

**Course Name:** Nursing Perspectives Through the Lifespan  
**Length of Course:** One Semester  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Required Score on ACT, Asset or COMPASS Test

**Overall Student Outcomes of the Course:** This course is a study of the stages of normal growth and development including physical, behavioral, and personality development from conception to death. Special emphasis is placed on phases and processes of aging.

**Course Name:** Nutrition (ICN)  
**Length of Course:** One Semester  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Required Score on ACT, Asset or COMPASS Test

**Overall Student Outcomes of the Course:** One semester, grades 11-12, (2 credits at NICC, Calmar; NICC Course: 44:018). Prerequisite: Required score on ACT, Asset or COMPASS test.

Emphasizes a practical knowledge of good nutrition and some knowledge of diet therapy. Includes a background of adequate and accurate information on basic nutritional needs of the body. The course also includes a review of fractions and decimals, conversions of metric, apothecary, and household units and computations of drug dosages. The classification of drugs affecting each body system will be an integral part of this course.

**Required Course For:** Nursing

## Industrial Technology

**Course Name:** Auto CAD (13 Students)  
**Length of Course:** One Semester (2<sup>nd</sup> Semester)  
**Requirement Course:** No  
**Elective Course:** 10-12 Grades  
**Course Prerequisite:** Drafting I

**Overall Student Outcomes of the Course:** Computer-assisted drafting is a special computer applications class where students use the computer and associated software to construct and plot accurate drawings. This class is intended for students planning to enter college in an engineering or design field and for students who plan to enter post high school training in a drafting area or in any other technical area where machine drawings and blueprints are used.

**Course Activities:** Use Auto CAD 14 computer program to produce a number of different drawings. **Basic Computer Skills Are Needed.** This class is individualized for students who plan to go on to further education, especially in engineering, architecture, or drafting.

**Course Name:** Basic Woodworking (15 Students)  
**Length of Course:** One Semester (2<sup>nd</sup> Semester)  
**Requirement Course:** No  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** A wood project will be completed with the student working from a set of plans completed during Drafting I. Classroom work will emphasize the identification, care, and safe use of all hand and power tools. Approximately 30% of the time is spent in the classroom working on related information and demonstrations by the student and teacher. The remaining 70% of the time is used in the shop area working on individual projects and gaining actual work experience in shop safety and the operation of many hand and power tools.

**Course Name:** CNC Machining (14 Students)  
**Length of Course:** Year  
**Requirement Course:** No  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** None (9-12 Grades)

**Overall Student Outcomes of the Course:** In this course Students will create basic programs for CNC mills. Student will use a plain ASCII text editor (like Notepad) to input basic industry standard G and M code programs. Programs are run on verification software to assure accuracy. Speed and feed calculations, mill tooling types and procedures, rectangular coordinates, and file management are other areas of study.

**Course Name:** Construction (10 Students)  
**Length of Course:** One Semester (2<sup>nd</sup> Semester)  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Drafting I, Architectural Drafting (Grades 11-12 or Permission From Instructor)

**Overall Student Outcomes of the Course:** During January and February, the student will acquire experiences in construction of small models that relate to the construction trades. The student will also learn to wire switches, lights, and outlets according to the National Electrical Code. Common electrical terms, definitions, and use of electrical instruments and devices are also covered. In March, April, and May, the class will spend most of its time at a job site building a garden shed, playhouse, or other project.

**Course Name:** Consumer Automotive (15 Students)  
**Length of Course:** One Semester (1<sup>st</sup> Semester)  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Seniors Only or Permission by Instructor

**Overall Student Outcomes of the Course:** This course covers basic auto maintenance, small engines, and brake servicing. The course is intended for any student who wants a basic knowledge of their automobile.

**Course Name:** EMC<sup>2</sup> (Exploring Manufacturing Careers Consortium)  
**Length of Course:** Two Semesters  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades (Have taken and earned the required score on the ACT or COMPASS)  
**Course Prerequisite:** See Application

**Overall Student Outcomes of the Course:** A program for high school students that focuses on manufacturing careers in metalworking. Students will participate in internships during two summers. The program combines specific high school classes and hands-on training. For more information, see the guidance counselor or the student's instructor. You will participate in a six-week internship at a manufacturing company during the summer after your junior and senior year. Each summer you will earn \$300 for yourself and another \$300 for future tuition at Hawkeye Community College. You will also complete a 180-hour internship during your senior year. When you complete the program and admission requirements, you will transition into the CNC Machining Technician program at Hawkeye Community College. You may attend HCC for a year and have the option to either join the workforce or continue your education at the University of Northern Iowa. You must have your own transportation to work and seminars.

**Course Name:** Furniture (20 Students)

**Length of Course:** Semester

**Requirement Course:** No

**Elective Course:** 10-12 Grades

**Course Prerequisite:** Basic Woodworking

**Overall Student Outcomes of the Course:** The course provides the basic information necessary for planning various types of residential homes. Students will be involved in designing, drafting, and revising a residential design of their choice on ACAD software. Students will also have the opportunity to design plans and construct a piece of furniture. Students will be given the opportunity to learn and use new technology in woodworking.

**Specific Student Outcomes of the Course:** The student will have an understanding of the process involved when building plans are made. The student is expected to have a project in mind before entering this course. In order to provide the best learning experience, students will need to be signed in to this course so that the student numbers will not become a problem.

**Course Activities:** The majority of the lab time will be used to work on an individual project which will be designed by each student. **Students will be responsible for individual projects' cost.**

**Course Name:** Industrial Technology I (15 Students)

**Length of Course:** One Year

**Requirement Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** Students enrolled in Industrial Technology I will be introduced to the four major clusters of technology: communication, construction, manufacturing, and energy/power/transportation, which will include basic automobile care. Hands-on activities will include building a solar-powered car, testing aerodynamics of vehicles, and building a rocket from scratch. The second semester teaches the students basic drafting fundamentals and constructions. The student will become familiar with the drafting methods, developing and practicing drafting skills and techniques, and drawing using computer-aided design (CAD) software.

**Course Activities:** Activities involved may include model rockets, steam engines, catapults, CO<sub>2</sub> powered cars, mouse trap vehicles, and solar energy and creating a manufacturing enterprise.

**Course Name:** Metals (15 Students)

**Length of Course:** One Year

**Requirement Course:** No

**Elective Course:** 10-12 Grades

**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** Two semesters, grades 9-12 - during the first semester, students will learn basic metal working processes. This is an introduction to metal-working practices. Included are safety in the metal shop, forging, heat treating, flat-position welding, metal casting, gas cutting, brazing, and sheet metal work. The selection, use, and care of tools are also taught.

In the second semester, more advanced metal working processes are taught. Included are all position welding, machine metal processes, forging and metal finishing. The construction of a project is required.

### **PROJECT LEAD THE WAY (PLTW) COURSES**

These courses are offered through a consortium of schools at Waverly-Shell Rock High School or Denver High School. Consortium members are Denver, Janesville, Nashua-Plainfield, Sumner (Sumner-Fredericksburg HS), Tripoli, Wapsie Valley, and Waverly-Shell Rock.

### **PATHWAY TO ENGINEERING**

The high school program offers an opportunity for students seeking a more in depth, hands-on knowledge of engineering and engineering technology based careers. Though structured, the program does offer educators the flexibility to tailor courses to fit specific scheduling and credit requirements

Upon graduation, PLTW students are completely equipped to enter a two- or four year college or technical program in engineering or engineering technology.

## Fact Facts about Pathway to Engineering

- Designed as a four-year sequences that will fit into any student schedule
- Divided into eight rigorous, relevant, reality-based courses.
- Taught in conjunction with traditional math and science courses.
- Introduces students to the scope, rigor, and discipline of engineering.
- Prepares students for demanding two- and four-year college engineering programs
- Offers opportunities to earn college credits while still in high school.

Pathway to Engineering (PTE) is a sequential, three-tiered approach to learning designed to be taken from beginning to end. The three-tier approach includes Foundation Courses, Specialization Courses, and a Capstone Course.

### Foundation Courses

**Course Name:** **Biotechnical Engineering (Project Lead The Way)**

**Length of Course:** **One Semester**

**Requirement Course:** **No**

**Elective Course:** **10-12 Grades**

**Course Prerequisite:** **Principles of Engineering**

**Overall Student Outcomes of the Course:** Relevant project from the diverse fields of boil-technology, bio-engineering, and bio-molecular engineering enable students to apply and concurrently develop secondary level knowledge and skills in biology, physics, technology, and mathematics. Two credits.

**Course Name:** **Civil Engineering & Architecture (Project Lead The Way)**

**Length of Course:** **One Semester**

**Requirement Course:** **No**

**Elective Course:** **10-12 Grades**

**Course Prerequisite:** **Principles of Engineering**

**Overall Student Outcomes of the Course:** This overview of the fields of civil engineering and architecture emphasizes the interrelationships and dependence of both fields. Topics include the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. Two credits.

**Course Name:** **Computer Integrated Manufacturing (Project Lead The Way)**

**Length of Course:** **One Semester**

**Requirement Course:** **No**

**Elective Course:** **10-12 Grades**

**Course Prerequisite:** **Principles of Engineering Design**

**Overall Student Outcomes of the Course:** This course will enhance the student's computer modeling skills by applying principles of robotics and automation to the creation of models of three-dimensional designs.

**Course Name:** **Digital Electronics (Project Lead The Way)**

**Length of Course:** **One Semester**

**Requirement Course:** **No**

**Elective Course:** **9-12 Grades**

**Course Prerequisite:** **Principles of Engineering Design**

**Overall Student Outcomes of the Course:** Students use computer simulations to learn about logic of electronics as they design, tests, and actually construct circuits and devices. Two credits.

**Course Name:** **Engineering Design and Development (Project Lead The Way)**

**Length of Course:** **One Semester**

**Requirement Course:** **No**

**Elective Course:** **11-12 Grades**

**Course Prerequisite:** **Principles of Engineering Design**

**Overall Student Outcomes of the Course:** In this course, teams of students spend the year solving problems of their own choosing. The teams apply principles developed in the preceding foundation courses and are guided by a community mentor. They employ all of the skills and knowledge gained through previous course work to brainstorm possibilities, research current patents and regulations, construct a working model, test the model in real life situations (or simulation), document their designs, and present and present and defend the designs to a panel of experts. Two credits.

**Course Name:** Intro to Engineering Design (Project Lead The Way)  
**Length of Course:** One Semester  
**Requirement Course:** No  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** Algebra 1  
**Overall Student Outcomes of the Course:** Introduction to Engineering Design (Geometry). Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

**Course Name:** Principles of Engineering (Project Lead The Way)  
**Length of Course:** One Semester  
**Requirement Course:** No  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** Principles of Engineering Design  
**Overall Student Outcomes of the Course:** Students explore technology systems and manufacturing processes, addresses the social and political consequences of technological change.

## Language Arts

**Course Name:** Composition I (HCC#CM113T)  
**Length:** One Semester  
**Requirement Course:** No \*Concurrent  
**Elective Course:** Yes  
**Course Prerequisite:** 12th Grade  
**Overall Student Outcome of the Course:**

### Composition I

Composition I emphasizes fluency, thesis-driven organization, the use of supporting details, and research techniques. Writing is approached as a recursive process that includes prewriting strategies, drafting, revising, and editing. The course helps students shape writing to serve readers' needs and define a sense of purpose in their writing. It also gives students strategies for reading college-level material.

**Course Name:** Composition II (HCC#CM118T)  
**Length:** One Semester \*Concurrent  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 12th Grade  
**Overall Student Outcome of the Course:**

### Composition II

Composition II aims to review and extend writing principles learned in Composition I to analytical, argumentative, and research-based writing. This course emphasizes critical reading, evaluation, and precise and responsible source citation.

**Course Name:** Creative Writing  
**Length:** One Semester  
**Requirement Course:** No  
**Elective Course:** Yes  
**Course Prerequisite:** 9-12 Grades  
**Overall Student Outcome of the Course:** Students will study and compose selections of poetry and prose and develop an appreciation of craft.

**Specific Student Outcomes of the Course:** Explore the creative process through writing, define/determine individual goals as a writer, expand and refine vocabulary, become familiar with the conventions of craft specific to poetry, fiction, and non-fiction, participate in writing workshops to critique constructively, reinforce idea and language revising skills, prepare a portfolio of original texts.

**Course Activities:** Students will participate in a number of writing process activities for planning, writing, workshoping, and revising their original work in poetry, fiction and nonfiction. Students will participate in writers' workshops with each other to constructively critique each other's work, as well as develop their own in-depth reading skills.

**Course Requirements:** Attend class regularly, complete all assignments and activities, pass tests and quizzes, participate in class discussions and in-class activities, and submit a complete final writer's portfolio of original written work.

**Course Name:** English 9  
**Length:** One Year  
**Requirement Course:** Yes  
**Elective Course:** No  
**Course Prerequisite:** None

**Overall Student Outcome of the Course:** Students will study reading selections from a number of literary genres – short story, novel, fiction, non-fiction, poetry, and drama. Students will focus on four central skills: vocabulary, grammar, literary analysis, and reading strategies.

**Specific Student Outcomes of the Course:** Students will practice applying a variety of reading strategies to a range of texts. Students will improve their mastery of the writing process for different purposes.

**Course Activities:** Students will complete worksheets and textbook exercises for grammar, punctuation, capitalization, and usage. Students will write essays, book reports, and complete a research project. Students will also practice test-taking strategies and presentation skills.

**Course Requirements:** Complete all reading, writing, and daily assignments, as well as quizzes, tests, and projects/presentations.

**Course Name:** English 10  
**Length:** One Year  
**Requirement Course:** Yes  
**Elective Course:** No  
**Course Prerequisite:** English 9

**Overall Student Outcome of the Course:** This course is designed to help the student improve a wide variety of communication skills, including preparing and delivering speeches/

**Specific student outcomes of the course:** Improve communication skills, improve the ability to think and respond wisely, increase understanding of self and others while improving interpersonal skills, learn to overcome stage fright, feel confident in front of a group, and acquire grammar skills and writing skills.

**Course Activities:** Written papers, grammar, job shadowing, book reports, reading Huck Finn, biography, and an introductory research paper.

**Course Requirements:** Attend regularly, complete assigned work and pass tests and quizzes, participate in class discussion and activities, be quiet and attentive to speeches presented by other students, job Shadow, panel discussion and oral interpretation.

**Course Name:** English 11  
**Length:** One Year  
**Requirement Course:** Yes  
**Elective Course:** No  
**Course Prerequisite:** English 9 and 10

**Overall Student Outcome of the Course:** Learn to appreciate literature and gain understanding of human experience through literature. Gain a general understanding of the historical development of American literature and major writers associated with different periods.

**Specific Student Outcomes of the Course:** Develop skills necessary for interpreting and analyzing a piece of literature, improvement of both passive and active vocabulary skills, effectively apply reading strategies to improve comprehension, improve formal writing skills, and improve presentation skills.

**Course Activities:** Vocabulary study, including content vocabulary related to literary terms, literary techniques, and elements of drama, short stories, poetry, and novels; practice reading strategies for predicting, inferencing, making generalizations, using textual aids, and getting meaning from context; analyzing texts from each of the major genres; reading aloud in small and whole group settings; independent reading presentations; and discussion of various texts. Appropriate films, videos, and audio recordings will be used as enrichment

**Course Requirements:** Complete all assigned readings and written work, pass quizzes and tests, make presentations for independent reading assignments, and participate actively in classroom discussions/activities

**Course Name:** English 12  
**Length:** One Year  
**Requirement Course:** English 9, 10, 11  
**Elective Course:** No  
**Course Prerequisite:** English 9, 10, 11

**Overall Student Outcome of the Course:** Acquire general knowledge of major works of literature from at least six different cultures of the world: Greek/Russian/French/German/Spanish/British/Indian/Chinese/Japanese.

**Specific Student Outcomes of the Course:** Learn to recognize recurrent human themes in all of our world's literature. Gain a historical perspective of the literature studied.

**Course Activities:** Assigned readings from the aforementioned units, related written assignments, film and videos used as enrichment, and one British novel Tale of Two Cities.

**Course Requirements:** Complete all reading and written assignments and pass tests and quizzes.

**Course Name:** Intro to Literature (HCC#LR100T)

**Length:** One Semester

**Requirement Course:** No

**Elective Course:** Yes

**Course Prerequisite:** 11-12 Grades

**Overall Student Outcome of the Course:** (3 college credits and 1 high school credit). This course is designed to introduce students to four genres of literature: short story, poetry, drama, and the novel, all at a college level. Students will study the three genres themselves, as well as their development historically. They will informally analyze, interpret, and connect through discussion and journaling, and formally through critical writing, including a fully-developed literary analysis paper.

## Mathematics Department

**Course Name:** Algebra II

**Length of course:** One Year

**Requirement Course:** No

**Elective Course:** 11-12 Grades

**Course Prerequisite:** Algebra I or Algebra I-Cycle 1 and 2 and Geometry

**Overall Student Outcomes of the Course:** Algebra is an abstract study of the way numbers behave and interrelate. The overall student outcome is total mastery of the fundamentals of algebra.

**Specific Student Outcomes of the Course:** We begin with signed numbers and quickly review all the topics of Algebra I and practice these topics as we weave in more advanced topics such as solving quadratic equations, simplification of radicals, and complex numbers.

**Course Activities:** Class time is divided between guided practice and lecture/demonstration.

**Course Requirements:** Students must complete work at a minimum of 60% mastery level. A test is taken after every chapter. **A scientific calculator is required.**

**Course Name:** Advanced Math

**Length of course:** One Year

**Requirement Course:** No

**Elective Course:** 11-12 Grades

**Course Prerequisite:** Advanced Algebra and Geometry

**Overall Student Outcomes of the Course:** Advanced Math both encompasses and extends topics and concepts of Algebra. The goals are to develop proficiency with math skills, to improve logical thinking, and to expand understandings of mathematical concepts.

**Specific Student Outcomes of the Course:** The major part of the course is involved in mastering trigonometry, both from the circular function and triangle viewpoints. Other topics looked at are matrices, vectors, sequences, series, and probability.

**Course Activities:** Class time is divided between guided practice and lecture/demonstration.

**Course Requirements:** Students must complete assignments and tests at a minimum of 60% mastery level. A test is taken upon the completion of each chapter. A scientific calculator is required, and a graphing calculator is strongly recommended.

**Course Name:** Algebra I, Cycle One

**Length of Course:** Year One of Two-Year Cycle

**Requirement Course:** Can be used for Math Requirement

**Elective Course:** 9-10 Grades

**Course Prerequisites:** No

**Overall Student Outcomes of the Course:** Students will be given adequate review of fundamentals in mathematics. Simple algebra concepts will be introduced as the year continues with constant review skills.



**Specific Student Outcomes of the Course:** Student's basic skills will be improved with emphasis on work problems, concepts of area and volume, fractions and percent's exponents, and roots and equations will be introduced so that students are comfortable with these concepts by the end of the year.

**Course Activities:** Daily lessons introduce new skills with review of previously covered concepts practiced each day.

**Course Requirements:** Can be taken w/Special Considerations

**Course Name:** Algebra I, Cycle Two  
**Length of Course:** Second Year of Two-Year Cycle  
**Requirement Course:** Can be used for Math Requirement  
**Elective Course:** 10-11 Grades  
**Course Prerequisite:** Algebra I, Cycle One

**Overall Student Outcomes of the Course:** Students will begin to use variable and generalized statements (equations) by applying mathematical rules and theorem.

**Specific Student Outcomes of the Course:** Student's skill in the following areas should be increased by the end of the year to a high degree: signed numbers, evaluating expressions, solving equations, adding like terms, word problems, exponent laws, factoring per cent, value, uniform motion word problems, adding rational expressions simplifying, radicals, and linear equations.

**Course Activities:** In each lesson, a step-by-step progression of higher-degree problems, with a review of concepts previously covered.

**Course Name:** Algebra I  
**Length of Course:** One Year  
**Requirements Course:** Can be used for Math Requirement  
**Elective Course:** 9-10 Grades  
**Course Prerequisite:** None

**Overall student outcomes of the course:** Students will review the fundamentals in mathematics. Students will begin to use variable and generalized statements (equations) by applying mathematical rules and theorems.

**Specific student outcomes of the course:** Student's skill in the following areas should be increased: studies of properties and operations of real numbers, evaluating algebraic expressions, solving graphing first-degree equations and inequalities, operations with and factoring of polynomials, and solving simple quadratic equations.

**Course Activities:** Daily lessons will be assigned. New skills will be taught along with review of previous skills.

**Course Name:** Calculus I (HCC)  
**Length of Course:** One Semester  
**Requirements Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Yes

**Overall Student Outcomes of the Course:** One semester (Four HCC credits – 1.333 high school credits), ICN Course Prerequisite—Junior or Senior Standing (Post-Secondary Enrollment Course), Pre-calculus. ACT in Math of 19 or better or COMPASS Score of 42 or better on Algebra.

**Course Requirements:** A graphing calculator is required.

**Course Name:** Calculus II (HCC)  
**Length of Course:** One Semester  
**Requirements Course:** No  
**Elective Course:** 11-12 Grades  
**Course Prerequisite:** Yes

**Overall Student Outcomes of the Course:** One semester (Four HCC credits – 1.333 high school credits), ICN Course Prerequisite—Junior or Senior Standing (Post-Secondary Enrollment Course) Calculus. A continuation of Calculus I, this course covers topics including integration techniques, related to surface areas and volumes, infinite series, conic sections, parametric equations, and polar coordinates.

**Course Name:** General Math  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 9<sup>th</sup> Grade  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** Review basic math concepts in greater detail, with more emphasis on practical applications.

**Specific Student Outcomes of the Course:** Students should gain more confidence in basic skill areas and also the ability to apply those skills (fractions, percents, area-volume, ration, and measurement).

**Course Activities:** Along with lessons introducing concepts and their applications, hands-on units with fractions, measurements, and volume in working construction and bookkeeping will take place.

**Course Requirements:** A calculator is strongly recommended.

**Course Name:** Geometry  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 9-12 Grades  
**Course Prerequisite:** Algebra I or Algebra Cycle I and II

**Overall Student Outcomes of the Course:** Students will learn properties of plane and solid figures by means of deductive reasoning. They will also learn to recognize geometric figures and concepts in the world around them.

**Specific Student Outcomes of the Course:** Students will learn to solve practical and challenging problems illustrating geometric principles. Geometry also offers a practical setting in which to use arithmetic and algebra.

**Course Activities:** Class time is divided between guided practice and lecture/demonstration.

**Course Requirements:** Students must complete work at a minimum of 60% mastery level. A test is taken upon the completion of each chapter. A calculator is strongly recommended.

**Course Name:** Intro to Calculus  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** Yes – 12<sup>th</sup> Graders  
**Course Prerequisite:** Algebra I or Algebra 2, Geometry, Advanced Math

**Overall Student Outcomes of the Course:** To understand where calculus fits in the broad spectrum of math courses and to use calculus as a tool in analyzing changes in physical quantities.

**Specific Student Outcomes of the Course:** Find the tangent to a curve at a point; find the length of a curve, the area of a region, and the volume of a solid; find the maximum or minimum value of a quantity; give a formula for the distance traveled by a body in any specified amount of time; find the velocity and acceleration or velocity at any instant; and find the distance traveled by the body in a specified period of time.

**Course Name:** Statistics (HCC)  
**Length of Course:** One Semester  
**Requirement Course:** No  
**Elective Course:** Yes – 11 & 12<sup>th</sup> Graders (TAG)  
**Course Prerequisite:** Algebra I

**Overall Student Outcomes of the Course:** This course is a study of descriptive statistics including graphical representation, central tendency, correlation and regression, intuitive treatment of probability, and inferential statistics including hypothesis testing.

## Physical Education

**Course Name:** Physical Education  
**Length of Course:** One Year  
**Requirements Course:** Yes---PE is a required course for every student in grades 9-12. Students must receive four credits towards graduation (1/2 credit per semester).  
**Elective Course:** No  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** To become aware of the need for regular physical activity to maintain a healthful life.

**Specific Student Outcomes of the Course:** Student will realize the importance of physical fitness activities, will be exposed to a variety of recreational and leisure time activities, and will attain a knowledge to improve themselves if they so choose.

**Course Activities:** Cardiovascular work, agility drills, flexibility workouts, strength work, speed work, and recreational activities.

**Course Requirements:** Participation, improvement of skills, good attitude, and good effort.

## Science Department

**Course Name:** Advanced Biology

**Length of Course:** One Year

**Requirement Course:** No

**Elective Course:** 11-12 Grades

**Course Prerequisite:** Biology

**Overall Student Outcomes of the Course:** Awareness of science procedures, scientific inquiry, investigative methods, and techniques that can be applied to solving problems related to crime, microbiology, and genetics in our society.

**Specific Student Outcomes of the Course:** Gathering, analyzing, and interpreting data using science inquiry and methods pertaining to forensic science to solve crimes, specifically the biological sciences. Using science inquiry and methods pertaining to epidemiology (the study of the spread of disease). Using science inquiry and methods to help investigate genetic diseases.

**Course Activities:** Forensic science investigations involving simulated crimes include: autopsy simulations using preserved cat, DNA fingerprinting, crime scene data collecting and hypothesizing, and other related biological aspects (i.e., fingerprinting, anthropology, entomology). Epidemiology investigations include: microbiology principles and body immune responses.

**Course Requirements:** Completion of test and crime lab reports.

**Other Related Information:** A field trip to the Waterloo Police Crime Lab as a culminating activity.

**Course Name:** Anatomy/Physiology

**Length of course:** One Year

**Requirement Course:** No

**Elective Course:** 10-12 Grades

**Course Prerequisite:** Yes—General Biology is required

**Overall Student Outcomes of the Course:** Awareness of human body structure and how the body works. The course will investigate the various systems of the body.

**Specific Student Outcomes of the Course:** Methods of dissection and terminology associated with dissection, conducting controlled experiments on physiology, and data gathering, analysis, and conclusion making.

**Course Activities:** Dissection of a cat, physiology experiments on human subjects to observe how systems work, and investigative work.

**Course Requirements:** Completion of labs and tests and one spring research project.

**Other Related Information:** There will be heavy emphasis on cat dissection and lab tests over cat organs and system applicable to humans. Course designed to help students going into a medical or med-tech. Field, vet or vet-assistant area, or animal science field.

**Course Name:** Biology

**Length of Course:** One Year

**Requirement Course:** Yes

**Elective Course:** 10-12 Grades (Generally taken in 10<sup>th</sup>)

**Course Prerequisite:** 9<sup>th</sup> Grade Physical Science

**Overall Student Outcomes of the Course:** An introduction to basic scientific methods and scientific inquiry in the Life Sciences. Introduces students to the various fields of studies in the Life Sciences and provides practical applications to real life experiences.

**Specific Student Outcomes of the Course:** Knowledge of environmental principles; gathering, analyzing, and interpreting data; designing and conducting experiments; methods of dissection and application to human anatomy; and knowledge of basic biological principles.

**Course Activities:** Experimentation and lab work on basic life principles and concepts; one/two day career day field trips in Life Science field; environment lab work and field studies at marsh; dissection of fetal pig to introduce organs and organ systems, and intro to technology (microscopes, computers).

**Course Requirements:** Tests and completion of lab, completion of project/experiments, in addition to “regular class work.”

**Course Name:** Chemistry (2016-2017)  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades – Offered Every Other Year Opposite Physics  
**Course Prerequisite:** Algebra  
**Overall Student Outcomes of the Course:** Chemistry is a college preparatory course designed to study matter, its structure, properties and composition, and the changes that matter undergoes. It is strongly recommended to students who anticipate entering a medical field. A strong math background is also recommended.

**Specific Student Outcomes of the Course:** Upon completing chemistry, students will demonstrate proper laboratory techniques, understand the trends found in the periodic table, as well as how to utilize the periodic table to obtain information about the atom and chemical reactions. Students will expand their knowledge about atomic structure and the scientific discoveries that have led to our current knowledge of the atom. The students will also have a fundamental knowledge of chemical bonding and chemical reactions including the use of dimensional analysis to study chemical reactions and the concept of conservation of mass. A study of acids and bases is also undertaken and ends with the study of saponification where students will make soap.

**Course Activities:** Considerable time is spent working in the laboratory in order to introduce and supplement concepts from within the curriculum. Care is taken to incorporate everyday experiences into the classroom in order to bridge the gap between chemistry and life outside the classroom.

**Course Requirements:** A strong math background is recommended.

**Other Related Information:** Scientific calculator is strongly recommended.

**Course Name:** Environmental Science  
**Length of Course:** One Year  
**Requirement Course:** No (11-12 Grades)  
**Elective Course:** Yes  
**Course Prerequisite:** Yes (Physical Science & Biology)

**Overall Student Outcomes of the Course:** Understand how to use the scientific process; understand the interaction of science, technology, and society; understand the unity and diversity of life; and understand how organisms interact with and within the environment.

Environmental Science is a year-long course for 11<sup>th</sup> and 12<sup>th</sup> grade students. Students learn about the fundamental relationships that exist in our environment and fundamental facts concerning their environment. Current environmental problems and solutions are covered. Class discussion, outdoor activities, and class projects are all used as learning aids.

**Course Name:** Physical Science  
**Length of Course:** One Year  
**Requirement Course:** Yes—Generally Taken During the Freshman Year  
**Elective Course:** No  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** Physical Science is a study of matter and energy. The first semester is spent focusing on everyday application of physical laws. Problem solving and experimentation are used to investigate the topics of motion and energy, including Newton's Laws, work, energy, and heat. The second semester is spent on the nature of matter, atomic structure, elements and their properties and chemical reactions.

**Specific Student Outcomes of the Course:** Upon completing Physical Science, the student will possess the ability to use simple algebra to verify basic physical laws and understand how the laws of physics are used daily in their life.

**Course Activities:** Considerable time is spent in the laboratory conducting experiments to verify and demonstrate various laws of physics.

**Other Related Information:** A calculator is strongly recommended. If the student anticipates further study in math and science, a scientific calculator is recommended at this time.

**Course Name:** Physics (2017-2018)  
**Length of Course:** One Year  
**Requirement Course:** No  
**Elective Course:** 11-12 Grades – Offered Every Other Year Opposite Chemistry  
**Course Prerequisite:** Algebra, Geometry, and Advanced Algebra

**Overall Student Outcomes of the Course:** Physics is a college-preparatory course applying mathematics to the physical concepts of force, motion, and energy in the form of work, heat, sound, and light. This course involves a great deal of problem solving, and a strong math background is recommended.

**Specific Student Outcomes of the Course:** Upon completing physics, students will be able to: collect and interpret data, verify basic laws of physics through the use of basic and derived formulas, and apply physics principles to daily life experiences.

**Course Activities:** Considerable time is spent in the laboratory conducting experiments to verify and demonstrate various laws of physics.

**Course Requirements:** A strong math background is recommended.

**Other Related Information:** A science calculator is strongly recommended.

## Social Studies Department

**Course Name:** Advanced U.S. History (2016-2017)

**Length of Course:** One Year

**Requirements Course:** No

**Elective Course:** Yes

**Course Prerequisite:** U.S. History

**Overall Student Outcome of the Course:** Students will explore the history of the United States from the Colonial time period to the present, using film media as the primary source of information. Prevailing historic theme such as what is the frontier, why has immigration been a principle part of U.S. history, what have been the triumphs and tragedies of our nation, what are our rights and responsibilities as citizens, and what are turning points in history are the focus of the course. In addition, students will learn to investigate history to determine the motive of the source writer, to evaluate documents, and to critique modern historical drama for accuracy and motivation behind their production. Students will also use technology to produce documentaries based on the previously mentioned themes in the National History Day competition.

**Specific Student Outcomes of the Course:** Students will be critical viewers and readers of media as they critique several films based on historical settings. Students will write several two-page movie reviews investigating motivation behind movies and historical accuracy in movies. Students will relate the movies and activities used in class to view history in a thematic way rather than a series of isolated events. Students will produce a documentary using I-movie or similar software.

**Course Activities:** Historic movie viewing and critiquing, paper writing generally in the form of movie review and essays, use of technology for research and documentary production, and group performance tasks.

**Course Requirements:** A desire to learn, completion of assignments, and getting passing grades.

**Other Related Information:** Students will critique film that are rated “R” and will, therefore, have to be able to handle this requirement. A parental consent form for the movies to be reviewed will be required.

**Course Name:** American Government

**Length of Course:** One Year

**Requirements Course:** 12<sup>th</sup> Grade

**Elective Course:** No

**Course Prerequisite:** None

**Overall Student Outcome of the Course:** Students will understand that American Government is government of, by, and for the people; that our government can be no better than we are willing to make it; and that our government is an expensive, prevailing social force.

**Specific Student Outcomes of the Course:** The government of the United States is composed of many separate parts. Because of its complex nature, the American system is not one that can be readily and easily understood. It is a task that requires both time and disciplined study.

**Course Activities:** Performance tasks such as bill writing and mock Congress participation, a field trip, classroom discussion, unit tests, quizzes, worksheets, and watching audio visual materials, computer usage, class community service project, and 10 hours of service training.

**Course Requirements:** A desire to learn, completion of assignments, getting passing grades, attending a Tripoli School Board meeting, either a Frederika or Tripoli City Council meeting, and taking a field trip to the State Capitol.

**Other Related Information:** Government can succeed only to the extent that people will participate, in fact, govern themselves. Citizens can participate in a meaningful way only if they know and understand how the government system operates and what their roles in that government are.

**Course Name:** Criminology  
**Length of Course:** One Semester (ICN)  
**Requirements Course:** No  
**Elective Course:** Yes (11-12 Grades)  
**Course Prerequisite:** COMPASS  
**Overall Student Outcome of the Course:** This course explores the extent and causes of criminal behavior, analysis of crime in relationship to other social problems, and the nature of society's response to crime.

**Course Name:** International Relations and Comparative Economics  
**Length of Course:** One Semester  
**Requirements Course:** No  
**Elective Course:** Yes (10-12 Grades)  
**Course Prerequisite:** World Cultures  
**Overall Student Outcome of the Course:** Students will understand basic concepts of geopolitics. Topics will include power, scarcity, government types, multi-national corporations, non-governmental organizations, and inter-governmental organizations, etc. Students will also compare and evaluate various economic models (capitalism, communism, socialism, traditional) used throughout history and in the world today. Current domestic and foreign relations will also be discussed.

**Course Name:** Introduction to Sociology  
**Length of Course:** One Semester  
**Requirements Course:** No  
**Elective Course:** Yes (9-12 Grades)  
**Course Prerequisite:** None  
**Overall Student Outcome of the Course:** The students will understand the concepts and theories involved in understanding human behavior and human societies. The students will examine the relationships among human societies, individuals, organizations, and groups. Topics of analysis include culture, social interaction, social institutions, social stratification, and community. Numerous contemporary social problems and issues such as racial and ethnic relations, sexism, class bias, etc. will also be discussed.

**Course Name:** United States History  
**Length of Course:** One Year  
**Requirements Course:** 11th Grade  
**Elective Course:** No  
**Course Prerequisite:** World Cultures  
**Overall Student Outcomes of the Course:** Enables students to understand the ways in which our American political, economic, social, and cultural institutions have evolved in response to continually changing historical demands and conditions.  
**Specific Student Outcomes of the Course:** Practice in interpretation and analysis of primary and secondary sources, visual, and statistical information.  
**Course Activities:** Use audiovisual materials, maps, taking and using notes, worksheets, chapter tests and quizzes, research projects, presentations, discussion, and performance assessment tasks.  
**Course Requirements:** A desire to learn, completion of assignments, getting passing grades on chapter tests and quizzes, and participation in group activities.  
**Other Related Information:** American History is designed to improve student understanding of the United States, past and present, preparing for their role as informed citizens, problem solvers, and decision makers.

**Course Name:** World Cultures  
**Length of Course:** One Year  
**Requirements Course:** 9-10 Grades  
**Elective Course:** No  
**Course Prerequisite:** None  
**Overall Student Outcomes of the Course:** To become familiar with the locations, cultures, and relationships of the countries of the world.  
**Specific Student Outcomes of the Course:** Be able to locate major countries of the world, gain knowledge of their cultures around the world, understand physical geographic processes, understand geopolitical patterns, and study their position in world affairs.  
**Course Activities:** Map work, study of current events, in-class notes and reading, and create a travel pamphlet.  
**Course Requirements:** Successfully complete assigned work

**Course Name:** World History (2017-2018)

**Length of Course:** One Year

**Requirements Course:** 10-12 Grades

**Elective Course:** Yes

**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** Students will understand the success and failures of past people to increase our current chances for success.

**Specific Student Outcomes of the Course:** Students will recognize what makes historical greatness, establish criteria for greatness in history, research historical figures, and establish a top 10 historical figures list. Students will also explore primary and secondary sources from Asian, European, and African history.

**Course Activities:** Research projects, jigsaw activities, reading circles, viewing and analyzing movies for historical accuracy, and performance assessments.

**Course Requirements:** Students must be willing to try new things and have a desire to participate. Students must complete assigned tasks.

**Other Related Information:** As our world becomes more international, it is very important to understand the past of the entire world's people to help us understand and appreciate differences and commonalities.

**Course Name:** Psychology (ICN—Social Studies)

**Length of Course:** One Semester

**Requirement Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** One Semester (Three HCC credits, One high school credit), ICN Course, Prerequisite—Junior or Senior Standing (Post-Secondary Enrollment Course), ACT subtest score of 19 in Reading and English or COMPASS Scores of 82 in Reading and 65 in Writing and Introduction to Psychology.

Provides an introduction to the study of behavior with emphasis in the areas of learning, cognition, motivation, personality, behavioral disorder, therapy, and social influence. An understanding of the impact of both theoretical perspectives and experimental evidence on the formulation of the science of human behavior is also stressed. Psychological theories and principles are utilized to explain and predict behavior.

**Course Name:** Sociology (ICN)

**Length of Course:** One Semester

**Requirement Course:** No

**Elective Course:** 9-12 Grades

**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** One Semester (Three HCC credits, One high school credit), ICN Course, Prerequisite—Junior or Senior Standing (Post-Secondary Enrollment Course), Understanding Society, ACT subtest score of 19 in Reading and English or COMPASS Scores of 82 in Reading and 65 in writing, credit in Introduction to Sociology.

Surveys the basic principles, concepts, research strategies, and empirical findings representative of the field today. The course examines the range of sociological thought, identifies areas of specialization within the discipline, and establishes a basis for further study in the field.

**Course Name:** Western Civilization I, II, III

**Length of Course:** One Semester for Each

**Requirements Course:** No

**Elective Course:** Yes

**Course Prerequisite:** Apply with HC

**Overall Student Outcomes of the Course:** One semester (Four HCC credits), ICN Course, Prerequisite—Junior or Senior Standing (Post-Secondary Enrollment Course), two semesters of World History, ACT subtest scores of 19 in Reading and 19 in English or COMPASS score of 82 in Reading and 65 in Writing.

Western Civilization traces the development of western civilization from prehistory to the end of the seventeenth century. It will explore the major political, social, economic, scientific, intellectual, cultural, and religious developments contributing to western society. This includes the significant events and contributions of early Middle Eastern civilizations, classical Greece, the Roman Empire, the Christian church, Medieval Europe, the Renaissance, the Reformation, and the scientific revolution.

## Support Programs

**Course Name:** Independent Study – Talented and Gifted (Grades 9-12)  
**Length of Course:** One Semester or Year (1 or 2 Credits)  
**Requirement Course:** Must be identified as a Talented and Gifted  
**Elective Course:** Yes

**Overall Student Outcomes of the Course:** to explore interests and/or challenge a students' knowledge or skill set in a specific academic or creative area. Students may work on a variety of projects, studies, and experience to gain enrichment in intellectual and/or creative areas.

**Course Requirements:** Each course will be designed for the specific student involved, on a case-by-case basis. Students must demonstrate how regular course offerings already being provided by the school district do not meet their needs. There will be at least four staff members involved in the course creation process: the principal, the Talented and Gifted coordinator, the school counselor, and the staff member who teaches in the content area involved. Course requirements and objectives will be decided by this staff, in coordination with the student.

Because college credit courses are rigorous and independent, they follow in the spirit of the TAG program. However, because college credit is being awarded in these courses, high school TAG independent study credit will not be awarded.

The course is Pass/Fail; assessment will be based on satisfying the criteria established by the staff.

## Vocal Music Department

**Course Name:** Vocal Music  
**Length of Course:** One Year (1.60 Credits Per Year)  
**Requirement Course:** None  
**Elective Course:** Yes  
**Course Prerequisite:** None

**Overall Student Outcomes of the Course:** To grow musically as an individual and as a member of chorus, perform with musicality and sensitivity, improve vocal technique, and to understand and accept music of different cultures and backgrounds.

**Specific Student Outcomes of the Course:** By means of choral rehearsal, lesson attendance, performance, and home practice, the students will progress on their vocal skills and musicality. They will seek to improve their tone, intonation, rhythm, technique, articulation, and interpretation. By improving these skills, the student will make a positive contribution to the quality of the large group and also acquire a skill that can be enjoyed throughout life.

**Course Requirements:** Attendance and active participation at all rehearsals, attendance and preparation for weekly lessons, and participation in all performances.

**Course Name:** Select Choir  
**Length of Course:** One Year (0.25 Credits Per Year)  
**Requirement Course:** None  
**Elective Course:** Yes  
**Course Prerequisite:** Yes—Students must be enrolled in Vocal Music and audition for the Select Choir

**Overall Student Outcomes of the Course:** To grow musically as an individual and as a member of the Select Choir, perform with musicality and sensitivity, improve vocal technique, and to understand and accept music of different cultures and backgrounds.

**Specific Student Outcomes:** Students will work towards an advanced choral sound by means of rehearsal, lesson attendance, and home practice. They will seek to improve their vocal technique and musicality.

**Course Requirements:** Attendance at all rehearsals (including before and after school), attendance and preparation for weekly lessons, and participation in all performances.



## **Hawkeye PSEO Courses Offered at the Waverly Center**

### **Intro to Health Careers**

This introductory course is designed to provide the student with an exploration of a variety of health careers/professions, some basic health care principles and skills, and certification in CPR, First Aid, Mandatory Reporter Training for Child and Dependent Adult Abuse, and Blood Borne Pathogen Training.

### **Intro to Psychology**

Provides an introduction to the study of behavior with emphasis in the areas of learning, cognition, motivation, personality, behavioral disorder, therapy, and social influence. An understanding of the impact of both theoretical perspectives and experimental evidence on the formulation of the science of human behavior is also stressed. Psychological theories and principles are utilized to explain and predict behavior.

### **Composition I**

Composition I emphasizes fluency, thesis-driven organization, the use of supporting details, and research techniques. Writing is approached as a recursive process that includes prewriting strategies, drafting, revising, and editing. The course helps students shape writing to serve readers' needs and define a sense of purpose in their writing. It also gives students strategies for reading college-level material.

### **Composition II**

Composition II aims to review and extend writing principles learned in Composition I to analytical, argumentative, and research-based writing. This course emphasizes critical reading, evaluation, and precise and responsible source citation.

### **Introduction to Sociology**

Surveys the basic principles, concepts, and research findings of social life from small groups to societies. The course examines the range of sociological explanations of various forms of social behavior and establishes a basis for further study in the field.

### **Fundamentals of Oral Communication**

This course presents elements of the oral communications process with emphasis in developing interpersonal, small group, and public speaking skills. Students will be involved in activities that provide opportunity for the understanding and improvements of their oral communication skills.

### **Statistics**

This course is a study of descriptive statistics including graphical representation, central tendency, correlation and regression, intuitive treatment of probability and inferential statistics including hypothesis testing.

Tripoli Community Schools  
 Four-Year Plan  
 Year of Graduation \_\_\_\_\_

This chart is used to plan your classes for the next four years. First, plan your ninth grade classes and then pencil in the classes you expect to take in tenth, eleventh, and twelfth grades. These choices may change later, depending upon your interest and career plans. Each year you review your schedule with the School Counselor and re-sign this sheet.

\* denotes required at this grade  
 + denotes required for graduation and recommended at this grade

Grade 9	
Semester 1	Semester 2
*Math _____	*Math _____
*Physical Science	*Physical Science
*English 9	*English 9
*PE	*PE
+World Cultures	+World Cultures
+Careers	+Careers
Electives _____	Electives _____

Reviewed Sign \_\_\_\_\_ Date \_\_\_\_\_

Grade 10	
Semester 1	Semester 2
*English 10	*English 10
*PE	*PE
*World Cultures	*World Cultures
*Careers	*Careers
+Math _____	+Math _____
+Biology	+Biology
Electives _____	Electives _____
Electives _____	Electives _____

Reviewed Sign \_\_\_\_\_ Date \_\_\_\_\_

Four-Year Plan

\* denotes required at this grade

+ denotes required for graduation and recommended at this grade

Grade 11

Semester 1

\*English 11

\*PE

\*American History

+Math \_\_\_\_\_

+Science \_\_\_\_\_

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Semester 2

\*English 11

\*PE

\*American History

+Math \_\_\_\_\_

+Science \_\_\_\_\_

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Reviewed Sign \_\_\_\_\_ Date \_\_\_\_\_

Grade 12

Semester 1

\*American Government

\*PE

English 12

+Math \_\_\_\_\_ (if needed)+Math \_\_\_\_\_ (if needed)

+Science \_\_\_\_\_ (if needed)+Science \_\_\_\_\_ (if needed)

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Semester 2

\*American Government

\*PE

English 12

+Math \_\_\_\_\_ (if needed)+Math \_\_\_\_\_ (if needed)

+Science \_\_\_\_\_ (if needed)+Science \_\_\_\_\_ (if needed)

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Electives \_\_\_\_\_

Post-Secondary Plans \_\_\_\_\_ (counselor use)

Reviewed Sign \_\_\_\_\_ Date \_\_\_\_\_

I have checked the course description book, my graduation requirements, my career plans; and my requests are consistent with these plans and my educational needs.

Student Signature: \_\_\_\_\_

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

Counselor's check: \_\_\_\_\_ Date: \_\_\_\_\_

IHAPI's Web-site: [www.ihaveaplaniowa.gov](http://www.ihaveaplaniowa.gov)

If your son/daughter has forgotten their password, please contact Mrs. Marsh at 882-4202 or by email at [marshk@tripoli.k12.ia.us](mailto:marshk@tripoli.k12.ia.us).

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