PRIDE

2023-2024

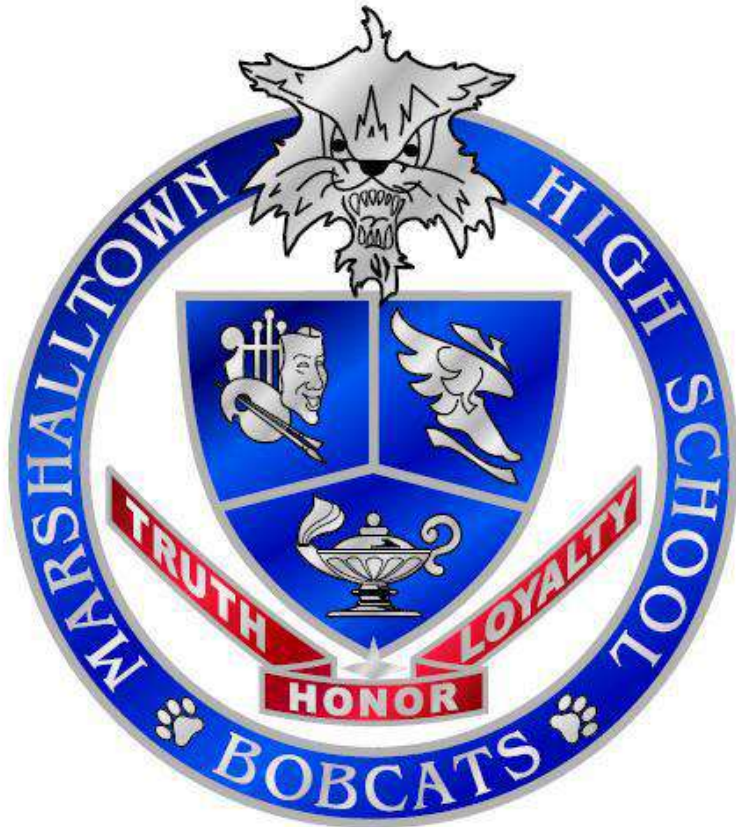*COURSE MANUAL*

Marshalltown Senior High School
1602 South Second Avenue
Marshalltown, Iowa 50158
(641) 754-1130

It is the policy of the Marshalltown Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Nora Ryan, Director of Human Resources, 1002 S 3ʳᵈ Ave, Marshalltown, IA 50158. Telephone 641-754-1000. nryan@marshalltown.k12.ia.us

Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 475, Chicago, IL 0661-7204, Telephone: (312) 730-560 Facsimile: (312) 730-1576, Email: OCT.Chicago@ed.gov

El Distrito Escolar de la Comunidad de Marshalltown no debe discriminar ilegalmente por motivos de raza, color, origen nacional, sexo, discapacidad, religión, credo, edad (para el empleo), estado civil (para programas), orientación sexual, género identidad y situación socioeconómica (para los programas) en sus programas educativos y sus prácticas laborales. Hay un procedimiento de quejas para procesar las quejas de discriminación. Si tiene alguna pregunta o queja relacionada con esta política, comuníquese con el Coordinador de Equidad del distrito, Nora Ryan, Director de Recursos Humanos, 1002 S 3rd Ave, Marshalltown, IA 50158. Teléfono 641-754-1000. nryan@marshalltown.k12.ia.us

Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 475, Chicago, IL 0661-7204, Teléfono: (312) 730-560 Facsimile: (312) 730-1576, Email: OCT.Chicago@ed.gov

Marshalltown High School Parent/Guardian and Student,

Each year at registration time, the excitement for new beginnings abounds. With a strong focus on post-secondary possibilities, becoming Bobcat Ready is not only a mission of the Marshalltown Community School District, but a deep desire to build strong foundations for success! The four year plans that students develop in 8th grade are the guideways to coursework that lay the pathway to College and Career Ready.

Many opportunities exist for students in career/technical pathways. Post-secondary options are not limited to attendance at 4 year colleges: certifications and diplomas from 2 year institutions are just as valuable in preparation for quality careers. Participation in dual-credit coursework while in high school is not to be taken lightly. The rigor of college-level coursework requires commitment to academic excellence as students begin their college transcripts while still in high school.

Heading into the military world of work right after high school is also an option. While in high school, students should focus on work-based experiences in their chosen fields of interest to confirm a match. Many opportunities for practicing the employability skills necessary to be successful employees abound every day while in high school. Arriving on time, completing assigned tasks, collaborating, problem-solving, regulating emotions, attending daily: these are the skills that local employers desire.

Use this course guide to personalize your learning as you make those your preparations for life after high school. High school is your gateway to life's next phase of learning.

Sincerely,

Mrs. Wyant, Principal

The Marshalltown Community School District offers Career and technical programs in the following service areas:

Agriculture, Food and Natural Resources: *Meat-cutting apprenticeship*

Architecture and Construction: *construction technology*

Arts, Audio/Video Technology, and Communications

Business Management and Administration:

Education and Training: *early childhood associate, teaching*

Finance, Government and Public Administration

Hospitality and Tourism: *Culinary apprenticeship*

Health Science: *certified nurse aide*

Human Service:

Information Technology: *computer science,*

Law, Public Safety, Corrections and Security: *criminal justice, fire science, emergency medical technician*

Manufacturing: *welding , tool and die*

Marketing, Sales and Service

Science, Technology, Engineering and Mathematics:

Acceleration Policy	**Art Department**	Marketing I (Advertising/ Promotions)
Advanced Placement Program	AP Art History	Marketing II (Sales/ Distribution)
Course Retake Policy	Art I	Sports & Entertainment Marketing
Grading Scale	Digital Photography	Business Communication and Application
Graduation Requirements	3-D Concepts	Microsoft Office for Business
Iowa Regent Institution (RAI)	Design	Principles of Business
Iowa's Regents Schools	Adv Digital Photography	Web Design
NCAA/NAIA Athletic Eligibility	Drawing	Computer Network and Repair I, II, III
Earning College Credit at MHS	Adv Drawing	Social Media Marketing
MHS/MCC Concurrent Programming	Graphic Design	**English Department**
AP Courses	Adv Graphic Design	AP Language and Comp
Career Academies	Painting	English 9
STEM	Adv Painting	English 9 Honors
Special Testing Programs	Pottery	English 10
Transfer Students	Adv Pottery	English 10 Honors
Questions & Answers	**Business Education Dept**	English 11
MHS Four Year Plan	Principles of Accounting	Composition I & II (Concurrent)
Agriculture	Adv Accounting	Creative Writing
Intro to Agriculture	Business Law	Drama I & II
Agriculture and Society	Career Strategies	English 12
Animal Science	Computer Systems and Apps	AP Literature and Comp
Veterinary Tech	Ethical Leadership	Mythology
Ag Business	Entrepreneurship	Minority Voices in American Lit (Concurrent)
Ag Leadership	Cons Econ/Personal Finance	Prep for College English
Horticulture	Adv Cons Econ/Financial Skill for living	Science Fiction
Online Meat Cutting Apprent A	Fundamentals of Cybersecurity	Speech
Online Meat Cutting Apprent B	Game Design in Unity	Transitional Literacy I/II/III

English Language Learning Department	Tech in Early Child (concurrent)	*Algebra I*
Newcomers I/II (ELL)	*Initial Field Experience (concurrent)*	*Geometry*
English I (ELL)	***Health Education Department***	*Geometry-Block*
Family & Consumer Sciences Dept	*Health Concepts*	*Algebra 2*
Child Development	*Healthy Lifestyles*	*Algebra 2- Block*
Child Development Practicum	*Human Growth & Dev (Concurrent)*	*Statistics & Probability*
Domestic Living Skills	Health & Wellness Fundamentals	*Intro to Statistics (concurrent)*
Family Living	*Intro to Health Occupations*	*Prep for College Math I & II*
Fashion Design & Merch	*Medical Terminology*	*Technical Math*
Fashion Design & Merch Intern	*Nurse Aide*	*Advanced Algebra*
Fashion Strategies		*Precalculus (Concurrent)*
Foods I		*High School Precalculus*
Foods II	***Industrial Arts Technology Department***	*Calculus I (Concurrent)*
Foods III (Concurrent)	*Intro to Ind Arts Technology*	*Calculus II (Concurrent)*
Housing & Interior Design	*Construction Tech I (Fine Carpentry)*	*Math Center*
Intro to Education (Concurrent)	*Construction Tech II (Rough Carpentry)*	*Math 9*
Exploring Teaching (Concurrent)	*Machine Metals*	*Math 10*
Early Childhood Education Associate	*Metals*	*Math 11*
Intro to Early Childhood (Concurrent)	*Adv Metals*	*Math 12*
Childhood Health, Safety & Nutrition (Concurrent)	*Practical Electricity & Plumbing*	*Math 13*
Infant/Toddler Care and Education (Concurrent)	*Welding and Metal Fabrication*	*Math 14*
Early Childhood Curriculum 1 (Concurrent	*Sm Engine & Basic Auto Maint*	***Music Department***
Childhood Guidance (Concurrent)		*Symphonic Band*
Early Childhood Curriculum 2 (concurrent)	***Math Department***	*Wind Symphony*
Communication with Families (concurrent)	*Algebra IA and IB*	*Jazz Band*

Show Choirs		
Orchestra	*Pre-General Chemistry I*	*US History (concurrent)*
Concert Choir	*Gen Chemistry I (concurrent)*	*Sociology*
Treble Choir	*Gen Chemistry II (concurrent)*	*World History*
Physical Education Department	*Organic Chemistry*	*Western Civilization I/II (concurrent)*
Soccer for Fitness	*Physics*	*IA Financial Literacy*
	AP Physics	*AP Human Geography*
Sport Activities for Fitness	*Pre-College Physics*	*AP European History*
Personal Fitness	*College Physics*	***Specialized Studies Department***
Strength and Conditioning	*Geology*	*AP Computer Science*
Aquatics for Fitness	*Astronomy*	*Career Development I*
PE for Military Science	*Anatomy (Human)*	*Career/Tech Capstone*
Lifeguarding	***Social Studies Department***	*Let's Make Money!*
Science Department	*Am History II: 1900 to Present*	*Extended Learning Program (XLP)*
Physical Science	*Contemporary US Issues*	*XLP 9th grade*
Biology	*General Psychology*	*iJAG9-10/iJAG11-12*
Adv Biology	*Intro to Psychology (concurrent)*	*Internship*
Unified Science-Forensic Science	*AP Government*	*Intro to Criminal Justice*
Applied Bio-chemistry	*Government*	
High School Chemistry	*American National Government (Concurrent)*	*Cont'd on next page*

Journalism	PLTW Intro to Engineering Design (concurrent)	Spanish I
Journalism: Pebbles (newspaper)	PLTW Principles of Engineering (concurrent)	Spanish II
Journalism: PostScript (yearbook)	PLTW Civil Engineering and Architecture (concurrent)	Spanish III
Independent Work-Based learning	CCR Seminar	Spanish IV
Military Science I/II/III/IV	Recreation/Leisure Skills	AP Spanish
School to Work	Social Skills	Heritage Spanish I/II/III
PLTW Computer Science Essentials	Video Production I & II	Spanish for World of Business
PLTW Computer Science Principles (concurrent)	Independent Work-based learning	Spanish for World of Medicine
PLTW Computer Science A	Work Experience	Spanish for Dual Language I/II
PLTW Cybersecurity		**Fire Science**
PLTW Principles of BioMed Science (concurrent)		History and Philosophy of Fire Science
PLTW Human Body Systems (concurrent)		Prin of Emergency Services
PLTW Medical Interventions (concurrent)		Firefighter I
PLTW Biomedical Innovations		EMT I/II

ACCELERATION POLICY: MARSHALLTOWN COMMUNITY SCHOOLS

School Board Policy 602.12

The Marshalltown Community School District is dedicated to academic excellence for all students. Students who exceed the grade-level indicators and benchmarks set forth in the standards must be afforded and encouraged to accelerate through specific content and/or grade levels. Acceleration opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

Initiation

Referral for acceleration is accessible to all students in the MCSD and the process is separate from the district's Elementary Enrichment and Extended Learning Programs. The referral process is initiated through the building administrator or designee by means of a District Acceleration Request Form (Exhibit A). The referral process may be initiated by an administrator, classroom teacher, Extended Learning Program teacher, counselor, parent, guardian, legal custodian, school support staff, or student.

Data Collection

Upon receiving a completed written request for acceleration, the building administrator will assign a case manager who will facilitate the data collection. Case managers may include, but are not limited to, a classroom teacher, XLP teacher, school support staff, or counselor. The case manager will gather data using a comprehensive evaluation tool such as the Iowa Acceleration Scale and may include the following: record review, student portfolio/work review, screening of critical factors affecting acceleration, assessments of ability, assessments of aptitude, student interviews, parent/guardian interviews, and/or teacher ratings or checklists.

Initial Acceleration Committee Meeting

The acceleration team will include representatives of the school and family and may include, but are not limited to, parent/guardian, student, building administrator, classroom teacher, XLP teacher, counselor, English Language Learner teacher, and/or school support staff. The findings of the comprehensive data collection will be shared and discussed. If deemed appropriate, acceleration options including both whole-grade and content-based options will be discussed and evaluated by the committee. Consideration will be given to the long-range ramifications of the proposed acceleration to the student's K-12 programming and an outlined plan developed for each proposal. Members of the committee will be assigned tasks for any needed follow-up and fact gathering and a Determination of Services Meeting will be scheduled.

Determination of Services Meeting

The acceleration team will reconvene with any potential receiving building administrators or designees along with any potential receiving teachers in attendance. Follow-up information will be shared and any questions will be discussed. The team, which may include the student, will determine which type of acceleration, if any, is appropriate to meet the needs of the student. A Personalized Education Plan for Accelerated Services (Exhibit B) will be developed and a timeline for delivery of services will be outlined. A copy of the Acceleration Report: Whole Grade (Exhibit C) or Acceleration Report: Single Subject (Exhibit D), along with the District Acceleration Request Form, will be placed in the student's cumulative folder. If the acceleration committee does not recommend acceleration at this time, the requesting party can initiate the referral process after the student completes at least one additional semester/term.

Appeal Process

If the parents/guardians or any member of the acceleration team disagree with the acceleration team recommendation, they may appeal the decision to the Associate Superintendent of Student Achievement.

Marshalltown High School Acceleration Placement by Exam/Demonstration of Mastery for High School Course Credit

·   Student qualifications for request of acceleration by exam or mastery:

2022-2023 <mark>2023-2024</mark> *MHS COURSE MANUAL*
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link to online course site   *Table of*

* The student should rank in the 90th percentile or better in the appropriate content area on a standardized test. Reading scores will be considered in the case of Social Studies acceleration.

* The student should have earned an A in the most recent course of a similar content area.

* Students not meeting the above criteria may be considered on a case-by-case basis using alternative assessments.

Procedures:

* The student along with his/her parent, guardian, or legal custodian must submit to the District Acceleration Request Form to the principal to pursue this acceleration option. This request must be made by December 1st for second semester classes or April 15th for fall semester classes.

* The principal or designee will inform the student and parent, guardian, or legal custodian as to the receipt of their request. If the student application is accepted, the student will be informed of the date of the examination or other demonstration of mastery.

* The examination will be given during teacher workdays at the beginning of the academic year and during semester tests at the end of the first and second semester or on an agreed upon date.

* Upon request to the building administrator, a list of standards, benchmarks, and objectives covered on the examination or mastery demonstration will be made available to students interested in pursuing this acceleration option. The text and/or course syllabi may also be provided.

Determination of Credit through Examination or Demonstration of Mastery

· Each content area will require different methods of assessment for students to demonstrate mastery and achievement for each particular course. These assessments will be developed by the appropriate MHS academic department and may include, but are not limited to, semester exams, writing portfolios, research projects, lab techniques/demonstrations, and speeches.

· In order to receive course credit and/or be allowed to accelerate to the next level course,

the student will demonstrate 90% mastery or better.

· A committee of teachers representing each department will review the respective assessments and will inform the student and the building principal of the outcome.

· Upon demonstrating mastery, the student will receive a grade of "P" on his or her transcript and the appropriate unit of credit for the course.

· Upon demonstration of mastery, a Determination of Services Meeting will occur. The acceleration team will develop a Personal Education Plan for Accelerated Services determining the best course of action for the student's future academic career in Marshalltown. This may include, but is not limited to, enrollment in advanced MHS courses, college-level online or correspondence courses, independent studies, and early entrance into college. High school graduation requirements may be adjusted for these exceptional students based on their Personal Education Plan for Accelerated Services.

Appeal process:

· If the parent/guardian/legal custodian, student, or a member of the acceleration team has a dissenting opinion concerning the granting of credit or acceleration recommendation made by the committee, an appeal may be made to the Associate Superintendent of Curriculum and Instruction.

Definitions

Category 1: Content-based acceleration provides students with advanced content, skills, or understanding before the expected age or grade level (Southern & Jones, 2004). Students typically remain with peers of the same age and grade.

Content-based acceleration can also refer to allowing a student to work on higher grade level instruction in their regular classrooms in lieu of grade-level instruction. Forms of content-based acceleration offered in MCSD

· Single-subject acceleration
· Curriculum compacting
· Concurrent/dual enrollment
· Correspondence courses
· Credit by examination or demonstration of mastery

· Mentoring
· Extracurricular programs
· Advanced Placement
Category 2: Grade-based acceleration typically shortens the number of years a student spends in the PreK-12 system. In practice, a student is placed on a full-time basis in a higher grade level than is typical given the student's age for purpose of providing access to appropriately challenging learning opportunities (Rogers, 2004; Southern & Jones, 2004). Forms of grade-based acceleration offered in MCDS
· Whole-grade acceleration
· Continuous progress
· Self-paced instruction
· Telescoping curriculum
· Combined classes
· Early entrance into middle school, high school, college
· Early graduation
Guidelines for Developing an Academic Acceleration Policy. Institute for Research Policy and Policy on Acceleration, National Association for Gifted Children, Council of State Directors of Programs for the Gifted. November, 2009.

ADVANCED PLACEMENT PROGRAM

Marshalltown High School offers Advanced Placement (AP) courses across multiple subject areas. AP courses are taught by AP certified instructors who use an AP Course Descriptions to guide them. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college courses. The AP testing program falls under the College Board testing program.

AP courses provide students with a rigorous classroom experience designed to help them acquire the skills and habits needed to be successful in college. Students taking multiple tests may have the opportunity to be designated as AP Scholars.

AP Exams
AP Exams are typically administered the first two weeks of May. The fee for each exam varies each year, but approximately $80 - $100, which is the responsibility of the student. The registration process for AP exams begins in the first month after the course starts. Detailed information about the AP program can be found at
http://www.collegeboard.com/student/testing/ap/about.html

AP Courses offered at Marshalltown High School
AP Art History, AP Human Geography, AP Language & Composition, AP Literature & Composition, AP European History, AP Government, AP Computer Science, AP Spanish, AP French

COURSE RETAKE POLICY

High school courses are taken for credit one time. Students may retake a high school course for credit if the student failed the course in the first attempt. When the course credit is "recovered", the transcript grade will be changed to the newly earned passing grade. If a student wishes to retake a high school class that has been passed, he/she may do so for elective credit and a grade of "P" (which does not impact the GPA). The course must be in addition to minimum registration requirements. There are some courses at MHS that can be repeated for credit and GPA points. Students should confirm these courses with counselors at registration.

GRADING SCALE

Grade	Percentage	GPA Points
A	92.5-100	4
A-	89.5-92.49	3.67
B+	86.5-89.49	3.33
B	82.5-86.49	3.0
B-	79.5-82.49	2.67
C+	76.5-79.49	2.33
C	72.5-76.49	2
C-	69.5-72.49	1.67
D+	66.5-69.49	1.33
D	62.5-66.49	1

D-	59.5-62.49	.67

I = Incomplete (impacts eligibility)
P = Pass (not included in GPA)
NP = No Pass (impacts eligibility)
WD = Withdrawn
AU = Audit (no credit, not included in GPA)

GRADUATION REQUIREMENTS:
22 Total Credits Required for Graduation
Courses Required:
English (4 credits)
Math (3 credits)
Science (3 credits)
Social Studies (3 credits)
Physical Education (2 credits; ½ credit per year)
Electives (7 credits)
Total: 22 credits

Early Graduation: Full Year
Students wishing to graduate at the end of their junior year must visit with their counselor. Parent permission forms must be filled out and returned to the counselor by December 1 of the student's junior year (per Marshalltown Community School Board Acceleration Policy 602.12). It is the responsibility of the student to communicate with the main office and their counselor regarding graduation information, cap & gown orders, and diploma information. Early graduates are still required to meet the School Board approved graduation requirements as stated above.

Early Graduation: First Semester Senior Year
Students wishing to graduate at the end of the first semester in their senior year must visit with their counselor. Parent permission forms must be filled out and returned to the counselor by December 1 of the student's senior year (per Marshalltown Community School Board Policy 605.4). Early graduates are still required to meet the School Board approved graduation requirements as stated above.

IOWA REGENT INSTITUTION: ADMISSION INDEX (RAI)

The University of Iowa, University of Northern Iowa, Iowa State University

The University of Iowa, University of Northern Iowa, and Iowa State University use the new Regent Admission Index (RAI) to determine whether students are admissible. The Regent Admission Index (RAI) will be calculated for freshman applicants to the Regent universities. Admission will be based on the RAI which combines three factors: 1) ACT composite score, 2) high school grade point average (gpa), and 3) number of high school courses completed in the core subject areas. The RAI will be calculated using the equation that follows:

Regent Admission Index Formula

(3 X ACT composite score)
+
(30 X high school grade point average)
+
(5 X number of high school core subject area courses)
=
Score

Go to www.regents.iowa.gov/RAI/index.html to calculate your own RAI.

Students who have a RAI of 245 or greater and have successfully completed the required core subject area courses will be eligible for automatic admission to any of the three Regent universities. The freshman applicants from Iowa schools who have an RAI below 245 will have their applications reviewed on an individual basis and the admission decision will be specific to each institution.

Enter the number of full-year courses that you've taken or plan to take in English, mathematics, natural science, social science, and foreign language. A one-semester course counts as 0.5. While additional courses in areas such as the fine arts, business, industrial technology, and technology will help round out your high school experience and prepare you for future careers, they are not part of the core courses used to calculate your admission index.

link *to online course site*   *Table of*

Preparing for Success at Iowa's Regent Schools

	Minimum Requirements for Admissions			Optimum Recommendation for Success
	Iowa State University	The University of Iowa	University of Northern Iowa	
WORLD LANGUAGE	Two years of a single foreign language for admission to the College of Liberal Arts and Sciences. *Foreign language courses are not required for admission to the Colleges of Agriculture, Business, Design, Education, Engineering and Family and Consumer Sciences.	Two years of a single foreign language.	Foreign language courses are not required for admission. However, two years of a foreign language in high school with a C– or above the last term will meet the University graduation requirements.	Four years of a single foreign language during all four years of high school. By taking foreign language during all four years of high school, you'll go beyond the basic skills and begin to use the language and reinforce your fluency.
ENGLISH	Four years of English/language arts emphasizing writing, speaking, reading as well as understanding and appreciation of literature.	Four years with an emphasis on the analysis and interpretation of literature, composition, and speech.	Four years, including one year of composition; also may include one year of speech, communication, or journalism.	Four years of English courses with an emphasis on the communication skills of writing, reading, speaking, and listening and the analysis and interpretation of literature. In addition, courses such as journalism and media literacy will be valuable. Extracurricular activities such as debate, speech contest, newspaper, and yearbook will further develop essential competencies.
MATH	Three years, including one year each of algebra, geometry, and advanced algebra.	Three years, including two years of algebra, and one year of geometry, for admission to the College of Liberal Arts and Sciences. *Four years, including two years of algebra, one year of geometry, and one year of high mathematics (trigonometry, analysis, or calculus), for admission to the College of Engineering.	Three years, including equivalent of algebra, geometry, and advanced algebra.	Four years, one in every year of high school. While advanced courses like calculus and statistics are good, it's more important tat you gain a complete understanding of advanced algebra and trigonometry.
NATURAL SCIENCE	Three years, including one year each from any two of the following: biology, chemistry, and physics.	Three years, including one year each from any two of the following: biology, chemistry, and physics for admission to the College of Liberal Arts and Sciences. *Three years, including at least one year of chemistry and one year of physics, for admission to the College of Engineering.	Three years, including courses in general science, biology, chemistry, earth science, or physics; laboratory experience highly recommended.	Four years, one in each year of high school. To be really well prepared for college, take at least one year each of biology, chemistry, and physics. These can be taken in any order and may be taught productively in either a separate or integrated fashion, depending on your school's offerings.
SOCIAL STUDIES	Two years for admission to the College of Agriculture, Business, Design, Education, Engineering, and Family and Consumer Sciences. *Three years for admission to the College of Liberal Arts and Sciences.	Three years, with U.S. history and world history recommended, for admission to the College of Liberal Arts and Sciences. *Two years, with U.S. history and world history recommended, for admission to the College of Engineering.	Three years including courses in anthropology, economics, geography, government, history, psychology, or sociology.	Three years is essential, but four is better. Take at least one year of U.S. history and one year of world history. Additional courses in history are recommended, if available. Beyond that, courses such as economics, political science, psychology, sociology, and anthropology provide an important understanding of our political social, and anthropology provide an important understanding of our political, social, and economic institutions.
OTHER COURSES	Specific elective courses are not required for admission to Iowa State University.	Specific elective courses are not required for admission to The University of Iowa.	Two years of additional courses from the required subject areas foreign languages, or fine arts.	

NCAA ATHLETIC ELIGIBILITY
www.ncaaclearinghouse.net

All students planning to enroll in college as a freshman and wanting to participate in Division I or Division II athletics must be certified by the NCAA Eligibility Center (formerly called the NCAA Clearinghouse). The Eligibility Center was established to ensure consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions. It is the responsibility of the prospective student athlete to make sure the Eligibility Center has the documents it needs to certify his / her eligibility.

DIVISION I
16 Core-Course Rule
4 years of English
3 years of mathematics
2 years of natural / physical (1 year of Lab if offered by high school).
1 year of additional English, Mathematics or natural / physical science.
2 years of social science
4 years of additional courses (from any area above, foreign Language or non-doctrinal religion / philosophy)

DIVISION II
16 Core-Course Rule
(Students enrolling on or after August 1):
If you enroll full time in a Division II college on or after August 1 and want to participate in athletics or receive an athletics scholarship during your first year, you must:
>Graduate from high school
>Complete 16 core courses:
>3 years of English
>2 years of math (Algebra or higher)
>2 years of natural or physical science (including one year of lab science if offered by your high school)
>3 additional years of English, math, or natural or physical science
>2 years of social science
>4 years of additional core courses (from any category above, or foreign language, comparative religion or philosophy).
>Earn a 2.0 gpa or better in core classes
>Earn a combined ACT sum score of 68 or SAT score of 820.

A student may apply to the NCAA Eligibility Center at any time during his / her high school years. However, it is recommended the student apply prior to taking the ACT or SAT exam. Additional information and / or the eligibility application may be completed online at www.ncaaclearinghouse.net. The student must have his / her ACT or SAT scores sent to the NCAA Eligibility Center each time the test is taken. The NCAA Eligibility Center institution code is 9999.

All prospective student-athletes need to work with their guidance counselors and carefully plan their schedules each year to ensure NCAA eligibility. The NCAA eligibility rules and list of acceptable courses often change. It is the responsibility of the student to seek out the necessary information to make course selection decisions. A current list of NCAA Eligible course can be found on the MHS guidance web page and the NCAA clearinghouse web site.

NAIA Athletic Eligibility
www.playnaia.org

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time athletes. Any student playing NAIA sports for the first time must meet the eligibility requirements. Students must have their eligibility determined by the NAIA Eligibility Center, and all NAIA schools are bound by the center's decisions. High school seniors who wish to participate at an NAIA school need to register at: www.playnaia.org.

DUAL CREDIT: EARNING COLLEGE CREDIT WHILE ATTENDING MHS

Students may earn college credit while in high school, saving the cost of tuition and saving time by getting ahead in college credits. The classes are FREE to students—the school district pays the tuition and fees. Taking college classes while in high school allows students to explore an academic or career field, as well as an idea of what college coursework entails.

Planning ahead as a high school freshman will allow the optimum scheduling options. In some cases students can earn up to a full year or more of college credit while in high school, allowing them to enter college as a sophomore!

Generally, a student will take all available, related coursework the high school will allow him/her to enroll in a dual credit course. Also, a high school

will often approve a college course not offered by the high school.

There are three ways students may earn college credit: concurrent, CLEP (College-level examination program), and AP (Advanced Placement). To earn college credit while still in high school, contact your high school counselor for more information and enrollment forms.

Dual Credit Option_____

1. Concurrent Courses
Concurrent Enrollment Program (CEP)
Definition: CEP courses are contracted with Marshalltown Community College. Some are located at the high school and are taught by qualified high school instructors (CEP Adjuncts). Course opportunities are available when enough high school students enroll to constitute a class.
Dual credit-Students earn both college credit and high school credit.
Cost-The high school pays the tuition and fees per course. The textbook policy varies by high school. Reminder: Your high school pays up to $250 per course towards tuition and books. Most of the time, the course and books exceed this amount and the additional cost is absorbed by the district. MCSD will pay for the cost of course registration one time only per course per student. This grade will be reflected on the high school transcript. Withdrawal after the MCCdesignated withdrawal date will result in an "F" on the high school transcript. Self-pay classes will not be part of the high school transcript. Students will be notified annually of the designated withdrawal date by term.
Class Schedule-Check with your school counselor for a list of classes available at MHS.
Course Enrollment-If interested contact your school counselor to enroll. Some courses do have a cut score requirement (see Dual Credit Registration Process).
Online Courses
Definition-Online courses are accessed through the Blackboard/Online Learning System through Marshalltown Community College.
Dual Credit-Students earn both college credit and high school credit.
Cost-The school district pays the tuition and fees per course. MCSD will pay for the cost of course registration one time only per course per student. This

grade will be reflected on the high school transcript. Withdrawal after the MCC mid-term will result in an "F" on the high school transcript. Self-pay classes will not be part of the high school transcript.
Class Schedule-Check with your school counselor to request a list of approved online course options. Common courses include: Personal Wellness, Art Appreciation, and Human Growth and Development.
Course Enrollment-If interested, contact your school counselor to enroll. Some courses do have a cut score requirement (see Dual Credit Registration Process).
Books-The required course textbook(s) will be available at the high school main office. Whether you finish the course or not, all materials must be returned to the high school. Book(s) must be returned, in good condition, to the high school by the end of Final Exam week, or the student will be billed for the full amount of the book(s). Some materials that are consumed during the course may need to be purchased by the student or school.

Career Academy
Definition-High school students enroll in college courses within a career or technical field. Career Academies are beneficial to students who are interested in the vocational field and want to begin college coursework while in high school. Courses are offered in one or two hour blocks of time at MCC.
Dual Credit-Students earn both college credit and high school credit.
Cost-The school district pays the tuition and fees per course. Withdrawal after designated withdrawal date will result in a "F" on the high school transcript. Students will be notified annually of the designated withdrawal date by term.
Class Schedule-check with your school counselor for a brochure with a list of specific classes and timeline of when they are offered.
Course Enrollment-If interested, contact your school counselor to enroll. Some courses do have a cut score requirement (see Dual Credit Registration Process).
Books-The required course textbook(s) will be available at the high school guidance office. Whether the student finishes the course or not, all materials must be returned to the high school. Book(s) must be returned, in good condition, to the high school by the end of Final Exam week, or the student will be billed for the full amount of the book(s). Some materials that are consumed during the course may need to be purchased by the student or school.

Classes on MCC campus

1. *Dual Credit-Students earn both college credit and high school credit.*

Cost-The school district pays the tuition and fees per course. MCSD will pay for the cost of course registration one time only per course per student. This grade will be reflected on the high school transcript. Withdrawal after the MCC designated withdrawal date will result in an "F" on the high school transcript. Self-pay classes will not be part of the high school transcript. Students will be notified annually of the designated withdrawal date by term.

Class Schedule-check with your school counselor for a brochure with a list of specific classes and timeline of when they are offered.

Course Enrollment-If interested, contact your school counselor to enroll. Some courses do have a cut score requirement (see Dual Credit Registration Process).

Books-The required course textbook(s) will be available at your high school counseling office. Whether the student finishes the course or not, all materials must be returned to the high school. Book(s) must be returned, in good condition, to the high school by the end of Final Exam week, or the student will be billed for the full amount of the book(s). Some materials that are consumed during the course may need to be purchased by the student or school.

2. *CLEP (College-level examination program)*
Definition-CLEP tests are designed to provide able students an opportunity to secure college credit through testing. Through this program students are able to shorten the time required to earn a degree, lighten the academic load, and receive credit for previously attained knowledge and save money.

Credit-IVCCD administers the CLEP exam. With a qualifying score, a student can earn college credit. A student who is very proficient within an academic area, for example Spanish, should consider the CLEP. For information on CLEP tests contact Daniel Key, MCC Student Success Specialist, at 641-844-5710 or Daniel.Key@iavalley.edu.

3. *AP (Advanced Placement) Credit*
Definition-Designed for high school students who have demonstrated competence by achieving at a high level in college preparatory courses. AP courses provide an in-depth study that is accelerated above and beyond the work typically done in "regular" high school courses.

Credit-To receive college credit, students must pass an Advanced Placement test after completing the course. The tests are administered at the high school, with

results forwarded to one or more colleges as selected by the student. Depending on the test score, a student may or may not receive college credit for the AP course.
Cost-The student must pay for the cost of the AP exam, administered at the high school.
AP Classes Schedule-Contact your high school. Course options vary but typically include AP Art History, AP Human Geography, AP Language & Composition, AP Literature & Composition, AP European History, AP Government, AP Computer Science, AP Spanish, AP French. Other AP courses are available through the Extended Learning Program.
Course Enrollment-Since the classes are a part of the regular high school curriculum, students must register during regular high school registration. Contact your school counselor for more information.

_____**DUAL CREDIT REGISTRATION PROCESS**_____

Senior Year Plus: Student Eligibility Criteria
Students planning to enroll in career and technical education (career academy) courses delivered via concurrent enrollment are now exempt from Iowa Code section 261E.3(1)e-the requirement that students demonstrate proficiency on the Iowa School Assessment of Student Progress (ISASP) in reading, math, and science (see also page 18). With the passage of the bill, students do not need to demonstrate proficiency in reading, math, and science to concurrently enroll in career and technical courses, but they must continue to demonstrate proficiency to be eligible to enroll in other concurrent enrollment courses (see page 18). All students must continue to meet any expectations set by the community college (e.g., placement exam cut scores, prerequisites) to be eligible for concurrent enrollment

Additionally, to be eligible to enroll in career academy and Project Lead the Way courses via Senior Year Plus, students must meet the reading, math, and science proficiency requirement (see page 15).

Registration Process for IVCCD Courses
Once a student has met the state proficiency requirements, the high school counselor will submit the High School Student Application/Registration form to MCC Admissions office. Certain courses, such as math and English, have test score requirements/prerequisites. ACT and ACCUPLACER scores are used to determine proficiency in math, reading and science for enrollment in general education courses at MCC (see page 14). Prior to the term, dual credit enrolled students receive a dual credit letter to confirm their registration and policies/procedures. The high school counselor receives multiple lists to confirm ongoing dual credit registrations.

IVCCD Test Score Requirement Process

1. Submit test scores required for desired course. For example, a student who wants to register for English Composition I needs to achieve a minimum writing score on one of the following assessments: >=250 ACCUPLACER, 18 ACT (see chart on next page).

2. If the Admissions Office does not have a student's test scores on file, the registration form will not be processed until those scores have been received. The high school counseling office needs to send the scores to Admissions or, if the student has not tested, schedule to take necessary portions of the ACCUPLACER at the College.

3. If the student does not meet the minimum standards for ACT scores, they can re-test with the ACCUPLACER or take a challenge test in the area of interest. Challenge test requires a 70% pass rate for enrollment. In rare situations, at the point where the student does not meet the challenge test requirements; the counselor may submit an Acceptance of Responsibility in Regard to Academic Course Placement Form to the Registrar with reasoning why the student should be able to take the course

WRITING		
ACCUPLACER	ACT(English)	Course Recommendations
200-236	0-13	ENG060 College Prep Writing I and SDV113 Strategies For Academic Success or SDV108 The College Experience
237-249	13-17	ENG061 College Prep Writing II
>=250	18-27	ENG105 Composition I, ENG111 Technical Writing or ADM157 Business English
	28-36	Consider CLEP Testing
READING		
ACCUPLACER	ACT(Reading)	Course Recommendations
200-236	0-18*	RDG038 College Prep Reading I and ENG005 Vocabulary or ENG002 Spelling
237-249	0-18*	RDG039 College Prep Reading II
>=250	19-36	Any Transfer Level Course
	*Requires student to take the ACCUPLACER test to determine correct placement	
MATH		
ACCUPLACER	ACT(Math)	Course Recommendations
Pre-Algebra		
200-219	0-11	MAT005 Math Refresher or MAT040 Basic Math
220-249	12-14	MAT062 Pre-Algebra (Consider "Challenge Test" for Elementary Algebra) or MAT074 College Preparatory Math 1)
Algebra		
220-249	12-14	MAT052 Pre-Algebra (Consider "Challenge Test" for Elementary Algebra) or MAT074 College Preparatory Math 1)
Any score	12-14	MAT074 College Preparatory Math I

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250-264	15-19	*MAT062 Elementary Algebra (Consider "Challenge Test" for Math for Liberal Arts), MAT075 College Prep Statistics, or MAT077 College Preparatory Math 2*
>=265	20-25	*MAT110 Math for Lliberal Arts, MAT121 College Algebra, MAT156 Statistics, MAT140 Finite Math, BUS230 Quant. Methods for Business or MAT781 Applied Math 1*
	College Algebra	
250-264	15-19	*MAT062 Elementary Algebra (Consider "Challenge Test" for Math for Liberal Arts), MAT075 College Prep Statistics, or MAT077 College Preparatory Math 2*
>=265	20-25	*MAT110 Math for Lliberal Arts, MAT117 Math for Elementary Teachers, or MAT156 Statistics, MAT11 College Algebra, MAT140 Finite Math, BUS230 Quant. Methods for Business or MAT781 Applied Math 1*
	25-27	*MAT129 Precalculus, or MAT165 Business Calculus*
	Trigonometry	
	25-27	*MAT129 Precalculus*

ACCUPLACER	ACT(Math)	Course Recommendations
College Algebra	*Trigonometry*	
>=265	AND 51-100	*MAT210 Calculus**
This is not a prerequisite for the course. Only a guideline.		

Alternative Measures to show Proficiency for Participation in Senior Year Plus

Senior Year Plus statute requires that a student test proficient in reading (English-language arts), mathematics and science on the statewide assessment in order to access arts and sciences courses through concurrent enrollment and the Postsecondary Enrollment Options Program (PSEO). To determine proficiency, school districts are to refer to the student performance results from the most recent administration of the Iowa Statewide Assessment of Student Progress (ISASP). **"281 22.2(2)(b) The student shall have demonstrated proficiency in all of the content areas of reading, mathematics, and science as evidenced by the most recent administration of the statewide assessment for which scores are available for the student…"**

Student Proficiency Standards for Participation in Concurrent Enrollment Programs (Dual Credit: Senior Year Plus)

In response to the most recent guidance from the Iowa Department of Education on March 23, 2020, Iowa Valley Community College District and Marshalltown CSD has developed a list of multiple measures of proficiency. These measures come into play when high school students choose to enroll in concurrent enrollment Liberal Arts classes. <u>This does not apply to participation in Career and Technical Education concurrent enrollment classes</u>.

1. **Testing**
   a. Proficiency on ACT Assessment
      i. English/Writing = 18
      ii. Reading = 18
      iii. Math = 19
   b. Proficiency on SAT Assessment
      i. English/Writing = 430
      ii. Math = 510
   c. Proficiency on Accuplacer for those courses with pre-requisite (see previous)
   d. An equivalent average rating on recent Fastbridge, or other test applicable to the intended course enrollment (discipline/subject specific).

2. **Individual review of student transcripts**
   a. Does the student show progress in improvement in coursework? Are grades improving over time? Evaluation of a student's transcript may be reviewed in entirety or may be evaluated within a specific discipline or subject area.
   b. 9th or 10th graders identified as gifted and talented according to code.

   c. Student success in Advanced Placement or other Concurrent Enrollment classes.

3. **Coursework**
   a. The student shall have previous high school course performance of a "C" of higher linked to the intended college course enrollment (discipline/subject specific), **or**
   b. Student success in prior concurrent enrollment coursework of a "C" or higher (inclusive of *all successes*; including CTE coursework), **or**
   c. The student's coursework may be assessed as proficient by the high school counselor or team of faculty/staff using a related coursework portfolio, **or**
   d. Proficiency in previous corresponding high school coursework based on a standards-based grading system, this would be a score of a "3" or "4" which indicates proficiency in most standards-based grading systems.

4. **Grade Point Average (GPA)**
   a. The student's GPA shall show improvement over time versus a certain point on a four-point scale, **or**
   b. Have a high school GPA of 2.0 in the corresponding discipline or

subject area,
or c. Have a
cumulative
high school
GPA of 2.0, **or**

c. Utilize the GPA established
by the postsecondary
institution which reflects that
of traditionally admitted
first-time freshmen within
the corresponding discipline
or subject area.

Non-academic Measures of College Readiness

Critical behaviors needed for success in college often include those aligned to nonacademic measures. School counselors and academic advisors play a critical role in helping students understand the rigor and expectations of college-level coursework in order for students to be adequately prepared to be successful in these opportunities.

The nonacademic measures of college readiness provided below would be appropriate to use when advising students and assist in determining college readiness. These measures *should not* be used alone in determining whether a student should access Senior Year Plus opportunities as they are less objective than the academic measures listed above or the assessment scores students will have received to demonstrate proficiency through the ISASP. Rather, these measures may be utilized in conjunction with both assessment test scores and measures of college readiness to look at a student holistically and to help guide conversations with students when discussing course opportunities.

5. **High school discipline specific instructor recommendation**.

6. **The student's skills may be assessed**

as proficient by a high school counselor or teacher using the following criteria:

a. Maturity
▪ demonstrates self-advocacy and communication of academic needs
▪ successfully manages academics, work, extracurricular and other commitments
▪ takes responsibility for their learning and success

b. Academic skills or standing
▪ satisfactory attendance record
▪ successfully completes related high school coursework
▪ completes assignments by due date, including assigned readings
▪ demonstrates self-motivation as a learner

c. Personal traits/dispositions
▪ demonstrates respect for others
▪ exhibits intellectual curiosity and openness to new ideas
▪ works well as part of a team
▪ demonstrates honesty and ethical decision-making
▪ willingness to devote time each week outside of class to study, review and prepare for coursework

7. **Monitored academic support from a counselor, teacher or designated staff member at the secondary or postsecondary institution**

CAREER ACADEMIES
MARSHALLTOWN HIGH SCHOOL / MARSHALLTOWN COMMUNITY COLLEGE CAREER ACADEMIES

To Earn MCC Credit: The Iowa Department of Education has determined that a student does NOT need to be proficient in reading, math, and science on the state's academic assessments Iowa School Assessment of Student Progress-ISASP) to qualify for college credit for career and technical college courses.

The MCC / MHS Career Academies include several plans of study through which MHS students can earn concurrent enrollment. While earning their high school diploma they can simultaneously earn college credits while completing requirements of specific MCC programs. Students who are removed/dropped from MCC Career Academy classes after MCC's mid-term will receive a failing (F) grade for the semester, and it will be recorded on the MHS transcripts. In many cases, credits earned from "concurrent enrollment" courses will transfer to other postsecondary institutions. Each college/university establishes its own policy for acceptance of transfer credit. It is the responsibility of the student to contact the college of his/her choice to find out about their credit transfer policy.

Career Academy Definition: Allows high school juniors and seniors to enroll in college courses in a vocational field such as computer networking, tool and die, industrial maintenance, broadcast technology, welding, and health occupations. There are currently six fields of study currently offered at MCC (Computer Networking, Broadcast Technology, Hospitality Management, Health Occupations, Tool and Die, and Industrial Maintenance). Courses are offered on the college campus in one or two blocks of time.

What kind of credit is available? Both college credit and high school credits are given.

Who pays? The Marshalltown Community School District pays the tuition, fees, and textbook costs.

Where do I get a list of Career Academy classes? The MHS course manual has a list of courses. Check with your school counselor for a brochure with a list of specific classes and a timeline of when they are taken.

How do I enroll? Contact your high school counselor for an admission form.

STEM
Definition: Science, technology, engineering, and mathematics (STEM) education is used to identify individual subjects, a stand-alone course, a sequence of courses, activities involving any of the four areas, a STEM-related course, or an interconnected or integrated program of study.

The four STEM subjects are defined by the National Research Council as:

· Science is the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.

· Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

· Engineering is a body of knowledge about the design and creation of products and a process for solving problems. Engineering utilizes concepts in science and mathematics and technological tools.

· Mathematics is the study of patterns and relationships among quantities, numbers, and shapes. Mathematics includes theoretical mathematics and applied mathematics.

STEM education prepares students, including underrepresented groups 1) for successful employment, post-secondary education, or both that require different and more technically sophisticated skills including the application of mathematics and science skills and concepts, and 2) to be competent, capable citizens in our technology-dependent, democratic society. STEM education can be an interdisciplinary or trans-disciplinary approach to earning where rigorous academic concepts are coupled with real-world problem-based and performance-based lessons.

What kind of credit is available? Some college credit is offered for some of our STEM courses. Please see your school counselor for further questions around type of credit offered.

Who pays? Those courses offered for college credit will be paid by the school district and therefore, there is no tuition charged to the student.

What classes are available? Classes vary according to the high school. Please check with your school counselor for information.

How do I enroll? Since the classes are a part of the regular high school curriculum, students must register during at the time of spring registration.

SPECIAL TESTING PROGRAMS

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

PSAT/National Merit Scholastic Qualifying Test (PSAT/NMSQT) - *This test is an elective test administered to sophomores and juniors during the fall semester. For sophomores, it provides practice for the SAT I and, for juniors initiates the selection process for National Merit Scholarship winners. A registration fee is required.*

American College Testing Program (ACT) -

The ACT is used by most four year colleges and universities for admission, placement, and scholarships. This test is most often taken during the spring (April) of the junior year, but can be taken in June, as well as at the beginning (September/October) of the senior year. The ACT test may be used as one of the assessments to fulfill dual credit course eligibility requirements. Registration is online. Information is available in the guidance office.

College Entrance Examination Board (SAT I & SAT II) - *Some colleges and some national scholarships require the SAT I - reasoning and/or SAT II - subject tests. These tests are mainly for seniors although some juniors may wish to take them in the spring or summer. Students should consult their counselor for testing dates and centers. Registration materials are available in the guidance office.*

Advanced Placement - *These tests are used by some colleges to allow students advanced standing, advanced credit or both before they actually enroll as freshmen at college. MHS offers advanced placement courses. Students are strongly advised to check the policy of their prospective college regarding advanced credit or placement before taking these tests.*

ASVAB- *The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. Students who take the ASVAB are not required to enlist in the military. Results can also be used by students to guide them into career areas where they show strength and interest. It is usually given in the fall and is open to any 10*ᵗʰ*, 11*ᵗʰ*, or 12*ᵗʰ* grader who is interested.*

ACCUPLACER *is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. ACCUPLACER has been used successfully to assess student preparedness for introductory credit-bearing college courses. ACCUPLACER delivers immediate and precise results, offering both placement and diagnostic tests, to support intervention and help answer the challenges of accurate placement and remediation.*

TRANSFER STUDENTS

Transfer students will have to fulfill regular MHS graduation requirements in terms of total number of credits earned, and required classes. Students need to take at least four classes during their last semester at MHS to qualify for graduation. The amount of credit transferred from the previous school will be translated into our credit system and awarded on a comparative basis depending on time spent in class. Every effort will be made to insure a comparable amount of credit is given.

QUESTIONS & ANSWERS

1. What is a typical class load and how are students classified according to grade?
Full-time students must sign up for at least 3 credits per semester. The desired number of credits earned at the end of a year for proper grade classification are as follows: 9 - 5.5; 10th - 11 credit;, 11th - 16.5 credits; 12th - 22 credits. Standard practice is to earn 5.5 or more credits per school year.

2. What is the policy on adding & dropping classes?
MHS allows a student one week (5 school days) to add a course. A student may drop a course if the following conditions are met:
A.   Student is passing the course at the time of the drop.
B.   Student is still carrying a full load of classes that equals 2.5 credits (exception is seniors)
C.   Semester classes must be dropped before November 1(fall semester) or April 1(spring semester). Classes dropped after this date will receive an F.
D. Parent permission is granted to drop the course.
E.   Teacher/counselor notification to drop course is obtained.
F. If grade is an 'F', you may still drop, but with an 'F'.
G. Circumstances may require administrator approval.

3. How is athletic eligibility determined?
Students must be enrolled in a minimum of two (2) credits and must be passing all courses. A grade of "I" or "NP" on a grade report will prevent a student from being eligible. More information can be found on the Iowa High School Athletic Union website regarding the "scholarship" rule.

4. Should I plan to graduate early my senior year?
Students, particularly those who are college-bound, can profit considerably from additional high school preparation. Early graduation may be a good option for those students who plan to begin their studies immediately. On the other hand, being out of school early would not be advisable for most students. Some students graduate mid-year to enter the labor market full time. In all cases, preparation and plans for the future should be carefully considered. Students wanting to graduate at mid-year must notify their counselor AND have parent approval (signature) by December 1.

5. How important is grade point?
Although the grade point average is one of the criteria used for college admission, it is not as important as taking the proper courses to gain the background required for your chosen major. Your grade point average is the number one predictor of how well you will do in more difficult courses.

6. How important are test scores?
You will have the opportunity to take a variety of interest inventories and ability tests while in high school. A primary purpose of all of the inventories and tests is to provide information which can help you clarify and evaluate your interests and abilities. This information can help you make appropriate educational and career choices. You will need to score proficient on the Iowa Assessments to take college level courses. You will be required to take one of the following: the PLAN, Compass, or ACT tests. Course placement may be determined by a student's assessment scores. Most dual credit course work requires the student to score proficient on the state assessments.

7.   When should I begin selecting a trade/technical school or college?
Selection of a trade/technical school or college can be a difficult process. Part of this process is identifying the criteria important to you in selecting an institution of higher learning. Cost, location, size, and course offerings are factors which should be considered in your decision. Obviously, the more time you spend in the selection process, the more likely your selection will meet the criteria important to you. All juniors and seniors are given the opportunity to attend a college fair at Marshalltown Community College. Your school counselor will be able to suggest career planning aids and will be able to help you with the post-secondary planning process.

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

9. How can I see my high school records?
A cumulative folder containing information is kept in the main office. It may be examined by appointment by either the students or their parents or guardians during regular school hours.

10. Who is responsible for making sure I have earned all of the requirements for graduation?
Since the requirements for graduation are explicitly stated in the registration handbook, it is the student's

and his/her parents responsibility to see that graduation requirements are met. The school counselors work closely with students in planning the high school course that best prepares them for their future plans. Take the initiative to see your school counselor often each year.

11. When should I begin visiting with college representatives?
Representatives from most Iowa colleges and many out-of-state colleges visit our high school each year. Visiting with these representatives can be helpful in selecting a college. If possible, you should visit with some of the college representatives prior to your senior year. You may be excused from a class to visit with a college representative if you have a pass from your counselor.

12. How do I find out about scholarships and financial aid for further education?
Information about scholarships and financial aid opportunities are available from your counselor. In February of each year, there is a junior parent meeting that covers transition to college. The following topics are covered at this meeting: college entrance testing, types of colleges, choosing a college, visiting a college, applying to college, and applying for financial aid including scholarships. In December of each year, a financial aid meeting is held for seniors and their parents. Topics covered are: types of financial aid, filling out the Free Application for Federal Student Aid (FAFSA), information on how financial need is determined, and information about deadlines. A scholarship box is located in the counseling office that contains applications for many community and college sponsored scholarships. It is recommended that seniors check this box weekly during their senior year.

13. Should I become involved in school activities?
Involvement in school activities can be both educational and enjoyable. Some of the activities include: debate, speech, drama, athletics, music, and journalism. Participation in activities may help you gain experience in one of your interest areas and, at the same time, you will receive enjoyment from accomplishing something with your friends. Participation in school activities is often an important factor in scholarship selection.

14. What information can I find on the MHS Counselor's website?
Information on colleges, careers, scholarships, financial aid, testing, and the MHS course manual can be found on the website along with other helpful links. To get to the Counselor's Corner go to

www.marshalltown.k12.ia.us, click on Marshalltown High School, and then click on Counselor's Corner.

15. What are the criteria for a 7 hour release for underclassmen?

Students are required to have a 7 period day. Students who have an early morning class and are scheduled for 6 classes, not including study hall, are eligible to be released. There is a process to obtain early release and students must be prior approved through this process. Students will not be released until all documentation is on file. This process begins on the first day of each semester in the 7th period study hall. Further questions regarding this process can be directed toward the counselor.

16. What if I want to request a certain teacher for a class.
Students are not allowed to request teachers for classes unless there is availability in a teacher's course AND courses sections are well balanced. Students are encouraged to see their counselor if there is a conflict with particular instructors.

17. What if I want a certain class for Early morning?
Students will not be able to request certain classes (except for PE) for early morning. In order to balance the sections of classes that are offered, we see how many students want an early morning class and then offer that many sections of the courses available to be taught early morning.

Four-Year Planning: Class of ~~2023~~ <mark>2024-</mark>2027

For graduation from Marshalltown High School, a student must successfully complete 22 credits including a minimum in the following course areas:

Year	Subject	Credits Earned	Typical Course Choices
Freshman	English	1	English 9/English 9 Honors
	Social Studies	.5 .5	World History/AP Human Geography (choose one) Ia Financial Literacy Course (required)
	Math	1	Algebra IA/Algebra I/Geometry/Alg II
	Science	1	Physical Science
	PE	.5	Soccer for Fitness, Sport Activities for Fitness, Physical Education for Personal Fitness, Strength and Conditioning, Aquatics for Fitness
	ELECTIVES	1 (minimum)	
	Total	5.5 (minimum) Increasing coursework during 9th grade will open opportunities for college coursework in 11th/12th	
Sophomore	English	1	English 10/English 10 Honors
	Social Studies	1	Am History II/US History
	Math	1	Algebra IB/Geometry/Alg II/Pre-Calculus
	Science	1	Biology/Adv Biology
	PE	.5	Soccer for Fitness, Sport Activities for Fitness, Physical Education for Personal Fitness, Strength and Conditioning, Aquatics for Fitness
	Electives	1 (minimum)	
	TOTAL	5.5 (minimum) Increasing coursework during 10th grade will open opportunities for college coursework in 11th/12th	
Junior	English	1	English 11/AP Lang & Comp
	Math	1	Geometry/Alg II/Prep for College Math/Pre-Calculus/Calc I
	Science	1	Applied Bio-Chem/HS Chem/PreGen Chem-Gen Chem I
	PE	.5	Soccer for Fitness, Sport Activities for Fitness, Physical Education for Personal Fitness, Strength and Conditioning, Aquatics for Fitness
	Electives	2 (minimum)	Opportunities to take college coursework available
	TOTAL	5.5 (minimum)	
Senior	English	1	12th Grade English Electives
	Social Studies	1	Government/Social Studies Elective: Sociology/Psychology
	PE	.5	Soccer for Fitness, Sport Activities for Fitness, Physical Education for Personal Fitness, Strength and Conditioning, Aquatics for Fitness
	Electives	2 (minimum)	Opportunities to take college coursework and/or work-based learning experiences available
	TOTAL	5.5 (minimum)	
Grand Total		**22 credits**	

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Agriculture

Intro to Agriculture
Code: 3801
Credit: ½
Elective/Required: elective 9-12
Prerequisite: none
Course Description: Students participating in Introduction to Agriculture course will experience hands-on activities, projects, and problems.
Skills Needed to be Successful in the Class: Students must possess the willingness to collaborate in learning and research
Learning Goals: Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning.
Careers related to content:

Learning Goals – The student will be able to:
1. Examine and assess personal ability to speak with clarity, logic, purpose, and professionalism in formal and informal settings (e.g., speeches, interviews, presentations, oral reports, etc.)
2. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.
3. Evaluate the effectiveness of different forms of written and visual communication for achieving their intended purpose.
4. Analyze past workplace and community situations to determine if appropriate information and resources were used to make an effective decision.
5. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.
Careers Related to Content: Agriculture Law, Political Science, Agricultural Economics, Agricultural Sales

Agriculture & Society
Code: 3804
Credit: 1/2
Elective/Required: Elective
Prerequisite: Introduction to Agriculture (C- or better)
Course Description:
Agriculture and Society is meant to challenge students' perspectives on multiple agricultural hot topics in the industry. This course will focus on preparing students to become advocates in addressing complex issues related to both the social and human dimensions of agriculture on a local and global scale. Students will focus on topics that will be needed to help prepare their skills for 21st century careers.
Skills Needed to be Successful in the Class:
Being an open minded individual will help in this course to achieve a mastery understanding of how and why agriculture functions. Students will develop problem solving, critical thinking, and leadership skills to positively influence humans impact on agriculture and our environment.

Animal Science
Code: 3802
Credit: ½
Elective/Required: elective 9-12
Prerequisite: Intro to Agriculture
Course Description: This course is designed to inform students about the care and management of companion and farm animals.

Animal Production/Science courses impart information about the care and management of companion and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, research, qualitative and quantitative analyses as a basis for decision-making, and marketing. Students may study a particular species, or they may learn how to care for and maintain livestock as a more inclusive study.
Skills Needed to be Successful in the Class:
Learning Goals:
Careers related to content:

Veterinary Technician (Vet Tech)
Code: 3803
Credit: 1/2
Elective/Required: Elective
Prerequisite: Introduction to Agriculture (C- or better)
Course Description:
The Veterinary Technician course will prepare students to work alongside a veterinarian to prepare them to perform physical exams, labwork, and other technical procedures. Focusing primarily on companion animals, students who take this course will gain a strong background in biological sciences that are needed in the animal science field.
Skills Needed to be Successful in the Class:
Communication will be the biggest key to success in this course. Students will have to learn how to work with patients (animals) and customers (human owners) to explain evaluation of the animals. They will gain a basic understanding of anatomy and physiology terms along with medical equipment used in the field. In person class participation will be required so that students learn the skills of timely record keeping.
Learning Goals – The student will be able to:
1.Utilize record keeping to accomplish AFNR business objectives while complying with laws and regulations
2.Classify, evaluate, select, and manage animals based on anatomical and physiological characteristics.
3.Provide for the proper health care of animals.
4.Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
5.Prepare and implement animal handling procedures for the safety of animals, producers, and consumers of animal products.
6.Analyze environmental factors associated with animal production.
7.Demonstrate laboratory skills as applied to biotechnology.
Careers Related to Content: *Veterinary Technologists and Technicians, Biological Research Lab, Animal Shelters, Pet Shops*

Ag Business

Code: 3805
Credit: ½
Elective/Required: Elective
Prerequisite: Intro to Ag or Instructor's permission
Course Description: Agricultural Business introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture. Throughout the course are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community.
Skills Needed to be Successful in the Class:
Organizational skills and mathematics will be the biggest success to this class. Students will need to have strong class participation to learn basic accounting skills and how a business runs smoothly and efficiently. This course will help guide students into the minds of becoming entrepreneurs.
Learning Goals - The student will be able to:
1.ABS.01.02.01.a. Read and interpret statements of purpose (e.g. vision, mission statement, charter, ect.).
2.ABS.01.04.03.b. Generate compliant and competitive benefit and compensation plans for AFNR business employees.
3.ABS.02.01.01.a. Examine and describe accounting systems and procedures used for record keeping in AFNR businesses (e.g., cas vs accrual systems, identification of appropriate accounts, double-entry accounting, entry of debits and credits, etc.)
4.ABS.03.02.01.c. Analyze and assemble the information needed to obtain credit for AFNR businesses.
5.ABS.05.01.01.a. Distinguish and explain markets related to AFRN businesses (e.g. commodity markets, energy markets, etc.)
Careers Related to Content: Agriculture Law, Agricultural Sales, Agricultural Business, Agricultural Economics

Ag Leadership
Code: 3806
Elective/Required: elective
Prerequisite: Intro to Ag or Instructor's permission

Course Description: Ag Leadership will prepare students for a successful career in agriculture. Students will be introduced to careers in the eight different agricultural fields. During this course, students will learn about the key tools needed to go into the work force and how to be prepared with those tools. This course will focus on communication skills necessary to be a successful adult in a working career.

Skills Needed to be Successful in the Class:
Written and verbal communication will be the key to success in this course. Students will need to have access to their computers every day with access to technology to write speech, create presentations, and make documents for career interest.

Learning Goals – The student will be able to:
1.CRP.05.01.01.a. *Examine and describe the steps in the decision-making process used in the workplace and community.*
2.CRP.05.02.01.a. *Examine areas in the workplace and community where decisions will make a positive impact.*
3.CRP.10.04.01.a. *Identify and explain the purpose of fundamental tools used to pursue a career path (e.g., resume, cover letter, portfolio, etc.) as well as the common components of each (e.g., content in cover letter, categories in resume, etc.)*
4.CRP.12.01.01.a. *Differentiate the strengths and talents of all team members needed to complete projects in the workplace and community.*

Careers related to content: *All agricultural careers will benefit from this class*

Horticulture
Code: *3807*
Credit: *1/2*
Elective/Required: *elective*
Prerequisite: *Intro to Ag or Instructor's permission*
Course Description: *Horticulture is the art or practice of garden cultivation and management. This course is designed to introduce students to basic concepts and skills utilized in the horticulture field. Students will learn basic anatomy, taxonomy, physiology, genetics, and propagation as they apply to the field of*

horticulture. This course will utilize the greenhouse and conduct the plant sale in the spring.

Skills Needed to be Successful in the Class:
Written and verbal communication will be the key to success in this course. Students will need to have access to their computers every day with access to technology to write speech, create presentations, and make documents for career interest.

Learning Goals - The student will be able to:
1.PS.01.02.01.c. Formulate and prepare growing media for specific plants or crops.
2.PS.02.02.01.a. Identify structures in a typical plant cell and summarize the function of plant cell organelles
3.PS.03.03.03.a. Identify and categorize plant pests, diseases and disorders.
4.PS.04.01.01.a. Identify and categorize plants by their purpose (e.g., floral plants, landscape plants, house plants, etc.)

Careers related to content: *butcher, meat inspector*

Meat Cutting Apprentice A
Code: *3803*
Credit:
Elective/Required: *elective 12*
Prerequisite: *Animal Science*
Course Description: Students will engage in a work-based learning experience at Fareway in the meat cutting department.
Skills Needed to be Successful in the Class:
Learning Goals:
Careers related to content: *butcher, meat inspector*

Meat Cutting Apprentice B
Code: *3804*
Elective/Required: *elective 12*
Prerequisite: *Online Meat Cutting Apprentice A*
Course Description: Students will engage in a work-based learning experience at Fareway in the meat cutting department.
Skills Needed to be Successful in the Class:
Learning Goals:
Careers related to content: *butcher, meat inspector*

Art Department

AP Art History
Code: 2049-2050
Credit: 1 credit
Elective/Required: Elective 10-12 (May not be repeated once successfully completed)
Prerequisite: None
Course Description
Advanced Placement Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.
Skills Needed to be Successful in the Class
The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.
Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

Learning Goals: The student will be able to:
1. examine 250 works of art which have been chosen for this course, by which students will actively engage to develop enduring understands of art making and artistic developments throughout
2. investigate individual works of art to make connections and understandings of art from diverse cultures.
3. read content in the field of art and research art concepts.
4. express their understanding and analysis of art concepts and cultural contexts in short essays and long essays, according to the guidelines of The College Board.
Careers Related to Content

Advertising, animation, archeology, architecture, art history, art sales, cartooning, commercial art, education, engineering, fashion design, film, glass making, graphic design, house painting, illustration, industrial design, interior design, jewelry, landscape architecture, museum curator, museum education, sculpting, newspaper layout, painting, photography, printmaking, sign painting, textile design, theater design, and weaving.

Art I
Code: 2002
Credit: ½ credit
Elective/Required: Elective 9-12 (May not be repeated once successfully completed)
Prerequisite: None
Course Description
The course is designed to acquaint students with basic creative thinking and problem solving techniques involved in visual arts.
Skills Needed to be Successful in the Class
Students must have good listening skills, the ability to follow instructions, a good work ethic, and manual dexterity. They should also have the ability to generate and refine ideas for art work. There is an emphasis placed on developing freehand drawing skills.
Learning Goals: The student will be able to:
1. Identify and implement the elements and principles of art.
2. Demonstrate an obvious growth in drawing skills.
3. Demonstrate responsible attitude toward the care of workspace, and the safe use of tools and equipment.
Careers Related to Content
Advertising, animation, archeology, architecture, art history, art sales, cartooning, commercial art, education, engineering, fashion design, film, glass making, graphic design, house painting, illustration, industrial design, interior design, jewelry, landscape architecture, museum curator, museum education, sculpting, newspaper layout, painting, photography, printmaking, sign painting, textile design, theater design, and weaving

Drawing
Code: 2009
Credit: ½ credit

Elective/Required: Elective 9-12 (May not be repeated once successfully completed)
Prerequisite: Successful completion of Art I or with instructor's approval
Course Description
This course is a survey of contemporary practices and techniques with various drawing media and subject matter. Students will develop skills in problem solving, visualization, communication, and self-expression. Assignments may include urban art, portraiture, figure drawing, still life, illustration, distorted grids, conceptual arts, and more. New techniques are introduced each semester.
Skills Needed to be Successful in the Class
Students must be attentive, self-motivated, and have the ability to generate ideas and produce original art work.
Students should also be open to constructive criticism and be willing to communicate ideas verbally as well as in writing.
Learning Goals – The student will be able to:
1. Develop visual problem solving skills.
2. Express their ideas with a variety of materials and techniques.
3. Create original artwork worthy of critique.
Careers Related to Content
Professional Artist, Illustrator, Cartoon and Character Design, Fashion Design, Architecture, Interior and /or Furniture Design, Set Design, Visual Communications, Advertising and Marketing, Product Design, and many more.

Advanced Drawing
Code: 2023
Credit: ½ credit
Elective/Required: Elective 10-12 (may be taken up to four semesters)
Prerequisite: Successful completion of Drawing or with instructor's approval.
Course Description
This advanced course is meant to further challenge students with materials and subject matter. Students will continue to develop skills in problem solving, visualization, communication, and self-expression. Different techniques and materials are featured each semester. Students in advanced drawing are encouraged to develop a portfolio of original artwork.
Skills Needed to be Successful in the Class
Students must be attentive, self-motivated, and have the ability to generate ideas and produce original artwork. Students should also be open to constructive criticism and be willing to communicate ideas verbally as well as in writing.
Learning Goals-The student will be able to:

1. Develop visual problem solving skills.
2. Express their ideas with a variety of materials and techniques.
3. Create original artwork worthy of critique.
4. Develop a portfolio of artwork.
Careers Related to Content
Professional Artist, Illustrator, Cartoon and Character Design, Fashion Design, Architecture, Interior and/or Furniture Design, Visual Communications, Advertising and Marketing, Product Design, and many more.

Painting
Code: 2011
Credit: ½ credit
Elective/Required: Elective 9-12 (May not be repeated once successfully completed)
Prerequisite: Successful completion of Art I or instructor's approval.
Course Description
Designed to provide a starting point from which to build a working knowledge of painting techniques, color, and media materials. Students are assigned specific projects that relate to media, technique and styles. Different techniques and projects are featured each semester so students will acquire new skills during each class taken.
Skills Needed to be Successful in the Class
Students must have good listening skills, the ability to follow instructions, a good work ethic, manual dexterity, and internal motivation. They should also have the ability to generate and refine ideas for art work. Good problem solving skills are important.
Learning Goals: The student will be able to:
1. Develop skills in solving a broad range of visual problems.
2. Demonstrate correct technical processes for specific results.
3. Demonstrate responsible attitudes toward the care and safe use of tools and equipment.
4. Develop skills in critiquing his/her work and work of others.
Careers Related to Content
Advertising, animation, archeology, architecture, art history, art sales, cartooning, commercial art, education, engineering, fashion design, film, glass making, graphic design, house painting, illustration, industrial design, interior design, jewelry, landscape architecture, museum curator, museum education, sculpting, newspaper layout, painting, photography, printmaking, sign painting, textile design, theater design, and weaving.

Advanced Painting
Code: 2025
Credit: ½ credit
Elective/Required: Elective 10-12 (Instructors approval needed to take Advanced Painting more than 4 semesters; only one class per semester may be taken at a time)
Prerequisite: Successful completion of Painting or with instructor's approval.
Course Description
Designed to provide students with an opportunity to expand knowledge and skills beyond basic fundamental techniques of working with paint. Students are assigned specific projects that relate to media, technique, and styles. Different techniques and projects are featured each semester so students will acquire new skills during each class taken.
Skills Needed to be successful in the class
Students must have good listening skills, the ability to follow instructions, a good work ethic, manual dexterity, and internal motivation. They should also have the ability to generate and refine ideas for art work. Good problem solving skills are important.
Learning Goals: The student will be able to:
1. Develop skills in solving a broad range of visual problems.
2. Demonstrate correct technical processes for specific results.
3. Demonstrate responsible attitudes toward the care and safe use of tools and equipment.
4. Develop skills in critiquing his/her work and work of others.
Careers Related to Content
Advertising, animation, archeology, architecture, art history, art sales, cartooning, commercial art, education, engineering, fashion design, film, glass making, graphic design, house painting, illustration, industrial design, interior design, jewelry, landscape architecture, museum curator, museum education, sculpting, newspaper layout, painting, photography, printmaking, sign painting, textile design, theater design, and weaving.

Digital Photography
Code: 2040
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: Access to MCSD Google accounts.
Course Description
Digital Photography will teach students how to use the different functions that are found with a manual camera. The class will also work with students to teach them about the end result of the photo. Students will also be learning how to use Photoshop to alter their work.
Skills Needed to be Successful in the Class
Learning Goals- The student will be able to:
1. Define and show differences in aperture and shutter speed.
2. Demonstrate and provide self-examples of the rules of composition.
3. Demonstrate and provide self-examples of the elements and principles of art.
4. Understand how Photoshop can be used to be able to alter/repair digital photography.
Careers Related to Content
Free Lance Photographer, Wedding Photographer, Studio Photographer, Fashion Photographer, Designer, Graphic Designer, Journalism, Artist

Advanced Digital Photography
Code: 2041
Credit: 1/2 credit
Elective/Required: Elective 10-12 (May be repeated with instructor's permission)
Prerequisite: Successful completion of Digital Photography or with instructor's approval. Access to MCSD Google accounts.
Course Description: Advanced Digital Photography will allow students to build from the basic functions that are found with a manual camera. Students will also be leaning heavily on the use of Adobe Photoshop software to alter their work digitally in the Mac Lab.
Skills needed to be Successful in the Class
Learning Goals:
The Learner will be able to:
1. Define and show differences in aperture and shutter speed
2. Create both correct examples and compositions that appropriately go against the rules of composition.
3. Demonstrate and provide self-examples of the elements and principles of art.
4. Understand how Photoshop can be used to alter/repair digital photography.
Careers Related to Content
Free Lance Photographer, Wedding Photographer, Studio Photographer, Fashion Photographer, Designer, Graphic Designer, Journalism, Artist

Pottery
Code: 2013
Credit: ½ credit

Elective/Required: *Elective 9-12 (May not be repeated once successfully completed)*
Prerequisite: *Successful completion of Art I or with instructor's approval.*
Course Description
Designed to learn the fundamental techniques of working with clay. Students are required to produce a specific number of processes and forms. Course meets daily for one semester.
Skills Needed to be Successful in the Class
Students must have good listening skills, the ability to follow instructions, a good work ethic, manual dexterity, and be motivated. They should also have the ability to generate and refine ideas for art work. Good problem solving skills are important.
Learning Goals: The student will be able to:
1. Develop skills in solving a broad range of visual problems.
2. Demonstrate correct technical processes for specific results.
3. Demonstrate responsible attitudes toward the care and safe use of tools and equipment.
Careers Related to Content
Advertising, animation, archeology, architecture, art history, art sales, cartooning, commercial art, education, engineering, fashion design, film, glass making, graphic design, house painting, illustration, industrial design, interior design, jewelry, landscape architecture, museum curator, museum education, sculpting, newspaper layout, painting, photography, printmaking, sign painting, textile design, theater design, and weaving.

Advanced Pottery
Code: *2015*
Credit: *½ credit*
Elective/Required: *Elective 10-12 (May be taken up to 4 semesters; only one class per semester may be taken at a time)*
Prerequisite: *Successful completion of Pottery or instructor's approval.*
Course Description
Designed to provide students with an opportunity to expand knowledge and skills beyond basic fundamental techniques of working with clay. Students are required to produce a specific number of processes and forms. Different techniques and projects are featured each semester so student will acquire new skills during each class taken. Course meets daily for one semester.
Skills Needed to be Successful in the Class
Students must have good listening skills, the ability to follow instructions, a good work ethic,

manual dexterity, and be motivated. They should also have the ability to generate and refine ideas for art work. Good problem solving skills are important.
Learning Goals: The student will be able to:
1. Develop skills in solving a broad range of visual problems.
2. Demonstrate correct technical processes for specific results.
3. Demonstrate responsible attitudes toward the care and safe use of tools and equipment.
Careers Related to Content
Advertising, animation, archeology, architecture, art history, art sales, cartooning, commercial art, education, engineering, fashion design, film, glass making, graphic design, house painting, illustration, industrial design, interior design, jewelry, landscape architecture, museum curator, museum education, sculpting, newspaper layout, painting, photography, printmaking, sign painting, textile design, theater design, and weaving.

3-D Concepts
Code: *2003*
Credit: *½ credit*
Elective/Required: *Elective 9-12(may be taken more than once)*
Prerequisite: *Successfully completion of Art I or Art instructor approval.*
Course Description
This course is an exploration of three-dimensional materials and processes. Additive, subtractive, and constructive processes are emphasized. Students will become acquainted with techniques such as basket making, papermaking, paper manipulation, printing and sculpture.
Different techniques and projects are featured each semester so students will acquire new skills during each class taken.
Skills Needed to be Successful in the Class
Students must have good listening skills, a good work ethic, manual dexterity, and the ability to generate and refine ideas for art work.
Learning Goals: The student will be able to:
1. Develop skills in solving a broad range of visual problems which will contribute to problem solving skills in general.
2. Demonstrate correct technical processes for specific results.
3. Use craftsmanship in completing assignments and apply this knowledge to life-time hobbies.

4. Demonstrate responsible attitudes toward the care and safe use of tools and equipment.

Careers Related to Content

Advertising, animation, archeology, architecture, art history, art sales, cartooning, commercial art, education, engineering, fashion design, film, glass making, graphic design, house painting, illustration, industrial design, interior design, jewelry, landscape architecture, museum curator, museum education, sculpting, newspaper layout, painting, photography, printmaking, sign painting, textile design, theater design, and weaving.

Design
Code: *2005*
Credit: *½ credit*
Elective/Required: *Elective 9-12 (May not be repeated once successfully completed)*
Prerequisite: *None*
Course Description

This course is an introduction to the practical application and methodologies of Graphic Design using Adobe Photoshop and Illustrator. Students learn the design process, gaining skills in problem solving, ideation, and visual communication. Projects may include basic typography and layout, photo-manipulation and collage, as well as logo, business card and postcard design.

Skills Needed to be Successful in the Class

Students must be self-motivated, good listeners, have problem solving skills and the ability to generate ideas and refine those ideas into their design work.

Learning Goals: The student will be able to:
1. Develop visual problem solving skills.
2. Identify the design process and methods.
3. Create original artwork using Adobe Photoshop and Illustrator.
4. Gain skills needed for advanced courses in Graphic Design, and Web Design.

Careers Related to Content

Graphic Design, Illustration, Photography and Digital Imagery, Fashion Design, Advertising and Marketing, Journalism, Type Design, Web Design, Game Design, Cartoon and Character Design, Packaging, Architecture, and many more.

Graphic Design
Code: *2008*
Credit: *½ credit*
Elective/Required: *Elective 9-12 (May not be repeated once successfully completed)*

Prerequisite: *Successful completion of Design or with instructor's approval. Access to MCSD Google accounts.*

Course Description

This course explores several aspects of the graphics industry such as Graphic Design, Illustration, Digital Photography, Advertising, and Animation. Students refine their skills with the design process and learn more about contemporary methods used by practicing professionals. Projects may include Typography, Applied Design, Packaging, Photo Manipulation, Digital Collage, Animation and more. New techniques are introduced each semester.

Skills Needed to be Successful in the Class

Students must be self-motivated, good listeners, and have advanced problem solving and ideation skills. In addition, students must be willing to work both independently and in small groups.

Learning Goals: The student will be able to:
1. Create original artwork with Adobe Photoshop, Illustrator, Flash and InDesign.
2. Develop advanced skills in Layout Design, Typography, and Digital Graphics.
3. Increase knowledge of design methods and contemporary practices in design.

Careers Related to Content

Graphic Design, Illustration, Photography and Digital Imagery, Fashion Design, Advertising and Marketing, Journalism, Type Design, Web Design, Game Design, Cartoon and Character Design, Packaging, Architecture, Interactive Media, and many more.

Advanced Graphic Design
Code: *2029*
Credit: *½ credit*
Elective/Required: *Elective 10-12 (may be taken up to two semesters)*
Prerequisite: Successful completion of Graphic Design or with instructor's approval. Access to MCSD Google accounts.
Course Description

Students will be working on more challenging and contemporary projects in Adobe Photoshop, Illustrator. Advanced techniques will be taught with an emphasis on independent learning and exploration.

Skills Needed to be Successful in the Class
Students must be self-motivated, good listeners, and have advanced problem solving and ideation skills. In addition, students must be

willing to work both independently and in small groups.

Learning Goals-The student will be able to:

1. Create original artwork with Adobe Photoshop, Illustrator.

2. Develop advanced skills in Layout Design, Typography, and Digital Graphics.

3. Increase knowledge of design methods and contemporary practices in design.

4. Create a portfolio of original work.

Careers Related to Content

Graphic Design, Illustration, Photography and Digital Imagery, Fashion Design, Advertising and marketing, Journalism, Type Design, Web Design, Game Design, Cartoon and Character Design, Packaging, Architecture, Interactive Media, and many more.

Business Education Department

Principles of Accounting
Code: 2509-2510
Credit: 1 credit
Elective/Required: Elective 10-12
Prerequisite: None
Course Description
Principles of Accounting is for students who wish to begin a study in the field of accounting: to pursue a profession in the accounting field, to work as an accounting clerk, or to gain more knowledge for personal accounting. The accounting cycle is taught for three different business settings: proprietorship, partnership, and corporation. Some work will also be done with the computer.
Skills Needed to be Successful in the Class
Students must have average or above average grades, be neat and accurate in their work, like to work with numbers, and have good problem-solving skills.
Learning Goals: The student will be able to:
1. Analyze business transactions.
2. Post from journals to ledger.
3. Prepare a worksheet.
4. Make adjusting and closing entries.
Careers Related to Content
Accounting clerk, bookkeeper, junior accountant, general office workers, accountant, etc., and any jobs of a financial nature in sales, marketing, retail, etc.

Advanced Accounting
Code: 2511-2512
Credit: 1 credit
Elective/Required: Elective 11-12
Prerequisite: Successful completion of Principles of Accounting
Course Description
Advanced Accounting continues to expand upon accounting concepts and procedures, which were begun in Principles of Accounting. Advanced Accounting goes into corporate, financial, managerial, departmental, and cost accounting. The course is specifically for those who wish to further their study in the accounting field at the post-high school level. An Automated Accounting system is used throughout this course.
Skills Needed to be Successful in the Class
Students must have average or above average grades, be neat and accurate in their work, like

to work with numbers, and have good problem-solving skills.
Learning Goals: The student will be able to:
1. Understand the duties and educational requirements of entry-level and advanced-level positions in accounting.
2. Understand the basic accounting principles for departmental accounting.
3. Understand the concepts of corporate, financial, and cost accounting.
Careers Related to Content
Private and public accounting, financial, managerial, cost, and tax accounting, auditing, any jobs in a financial setting.

Business Law
Code: 2513
Credit: ½ credit
Elective/Required: Elective 10-12
Prerequisite: None
Course Description
A general understanding of how the law affects us as citizens, workers, and consumers. Students will find the content of this course interesting, practical, and relevant to today's business practices.
Topics include: Criminal vs. civil law, contract law, property law, employment law, and consumer protection law.
Skills needed to be successful in the class:
Students must be able to read, write, and express opinions and ideas clearly and concisely; must be willing to work independently and with others.
Learning Goals: The student will be able to:
1. Understand their basic legal rights and responsibilities and apply them to their lives.
2. Understand how the legal system functions.
3. Understand the legal implications of a variety of business transactions.
4. Possess a working vocabulary of the most frequently used legal terms.
Careers Related to Content: Business Law is related to careers such as law enforcement, court reporting, legal assistants, legal secretaries, lawyers, clerks of court, FBI agents, judges, insurance claims adjusters, title searchers and examiners, business owners, and any career associated with business administration.

Career Strategies

Code: 2527
Credit: ½ Credit
Elective/Required: Elective 11-12
Prerequisite: None. Not intended for students who have taken Career Development
Course Description: Career Strategies is a class that is designed to help you make the transition from high school to retirement. Whether you go to a university, community college, technical school, military, or straight to the jobsite, this class has valuable information for you. You will take interest tests and evaluate the information to help you make positive decisions now that will impact the future. You will be utilizing the decision making process to guide you through the steps to finding a career you love.
Skills Needed to be Successful in the Class: Be able to
1. read, write, and express opinions and ideas verbally, visually, and in writing.
2. Basic mathematics
3. Basic computer skills.
4. Excellent attendance.
5. Motivated to work independently and cooperatively.
6. Willingness to learn.
7. Demonstrate maturity
Learning Goals – The student will be able to:
1. Create a well thought out vision board. 2. Identify personal skills, interests, and abilities.
3. Explore the current labor market and examine how the economy affects career choices.
4. Develop the steps necessary for getting a job.
5. Create short term, intermediate and long term goals.
6. Analyze positive, effective employment qualities and characteristics.
7. Describe advantages and disadvantages of working for yourself and working for others.
8. Create a clear well thought out vision from High School through Retirement.
Careers Related to Content: All careers.

Computer Systems and Applications
Code: 2517
Credit: ½ credit
Elective/Required: Elective 10-12
Prerequisite: None
Course Description

Students considering careers in information technology will use multiple learning formats, including simulations, to acquire foundational concepts, knowledge and skills. This course is designed to prepare you to pass the ***TestOut PC Pro* and *CompTIA A+ certifications***. The TestOut PC Pro certification is the first exam of the TestOut Pro certifications. This certification measures not just what you know, but what you can do. It measures your ability to install, manage, repair, and troubleshoot PC hardware and Windows, Linux, and Mac operating systems.
Skills Needed to be Successful in the Class
Proficient reading ability, strong self-motivation, ability to work independently at all times and time management skills. This is a **SELF-paced course** with instructor guidance and support.
Learning Goals – The student will be able to:
1. Set up a new computer.
2. Identify system requirements when purchasing a new computer.
3. Understand the technology and specifications used to describe computer components.
4. Make informed choices about which device characteristics are required for your situation.
5. Install or upgrade the operating system. Manage external devices.
Careers Related to Content
In today's world, most jobs utilize computers in some capacity. Jobs in management, customer service, payroll, engineering, and billing are just a few.

Business Communication and Application (previously Technology Applications I)
Code: 2610
Credit: ½ Credit
Elective/Required: Elective 9-12
Prerequisite: None. This course is highly recommended for all students.
Course Description: Empower students to understand the importance of appropriate business communication. This course will teach you how to effectively use and create a variety of business communication tools including

Microsoft Word and Excel. This course will give you the abilities to manage your communication process to more effective and productive in the world of business through written and verbal form.

Skills Needed to be Successful in the Class: Students must possess the ability to follow oral and written directions.

Learning Goals – The student will be able to: The student will be able to: 1. Key and format business documents 2. Apply proofreading and editing skills. 3. Input data at an acceptable rate of speed with acceptable accuracy. 4. Perform Internet searches efficiently. 5. Utilize electronic communication effectively and responsibly. 6. Use Microsoft Excel to create charts to display spreadsheet data. 7. Utilize Microsoft Word document-editing and formatting tools. 8. Insert images into your documents and presentations. 9. Share documents securely. 10. Demonstrate appropriate business communication both verbally and in written form.

Careers Related to Content: In today's society, the computer is an integral part of all sectors of the workforce, and virtually every career requires a working knowledge of technology applications and appropriate business communication.

Microsoft Office for Business
Code: 2611
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: None
Course Description
This course is recommended for students who wish to learn the more advanced features of Microsoft Word, Excel, and PowerPoint. Students will use the Microsoft IT Academy curriculum which will prepare them to take the MOS (Microsoft Office Specialist) certification exams. Students may retake the certification exams as many times as they need to. Microsoft Certification is the IT industry's most respected validation of skills.
Technology is everywhere and there is a need to provide students the appropriate business productivity and technology skills necessary in everyday life. MOS certification looks impressive on a job application, and the skills obtained will also be valuable to students in college.
Skills Needed to be Successful in the Class

Students must be able to follow oral and written directions in addition to solving problems and being self-directed learners.
Learning Goals: The student will be able to:
1. Be able to utilize the features of Microsoft Word, Excel, and PowerPoint.
2. Pass the certification exams for Microsoft Word, Excel, and PowerPoint.
3. Apply proofreading and editing skills.
4. Become a self-directed learner producing quality work using critical thinking skills.
Careers Related to Content
In today's society, the computer is an integral part of all sectors of the workforce, and virtually every career requires a working knowledge of productivity software.

Computer Network and Repair I
Code: 5045
Credit: ½ credit
Elective/Required: Elective 10-12
Prerequisite:
Successful completion of PC Pro online modules
Course Description
The **TestOut IT Fundamentals Pro course** was designed for students who are interested in Information Technology but have limited technical knowledge of computing systems. Students learn foundational concepts related to computer hardware and software, networking, databases, programming, Information Systems, and data security. In addition to instructional videos and textual content, the course includes over 100 hands-on labs/simulations to reinforce the concepts students are learning. It covers all objectives necessary to pass the TestOut IT Fundamentals Pro exam as well as the CompTIA IT Fundamentals (FC0-U61) exam.
Skills Needed to be successful in the Class
Proficient reading ability, strong self-motivation, ability to work independently at all times and time management skills. This is a **SELF-paced course** with instructor guidance and support.
Learning Goals: The student will be able to:
1. a integrity, and data availability.Define Information Technology, Information Systems, and Computer Science.
2. Explain the purpose of other types of system software, such as the BIOS, device drivers, and utility software.
3. Describe standard networking devices, interfaces, and protocols.

link to online course site   Table of

4. Compare and contrast different types of programming languages and paradigms.
5. Describe common threats to data confidentiality, dat

Careers Related to Content
Occupational areas include computer consultant, computer technician, computer programmer, systems analyst, business and office support

Computer Network and Repair II
Code: *5050*
Credit: *½ credit*
Elective/Required: *Elective 10-12*
Prerequisite: *successful complete of Computer and Repair Network I*
Course Description
The **TestOut Security Pro** *Certification exam measures not just what you know, but what you do. TestOut's Network Pro exam fills in the gaps. It expects you to know about computer networking and show what you can do with computer networking.*
Skills Needed to be Successful in the Class
Proficient reading ability, strong self-motivation, ability to work independently at all times and time management skills. This is a **SELF-paced course** *with instructor guidance and support.*
Learning Goals: The student will be able to:
1. Configure Windows Defender protections to secure a network from malware.
2. Secure environmental systems.
3. Configure a VPN.
4. Recognize internal and external attacks.
5. Select and install components to connect to a network.
6. Select and install appropriate networking hardware.
7. Configure IP addresses.

Careers Related to Content
Occupational areas include computer consultant, computer technician, computer programmer, systems analyst, business and office support

Computer Network and Repair III
Code:
Credit: *1⁄2 credit*
Elective/Required: *Elective 10-12*

can do. This exam measures your ability to implement processes to protect an organization's assets against danger, damage, loss, and criminal activity. Prepares you for the Successful completion of PC Pro and IT Fundamentals Pro online modules TestOut Security Pro and the CompTIA Security+ SY0-601
In addition to **TestOut's Network Pro** *exam, this course also prepares you for the* **CompTIA Network+** *certification exam. The Network+ is a vendor-neutral certification. This means it covers mostly generic IT concepts. It is not focused on one particular vendor's hardware or software. The Network+ certification exam tests more on what is known and less on what a person can*

Prerequisite: *Successful completion of PC Pro, IT Fundamentals Pro, Network Pro and Security Pro online modules*
Course Description:
This course is designed to prepare you to pass the TestOut Routing and Switching Pro and the Cisco CCNA 200-301 certifications. This course is designed for anyone interested in managing and deploying Cisco products in a business environment.
Learning Goals:
1. Use the Command Line Interface (CLI)
2. Configure route summarization.
3. Configure a DHCP server
4. Explore TCP/IP communications
5. Configure passive interfaces and default routes

Careers Related to Content
Occupational areas include computer consultant, computer technician, computer programmer, systems analyst, business and office support

Cons Econ/Personal Finance
(satisfies Financial Literacy requirement Class of 2021,2022)
Code: *2516*
Credit: *½ credit*
Elective/Required: *Elective 9-12*
Prerequisite: *None*
Course Description

Financial Literacy provides students with a fundamental understanding of how to organize their personal finances and how select businesses operate. Students who have knowledge, skills, and understanding of personal financial literacy will be better prepared to avoid excessive debt, save money, and make sound financial decisions.

Skills needed to be successful in the class: Students must be able to read, write, and express opinions and ideas verbally, visually, and in writing.

Learning Goals: The student will be able to:

1. Make informed consumer decisions.
2. Differentiate between investment alternatives.
3. Understand common banking services.
4. Manage checking accounts.
5. Select insurance for their personal needs
6. Calculate the cost, risks, and benefits of credit

Careers Related to Content: Financial Literacy is a life skill course related to any and all careers.

Advanced Consumer Economics/Financial Skills for Smart Living
Code: 2581
Credit: 1⁄2 credit
Elective/Required: Elective 11-12
Prerequisite: None
Course Description:
Financial Skills for Smart Living will prepare students for their own personal financial well-being in life. The course will cover the main topics of personal finance at a broad level. Through reading, lectures, videos, interviews, and assignments; students will gain a better understanding for personal financial planning including setting goals, budgeting, saving, investing, insurance, credit, loans, making home and automobile purchases, retirement planning, and estate planning.
Skills Needed to be Successful in the Class:
Students must be able to read, write, and express opinions and ideas verbally, visually, and in writing.
Learning Goals – The student will be able to:

- Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health.
- Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow.

- Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure.
- Evaluate and identify appropriate risk management options, including types of insurance, non–insurance, and identity protection.
- Assess the value, features, and planning processes associated with savings, investing, and asset building, and apply this knowledge to achieve long–term financial security with personal and entrepreneurial goals in a global market.
- Understand human, cultural, and societal issues related to financial literacy, and practice legal and ethical behavior.

Students may earn 3 credit hours from the University of Northern Iowa by passing the for-credit final exam. Cost to take the exam is $100.00 and must be paid before the exam date. Students who earn a passing grade will receive a "credit" grade; students who do not pass the final exam will receive a "no credit" grade. To register for the exam, go to https://business.uni.edu/financial-skills-smart-living-exam.
Careers Related to Content: Financial Literacy is a life skill course related to any and all careers.

Entrepreneurship
Code: 2604-2605
Credit: 1 credit
Elective/Required: Elective 10-12
Prerequisite: Successful completion of a business course that covers finance, management, communications or operations. (Financial Literacy, Principles of Business, Accounting, Business Law, etc.)
Course Description
A year long course that dives into the nuts and bolts of owning your own business by exploring the fundamentals of starting your own business. This course is designed to provide students with hands on learning opportunities within the high school and local businesses. Students may work with different clients to help facilitate their business. Students will collaborate with each other to effectively run all aspects of the business including finance, design, management, communications, and operations.

Entrepreneurship is designed to be an extension of student's prior learning from other business courses to enhance individual talent and provide new learning opportunities.

Skills Needed to be successful in the Class
The student must have basic computer comfort and knowledge, and must possess key work skills such as willingness to learn, communication, problem solving and independent work and teamwork skills.

Learning Goals: The student will be able to:
1. Understand fundamental factors about entrepreneurship to recognize its role and importance in the economy
2. Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures
3. Develop concept for new business venture to evaluate its success potential
4. Determine needed resources for a new business venture to contribute to its start-up viability
5. Actualize new business venture to generate profit and/or meet objectives
6. Select harvesting strategies to identify entrepreneur's role in the business venture

Careers Related to Content
Business consultant, Sales, Research and development, Not-for-profit fundraiser, teacher, recruiter, business reporter,

Ethical Leadership
Code: 2580
Credit: 1/2 credit
Elective/Required: Elective 11-12
Prerequisite: None
Course Description: Ethical Leadership is a principles-based ethics course introducing students to key leadership and ethical knowledge and skills, including integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability. Throughout the course, students apply ethical principles to contemporary, real-world situations that teens and young adults often encounter in school, at home, with friends, and in entry-level job positions. They examine the concept of ethical leadership and strengthen their leadership and ethical decision-making skills through the planning, implementation, and evaluation of a class service-learning project.

Skills Needed to be Successful in the Class
Learning Goals
The student will be able to:
1. Stimulate student interest in ethical leadership
2. Facilitate student skill development in recognizing and addressing ethical dilemmas

3. Enable students to develop personal and interpersonal skills
4. Assist students with enhancing their teamwork skills
5. Stimulate reflection on processes, performance, and outcomes
6. Reinforce academic skills in such areas as communication, reading, and writing
Careers Related to Content
All Careers

Fundamentals of Cybersecurity
Code: 4499/4500
Credit: 1 credit
Elective/Required: Elective
Prerequisite: None
Course Description: Fundamentals of Cybersecurity is the first online blended K12 cybersecurity course. This year-long version is designed for students with some exposure to computer science, but there are no specific course prerequisites. Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming, all through the CodeHS web-based platform. The entirely web-based curriculum is made up of a series of learning modules that cover the fundamentals of cybersecurity. Each module is made up of short video tutorials, example programs, quizzes, simulations, programming exercises, and free response prompts. This is not a coding intensive course, but students will learn basic SQL and JavaScript, and will utilize basic HTML and JavaScript within specific contexts while being provided with support within those contexts.Students modify and run programs in the browser using the CodeHS online editor.
Skills Needed to be Successful in the Class:
Need information
Learning Goals - The student will be able to:
1. modify text-based programs in HTML, JavaScript, SQL and simulate shell commands.
2. participate in simulated cyber attacks on safe sites in order to learn how to mitigate cyber attacks
3. document their processes and discuss best practices for preventing cyber attacks
Careers Related to Content
All Careers

Game Design in Unity
Code: 4498
Credit: 1/2

Marketing I (Advertising & Promotions)
Code: *2503*
Credit: *½ credit*
Elective/Required: *Elective 10-12*
Prerequisite: *None*
Course Description
Marketing is the process of developing, pricing, promoting, and distributing products to satisfy customers' needs and wants. Marketing begins with a study of the seven functions of marketing and proceeds to address economics of marketing, promotion, market research, and product planning. The other P's of marketing are covered in the companion course Marketing II.
Skills Needed to be Successful in the Class
Students must be able to read, write and express opinions and ideas verbally, visually, and in writing. Students must be able to do basic math computation and have basic computer skills that include the ability to use the Internet and create PowerPoint presentations.
Learning Goals: The student will be able to:
1. Define marketing as it is used today and identify
marketing occupations and opportunities.
2. State the importance of the marketing concept and
describe how marketing research aids in customer
orientation.
3. List and define the four P's of the marketing mix and develop an understanding of how they contribute to the success in the marketplace.
4. Identify trends and issues that affect the current business environment.
Career Related to Content
Over 1/3 of all Americans are employed in marketing-related positions. Thus, the number of possible marketing careers is enormous and the opportunities are open for all academic areas.

Marketing II (Sales & Distribution)
Code: *2502*
Credit: *½ credit*
Elective/Required: *Elective 10-12*
Prerequisite: *None*
Course Description
Marketing II is a course in which the student will learn the basics of sales, buying and distributing, pricing, entrepreneurship, and human resources. The emphasis is learning to become successful salespeople and business professionals.
Skills Needed to be Successful in the Class
Students must be able to read, write, and express opinions and ideas verbally, visually, and in writing.
Students must be able to do basic math computation and have basic computer skills that include the ability to use the Internet and create PowerPoint presentations.
Learning Goals: *The student will be able to:*
1.   Develop awareness of how and why people buy and sell goods/services.
2.   Understand the different types of distribution methods.
3.   Set appropriate prices for specific goods and services.
4.   Be familiar with entrepreneurship.
5.   Understand the importance of human resource.

Principles of Business
Code: *2535*
Credit: *½ credit*
Elective/Required: *Elective 9-12*
Prerequisite: *None*
Course Description
Principles of Business will introduce students to the exciting and challenging world of business. This course will serve as a background for other businesses courses a student may take in high school and in college as well as preparing

students for future employment or business ownership.

Skills needed to be successful in the class: *Students must be able to read, write, and express opinions and ideas verbally, visually, and in writing.*

Learning Goals: *The student will be able to:*
1. Describe the effect the economy has on businesses on a national and global level.
2. Propose a new product or business idea for an entrepreneur.
3. Breakdown the different styles of management.
4. Determine the different types of risk involved in business.
5. Analyze the role of producers in the economy and the forms of production.

Careers Related to Content: *Principles of Business is general course valuable for anyone interested in working at a business of any kind in any role.*

Social Media Marketing
Code: *2499*
Credit: *½ credit*
Elective/Required: *Elective*
Prerequisite*: None*
Course Description: *If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways. Learn the ins and outs of such social media platforms as Facebook, Twitter, Instagram, Pinterest, and more and how to use them for your benefit personally, academically, and, eventually, professionally. Whether we are unaware or do so consciously, whenever we use social media we are creating and broadcasting a personal brand by the way we represent ourselves when looking for jobs or communicating with colleagues and clients.*

Look at the significant role social media now plays in marketing and at how popular brands leverage these platforms to gain exposure; to promote their products, services, and brand values; to attract new customers; and to retain their existing ones.

Skills needed to be successful in the class:
Students must be able to read, write, and express opinions and ideas verbally, visually, and in writing. Students must have basic computer skills that include the ability

to use the Internet and a variety of online digital applications.

Learning Goals:
- *Use social media to communicate with a business's stakeholders.*
- *Foster positive relationships with customers to enhance company image.*
- *Reinforce the company's image to exhibit the company's brand promise.*
- *Develop personal traits to foster career advancement.*
- *Use communication skills to influence others.*
- *Understand marketing's role and function in business to facilitate economic exchanges with customers.*

Careers related to content: *Advertising, graphic design, marketing, entrepreneurship, public relations, sales, human resources, and many other business related jobs.*

Sports & Entertainment Marketing
Code: *2529*
Credit: *½ credit*
Elective/Required: *Elective 11-12*
Prerequisite: *None*
Course Description
Sports and Entertainment Marketing is a class that will utilize the sports and entertainment industries to explore marketing in a more specific manner. The basic principles of marketing will be reviewed and then explored in more depth as they relate directly to the marketing of sports and entertainment events.
Skills Needed to be Successful in the Class
Students must be able to read, write and express opinions and ideas verbally, visually, and in writing. Students must have basic computer skills that include ability to use the Internet and to create PowerPoint presentations.
Learning Goals: *The student will be able to:*
1. Differentiate between sports, entertainment and recreation marketing.
2. Explain the marketing mix for recreation, travel and tourism.
3. Identify sports and entertainment marketing strategies.
Careers Related to Content
Sports and entertainment marketer, agent, and promoter.

Web Design

Code: 2017
Credit: ½ credit
Elective/Required: 10-12
Prerequisite:
Course description: The CodeHS Web Design course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites. The CodeHS Web Design course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites.The CodeHS Web Design course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites. _Link CodeHS.org Web Design (Monet) information page_
Skills Needed to be Successful in the Class

Learning Goals:
- *Students will learn the languages HTML and CSS*
- *Students create their own live homepages*
- *Explain how web pages are developed and viewed on the Interne*
- *Analyze and fix errors in existing website*

Careers related to content:

English Department

English 9
Code: 3003-3004 (RAI Approved)
Credit: 1 credit
Elective/Required: Required grade 9
Prerequisite: None
Course Description
English 9 is a literature-based course in which students will be engaged in reading a variety of fiction and nonfiction literature. Students will be expected to discuss and write about literature as evidence of comprehension. Students will do a variety of speaking activities that range from small group to formal speeches. Students will also be asked to examine the relationship between literature, society, and their own lives. Students will need to work together and share their knowledge with their classmates.
Skills Needed to be Successful in the Class
Students must be able to work independently and collaboratively on assignments and projects. Student must be able to work independently and collaboratively on assignments and projects. Students are encouraged to participate in class discussions. The ability to think critically and solve problems will be great assets for success in this class.
Learning Goals: The student will be able to:
1.   Use a variety of reading strategies to comprehend information.
2.   Demonstrate the ability to write clearly and cohesively in both a creative and informative manner.
3.   Use technology to produce quality materials, including oral and written presentations.
4.   Evaluate written and spoken material in terms of usefulness, credibility, and purpose.
5. Develop critical listening and thinking skills.
Careers Related to Content
Administration, advertising, analyst, business, education, communications, consulting, government, human relations, journalism, law, marketing, medicine, public relations, and writing

English 9 Honors
Code: 3007-3008 (RAI Approved)
Credit: 1 credit
Elective/Required: Required grade 9 (Replaces English 9)
Prerequisite: Successful completion of English 8 Honors or having scored in the Advanced Proficiency level on the Iowa Assessments. May not take if credit for English 9 has already been received.
Course Description

English 9 Honors is a literature-based course which students will be engaged in reading a variety of fiction and nonfiction literature in which the breadth and depth of analysis surpasses that of English 9. An inquiry-based perspective through close readings of the literature will be the approach taken to expand the critical thinking skills of each learner. A variety of questioning practices will be used throughout the literature to promote engagement with the text while developing the analytical skills of the reader. This course is designed to prepare students to be successful in English 10 Honors, AP Language and Composition, AP Literature and Composition, and Composition I and II (Concurrent Credit Course).
Skills Needed to be Successful in the Class
Students must be self-motivated and have a desire to improve in their language skills. The ability to think critically and solve problems will be great assets for success in this class. Students will be expected to complete reading and writing assignments outside of class time.
Learning Goals: The student will be able to:
1. Develop inquiry-based close reading and critical thinking skills.
2. Demonstrate the ability to write clearly and cohesively in both a creative and informative manner that demonstrates a deep understanding of the material.
3. Reflect on your own learning and develop action plans to improve your learning.
4. Evaluate and analyze written, spoken and visual material in terms of usefulness, credibility, purpose, and comparison.
5.   Develop strong leadership skills for college and career readiness.
6. Produce a variety of original writings that illustrate advanced understanding of rhetorical devices.
7. Reflect upon social climate as an influence to literature.
8. Analyze other media in comparison to the text read in and outside of class.
Careers Related to Content
Administration, advertising, analyst, business, education, communications, consulting, government, human relations, journalism, law, marketing, medicine, public relations, and writing.

English 10
Code: 3011-3012 (RAI Approved)
Credit: 1 credit
Elective/Required: Required grade 10
Prerequisite: None

Course Description

English 10 is a literature-based course in which students will be engaged in reading a variety of fiction and nonfiction literature. Students will be expected to discuss and write about literature as evidence of comprehension. Students will do speaking activities from small group discussions to formal speeches. Students will also be asked to examine the relationship between literature, society, and their own lives.

Students will need to work together and share their knowledge with their classmates.

Skills Needed to be Successful in the Class

Students must be able to work independently and collaboratively on assignments and projects. Students are encouraged to participate in class discussions. The ability to think critically and solve problems will be great assets for success in this class.

Learning Goals: *The student will be able to:*

1. Use a variety of reading strategies to comprehend information.

2. Demonstrate the ability to write clearly and cohesively in both a creative and informative manner.

3. Use technology to produce quality materials, including oral and written presentations

4. Evaluate written and spoken materials in terms of usefulness, credibility, and purpose

5. Develop critical listening skills

Careers Related to Content

Administration, advertising, analyst, business, education, communications, consulting, governments, human relations, journalism, law, marketing, medicine, public relations, writing

English 10 Honors

Code: *3013-3014 (RAI Approved)*

Credit: *1 credit*

Elective/Required: *Required grade 10 (Replaces English 10)*

Prerequisite: *Successful completion of English 9 Honors or having scored in the Advanced Proficient level on the Iowa Assessments. May not take if credit for English 10 has already been received.*

Course Description

English 10 Honors is a literature-based course in which students are engaged in reading a variety of fiction and nonfiction literature while having an emphasis on composition. Students will discuss, examine and analyze written, oral, and visual materials. Students will delve into literature to understand the author's purpose and intended audience, expanding from the provided literature to the use of their own writing. The course is designed to help students be successful in AP Language and Composition, AP Literature and Composition, and preparing them for successful college writing in Composition I and II (Concurrent Credit Course).

Skills Needed to be Successful in the Class

Students must be self-motivated and have a desire to improve in their literature and composition skills. The ability to think critically and solve problems will be great assets for success in this class. Students will be expected to complete reading and writing assignments outside of class time.

Learning Goals: *The student will be able to:*

1. Recognize the components of quality writing in various forms.

2. Demonstrate an understanding of an author's purpose and the role of the audience.

3. Practice using writing strategies to improve the quality of one's writing.

4. Use a variety of reading strategies to analyze written, visual, and oral information.

5. Reflect on their own learning and develop action plans to improve their learning.

6. Use technology to produce quality materials including oral and written presentations for a variety of audiences.

7. Develop strong leadership skills for college and career readiness.

8. Produce a variety of original writings that illustrate advanced understanding of rhetorical devices.

Careers Related to Content

Administration, advertising, analyst, business, education, communications, consulting, governments, human relations, journalism, law, marketing, medicine, public relations, writing

English 11

Code: *3017-3018 (RAI Approved)*

Credit: *1 credit*

Elective/Required: *Required grade 11*

Prerequisite: *None*

Course Description

English 11 is a literature-based course in which students will be engaged in reading a variety of fiction and nonfiction literature. Students will be expected to discuss and write about literature as evidence of comprehension.

Students will also be asked to examine the relationship between literature, society, and their own lives. Students will need to work together and share their knowledge with their classmates.

Skills Needed to be Successful in the Class

Students must be able to work independently and collaboratively on assignments and projects. Students are encouraged to participate in class discussions. The ability to think critically and solve problems will be great assets for success in this class.

Learning Goals: The student will be able to:

1. Use a variety of reading strategies to comprehend information.

2. Demonstrate the ability to write clearly and cohesively in both a creative and informative manner.

3. Use technology to produce quality materials, including oral and written presentations.

4. Evaluate written and spoken material in terms of usefulness, credibility, and purpose.

5. Develop critical listening skills.

Careers Related to Content

Administration, Advertising, analyst, business, education, communications, consulting, government, human relations, journalism law, marketing, medicine, public relations, writing.

AP Language and Composition

Code: 3113-3114 (RAI Approved)

Credit: 1 credit

Elective/Required: Elective grade 11; (Replaces English 11)

Prerequisite: Successful completion of English 9 and English 10.

Course Description

AP Language and Composition offers a rigorous curriculum equivalent to a college freshman rhetoric course. Students will engage challenging prose from a variety of genres, periods, and rhetorical contexts with a primary emphasis on American fiction and non-fiction, both classical and contemporary. While students will compose for a variety of purposes,

much of the writing emerges from the reading as students learn to develop persuasive arguments based on carefully observing the complex relationship between author's purpose, audience, and message. Students can expect daily reading and frequent writing assignments, as well as summer reading/writing assignments. This course prepares student for AP Exam.

Skills Needed to be Successful in Class

Students must have an awareness of their own composing processes. They must be willing to explore ideas and write essays that proceed through several stages or drafts with revision. Students must be able to organize ideas and issues in a variety of ways examining rhetorical strategies and stylistic choices. They must have a working knowledge of genre, an ability to express author's purpose, themes, symbols and effects on audience. This course prepares student for AP Exam.

Learning Goals: The student will be able to:

1. Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.

2. Apply effective strategies and techniques in their own writing.

3. Create and sustain arguments based on readings, research and/or personal experience.

4. Write for a variety of purposes.

5. Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions.

6. Evaluate and incorporate reference documents into researched papers.

Careers Related to Content

Lifetime leisure activity as well as any career involving the comprehension of reading materials.

AP Literature and Composition

Code: 3115-3116 (RAI Approved)

Credit: 1 credit

Elective/Required: Elective grade 12; May count toward 4th year English credit

Prerequisite: Successful completion of English 9, English 10, and English 11.

Course Description

AP Literature and Composition engages students in the careful reading and critical analysis of imaginative literature.

Students in this course read actively and the works require careful, deliberative reading. The approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value. Students will read short stories, choice novels and poetry. Students should expect summer assignments. This course prepares student for AP exam.

Skills Needed to be Successful in Class

Students must be willing to read deliberately and thoroughly to understand a work's complexity. They must be willing to consider a work's literary artistry and reflect on the social and historical values it reflects and embodies. Students must pay careful attention to both textual detail and historical context providing a foundation for interpretation.

Learning Goals

1. Students will read deliberately and thoroughly;

2. Become aware of literary tradition and complex imaginative literature that builds upon the ideas, works and authors of earlier times;

3. Writing assignments will focus on critical analysis of literature and include expository, analytical and argumentative essays;

4. Students will increase their ability to explain clearly, cogently even elegantly, what they understand about literary works and why they interpret them as they do;

5. Students will develop arguments and analysis

Careers Related to Content

Lifetime leisure activity as well as any career involving the comprehension of reading materials

Composition I & II (Concurrent Credit Course)

Code: 3055-3056 (RAI Approved)
Credit: 1 credit

Elective/Required: Elective grades 12; May count toward 4th year English credit
Prerequisite: Proficient on Iowa Assessment; Compass score on the Writing component of at least 60; on the Reading component of at least 80; or an ACT English score and Reading score of 20

Course Description

Class discussion requires that students analyze and evaluate their own ideas as well as the ideas and style of writers. The research paper unit emphasizes the process of choosing a topic, researching it, and presenting it in acceptable MLA form. Writing will focus on the formal essay form. However, discussion, visual representation, and oral presentation will be used to understand, interpret, and communicate ideas. Students may elect to take Advanced Placement examination in the spring.

Skills Needed to be Successful in the class

Students must be able to work independently, be responsible for meeting deadlines and for getting work when they are absent. They must be good writers with editing skills. They should know or be able to find punctuation and grammar rules, and not make errors in their writing. Students should be confident in contributing to class discussion and participating in small group work. Students must meet the MCC guidelines for prerequisite scores on either ACT or Compass tests in order to take the course.

Learning Goals: The student will be able to:

1. Clearly express opinions, ideas, and interpretations.

2. Show mastery of analytical and critical thinking skills such as interpretation, comparison/contrast, conceptualization, organization, extrapolation, visualization, problem-solving.

3. Demonstrate a sense of audience.

4. Successfully complete college level English course work.

Careers Related to Content

Education, communications, journalism, writing, human relations, business, engineering, international relations, advertising, the humanities, and leisure-time activities.

Mythology

Table of

Code: 3045 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective grade 12; May count toward 4th year English credit
Prerequisite: 12th Grade
Course Description
Mythology is the study of Greek, Roman, Norse, and Middle Eastern cultural myths. Discussions may also include Arthurian Legend. Knowledge of mythology will help students to understand literature, language, history, and life more fully. The course will center on Edith Hamilton's Mythology, Joseph Campbell's The Power of Myth, and Donna Rosenberg's World Mythology
Skills Needed to be Successful in the Class
Students will be asked to relate mythology to personal experiences, draw conclusions about the relationship of mythology to life, and to complete individual and group projects centered around these and other topics.
Learning Goals: The student will be able to:
1. Clearly state various myths from different cultures and relate similarities and differences.
2. Draw conclusions about the nature of man as related to myth.
3. Understand the use of mythology in modern time.
4. Understand the use of mythology in literature, i.e. archetype.
5. Understand and appreciate literary mythological allusions.
6. View and compare written myth with film presentations.
7. Appreciate cultural differences and similarities exhibited through myths.

Minority Voices in American Literature (concurrent)
Code: 3110
Credit: 1/2 credits
Elective/Required: Elective grade 12; may count toward required 4 year English credit
Prerequisite: 12th grade
Course Description: This course will feature a series of smaller themes for purposes of comparison/contrast between authors of different cultures and their handling and representation of the chosen themes. Students will read and analyze several short texts (including stories, poems, essays, speeches,

and possibly plays) as well as at least one novel-length fiction piece from each culture. Students will experience literature circles to present and discuss the evaluation/comparison/contrast of texts.
Skills Needed to be Successful in the Class: Students must be able to:
1. Clearly express opinions, ideas, and interpretations.
2. Show mastery of analytical and critical thinking skills such as interpretation, comparison/contrast, conceptualization, organization, extrapolation, visualization, problem-solving.
3. Demonstrate a sense of audience.
4. Successfully complete college level English course work.
Learning Goals: The student will be able to:
1. Students will build their knowledge base of culturally diverse writers and issues.
2. Students will develop the ability to make connections between literature and their lives in order to develop/understand embrace the relationship between different cultures, their own culture, and important real-world and real-life issues.
3. Students will build their knowledge base of culturally significant histories, events and issues as represented in literature.
4. Students will develop their ability to connect history and current topics and conflicts/agreements in the world, in Iowa, and in Marshalltown to their own lives.
Careers Related to Content:

Science Fiction
Code: 3049 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective grade 12; May count toward 4th year English credit
Prerequisite: 12th Grade
Course Description
This course is designed to immerse students in various sub-categories of science fiction. Students will read at least two novels, multiple short stories and essays as well as view several videos that are all representative of the genre. The course includes activities such as classroom and small group discussion, essay writing, topic research, as well

as tests and quizzes. All of which are designed to engage students in reading, writing, viewing, speaking, and thinking about the genre of science fiction as a complex social criticism.

Skills Needed to be Successful in the Class
Students should be able to read, write, speak, and visually express their opinions. This class is designed for the student who has a keen interest in science fiction.

Learning Goals: The student will be able to:
1. Gain a greater appreciation and understanding of science fiction.
2. Clearly write opinions, ideas, and interpretations.
3. Create their own visions and ideas of science fiction.
4. Apply literature's specific themes to 'real life.'
5. Read or view for entertainment.
6. Understand and explain science fiction as a social criticism

Careers Related to Content
Education, film making, writing, journalism, science, human relations, advertising, and publications.

English 12
Code: 3111 - 3112 (RAI Approved)
Credit: up to 1 credit (can be taken 1st and 2nd semester or just one semester)
Elective/Required: Elective grade 12; May count toward required 4th year English credit
Prerequisite: 12th grade
Course Description
English 12 is a project based, student centered course in which students will be engaged in reading a variety of fiction and nonfiction literature. Students will be expected to research, discuss, evaluate, and write about evidence as a component of their individualized project. Students will also be asked to examine the relationship among literature, their project, society, and their own lives. Students will need to work individually as well as collaboratively and share their knowledge with their classmates.
Skills Needed to be Successful in the Class
Students are encouraged to participate in class discussions. The ability to think critically and creatively to solve problems using inquiry skills will be great assets for success in this class.
Learning Goals

The student will be able to:
1. Use a variety of reading strategies to comprehend information.
2. Demonstrate the ability to write clearly and cohesively in both a creative and informative manner.
3. Use technology to produce quality materials, including oral and written presentations.
4. Evaluate written and spoken material in terms of usefulness, credibility, and purpose.
5. Develop critical listening skills
Careers Related to Content
College and career ready for any possible employment opportunity.

Prep for College English
Code: 3121-3122
Credit: 1 credit
Elective/Required: Elective grade 12; May count toward required 4th year English credit
Prerequisite: 11th or 12th grade
Course Description
This course is a one-year elective for juniors and seniors who wish to improve their reading and writing skills in preparation for college. The course cannot be used to replace English 11, but can be used to fulfill the required fourth year of high school English. The primary focus of the course is on strategies for reading informational texts at an increasingly complex level of writing. Secondary supporting foci include reading complex literary texts from various genres and cultures, and the composition of several genres of writing used in college coursework.
Skills Needed to be Successful in the Class
Students are encouraged to participate in class discussions. The ability to think critically and creatively to solve problems using inquiry skills will be great assets for success in this class.
Learning Goals
The student will be able to:
1. develop strategies for reading and understanding college-level informational texts.
2. practice evaluating the merits of arguments presented in informational texts and apply these insights to their own writings.
3. make connections between the characteristics of informational and literary texts and explore how the two genres relate and interact in knowledge formation.

4. develop strategies for the different stages of the writing process (pre-writing, drafting, revising, and editing).

5. create written works in several typical college genres (e.g. research article, argumentative essay, lab report, literature review).

Careers Related to Content

College and career ready for any possible employment opportunity.

Creative Writing

Code: 3032 (RAI Approved)

Credit: ½ credit

Elective/Required: Elective grades 11-12; May count toward 4th year English credit

Prerequisite: None

Course Description

This course is for the student who has mastered basic writing skills and is interested in a writing workshop atmosphere to enhance creative thought. Students will explore various forms of writing with the purpose of understanding technique and style in their own writing processes. Juniors may take this course again for credit as seniors with permission of the instructor.

Skills Needed to be Successful in the Classroom

Students must be able to read, write, and express experiences and concepts verbally, visually, and in writing. Students also need imagination, the ability to work independently, and the willingness to share writing and respond to others' writings.

Learning Goals: The student will be able to:

1. Experiment as a writer by writing a variety of types of writings.

2. Engage in discussions about writing with peers in order to learn from positive as well as critical feedback.

3. Revise, reshape, and edit a draft of writing to strengthen the intended meaning.

4. Plan and produce a special writing project to showcase best writings.

Careers Related to Content

All careers which involve communicating with others.

Drama I

Code: 3033

Credit: ½ credit

Elective/Required: Elective grades 9-12; May count toward 4th year English credit

Prerequisite: None

Course Description

Drama I will examine the historical roots of modern-day drama. In this class, students will learn about Greek and Roman drama and how those forms of drama influenced **the direction of drama and theatre,** including Shakespeare. Students will research different types of drama, read plays from the Greek period, Shakespeare, and modern-day. Students will analyze the development of a traditional five-act play and write their own plays.

Aside from learning about the development of modern-day drama, students will put together their own skits, puppet shows, and one-act plays. Through the study of drama, students will learn about character development, scene development, and simple technical elements of drama.

Skills Needed to be Successful in the Class

Students will be expected to participate in classroom activities, work cooperatively with a group, and give presentations to the class. Students must also be able to give constructive feedback to classmates to help everyone improve their skills.

Learning Goals: The student will be able to:

1. Recognize the historical influence of modern-day drama.

2. Analyze the development of plays.

3. Write critical reviews of plays.

4. Develop an original play that demonstrates the development of complex characters and intricate plots.

Careers Related to Content

Education, communications, mass media, theatre, cosmetology, marketing, graphic artist, electronics, drafting, advertising, creative consultant, theatre management.

Drama II

Code: 3036

Credit: ½ credit

Elective/Required: Elective grades 9-12; May count toward 4th year English credit

Prerequisite: Successful completion of Drama I

Course Description

Drama II will focus on the technical side of theatre. Students will learn acting, make-up, set design, lighting, sound, and directing. Students will use their creativity to design the scenery of a play, determine the lighting and sound direction, and create plans for set construction. All students will work together to put together a single production, including how too market the play.

Skills Needed to be Successful in the Class
Students will be expected to participate in classroom activities, work cooperatively, and give presentations. Students must be able to meet deadlines.

Learning Goals: The student will be able to:
1. Develop characters and perform as those characters.
2. Participate in all aspects of theatre production.
3. Write rationalizations for why a play is to be directed in a particular way.
4. Write drama reviews.

Careers Related to Content
Education, communications, mass media, theatre, cosmetology, marketing, graphic artist, electronics, drafting, advertising, creative consultant, theatre management.

Journalism
Code: 3025 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective grades 9-12 (May be used as an English credit)
Prerequisite: None
Course Description
Journalism is a demanding class which instructs students on the basics of publications available at MHS. Areas of journalism explored include newspaper writing, editing and design, advertising, yearbook composition, photography, and experience on computers. The course allows students to develop a sense of responsibility, while preparing them to work in related publications classes at MHS.
Skills Needed to be Successful in the Class
Students must be able to meet deadlines and manage time wisely. Students need to have strong basic writing skills, be responsible and self-directed. Those students who have a desire to write strong non-fiction and explore all

aspects of journalism and the media will be best suited to be successful in this class.
Learning Goals: The student will be able to:
1. Create and write all types of stories found in a newspaper.
2. Learn and enhance their ability to take quality digital photos.
3. Organize and manage their time in order to meet deadlines as assigned.
4. Effectively use the technology needed to create a student newspaper and/or student yearbook.
5. Gain knowledge of basic graphic design, layout and general publication production processes.
6. Develop strong writing skills that will enhance any area of student or work that a student might pursue.
Careers Related to Content
Education, communications, writing, human relations, advertising, public relations.

Speech
Code: 3038 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective grades 9-12 (May be used as an English 12 credit)
Prerequisite: None
Course Description
Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, improve effectiveness of verbal and non-verbal communication, and so on). Course topics may include (but are not limited to)development of interpersonal skills, intrapersonal awareness, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence. Students will research topics of their choice using online databases and other web resources. They will utilize presentation software and other audio/visual digital resources. Students will use technology to record and reflect upon their presentations. They will engage in group processing and discussions, as well as other activities to

enhance listening and overall communication skills for application to real life situations.

Skills Needed to be Successful in the Class
Students must be able to meet deadlines and manage time wisely. Students need to have strong basic writing skills, be responsible and self-directed. Those students who have a desire to become proficient in public speaking

Learning Goals: The student will be able to:
Speak in a variety of situations
1.Speak in large and small group discussions
2.Present in front of various audiences
3.Present using visual aids
4.Develop strategies and confidence to speak in all their classes
5.Develop an analysis and critique for discussions that they listen to

Careers Related to Content
Education, communications, writing, human relations, advertising, public relations.

Transitional Literacy I
Code: 3211 - 3212
Credit: *1 credit*
Elective/Required: *Required Elective grades 9-11 (Administrative placement based on Academic Assessments)*
Prerequisite: *Individual student needs*
Course Description: *This course is designed to provide additional support in comprehending and responding to challenging text.*
Skills Needed to be Successful in the Class: *Students must have a desire to improve their comprehension skills. They must be able to work independently as well as collaboratively and to participate in class discussions.*
Learning Goals – *The student will be able to:*
1. Use a variety of reading and writing strategies to comprehend materials.
2. Have daily interaction with text through reading and writing.
3. Demonstrate the ability to comprehend and respond to text.
4. Read critically and respond to persuasive writing.
5. Develop critical thinking skills.

Transitional Literacy II
Code: *3213-3214*
Credit: 1credit

Elective/Required: *Required Elective grades 10-11 (Administrative placement based on Academic Assessments)*
Prerequisite: *Individual student needs*
Course Description: *This course is designed to provide additional support in comprehending and responding to challenging text.*
Skills Needed to be Successful in the Class: *Students must have a desire to improve their comprehension skills. They must be able to work independently as well as collaboratively and to participate in class discussions.*
Learning Goals – *The student will be able to:*
1. Use a variety of reading and writing strategies to comprehend materials.
2. Have daily interaction with text through reading and writing.
3. Demonstrate the ability to comprehend and respond to text.
4. Read critically and respond to persuasive writing.
5. Develop critical thinking skills.

Transitional Literacy III
Code: *3215 - 3216*
Credit: *1 credit*
Elective/Required: *Required Elective grades 9-11 (Administrative placement based on Academic Assessments)*
Prerequisite: *Individual student needs*
Course Description: *This course is designed to provide additional support in comprehending and responding to challenging text.*
Skills Needed to be Successful in the Class: *Students must have a desire to improve their comprehension skills. They must be able to work independently as well as collaboratively and to participate in class discussions.*
Learning Goals – *The student will be able to:*
1. Use a variety of reading and writing strategies to comprehend materials.
2. Have daily interaction with text through reading and writing.
3. Demonstrate the ability to comprehend and respond to text.
4. Read critically and respond to persuasive writing.
5. Develop critical thinking skills.

English Language Learning Department

English I (ELL)
Code: 3093-3094
Credit: 1 credit
Elective/Required: Required 9-12
Prerequisite: Completion of Newcomer's Program or equivalent; or permission of instructor.

Course Description
This course will focus on English literacy. The course content targets the language learning needs of a novice to advanced beginning level student.

Students will be instructed on literary genre, reading strategies, grammar and writing. Vocabulary and conversational skills will be taught through a series of thematic units. Essential questions to be explored in this course include: Who am I? What makes us wise? What makes us the same and what makes us different? What does it take to survive? How important is it to fit in? What is most important in life?

Skills needed to be successful in the class
Students must be willing to listen, speak, read, and write in English. Active participation is required. Students must make connections between what they are learning and what they already know.

Learning goals: At the end of the course students will be able to:
1. Comprehend spoken English with beginning proficiency.
2. Comprehend and interact with text written at a beginning level.
3. Produce written and spoken English at a beginning proficiency level.

Careers Related to Content
Learning English is a life skill course related to any and all careers.

Newcomer's I (ELL)
Code: 3091-3092
Credit: 1 credits (Two Period Course)
Elective/Required: Required 9-12
Prerequisite: Instructor Approval

Course Description
This program consists of 2 periods of instruction designed to target the English language learning needs of a preliterate to novice level student. A variety of teaching strategies will be used to help students activate prior knowledge and make connections to their experiences to promote greater retention and recall. Language objectives will be met in conjunction with content instruction. Students will be provided meaningful instruction on phonics, grammar, vocabulary, comprehension strategies, writing , spelling, and punctuation. These linguistic competencies will be explored through a series of thematic units focused on increasing newcomer's familiarity with American and school culture and development of academic content.

Skills needed to be successful in the class
Students must be willing to listen, speak, read, and write in English.
Students must be active and reflective with the material taught.

Learning goals: At the end of the course students will be able to:
1. Comprehend spoken English with novice proficiency.
2. Comprehend and interact with text written at an emergent level.
3. Produce written and spoken English at an emergent proficiency level.
4. Demonstrate an understanding of American culture
5. Begin to demonstrate linguistic competence necessary for success in the content area classroom.

Careers Related to Content
Learning English is a life skill course related to any and all careers.

Family & Consumer Sciences Department

Child Development
Code: 3511
Credit: ½ credit
Elective/Required: Elective 11-12
Prerequisite: None
Course Description
Current issues and concerns about child growth and development will be the focus of this course. This course is for anyone interested in careers related to medicine, teaching, child-care, social work, psychology, recreation and family studies. With better awareness of the needs of children in various stages of growth, students will be able to apply effective discipline and guidance strategies whether in future work environments or as future parents. Topics will include building self-esteem, communication skills, child care options, parenting challenges, ages and stages of development from before birth through the school age child.
Skills Needed to be Successful in the Class
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups.
Learning Goals The student will be able to:
1. Identify roles, responsibilities and expectations of parenthood.
2. Develop positive strategies for nurturing, guidance and discipline of children.
3. Identify intervention strategies and community resources for responding to family stress/crisis.
4. Develop parenting skills that foster physical, emotional, social and intellectual development.
5. Provide a safe and stimulating environment to enhance growth and learning.
Careers Related to Content
Early childhood and elementary education, child care provider, nursing, human relations.

Child Development Practicum
Code: 3512 (2nd Semester Course)
Credit: 1 credit (Block course- 2 periods)
Elective/Required: Elective 11-12
Prerequisite: Successful completion of Child Development and instructor approval; Provide own transportation.

Course Description
This course is designed for students to gain experience working with children in local preschools, childcare centers, elementary schools and special education classes. After the first four weeks of class, students are at their assigned site 4 days/week and in class 1day/week. Students will explore various career interests; develop skills, knowledge and training needed in working with children and families. This course is recommended for students planning a career in education, counseling, social services, etc. This is a 2 period (block) class. Students will need to provide their own transportation to their assigned community program. Upon completing the Child Development Classes listed above, a student may register for related Child Development courses at MCC their senior year.
Skills Needed to be Successful in the Class
Students must be able to work cooperatively in large and small groups. They must be willing and able to carry through with direction given by their adult coordinator at the site. Students requesting this course need to have a good school record for behavior and attendance. Good attendance.
Learning Goals The student will be able to:
1. Identify personal qualities for working with children.
2. Identify basic elements (principles) of child development.
3. Plan and implement appropriate activities, which promote development.
4. Use appropriate and effective methods of guidance.
5. Develop a portfolio showing basic employability skills and experience.
Careers Related to Content
Early childhood and elementary education, child care provider, nursing, human relations.

Introduction to Education//Exploring Teaching (Concurrent Course)
Code: 3522/3523
Credit: 1
Elective/Required: Elective 11-12

Prerequisite: Completion of or enrollment in Intro to Psychology or Human Growth and Development

Course Description: Students will have opportunities to enhance understanding of the teaching profession and assist with decisions to pursue a career in education. Time will be spent observing, assisting and teaching in a classroom, Various opportunities for interacting with students, learning instructional strategies and collaborating with teachers. Students will gain a greater understanding of the daily expectations of a teacher.

Skills Needed to be Successful in the Class: basic workplace readiness skills and behaviors essential for workplace success. Communication and interpersonal skills are necessary for networking. Students must be able to follow directions and demonstrate compliance to operational procedures within the local businesses.

Learning Goals: The student will be able to:
1. Explain strategies used to effectively manage a classroom
2. Develop classroom routines
3. Identify age appropriate instructional strategies
4. Understand the importance of positive classroom climate
5. Recognize the role of culture in students' learning styles

Careers Related to Content
Human services, education, child development, occupations when working with people of all ages.

Early Childhood Education Associate

Introduction to Early Childhood (concurrent)
Code: 3530
Credit: ½
Elective/Required: Elective 11-12
Prerequisite: none
Course Description:
This course gives students a historical and philosophical foundation of the field of early childhood education. Includes an overview of assessment and trends that influence best practices. Explores careers in the field. Addresses influences of families and diversity.

Skills Needed to be Successful in the Class:
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.

Learning Goals: The student will be able to:
1. Students will begin to explore topics, history and themes in Early Childhood.
2 Students will learn about Early Childhood Assessments and services for children with special needs.
3. Students will create a portfolio highlighting their learning.
4. Students will be able to participate in presentations from Community Partners.

Careers Related to Content
Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Childhood Health, Safety and Nutrition (concurrent)
Code: 3533
Credit: ½
Elective/Required: Elective 11-12
Prerequisite: none
Course Description:
A basic study of nutrition, health and safety in group child care settings; blending current theory with practical application. Includes units on the principles of nutrition, planning meals and snacks, safety, health and hygiene, and illness.*Skills Needed to be Successful in the Class:*
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.

Learning Goals: The student will be able to:
1. Demonstrate Good Health Practices for Children
2. Define and discuss health policies and their use as a tool for health prevention
3. Define and discuss health policies for appraising, screening, and assessment.
4. Define and discuss health for the prevention of childhood infectious diseases.
5. Describe and discuss health policies for the identification and management of childhood communicable diseases.

6. Demonstrate Safety Practices in Child Care
7. Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion.
8. Indicate and discuss specific guidelines for making any indoor child care environment free from risk and protected for safety.
9. Indicate and discuss specific guidelines for making the child care playground environment free from risk and protected for safety.
10. Define and discuss safety policies for response to childhood accidents and injuries.
11. Define the six basic nutrients in the diet and discuss their importance to overall well-being.
12. Discuss childhood nutrition in regard to the challenges of malnutrition, undernutrition, and overnutrition.
13. Discuss the impact of development on the feeding behavior of infants and toddlers.
14. Discuss the food behaviors of preschoolers.
15. Discuss the nutritional needs of school-age children.
16. Discuss the guidelines for subsidized food programs.
17. Define and discuss nutritional policies in relation to menu planning.
18. Discuss the need for food sanitation and safety.

Careers Related to Content

Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Infant/Toddler Care and Education (concurrent)

Code: *3532*
Credit: *½*
Elective/Required: *Elective 11-12*
Prerequisite: *none*
Course Description:
Focuses on care, education , and assessment of children from birth to thirty-six months. Prepares students to utilize developmentally appropriate evidenced-based practices including responsive caregiving, routines as curriculum, collaborative

relationships with culturally, linguistically, and ability diverse children and families and a focus on the whole
child in inclusive settings.
Skills Needed to be Successful in the Class:
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.
Learning Goals: *The student will be able to:*
1. Describe the development of infants and toddlers with emphasis on the whole child and understanding of individual needs based on culture, language and ability.
2. Demonstrate developmentally appropriate, evidenced-based caregiving strategies for infants
3. Explain health and safety measures and legal requirements.
4. Describe the role of adults in creating respectful, responsive, collaborative partnerships for each family and staff.
5. Plan appropriate environments including room arrangement, equipment, materials and adaptations for individual needs.
6. Identify guidance strategies which nurture self-regulation and a positive sense of self.
7. Explain strategies that support emerging communication skills, curiosity and creativity for each child.
8. Utilize informal and formal assessments as the basis for guided learning experiences.
9. Use self-reflection as a tool to improve teaching and interactions.
10. Apply professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, dispositions of effective teachers including sensitivity to culture, language and ability.
Careers Related to Content
Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Early Childhood Curriculum 1 (concurrent)
Code: *3559*
Credit: *½*
Elective/Required: *Elective 11-12*
Prerequisite: *none*

Course Description:
Focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize evidence-based, developmentally appropriate practices in a context of
children's family, culture, language and abilities. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and
environments in the following areas: dramatic play, art, music, fine and gross motor play.

Skills Needed to be Successful in the Class:
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.

Learning Goals: *The student will be able to:*
1.   Demonstrate knowledge of basic environmental requirements in an early childhood classroom.
2.   Assess, plan, implement and expand knowledge of developmentally appropriate learning opportunities in the areas of dramatic play, art, music and movement, and physical play for children of varying abilities.
3.   Describe the importance of play for very young children.
4.   Use self-reflection as a tool to improve teaching and interactions with each child.
5.   Explain the influence of culture and language in each child's education and the importance of family involvement.
6.   Apply professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, dispositions of effective teachers including awareness of and sensitivity
to differences in culture, language and ability.

Careers Related to Content
Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Childhood Guidance (concurrent)
Code: *3535*
Credit: ½
Elective/Required: *Elective 11-12*
Prerequisite: *none*

Course Description:
Focuses on developmentally appropriate, evidence-based approaches and positive guidance strategies for supporting the development of each child. Emphasizes supportive interactions and developmentally appropriate environments. Uses assessment to analyze and guide behaviors. Studies impact of family, each child's culture, language and ability on child guidance.

Skills Needed to be Successful in the Class:
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.

Learning Goals: *The student will be able to:*
1. Identify multiple influences including family, culture, language and ability that impact each child's social/emotional development and behavior.
2. Explain the impact of positive relationships, collaboration, problem-solving and supportive interactions among teachers, children and families.
3. Demonstrate effective approaches to creating a supportive early childhood environment
4. Examine positive evidence-based guidance theories, strategies, assessments, and tools to help each child learn and practice appropriate and acceptable behaviors.
5. Examine the importance of intentionality when teaching social skills.
6. Define emotional literacy and identify activities that build feeling vocabularies.
7. Examine guidance challenges and strategies to support children.
8. Identify methods to construct appropriate guidance decisions in collaboration with professionals and families.
9. Analyze personal beliefs regarding the guidance of young children.
10. Explain ways to communicate with families about positive guidance and discipline strategies.

Careers Related to Content

Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Early Childhood Curriculum 2 (concurrent)
Code: *3561*
Credit: *½*
Elective/Required: *Elective 11-12*
Prerequisite: *Early Childhood Curriculum 1*
Course Description:
Focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize developmentally appropriate practices in a context of family and culturally sensitive care. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments in the following areas: emergent literacy, math, science, technology and social studies
Skills Needed to be Successful in the Class:
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.
Learning Goals: *The student will be able to:*
1. *Demonstrate knowledge of basic environmental requirements in an early childhood classroom.*
2. *Assess, plan, implement and expand knowledge of developmentally appropriate learning opportunities in the areas of emergent literacy, math, science, technology and social studies for children of varying abilities.*
3. *Describe the importance of play for very young children and how math and literacy can be incorporated into play.*
4. *Use self-reflection as a tool to improve teaching and interactions with each child.*
5. *Explain the influence of culture and language in each child's education and the importance of family involvement.*
6. *Apply professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, dispositions of effective teachers including awareness of and*

sensitivity to differences in culture, language and ability.
Careers Related to Content
Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Initial Field Experience - Practicum in Childhood 1 (concurrent)
Code: *3560*
Credit: *½*
Elective/Required: *Elective 11-12*
Prerequisite: *Successful completion of Intro to Early Childhood and Instructor Approval*
Course Description:
Students will observe and participate in a child care, preschool, elementary school, or family child care home setting.
Skills Needed to be Successful in the Class:
Students must be able to work cooperatively in large and small groups. They must be willing and able to carry through with direction given by their adult coordinator at the site. Students requesting this course need to have a good school record for behavior and attendance. Good attendance.
Learning Goals: *The student will be able to:*
1. Identify personal qualities for working with children.
2. Identify basic elements (principles) of early child development.
3. Plan and implement appropriate activities, which promote development.
4. Use appropriate and effective methods of guidance.
5. Develop a portfolio showing basic employability skills and experience.
Careers Related to Content
Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Technology in Early Childhood (concurrent)
Code: *3536*
Credit: *½*
Elective/Required: *Elective 11-12*
Prerequisite: *none*

Course Description:
Learn the appropriate use of technology (including assistive) used by early childhood professionals in practice focusing on approaches for instructional use with young children.

Skills Needed to be Successful in the Class:
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.
Learning Goals: *The student will be able to:*
1. *The learner will be able to construct a lesson plan that applies knowledge that effectively advances student learning.*
2. *The learner will be able to synthesize how technology can be integrated into learning safely and ethically.*
3. *The learner will be able to evaluate electronic information sources and analyze their impact on student decision making.*
4. *Participate in presentations about using technology to assist with communication disabilities.*

Communication with Families (concurrent)
Code: *3537*
Credit: *½*
Elective/Required: *Elective 11-12*
Prerequisite: *none*
Course Description:
Communication with Families includes the interrelationship of the early childhood professional and families. Diverse types of family configurations are identified and explored. Current trends in the field, rights and responsibilities of professionals, families are highlighted.
Skills Needed to be Successful in the Class:
Students must be able to read, write, and express ideas and opinions verbally, as well as work cooperatively in small and large groups. There are also online assignments to complete.
Learning Goals: *The student will be able to:*

1. *The learner should be able to demonstrate proper methods of interaction between and early childhood educator and parent.*

2. *The learner should be able to synthesize a cogent written communication with family members of the children they would teach.*
3. *The learner should be ably to evaluate written material from parents for understanding of the child's needs as noted in the material.*

Careers Related to Content
Child care centers or homes, preschool programs, Early Childhood education, child development, occupations when working with people of all ages.

Family Living
Code: *3509*
Credit: *½ credit*
Elective/Required: *Elective 11-12*
Prerequisite: *None*
Course Description
Family Living focuses on developing the communication and interpersonal skill necessary for satisfying personal and family relationships both now and in the future. Students have the opportunity to explore and discuss a wide variety of topics including personality development, dating, love, marriage, parenting, balancing work and family responsibilities, adapting to life cycle changes and coping with loss caused by divorce, disability or death. We will also address the area of insurance and family finance. We have the opportunity to hear from many professionals who work with families and become familiar with the many resources available to help families as well as talk about what communities need from the families that live in them.
Skills Needed to be Successful in the Class
Students must be willing to participate in class discussions and to work with all class members.
Learning Goals *The student will be able to:*
1. *Better understand themselves.*
2. *Build good interpersonal relationships.*
3. *Develop goal setting, decision making and problem solving skills.*
4. *Balance work, family, and individual needs.*
5. *Identify and demonstrate responses to family problems and crisis.*
Careers Related to Content

Skills used in all careers and relationships, public service careers, counselor, social worker, education, financial consultant, writer on family topics, management.

Housing & Interior Design
Code: *3508*
Credit: *½ credit*
Elective/Required: *Elective 9-12*
Prerequisite: *None*
Course Description
Housing and Interior Design emphasizes selection of housing choices and designing living areas. This course includes interior household technology, architecture, furnishings and appliances, window treatments, floor coverings and accessories. Projects will include application of interior design principles to living areas with cost estimates/budget guidelines.
Skills Needed to be Successful in the Class
Students must be able to read, write and express ideas verbally, visually and in writing.
Learning Goals *The student will be able to:*
1. Identify trends in housing, furnishings and appliances, household technology and interior design.
2. Apply interior design principles to various living environments.
3. Select furnishings, appliances, etc. based on informed consumer choices.
4. Explore related occupations.
Careers Related to Content
Journalism, interior design, realtor, architect, kitchen planning, marketing and merchandising, design illustrator.

Fashion Design & Merchandising
Code: *3506*
Credit: *½ credit*
Elective/Required: *Elective 9-12*
Prerequisite: *Successful completion of Fashion Strategies*
Course Description
This semester course is designed for students to advance their sewing skills and gain experience with apparel industry careers through practicum experiences and/or work related experiences. The first four weeks of class the students will develop work place skills, knowledge and

training for the work related experience. The student will also select an apparel construction project or project approved by the instructor to complete during the semester. Students will design a professional portfolio throughout the semester for key fashion strategies, career research project and resumes, design principal project, visual merchandising project and reflection on practicum experiences. Recommended for students interest in pursuing a fashion or design related degree and/or career. The teacher will help assist the students to try and locate job shadowing experiences in the community. Resume writing and career research projects with the Virtual Job Shadow program will be utilized to prepare students for the work experience application process.*
Skills Needed to be Successful in the Class
Students must be able to read, write, and follow step-by-step instructions. He/she should be motivated to direct own learning and have a desire for quality work.
Learning Goals *The student will be able to:*
1. Research and summarize careers and opportunities in the apparel and fashion industry.
2. Create a resume and complete Virtual Job Shadow career building projects.
3. Gain employment skills and experience in the apparel design and merchandising industry through work practicum experience or job shadowing experiences.
4. Gain advance skills in apparel design through sewing construction projects.
5. Gain knowledge of the fashion industry merchandising, planning and purchasing and the visual merchandising process.
Careers Related to Content
Textile and apparel industry, design, research and development, production and manufacturing, marketing, retailing, fashion buyers, advertising, fashion writers and illustrators.

Fashion Design & Merchandising Internship
Code: *3507*
Credit: *½ credit*
Elective/Required: *Elective 11-12*
Prerequisite: *Successful completion of Fashion Strategies, Fashion Design and Merchandising*

Course Description

This semester course is designed for students to advance their sewing skills and gain experience with apparel industry careers through practicum experiences and/or work related experiences.

The first four weeks of class the students will develop work place skills, knowledge and training for the work related experience. The student will also select an apparel construction project or project approved by the instructor to complete during the semester. Students will design a professional portfolio throughout the semester for key fashion strategies, career research project and resumes, design principal project, visual merchandising project and reflection on practicum experiences. Recommended for students interested in pursuing a fashion or design related degree and/or career. The teacher will help assist the students to try and locate work experiences of job shadowing experiences in the community. Resume writing and career research projects with the I Have a Plan program will be utilized to prepare students for the work experience application process.

Skills Needed to be Successful in the Class

Students must be able to read, write, and follow step-by-step instructions. He/she should be motivated to direct own learning and have a desire for quality work.

Learning Goals The student will be able to:

1. Students will research and summarize careers and opportunities in the apparel and fashion industry.

2. Students will create a resume and complete I Have a Plan career building projects.

3. Students will gain employment skills and experience in the apparel design and merchandising industry through work practicum experience or job shadowing experiences.

4. Students will gain advance skills in apparel design through sewing construction projects.

5. Students will gain knowledge of the fashion industry merchandising planning and purchasing and the visual merchandising process

Careers Related to Content

Textile and apparel industry, design, research and development, production and manufacturing, marketing, retailing, fashion buyers, advertising, fashion writers and illustrators.

Fashion Strategies
Code: 3505
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: None
Course Description

This course focuses on personal and family clothing decisions and informed consumer choices, also clothing care and construction. Areas of study will be color and design, basic knowledge of fibers and fabrics, clothing care, recognizing quality and developing a wardrobe plan. Student will gain basic knowledge of sewing for repairs and upkeep of wardrobe plus basic construction skills and knowledge of quality construction. Projects completed in class will be pre-determined by the teacher and materials provided. Students wishing to do projects beyond this level or with different materials will need to provide their own supplies and cover the expenses.

Skills Needed to be Successful in the Class

Students must be able to read, write, follow step-by-step instructions and manage time wisely. Students should have a desire for doing quality work.

Learning Goals The student will be able to:

1. Recognize the relationship of personal appearance to self concept.

2. Apply color and principals of design in clothing to enhance appearance.

3. Plan a wardrobe based on lifestyle, resource management and informed consumer choices.

4. Identify basic fabric, construction and finishes, and care requirements.

5. Construct projects for individual needs, interest, and skill levels.

Careers Related to Content

Design and manufacturing, public relations/media (fashion editor/illustrator), sales/marketing, merchandising.

Foods I
Code: 3501
Credit: ½ credit
Elective/Required: Elective 9-12

Prerequisite: None
Course Description

Foods I focuses on basic food preparation skills necessary for success in the kitchen whether for you and your family or in a food establishment. Students will learn how to select, prepare, store and serve foods while preserving nutrients, flavor, texture, and color.

Included in the course content are critical consumer skills, nutrition guidelines for healthy eating, and preparation skills involving fruits and vegetables, pasta and rice, quick breads, eggs and dairy products, and ground meats and casseroles. Lab choices (food preparation) will be pre-determined by the teacher and ingredients provided. If a student group chooses to expand beyond these choices they will be asked to provide the necessary ingredients.

Skills Needed to be Successful in the Class
Students must be able to read, write, get along with others, use time wisely and follow written/spoken directions.

Learning Goals *The student will be able to:*
1. Select, prepare and store foods in ways that promote nutrition and wellness, health and food safety.
2. Build management and teamwork skills.
3. Evaluate products based on industry standards for quality and creativity.

Careers Related to Content
Culinary arts, hotel and restaurant management, catering, food journalist and photography, food chemistry and product development researcher, dietetics, food service and hospitality.

Foods II
Code: *3502*
Credit: *½ credit*
Elective/Required: *Elective 9-12*
Prerequisite: *Successful completion of Foods I or instructor approval*
Course Description

This course builds on food preparation skills learned in Foods I. Units included this semester will be yeast breads, desserts, soups and salads, combination main dishes, appetizers, and meats. Students will then pull all their food preparation skills together to prepare full meals. The meal planning unit will reinforce the importance of planning ahead and time

management as well as the basic principles of meal planning and cost control. Lab choices (Food preparation) will be pre-determined by the teacher and ingredients provided. If a student group chooses to expand beyond these choices they will be asked to provide the necessary ingredients.

Skills Needed to be Successful in the Class
Students must be able to read, write, and express opinions and ideas verbally as well as work together cooperatively in small and large groups. Students also need competence in basic food preparation skills and basic math skills.

Learning Goals *The student will be able to:*
1. Prepare foods in ways which emphasize nutritional retention, management skills, creativity and quality products.
2. Plan, prepare and serve a variety of meals.
3. Plan food menus and food purchases within budget guidelines.
4. Promote food to be served in social/entertainment settings.
5. Examine food related occupations.

Careers Related to Content
Culinary arts, hotel and restaurant management, catering, food journalist and photography, food chemistry and product development researcher, dietetics, food service and hospitality

Foods III (Concurrent Course)
Code: *3520-3521*
Credit: *2 credits*
Elective/Required: *Elective 11-12*
Prerequisite: *Successful completion of Foods I and Foods II or instructor approval*
Course Description

The year long course will emphasize Fundamentals of Baking, Safety and Sanitation, Basic Food Preparation, and Food Fundamentals. Students enrolled in class will gain experience in food and hospitality industry. They will participate in classroom learning experiences as well as off campus internship experiences, allowing them to develop workplace skills and training. Recommended for students interested in pursuing a culinary degree/career. Students who complete the course will earn their ServSafe Certification, which is required in many culinary jobs.

Students will receive instruction on workforce readiness skills, such as resume writing, interviewing, and job place skills and create a portfolio showcasing their learning throughout the year.

Skills Needed to be Successful in the Class

Students must be ale to read, write, and express opinions and ideas verbally as well as work together cooperatively in small and large groups. Students also need competence in basic food preparation skills and basic math skills.

Learning Goals   The student will be able to:

1. Pass state sanitation examination as a food handler.

2. Attain basic skills in equipment usage, knife skills, mother sauce development, soup making, protein cookery, brigade style team cooking and sanitation skills

3. Use math and chemistry to create baked good and pastries

4. Prepare yeast breads, cookies, creams, puddings, pie crusts and filling, and quick breads.

5. Develop awareness of food products and the world of food.

Careers Related to Content

Culinary arts, hotel and restaurant management, catering, food journalist and photography, food chemistry and product development ~~researcher, dietetics, food service and hospitality~~

Domestic Living Skills

Code: 8587

Credit: ½ credit

Elective/Required: Elective 9-12 (May take multiple semesters)

Prerequisite: Counselor Approval

Course Description

Domestic Living Skills is specially designed instruction to provide students with the skills necessary to maintain a living environment with maximum independence. The critical components include but are not limited to housekeeping, clothing care, home safety, family living, cooking, etiquette, nutrition, appliance use, and shopping. This course is a self-contained class. This class is offered as a block class.

Skills needed to be Successful in the Class

Students must be able to work collaboratively, actively listen, and willing to apply content to real-life setting.

Learning Goals: The student will be able to:

1. Prepare simple nutritional meals.

2. Maintain home appearance.

Careers Related to Content

Housekeeper, food service

Health Education Department

Health & Wellness Fundamentals
Code: 8523-8524
Credit: ½ credit
Elective/ Required: Elective 9-12 (May take multiple semesters)
Prerequisite: Counselor Approval
Course Description
Health & Wellness Fundamentals is specially designed instruction to provide students with the necessary skills to maintain a healthy lifestyle with maximum independence. The critical components include but are not limited to emotional and physical health. Subtopics may include and are not limited to: understanding feelings, getting along with others, stress management, nutritional diet, and physical fitness, care of skin/hair/nails, dental hygiene, and human sexuality. This course is a self-contained class.
Skills Needed to be Successful in the Class
Students must be able to work collaboratively, actively listen, and willing to communicate with others.
Learning Goals: The student will be able to:
1. Demonstrate functional health literacy skills to obtain, interpret, understand, and use basic health concepts to enhance personal, family, and community health.
2. Synthesize interactive literacy and social skills to establish and monitor personal, family, and community goals related to all aspects of health.
3. Apply critical literacy/thinking skills related to personal, family, and community wellness.
4. Use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others.
5. Demonstrate behaviors that foster active lifestyles for individual and the benefits of society.
Careers Related to Content
CNA, home health care, physician's office

Human Growth & Development (Concurrent Course)
Code: 3541
Credit: 1/2 credit
Elective/Required: Elective 11-12
Prerequisite: None

Course Description
Human Growth and Development throughout the life cycle is the focus of this health education course. Topics include: prenatal development and birth, marriage and family responsibilities, parenting issues, and domestic violence, aging and retirement issues such as nursing home care, euthanasia, death and dying. Also, adolescent issues such as: depression and suicide, problem solving an decision making skills, intimate relationships, teen pregnancy, sexual harassment and violence including rape and high risk behaviors associated with STD's and AIDS.
Skills Needed to be successful in the Class
Students must be able to write and express opinions and ideas verbally and in writing as well as work cooperatively in small and large groups.
Learning Goals The student will be able to:
1. Describe the physical, social, emotional, and intellectual development that occurs in each stage of the life cycle.
2. Analyze factors that contribute to successful relationship and marriage.
3. Examine causes, preventions and alternatives to domestic violence.
4. Apply problem solving and decision making skills to high risk behavior.
5. Recognize symptoms of mental health disorders.
Careers Related to Content
All health care providers and allied health professionals.

Health Concepts
Code: 3557
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: None
Course Description
Health Concepts is an overview of health and wellness concerns of today. Topics include the basics of wellness, stressors in life and how to handle them, sleeping habits and dreams, making responsible decisions about drugs, tobacco, alcohol, and relationships and preventing STI's.
Skills Needed to be Successful in the Class

Students must be able to write and express opinions and ideas verbally and in writing as well as work cooperatively in small and large groups.

Learning Goals: The student will be able to:

1. Analyze lifestyle factors that contribute to health and wellness.
2. Involve students in taking responsibility for their health and well-being.
3. Instill a sense of competence and person power in students.
4. Comprehend concepts related to health promotion and disease prevention to enhance health.

Careers Related to Content

Health professionals, personal trainers, health and physical education teachers and youth counselors.

Healthy Lifestyles
Code: 3558
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: None
Course Description

Healthy Lifestyles is an overview of health and wellness concerns of today. Topics include a lifestyle assessment, nutrition basics, exercise for health and fitness, personal and environmental safety, and how our health changes as we age.

Skills Needed to be Successful in the Class

Students must be able to write and express opinions and ideas verbally and in writing as well as work cooperatively in small and large groups.

Learning Goals: The student will be able to:

1. Analyze lifestyle factors that contribute to health and wellness.
2. Take responsibility for their health and well-being.
3. Have a sense of competence and personal power in their choices.
4. Comprehend concepts related to health promotion and disease prevention to enhance health.
5. Advocate for personal family and community health.

Careers Related to Content

Health professionals, personal trainers, health and physical education teachers and youth counselors.

Introduction to Health Occupations (Concurrent Credit Course)
Code: 3545
Credit: ¼ MHS credit + 1 MCC credit.
Elective/Required: Elective 11-12
Prerequisite: None
Course Description

This course covers issues and practices in the healthcare industry. Topics include an in-depth exploration of health careers and employment expectations to assist in career development decisions, bais medical communications, and common health and safety practices. Twelve (12) hours of job shadowing is arranged. Students may choose one to three occupations to shadow during this time.

Skills Needed to be Successful in the Class

The student must be able to work independently and have good written and oral communication skills, be trustworthy, responsible, enjoy working with and being around people from different economic and cultural backgrounds, feel compassion for people who are physically or mentally handicapped, and find satisfaction in challenging work that helps others.

Learning Goals: The student will be able to:

1. Understand the history and future trends in healthcare.
2. Understand legal and ethical implications in healthcare.
3. Perform common healthcare safety practices including universal/standard precautions and good body mechanics.
4. Develop effective communication techniques using medical terminology.
5. Understand the body systems related to anatomy and physiology.
6. Explore a variety of health careers in order to make career development decisions.
7. Understand the impact of media on the U.S. healthcare system.
8. Recognize and evaluate the variety of non-profit health organizations.

9. Exhibit professionalism in the healthcare industry including dress code and work expectations.
10. Understand nutrition and its impact on good health.
11. Learn about proper safety techniques for patients and employees.
12. Understand what characteristics are needed to be successful in a healthcare field.
13. Understand the emotional and physical stages of life continuum in order jto be an effective healthcare provider.

Careers Related to Content
Careers involving direct patient contact and careers involving limited or no patient contact.

Medical Terminology (Concurrent Credit Course)
Code: 3555
Credit: ¼ MHS credit + 2 MCC credits.
Elective/Required: Elective 11-12
Prerequisite: None
Course Description
Medical terms, definitions, spelling, pronunciation. Programmed text used for self-paced, individual study by understanding roots, suffixes, prefixes. Minimum competency level for credit (80%).
Skills Needed to be Successful in the Class
The student must be able to work independently and have good written and oral communication skills.
Learning Goals: The student will be able to:
1. Properly define the terms root, prefix and suffix as related to medical terminology and define them.
2. Identify a medical or surgical condition or procedure and give the term identifying that condition or procedure.
3. Pronounce terms correctly on a surgical report, case history, or any other assignment or reports using technical medical terms, with a minimum of 80% accuracy.
Careers Related to Content
Health occupations such as nursing and medical fields in general. Medical Terminology is a required course in the **2 + 2 MHS-MCC prep tech cooperative program.** For more information on the 2 + 2 program, check in the Counseling Office.

Nurse's Aide/Orderly Program (Concurrent Credit Course)
Code: 3549
Credit: ½ MHS credit + 3 MCC credits.
Elective/Required: Elective 11-12
Prerequisite: None
Course Description
There are two courses available: A 75 hour course which prepares you for employment in a nursing facility that provides care for the elderly or chronically ill **or a 135 hour course which prepares you for employment in hospitals as well as long-term care facilities. This course requires a 30 hour clinical to be arranged by the instructor. A white uniform, white shoes, a watch that reads seconds, and a notebook will be needed.**
Skills Needed to be Successful in the Class
The student must be able to work independently and have good written and oral communication skills, be trustworthy, responsible, enjoy working with and being around people from different economic and cultural backgrounds, feel compassion for people who are physically or mentally handicapped, and find satisfaction in challenging work that helps others.
Learning Goals: The student will be able to:
1. Understand the role and functions/duties of a nurse aide.
2. Use responsibility in maintaining a safe environment for residents.
3. Explore personal hygiene needs of resident and help residents meet these need.
4. Explore basic body structure/function of nutrition/assist residents to fulfill nutritional needs.
5. Explore routine care procedures within scope of practice.
Careers Related to Content
Health occupations such as registered nurse, practical nurse, nursing assistant, nurse in industrial health, physicians office or home health care.

Industrial Arts Technology Department

Introduction to Industrial Arts Technology
Code: *4503*
Credit: *½*
Elective/Required: *Elective 9-12*
Prerequisite: *None*
Course Description: *Foundations of Industrial Technology is designed to introduce students to the industrial technology pathway and careers. Students will learn basic skills necessary for hand tool usage and safe machine tool usage for both the construction and welding/metals pathways. Students will learn about careers that involve these and other skills related to Industrial Technology.*
Skills Needed to be Successful in the Class:
Students need to be able to read, write, use basic maths, and measurement skills.
Learning Goals – *The student will be able to:*

1. *Demonstrate safe use of hand tools and power equipment.*
2. *Use basic math and reading skills*
3. *Measure accurately and consistently*
4. *Follow blueprint and construction designs*
5. *Use technology to aid in design, to aid in work????*
6. *Investigate careers in trade and industry fields*
7. *Identify and follow sequential procedures for project completion*
8. *Construct simulations, models, and structures with wood and metal*
9. *Demonstrate problem-solving procedures*

Careers Related to Content: *Construction work, welding and metal fabrication,*

Construction Technology I (Fine Carpentry)
Code: *4543-4544*
Credit: *1 credit*
Elective/Required: *Elective 10-12*
Prerequisite: *Successful completion of Intro to Construction Technology or score of 70% on competency assessment*
Course Description

This course is designed to teach the fundamentals of woodworking and carpentry. Woodworking and construction skills taught along with equipment safety and career opportunities. Safety glasses required.
Skills Needed to be Successful in the Class
Students must be able to read, write, and demonstrate basic math skills relating to measurement. Students should also demonstrate a strong work ethic, problem solving abilities, and the ability to utilize hand and machine tools. The student will also have to follow a blueprint or project plans. A true appreciation for the exactness needed to be a craftsman working with wood is needed for success in the class.
Learning Goals *The student will be able to:*
1. *Demonstrate effective work ethics.*
2. *Demonstrate sound problem solving skills.*
3. *Understand materials and processes and their relationship to finished carpentry.*
Careers Related to Content
Production, manufacturing, design, and construction

Construction Technology II (Rough Carpentry)
Code: *4545-4546*
Credit: *1 credit*
Elective/Required: *Elective 11-12*
Prerequisite: *Successful completion of Construction Tech I (Fine Carpentry) or score of 70% on competency assessment*
Course Description
*This is a course designed to help the learner understand the field of construction, how it is organized, how it is controlled, its impact on society and its opportunities. Emphasis will be place on safety with **actual (hands on) experience in carpentry. Safety glasses required.***
Skills Needed to be Successful in the Class
Students must be able to read, write, and demonstrate basic math skills. Students should also demonstrate skills in listening, following directions and cooperation with peers and instructor.
Learning Goals *The student will be able to:*

1. Develop an understanding of construction and the opportunities it provides.
2. Demonstrate problem solving abilities.
3. Demonstrate safety in the work place.
4. Understand construction organization and its functions.

Careers Related to Content
Construction, production, manufacturing, communication.

Practical Electricity & Plumbing
Code: 4515
Credit: ½ credit.
Elective/Required: Elective 10-12
Prerequisite: None
Course Description
Practical Electricity is the study of electrical concepts using the 'learning by doing' method. The students will wire examples found in a typical house such as: single, three-way, and four-watt switches, lights, and outlets. A study is made of all concepts of house and commercial power wiring and distribution, including a ground-fault interrupter circuit. Each student completes wiring circuits on an individual basis. In Plumbing, students will study pipe threading, copper soldering, cutting and gluing PVC pipe, assembly of a sink and drain system and assembly of a toilet.

Skills Needed to be Successful in the Class
Students must be able to visualize what it takes to have current flow, hand-eye coordination, safe attitude, and th**e ability to work in teams.**
Learning Goals   The student will be able to:
1. Problem solve/trouble shoot.
2. Wire successfully and safely.
3. Wire single, three way, and four way switches.
4. Identify proper electrical wiring needed in a house.
5. Repair electrical and plumbing problems in existing homes.

Careers Related to Content
Construction, electrician, heating & air conditioning, repair-maintenance, industrial maintenance.

Machine Metals
Code: 4527-4528
Credit: 1 credit

Elective/Required: Elective 10-12
Prerequisite: Successful completion of Metals with C– or better or instructor's approval.
Course Description
Machinists are skilled craftspeople who can turn a block of metal into an intricate part that meets precise print specifications. They select tools and materials for the job and plan the operations. Safety glasses are required.

Skills Needed to be Successful in the Class
Student who is self-motivated and has a strong interest in metal machining and finishing. Math skills and an understanding of basic scientific principles are needed. This is an advanced level course. Regular attendance and able to cooperate with others. Should have shown strong interest in Metals or Welding.

Learning Goals   The student will be able to:
1. Operate the metal engine lathe safely.
2. Safely operate vertical mills.
3. Use micrometer and dial calipers for precision measurement.
4. Read and interpret basic blue prints.
5. Cut metal with plasma cutter.
6. Weld with arc welder, MIG (wire), and TIG welder.
7. Outside reading and written reports related to metal technology.
8. Student initiated projects may be made during second semester with instructor approval.

Careers Related to Content
Machinist, tool and die workers, and general repair (machine shops and farm repairs).

Metals
Code: 4525
Credit: ½ credit.
Elective/Required: Elective 9-11
Prerequisite: None
Course Description
Metals is a basic course designed to acquaint students with all aspects of metal working. It will be a fast paced, hands-on course which will serve as a foundation for all other metals courses. Areas covered may include bench work, metal finishing, forging, casting, heat treating, materials testing, fastening methods, sheet metal work, and metal manufacturing. You will do work similar to that done by millions

of engineers, technicians, and skilled and semiskilled workers in the metal working industry. Safety glasses are required.

Skills Needed to be Successful in the Class
Develop and maintain safe work habits. Good eye-hand coordination and being able to stay on task. Regular attendance and able to get along with classmates and instructor is essential.

Learning Goals The student will be able to:
1. Gain an understanding of American metal working industry.
2. Acquire hand and machine tool operating skills.
3. Develop safe working habits.
4. Read blueprints.
5. Explore careers that exist in the field of metalworking.
6. Understand the concepts of measurement and layout work.

Careers Related to Content
Machinist, tool and die makers, foundry worker, welders, and general metal fabrication and repair.

Advanced Metals
Code: 4529-4530
Credit: 1 credit
Elective/Required: Elective 11-12
Prerequisite: Achievement at 70% or higher in Machine Metals or instructor's approval. (An additional term of Advanced Metals can be arranged by instructor approval)

Course Description
Machinists are highly skilled men and women. They use drawings, hand tools, precision measuring tools, drilling machines, grinders, lathes, milling machines, welders, and other specialized machine tools to shape and finish metal and nonmetal parts. Machinists must have a sound understanding of basic and advanced machining technology which includes:
1. Proficiency in safely operating machine tools of various types (manual, automatic, and computer controlled)
2. Knowledge of the working properties of metals and nonmetals
3. The academic skills (math, science, English, print reading, metallurgy) needed to make precision layouts and machine set-ups.

Advanced Metals provides an introduction to this important area of manufacturing technology. The course explains the "how, why, and when" of numerous machining operations, set-up, and procedures. Through it you will learn how machine tools operate and when to use one particular machine instead of another. The advantages and disadvantages of various machining techniques are discussed along with their suitability for particular applications. Safety glasses are required.

Skills Needed to be Successful in the Class
Student who is self-motivated and has a strong interest in metal machining and finishing. Regular attendance and able to cooperate with others. Should have shown a strong interest in Machine Metals.

Learning Goals The student will be able to:
1. Operate safely metal engine lathe.
2. Turn and mill metal to a tolerance of .005 inch.
3. Use micrometer and dial caliper for precision measurement.
4. Read and understand project blue prints.
5. Outside reading and written reports related to metal technology.
6. Work on projects using prior learned skills.
7. Manage time to complete projects on schedule.
8. Construct additional approved projects upon completion of required projects.

Careers Related to Content
Machinist, tool and die workers, and general repair (machine shops and farm repairs).

Welding and Metal Fabrication
Code: 4535
Credit: ½ credit.
Elective/Required: Elective 9-12
Prerequisite: None
Course Description
This class is designed to give the student a sound foundation in the principles, practice and use of welding machines in an industrial setting. Practice will be given in electric arc, MIG and TIG welding processes, and in cutting with a plasma cutter. Safety glasses are required.
Skills Needed to be Successful in the Class

Strong interest in welding, must be able to work well

and self- motivation are required for classroom success.

Learning Goals *The student will be able to:*

1. Gain entry-level skills needed in the field of welding.

2. Weld on thin and medium thickness steel, weld in flat, horizontal, and vertical positions.

3. Weld with a variety of welding equipment and types of metals.

4. Safely use welding equipment.

5. Use metals working skills related to welding.

6. Weld pipe to pipe and pipe to flat metal.

7. After required welds are completed, students may work together on large class projects involving welding and metal fabrication.

8. Student initiated projects may be built, with instructor approval, during the second half of the semester.

Careers Related to Content

General repair, welding shop worker, factory welding, auto body repairs, and construction.

Small Engine and Basic Automotive Maintenance

Code: *4504*

Credit: *½ credit.*

Elective/Required: *Elective 9-12*

Prerequisite: *None*

Course Description

This course will help students learn how to maintain small engines: fall and spring tune-up on mowers, blowers, tillers. Students will learn how to do basic automotive maintenance: change the oil, change tires, and consumer awareness of car maintenance. Students will learn the mechanical processes of engines.

Skills Needed to be Successful in the Class

Students must be able to read, write, and exhibit basic math skills relating to measurement.

Learning Goals *The student will be able to:*

1. *Students will learn consumer awareness about maintenance and purchasing.*

2. *Students will learn the economic savings of maintenance.*

3. *Students will learn small engine and automotive maintenance.*

4. Students will learn about mechanical processes.

5. Students will learn basic tool usage.

Careers Related to Content

Construction, production, manufacturing, and communications.

Math Department

Algebra IA (year 1)
Code: 5077-5078
Credit: 1 credit
Elective/Required: Required 9-12
Prerequisite: None.
Course Description
This course is the bridge from the concrete to the abstract study of mathematics. This course is designed to emphasize the study of multiple representations of linear functions. It includes mathematical concepts for working with the number line, rational numbers, multiple types of expressions, analyzing and solving learn equations and inequalities. Many additional strategies and resources will be used in this class.
Skills needed to be Successful in the Class
Students must be competent in math basic skills: addition, subtraction, multiplication, and division of integers, fractions and decimals, and the use of the order of operations.
Learning Goals: The student will be able to:
1. Simplify expressions.
2. Solve both simple and complex equations and inequalities.
3. Use various strategies to write and apply the equation of a line.
Careers Related to Content
Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer science, medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Algebra IB (year 2)
Code: 5087-5088
Credit: 1 credit
Elective/Required: Required 9-12
Prerequisite: Algebra 1A or some Algebra 1, but not successful completion of Algebra 1, 2nd semester.
Course Description
This course is the bridge from the concrete to the abstract study of mathematics. This course

is designed to emphasize the study of multiple representations of linear and nonlinear functions. It includes mathematical concepts for working with multiple types of expressions, analyzing and solving equations and inequalities, data analysis, probability, statistics, and polynomials.
Skills needed to be Successful in the Class
Students must be competent in math basic skills: addition, subtraction, multiplication, and division of integers, fractions and decimals, and the use of the order of operations.
Learning Goals: The student will be able to:
1. Simplify expressions.
2. Solve both simple and complex equations and inequalities.
3. Use various strategies to write and apply the equation of a line.
4. Use various strategies to solve systems of equations and inequalities.
5. Simplify exponential expressions and graph exponential functions.
6. Work with polynomials, including factoring.
7. Simplify quadratic expressions and solve quadratic equations.
8. Complete basic data analysis and calculate probability.
Careers Related to Content
Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer science, medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine,family and consumer service, statistics, actuary science.

Algebra 1
Code: 5069-5070
Credit: 1 credit
Elective/Required: Required 9-12
Prerequisite: None. Teacher recommendation
Course Description
This course is the bridge from the concrete to the abstract study of mathematics. This course is designed to emphasize the study of multiple representations of linear and non-linear functions.

It includes mathematical concepts for working with rational numbers, multiple types of expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, and polynomials.

Skills needed to be Successful in the Class

Students must be competent in math basic skills: addition, subtraction, multiplication, and division of integers, fractions and decimals, and the use of the order of operations.

Learning Goals: The student will be able to:

1. Simplify expressions.

2. Solve both simple and complex equations and inequalities.

3. Use various strategies to write and apply the equation of a line.

4. Use various strategies to solve systems of equations and inequalities.

5. Simplify exponential expressions and graph exponential functions.

6. Work with polynomials, including factoring.

7. Simplify quadratic expressions and solve quadratic equations.

8. Complete basic data analysis and calculate probability.

Careers Related to Content

Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer science, medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Algebra 2
Code: 5071-5072
Credit: 1 credit
Elective/ Required: Elective 10-12
Prerequisite: Successful completion of Algebra 1and Geometry or parent meeting and teacher approval
Course Description
Algebra 2 provides a review and extension of the concepts taught in Algebra 1. Topics covered will include equations and inequalities, linear, quadratic, polynomial, radical, rational, exponential and logarithmic functions, sequences and series, probability and statistics,

and matrices. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

Skills Needed to be Successful in the Class

Students must be able to solve simple and complex equations.

Learning Goals: The student will be able to:

1. Solve equations and inequalities.

2. Solve linear systems.

3. Solve quadratic equations.

4. Simplify and solve polynomial expressions and equations.

5. Simplify and solve radical expressions and equations.

6. Simplify and solve logarithmic and exponential expressions and equations.

7. Simplify and solve rational expressions and equations.

8. Identify and extend arithmetic and geometric sequences and series

Careers Related to Content

Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer science, medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Algebra 2- Block
Code: 5074 (RAI Approved)
Credit: 1 credit (2 Period Block Course)
Intended for students that took Geometry Block 1st Semester.
Elective/ Required: Elective 10-12
Prerequisite: Successful completion of Algebra 1 and Geometry
Course Description
This course is taught during a 2 period block session. Algebra 2 provides a review and extension of the concepts taught in Algebra 1. Topics covered will include equations and inequalities, linear, quadratic, polynomial, radical, rational, exponential and logarithmic functions, sequences and series, probability and statistics, and matrices. Throughout this course,

students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

Skills Needed to be Successful in the Class
Students must be able to solve simple and complex equations.

Learning Goals: The student will be able to:
1. Solve equations and inequalities.
2. Solve linear systems.
3. Solve quadratic equations.
4. Simplify and solve polynomial expressions and equations.
5. Simplify and solve radical expressions and equations.
6. Simplify and solve logarithmic and exponential expressions and equations.
7. Simplify and solve rational expressions and equations.
8. Identify and extend arithmetic and geometric sequences and series

Careers Related to Content
Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer science, medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Advanced Algebra
Code: 5033 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective 11-12
Prerequisite: Successful completion of Algebra 2
Course Description
Advanced Algebra is a course in which emphasis is placed on advanced algebra, functions and combinations of these topics. The student will spend time studying algebraic expressions, linear functions, polynomial functions, logarithmic functions, exponential functions, rational functions, theory of equations, and the nature of graphs.

Skills Needed to be Successful in the Class
Students must be able to solve equations, linear functions, systems of equations, and quadratic

equations, as well as graph functions, work with exponents and exponential functions.

Learning Goals: The student will be able to:
1. Solve polynomial, rational and exponential equations.
2. Graph linear, polynomial, exponential, and logarithmic functions.
3. Perform mathematical operations on polynomials.
4. Write equations of lines, circles, and parabolas

Careers Related to Content
Education, accounting, engineering, architecture, medicine, technology, computer, marketing, actuary science, business, financial analyst, insurance, management.

Calculus I (Concurrent Course)
Code: 5037 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective 11-12
Prerequisite: Proficiency on Iowa Assessments; Successful completion of Pre-Calculus or instructor's approval. Grade of C- or better in Pre-Calculus
Course Description
Calculus I is the study of algebraic, trigonometric, and logarithmic functions; the introduction to and development of limits and their properties; the derivatives of algebraic, trigonometric, and logarithmic functions and the applications to maximum and minimum values of the functions; the introduction to and development of the basic integration formulas and rules.

Skills Needed to be Successful in the Class
Students must be skilled in algebraic and trigonometric manipulations and techniques.

Learning Goals: The student will be able to:
1. When studying the algebraic, trigonometric, and logarithmic functions: sketch their graphs, find the limit or limit at infinity of the functions, determine if they are continuous and differentiable on an interval, determine derivatives of the functions.
2. Apply the concept of derivatives to find critical values, applied maximum and minimum functions, and business and economic problems.
3. Begin basic integration theory and rules.

Careers Related to Content
Education, mathematics, engineering, science, business, architecture, statistics, industrial technology, advanced degrees in most areas

Calculus II (Concurrent Course)
Code: 5038 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective 11-12
Prerequisite: Proficiency on Iowa Assessments; Successful completion of Calculus I or instructor's approval. Grade of C- or better in Calculus I
Course Description
Calculus II is the continued study of algebraic, trigonometric, and logarithmic functions; development of limits and their properties; development of integration formulas and rules for the algebraic, trigonometric, and logarithmic functions. Studies also include inverse functions, exponential and trigonometric functions: the development of area and volume of solids revolving around an axis; the refinement of all integration techniques, introduction to series and the various tests associated with series, and the conics and their applications.
Skills Needed to be Successful in the Class
Students must be skilled in differentiation and algebraic manipulation of functions.
Learning Goals: The student will be able to:
1. When studying the algebraic, trigonometric, and logarithmic functions: find the limit or limit at infinity of the Functions and find the integrations of the functions.
2. Integrate exponential and the inverse trigonometric functions.
3. Choose the proper method of evaluating an integral: by parts, trigonometric substitution, partial fractions, and formulas.
4. Apply integration to find area, volume, work, or force.
Careers Related to Content
Education, mathematics, engineering, science, business, architecture, statistics, industrial technology, advanced degrees in most areas

Prep for College Math I
Code: 5079

Credit: ½ credit
Elective/Required: Elective 11-12 (may be used for 3rd year graduation requirement)
Prerequisite: completion of Algebra I and Geometry and counselor's approval
Course Description:
This course is intended to assist students who struggle in mathematics. Topics covered will be a review of broad topics in Algebra I and Geometry.

Skills Needed to be Successful in the Class:
Students must be competent in math basic skills: addition, subtraction, multiplication, and division of integers, fractions and decimals, and the use of the order of operations.
Intended outcome:
Achieve skills necessary to be successful in college level math (may be measured by Accuplacer assessment)
Careers Related to Content
Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer science, medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Prep for College Math II
Code: 5080
Credit: ½ credit
Elective/Required: Elective 11-12 (may be used to fulfill 3rd year graduation requirement)
Prerequisite: attempts to complete Algebra 2 or counselor's approval
Course Description:
This course is an extension of College Pre Math I. Topics covered will include broad topics from Geometry and Algebra 2.
Skills Needed to be Successful in the Class:
Students must be able to solve simple and complex equations.
Intended outcome:
Achieve skills necessary to be successful in college level math (may be measured by Accuplacer assessment)
Careers Related to Content

Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, **machinist, technical fields, computer science,** medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Geometry
Code: 5075-5076 (RAI Approved)
Credit: 1 credit
Elective/Required: Elective 9-12
Prerequisite: Successful completion of Algebra 1or parent meeting and teacher approval
Course Description
This is a one year course to develop and practice problem-solving skills using inductive and deductive reasoning. Students are guided through all the conceptual and working levels of the process using geometry. It uses two and three-dimensional geometric shapes (points, lines, planes, triangles, polygons, circles, and solids) and examines their properties, measurements, and mutual relations in space. Geometric proofs are used as a vehicle to systematically develop these problem solving skills by relating geometric shapes.

Skills Needed to be Successful in the Class
Students must be able to solve equations and have a basic understanding of algebra.
Learning Goals: The student will be able to:
1. Identify basic figures and angle relationships.
2. Use inductive and deductive reasoning. Apply proofs to business and mathematical situations.
3. Prove statements using parallel lines and triangles.
4. Identify and use parts of polygons and use facts in proofs.
5. Work with similar triangles.
6. Use coordinate geometry to solve algebraic problems.
7. Calculate area of various polygons.
8. Use circles, arcs and tangents to solve problems.
9. Work with 3-dimensional objects.

10. Use isometrics and trigonometry to solve problems.
11. Calculate probability of multiple and conditional events
12. Use statistical methods to analyze data
Careers Related to Content
Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer sciences, medical sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Geometry- Block
Code: 5073 (RAI Approved)
Credit: 1 credit (2 Period Block Course) Intended for students to take Algebra 2 Block second semester
Elective/Required: Elective 10-12
Prerequisite: Successful completion of Algebra 1 or parent meeting and teacher approval
Course Description
This course is taught during a 2 period block session. This course is taught to develop and practice problem-solving skills using inductive and deductive reasoning. Students are guided through all the conceptual and working levels of the process using geometry. It uses two and three-dimensional geometric shapes (points, lines, planes, triangles, polygons, circles, and solids) and examines their properties, measurements, and mutual relations in space. Geometric proofs are used as a vehicle to systematically develop these problem solving skills by relating geometric shapes.
Skills Needed to be Successful in the Class
Students must be able to solve equations and have a basic understanding of algebra.
Learning Goals: The student will be able to:
1. Identify basic figures and angle relationships
2. Use inductive and deductive reasoning. Apply proofs to business and mathematical situations.
3. Prove statements using parallel lines and triangles.
4. Identify and use parts of polygons and use facts in proofs.
5. Work with similar triangles.

6. Use coordinate geometry to solve algebraic problems.

7. Calculate area of various polygons

8. Use circles, arcs and tangents to solve problems

9. Work with 3-dimensional objects

10. Use isometrics and trigonometry to solve problems.

11. Calculate probability of multiple and conditional events

12. Use statistical methods to analyze data

Careers Related to Content
Education, mathematics, science, engineering, business, drafting, graphic design, seismologist, mechanic, machinist, technical fields, computer sciences, medical sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, family and consumer service, statistics, actuary science.

Math Center
Code: *5061/5062*
Credit: *1 credit*
Elective/Required: *required for students in Algebra IA, optional for students in Algebra IB*
Course Description:
Math center is a course designed to help students to build number sense, expand basic skills and receive specialized math help for Algebra 1A. This course reinforces the concepts from Algebra 1A, including mathematical concepts for working with rational numbers, multiple types of expressions, analyzing and solving learn equations and inequalities, data analysis, probability, statistics, and polynomials.
Skills Needed to be Successful in the Class:
Students must come with a positive attitude. They must be willing to work hard and stay on task.
Learning Goals:
1. Make progress in gap areas.
2. Continue to build their understanding of Algebra IA concepts.
Careers Related to Content
Education, mathematics, science, engineering, business, draft-

ing, graphic design, seismologist, mechanic, machinist, tech-nical fields, computer science, medical sciences, social sciences, forestry, insurance, agriculture, natural resources, health care, construction science, manufacturing, transportation, medicine, **family and consumer service, statistics, actuary science.**

Math 9
Code: *8511-8512*
Credit: *1 credit*
Elective/Required: *Required*
Prerequisite: *Counselor Approval*
Course Description *This course reinforces fundamental math skills not mastered in previous math classes in the common core areas of, Number and Operations, Geometry and Measurement, Algebra, and Data Analysis and Probability. The ultimate goal is for students to achieve an adequate level of performance where they can be successful in a math general education environment.*
Skills Needed to be Successful in the Class
Students need to be willing to try to improve math skills.
Learning Goals
The student will be able to:
1. Expand basic math skills
2. Make progress in math areas covered according to abilities.
Careers Related to Content
cashier, store clerk, cabinet makers, construction, fire prevention, meter reader, taxi driver, chauffer, teaching assistant, nurses aid, cosmetologist, library assistant, waiter/waitress, business.

Math 10
Code: *8513-8514*
Credit: *1 credit*
Elective/Required: *Required*
Prerequisite: *Counselor Approval*
Course Description *This course reinforces fundamental math skills not mastered in previous math classes in the common core areas of, Number and Operations, Geometry*

and Measurement, Algebra, and Data Analysis and Probability. The ultimate goal is for students to achieve an adequate level of performance where they can be successful in a math general education environment.

Skills Needed to be Successful in the Class
Students need to be willing to try to improve math skills.

Learning Goals
The student will be able to:
1. Expand basic math skills.
2. Make progress in math areas covered according to abilities.

Careers Related to Content
cashier, store clerk, cabinet makers, construction, fire prevention, meter reader, taxi driver, chauffer, teaching assistant, nurses aid, cosmetologist, library assistant, waiter/waitress, business.

Math 11
Code: 8515-8516
Credit: 1 credit
Elective/Required: Required
Prerequisite: Counselor Approval
Course Description *This course reinforces fundamental math skills not mastered in previous math classes in the common core areas of, Number and Operations, Geometry and Measurement, Algebra, and Data Analysis and Probability. The ultimate goal is for students to achieve an adequate level of performance where they can be successful in a math general education environment.*

Skills Needed to be Successful in the Class
Students need to be willing to try to improve math skills.

Learning Goals
The student will be able to:
1. Expand basic math skills.
2. Make progress in math areas covered according to abilities.

Careers Related to Content
Sheltered employment, cashier, store clerk, cabinet makers, construction, fire prevention, meter reader, taxi driver, chauffer, teaching assistant, nurses aid, cosmetologist, library assistant, waiter/waitress, business.

Math 12

Code: 8517-8518
Credit: 1 credit
Elective/Required: Required
Prerequisite: Counselor Approval
Course Description *This course reinforces fundamental math skills not mastered in previous math classes in the common core areas of, Number and Operations, Geometry and Measurement, Algebra, and Data Analysis and Probability. The ultimate goal is for students to achieve an adequate level of performance where they can be successful in a math general education environment.*

Skills Needed to be Successful in the Class
Students need to be willing to try to improve math skills.

Learning Goals
The student will be able to:
1. Expand basic math skills.
2. Make progress in math areas covered according to abilities.

Careers Related to Content
cashier, store clerk, cabinet makers, construction, fire prevention, meter reader, taxi driver, chauffer, teaching assistant, nurses aid, cosmetologist, library assistant, waiter/waitress, business.

Math 13
Code: 8519-8520
Credit: 1 credit
Elective/Required: Required
Prerequisite: Counselor Approval
Course Description *This course reinforces fundamental math skills not mastered in previous math classes in the common core areas of, Number and Operations, Geometry and Measurement, Algebra, and Data Analysis and Probability. The ultimate goal is for students to achieve an adequate level of performance where they can be successful in a math general education environment.*

Skills Needed to be Successful in the Class
Students need to be willing to try to improve math skills.

Learning Goals
The student will be able to:
1. Expand basic math skills.
2. Make progress in math areas covered according to abilities.

Careers Related to Content
cashier, store clerk, cabinet makers, construction, fire prevention, meter reader, taxi driver, chauffer, teaching assistant, nurses aid, cosmetologist, library assistant, waiter/waitress, business.

Math 14
Code: *8537-8538*
Credit: *1 credit*
Elective/Required: *Required*
Prerequisite: *Counselor Approval*
Course Description *This course reinforces fundamental math skills not mastered in previous math classes in the common core areas of, Number and Operations, Geometry and Measurement, Algebra, and Data Analysis and Probability. The ultimate goal is for students to achieve an adequate level of performance where they can be* **successful in a math general education environment.**
Skills Needed to be Successful in the Class
Students need to be willing to improve math skills
Learning Goals
The student will be able to:
*1. Expand ba**sic** math skills.*
2. Make progress in math areas covered according to abilities.
Careers Related to Content
cashier, store clerk, cabinet makers, construction, fire prevention, meter reader, taxi driver, chauffer, teaching assistant, nurses aid, cosmetologist, library assistant, waiter/waitress, business.

Technical Mathematics
Code: *5100-5101*
Credit: *1 credit*
Elective/Required: *Elective 11-12*
Prerequisite: *Successful completion of Algebra 1, or Algebra 1A and Algebra 1B*
Course Description
Technical Mathematics extends students' proficiency in mathematics and applies these skills to technical and/or industrial situations and problems. Technical Mathematics topics include rational numbers; systems of measurements; and topics from algebra, geometry, trigonometry,

and statistics. Technology is integrated as appropriate. Both the content standards and the standards in mathematical practices will be assessed.
* This course is designed to provide a strong foundation for middle-skill jobs, which require some amount of education and training beyond high school, but less than a Bachelor's Degree.
* This course may not count for Regents Admissions Index (RAI) consideration.
Skills needed to be Successful in the Class
Students must be competent in math basic skills: addition, subtraction, multiplication, and division of integers, fractions and decimals, and the use of the order of operations.
Learning Goals: *The student will be able to:*
1. Apply knowledge of basic math concepts to real world scenarios.
2. Work with precise measurements.
3. Solve equations with decimals, fractions, ratios, proportions, percents, and exponents.
4. Graph linear functions.
5. Calculate the measures of central tendency, and use distributions to find probability.
6. Sketch, read, and interpret different types of graphs.
7. Calculate surface area and volume of three-dimensional shapes.
8. Use right triangle trigonometry to calculate length and angle measures.
Careers Related to Content:
Carpentry; electrician; construction; dental hygienist; registered nurse; head cook; technicians in multiple industries; paralegal; police officer; and many more careers related to this content can be found ***at*** *https://www.onetonline.org/find/zone?z=3&g=Go*

Precalculus (Concurrent Course)
Code: *5034 (RAI Approved)*
Credit: *½ credit*
Elective/Required: *Elective 11-12*
Prerequisite: *Proficiency on Iowa Assessments; Precalculus-Advanced* **Algebra and Compass score of at least 51 or PLAN test score of at least 19 or ACT score of 25**
Course Description
Precalculus is a course in which emphasis is placed on trigonometry, advanced algebra,

analytic geometry, functions and combinations of these topics. In Pre-calculus, the student will spend time studying functions, theory of equations, nature of graphs, trigonometric functions, trigonometric identities and equations, graphs and inverses of the trigonometric functions, application of trigonometry.

Skills Needed to be Successful in the Class

Students must be able to solve equations, linear functions, systems of equations, and quadratic equations, as well as graph functions, understand conic sections, work with exponents and exponential functions.

Learning Goals: The student will be able to:

1. Solve polynomial, rational, trigonometric, and exponential equations.

2. Graph linear, *polynomial, circular, trigonometric, polar, exponential, and logarithmic functions.*

3. Solve triangles and applications using triangles.

4. Perform mathematical operations on polynomials, vectors, and trigonometric expressions.

5. Write equations of lines, circles, parabolas, ellipses, and hyperbolas.

Careers Related to Content

Education, accounting, engineering, architecture, medicine, technology, computer, marketing, actuary science, business, financial analyst, insurance, management.

High School Precalculus

Code: *5039-5040 (RAI Approved)*

Credit: *1 credit*

Elective/Required: *Elective 11-12*

Prerequisite: *Successful completion of Algebra 2*

Course Description

Precalculus is a course in which emphasis is place on trigonometry, advanced algebra, analytic geometry, functions and combinations of these topics. In High School Precalculus, the student will spend time studying functions, theory of equations, nature of graphs, trigonometric functions, trigonometric identities and equations, graphs and inverses of the trigonometric functions, application of trigonometry.

Skills Needed to be Successful in the Class

Students must be able to solve equations, linear functions, systems of equations, and quadratic equations, as well as graph functions, understand conic sections, work with exponents and exponential functions.

Learning Goals: *The student will be able to:*

1. Solve polynomial, rational, trigonometric, and exponential equations.

2. Graph linear, polynomial, circular, trigonometric, polar, exponential, and logarithmic functions.

3. Solve triangles and applications using triangles.

4. Perform mathematical operations on polynomials, vectors, and trigonometric expressions.

5. Write equations of lines, circles, parabolas, ellipses, and hyperbolas.

Careers Related to Content

Education, accounting, engineering, architecture, medicine, technology, computer marketing, actuary science, business, financial analyst, insurance, management.

Statistics & Probability

Code: *5057 (RAI Approved)*

Credit: *½ credit*

Elective/Required: *Elective 11-12, may be used to meet graduation requirements*

Prerequisite: *Successful completion of Geometry*

Course Description

Students will work with data collection, descriptive statistics, and technological tools to analyze statistics. The main foci of the course will be exploring and understanding data, exploring relationships between variables, and gathering data. Students will work with statistical measures of central tendency and spread, create and compare displays of data, and analyze normal distributions, linear regression and types of samples and studies. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

Skills Needed to be Successful in the Class:

Students must be able to solve equations, work with linear functions, and work with data.

Learning Goals: *The student will be able to:*

1. Understand the data analysis process and the characteristics of well-designed statistical studies.

2. Demonstrate the use of distributional thinking to reason about and summarize distributions of data, identify trends, and judge the fit of a model.

3. Demonstrate an ability to use appropriate statistical evidence.

Careers Related to Content
Business, education, engineering, actuary science, marketing, medicine, financial analyst, insurance, social and physical sciences.

Intro to Statistics (Concurrent)
Code: *5090*
Credit: *1/2 credit*
Elective/Required: *elective 11/12*
Prerequisite: *Successful completion* <mark>*Algebra II*</mark> ~~*of Statistics or permission of instructor*~~
Course Description:
Descriptive statistics, probability and probability distributions, confidence intervals, hypothesis testing, correlation and bivariate regression, analysis of variance. Applications involving the use of microcomputer software are an integral part of the course.

Skills Needed to be Successful in the Class:
Students must be able to solve equations, work with linear functions, and work with data.

Learning Goals:
At the completion of this course the students will be able to:

1. Explain basic concepts of statistics such as the mean, mode, variance, standard deviation, types of sampling, etc.

2. Calculate basic statistical values.

3. Understand random sampling.

4. Describe a normal distribution and binomial distribution.

5. Collect, critically analyze, and present the results of a statistical survey.

6. Calculate confidence intervals and test a hypothesis.

7. Calculate the different sum of squares values and understand their use in performing linear regression analysis and an analysis of variance.

Careers Related to Content

Business, education, engineering, actuary science, marketing, medicine, financial analyst, insurance, social and physical sciences.

Music Department

Show Choirs
Code: Encore- 5513-5514; South Side Transit- 5515-5516
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: Membership is based on auditions in the spring. Encore students must be a member of Treble Choir and SST students must be a member of Concert Choir.
Course Description
Encore (all female, 9th & 10th grade), South Side Transit/SST (11th & 12th grade girls & 9-12th grade boys). Membership based upon auditions the previous spring. Primarily works in the more popular vocal idioms of modern America. In addition to specific choral and vocal techniques, each rehearsal-to-performance sequence is designed to help the student become aware of vocal music as a physical, emotional and social release, as well as a communicative skill. Class meets every other day and grades are based upon daily rehearsals (attendance, participation and attitude) and performances (attendance, participation and attitude). Some rehearsals meet outside of the school day. Two or more concerts will be held each semester in addition to the State Show Choir Contest in January and other scheduled competitions. Students will also have the opportunity to be involved in small group performance situations. Membership in the group means participation at all group performances. Please be aware that all MHS Vocal Music performances are video taped and frequently aired on local cable television.
Learning Goals: The student will be able to:
1. Perform in the community for service organizations and private clubs.

2. Understand how the vocal mechanism works.
3. Display a knowledge of both vocal and choral techniques related to performance.
4. Show growth in self-confidence and an ability to communicate.
5. Recognize an awareness of various periods and styles in music repertoire.
6. Show heightened social skills - better understanding of self in terms of physical/mental/emotional balance in life.
Careers Related to Content
Vocal performance, directorial-choir conductor, communications, musical arranging, accompanist, technical theater as it relates to choral performance.

Concert Choir
Code: 5517-5518
Credit: ½ credit
Elective/Required: Elective 11-12 girls, 9-12 boys
Prerequisite: None
Course Description
A performing organization open to all 9th – 12th grade boys and 11th & 12th grade girls. In addition to specific choral and vocal techniques, each rehearsal-to-performance sequence is designed to help the student become aware of vocal music as a physical, emotional, and social release, as well as a communicative skill. Class meets every other day. Grading is based on attendance, participation and attitude in three equal components: 1) daily rehearsals, 2) performances and 3) voice lessons (each student is assigned a 15-minute voice lesson in each 6-day cycle). Four or more concerts are given each year, as well as the opportunity to be involved in many small group performance situations. Membership in the group means participation in all group performances. Please be aware that all MHS Vocal Music performances are video

taped and frequently aired on local cable television.

Skills Needed to be Successful in the Class

The student must be able to read, and have the social skills necessary to work well with and interact in a large group situation. The student must have the ability to sing in tune and have an interest in vocal performance.

Learning Goals: *The student will be able to:*

1. Display an awareness of how vocal mechanism works.

2. Display a knowledge of both vocal and choral techniques related to performance.

3. Display self-confidence and an ability to communicate.

4. Recognize various periods and styles in music repertoire.

Careers Related to Content

Vocal performance, directorial-choir conductor, communications, musical arranging, accompanist, technical theater as it relates to choral performance.

Treble Choir
Code: *5519-5520*
Credit: *½ credit*
Elective/Required: *Elective 9-10 girls*
Prerequisite: *None*
Course Description

A performing organization open to 9th & 10th grades. In addition to specific choral and vocal techniques, each rehearsal-to-performance sequence is designed to help the student become aware of vocal music as a physical, emotional, and social release, as well as a communicative skill. Class meets every other day. Grading is based on attendance, participation and attitude in three equal components: 1) daily rehearsals, 2) performances and 3) voice lessons (each student is assigned a 15-minute voice lesson in each 6-day cycle). Four or more concerts are given

each year as well as the opportunity to be involved in many small group performance situations. Membership in the group means participation in all group performances. Please be aware that all MHS Vocal Music performances are videotaped and frequently aired on local cable television.

Skills Needed to be Successful in the Class

The student must be able to read, and have the social skills necessary to work well with and interact in a large group situation. The student must have the ability to sing in tune and have an interest in vocal performance.

Learning Goals: *The student will be able to:*

1. Display an awareness of how vocal mechanism works.

2. Display a knowledge of both vocal and choral techniques related to performance.

3. Display self-confidence and an ability to communicate.

4. Recognize various period and styles in music repertoire.

Careers Related to Content

Vocal performance, directorial-choir conductor, communications, musical arranging, accompanist, technical theater as it relates to choral performance.

Orchestra
Code: *5511-5512*
Credit: 1 *credit*
Elective/Required: *Elective 9-12*
Prerequisite: *Completion of middle school orchestra or instructor permission*
Course Description

Performance and study of orchestra literature from baroque to 21st century music. Music is studied with attention to tone quality, intonation, rhythm, balance, technique, bowings, and overall musicianship. Please be aware that all MHS

Orchestra concerts are video taped and frequently aired on local cable television.

Skills Needed to be Successful in the Class

Students should have the ability to play in the first three positions, know orchestral bowings, demonstrate vibrato, and have basic rhythmic skills.

Learning Goals: *The student will be able to:*

1. Perform in an ensemble for a public audience

2. Understand the structure and content of musical genres

3. Make connections between music and everyday life.

Careers Related to Content

Music performance, music education, music business (sales, manufacturing, advertising), music composition/ arranging, music therapy.

Symphonic Band

Code: *5521-5522*

Credit: *1 credit*

Elective/Required: *Elective 9-12*

Prerequisite: *Completion of middle school band or instructor permission. Students interested in drill team during marching band and winter guard will be auditioned in the spring.*

Course Description

All students enrolled in Symphonic Band will participate in marching band during the 1st 9 weeks of school. Marching band is designed to prepare for the performance of drill and music for home football games and competitions. Class meets every day and 7-9 pm on Monday evenings during the marching season. Upon completion of the marching season, students will audition for one of two concert ensembles. Selection of students is based on instrumentation needs and audition results. The Symphonic Band will prepare and perform intermediate band

literature at home concerts and contest. Other performance opportunities include pep band, jazz band, solo and small ensembles, All-State, honor band, and community functions. Individual lessons will be assigned once every 6 days for 15 minutes. A band method book will be used for intense technical skill development as part of the lesson curriculum. Please be aware that all MHS Band concerts are videotaped and frequently aired on local cable television.

Skills Needed to be Successful in the Class

Student should be technically proficient on their instrument. Memorization of marching band music is vital to the overall success of the ensemble performance. Students should be goal oriented and team driven.

Learning Goals: *The student will be able to:*

1. Enjoy the exposure to, and performance of, music from all time periods and styles which include standard band literature as well as classical and popular.

2. Show a sense of commitment and pride.

3. Work well with others.

4. Appreciate music.

Careers Related to Content

Music performance, music education, music business (sales, manufacturing, advertising), music composition/ arranging (music publication).

Wind Symphony

Code: *5523-5524*

Credit: *1 credit*

Elective/Required: *Elective 9-12*

Prerequisite: *Completion of middle school band or instructor permission. Students interested in drill team during marching band and winter guard will be auditioned in the spring.*

Course Description

All students enrolled in Wind Symphony will participate in marching band during the 1st 9 weeks of school. Marching band is designed to prepare for the performance of drill and music for home football game and competitions. Class meets every day and 7-10 pm on Monday evenings during the marching season. Upon completion of the marching season, students will audition for one of two concert ensembles. Selection of students is based on instrumentation needs and audition results. The Wind Symphony will prepare and perform advanced band literature for home concerts and contest. Students in this ensemble are expected to perform at a high level of personal and instrumental maturity. Other performance opportunities include pep band, jazz band, solo and small ensembles, All-State, honor band, and community functions. Individual lessons will be assigned once every 6 days for 15 minutes. A band method book will be used for intense technical skill development as part of the lesson curriculum. Please be aware that all MHS Band concerts are videotaped and frequently aired on local cable television.

Skills Needed to be Successful in the Class
Student should be technically proficient on their instrument. Memorization of marching band music is vital to the overall success of the ensemble performance. Students should be goal oriented and team driven.

Learning Goals: The student will be able to:

1. Enjoy the exposure to, and performance of, music from all time periods and styles which include standard band literature as well as classical and popular.
2. Show a sense of commitment and pride.
3. Work well with others.
4. Appreciate music.

Careers Related to Content

Music performance, music education, music business (sales, manufacturing, advertising), music composition/ arranging (music publication).

Jazz Band
Code: 5507-5508
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: Jazz band members must be enrolled in band to be eligible for jazz band participation.

Course Description
Jazz band is the study of major composers, compositions, and the history of jazz. Students will study and perform the styles of various eras and examine the components of jazz to include: improvisation, chord structure, performance practice and individual styles of jazz greats. Class meets every other day. Grades will be based on performance in rehearsal, concerts, and contests. Please be aware that all MHS Jazz concerts are videotaped and frequently aired on local cable television.

Skills Needed to be Successful in the Class
Due to the complexity and demands of the music a student interested in Jazz Band should possess the following: above average playing skills, good concept of rhythms, desire to be challenged by difficult music, desire to learn to improvise, listen to jazz greats for ideas regarding style, improvisation, etc.

Learning Goals: The student will be able to:

1. Show knowledge of music in the 'jazz' idiom.
2. Perform with proficiency on his/her instrument.
3. Understand complex rhythmic figures.

4. Listen to, understand, and hopefully attain confidence in performing 'improvised' choruses.

Careers Related to Content

Music education, professional musician, military band, studio musician, music industry and business.

Physical Education Department

9-12 Aquatics for Fitness
Code: 6009AQ
Credit: 1/2
Elective/Required: elective
Prerequisite: None
Course Description: Swimming can offer anyone of any age a huge range of health benefits. Swimming gives your body the workout minus the harsh impacts. You can work your body in a swimming pool without high impact to your bones and muscles. As you submerge in water you automatically become pounds lighter. If you are immersed just to the waist your body bears only 50% of your weight. Sink to your neck and let the water bear up to 90% of your body weight. How awesome is this! Students in this course will use aquatics as their focus for fitness. The students will engage in proper swimming techniques and water safety while enjoying the benefits of water. A variety of workouts will be introduced and students will be expected to swim most days. The health related components of fitness; cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition will be stressed. Nutrition and healthy choices will also be discussed. The goal will be to improve and achieve a balance in each of these areas.
Skills Needed to be Successful in Class:
Students must provide good effort and participation in each of the scheduled activities, have good attendance, wear proper uniform and cooperate with others.
Learning Goals: The student will be able to:
1. *Students will be confident and proficient in basic swimming strokes, survival skills and drowning-proof techniques.*
2. *Students will gain the knowledge and prevention skills of water safety in and around a pool or other bodies of water.*
3. *Students will understand the health benefits of swimming and water activities as a lifelong physical activity.*

Careers Related to Content:
lifeguard, CPR trainer, PE teacher, aerobics instructor

9-12 Lifeguarding: Aquatics for Fitness
Code: 6007
Credit: 1/2
Elective/Required: required
Prerequisite: None
Course Description: Swimming can offer anyone of any age a huge range of health benefits and career opportunities. Students in this course will use aquatics as their focus for fitness and will learn all of the skills needed to become a professional lifeguard. From First Aid and CPR/AED training to rescue and teamwork skills. This lifeguarding course effectively combines both written testing skills and comprehension along with valuable hands-on training.
The students will engage in proper swimming techniques and water safety while enjoying the benefits of water. A variety of workouts will be introduced and students will be expected to swim most days. The health related components of fitness; cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition will be stressed. Nutrition and healthy choices will also be discussed. The goal will be to improve and achieve a balance in each of those areas while becoming lifeguard certified.
Skills Needed to be Successful in Class:
Students must provide good effort and participation in each of the scheduled activities, have good attendance, follow instructions, and make life saving decisions.
Learning Goals: The student will be able to:
1. *Students will be confident and proficient in basic swimming strokes, survival skills and drowning-proof techniques. 0*
2. *Students will gain the knowledge and prevention skills of water safety in and around a pool or other bodies of water.*
3. *Students will understand the health benefits of swimming and water activities as a lifelong physical activity.*
4. *The primary purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent,*

recognize and respond to aquatic emergencies.

5. Provide professional-level care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over.

6. *American Red Cross Lifeguarding-Fact-Sheet*

Careers Related to Content:
Lifeguard, Swimming Instructor, CPR trainer, PE teacher, Water aerobics instructor, Aquatics Director, Park and Recreation Management

9-12 Physical Education for Military Leadership
Code: *6009MS*
Credit: *1/2 credit*
Elective/Required: *elective*
Prerequisite: *Enrolled in Military Leadership*
Course Description: *This course will combine weight training, agility and conditioning to provide deeper conditioning for preparation in tactical training in a military setting. Participants will participate in activities that require lifting, squatting, running,, and jumping in performance of the fitness activities.*
Skills Needed to be Successful in Class:
Students must provide good effort and participation in each of the scheduled activities, have good attendance, war proper uniform and cooperate with others.
Learning Goals: *The student will be able to:*
1. Develop the skills, techniques, and strategies related to the activities.
2. Understand safety procedures to ensure success for all participants.
3. Demonstrate cooperation and fitness center etiquette.
4. Develop their own Personal Fitness Plan.
5. Understand fitness components and how they relate to their own body and total health.
Careers Related to Content:
Teaching, coaching, recreation director, fitness trainer, officiating, physical therapist, health related occupations (EMT, paramedics, etc.)

9-12 Personal Fitness
Code: *6009PF*
Credit: *½ credit*

Elective/Required: Required (student chooses one PE)
Prerequisite: None
Course Description:
This course uses low-impact forms of exercise to increase fitness levels. Low-impact exercises are defined as motions where one foot stays on the ground at all times. Walking, Yoga, Pilates, Tai Chi. Ellipticals, strength training and TRX (Total Body Resistance Exercise) are examples of these exercises. Students will learn the proper form and mechanics of each exercise and safety. Students will engage in low-impact workouts and be able to develop their own individual program. The health related components of fitness: cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition will be stressed. Nutrition and healthy choices will also be discussed. The goal will be to improve and achieve a balance in each of these areas.
Skills Needed to be Successful in Class
Students must provide good effort and participation in each of the scheduled activities, have good attendance, wear proper uniform and cooperate with others.
Learning Goals
1. Develop the skills, techniques, and strategies related to the activities.
2. Learn the rules of the various activities.
3. Understand safety procedures to ensure success for all participants.
4. Demonstrate cooperation and fitness center etiquette.
5. Develop their own Personal Fitness Plan.
6. Understand fitness components and how they relate to their own body and total health.
Careers Related to Content
Teaching, coaching, recreation director, officiating, physical therapist, health related occupations (EMT, paramedics, first responders, etc.)

9-12 Soccer for Fitness
Code: *6009S*
Credit: *½ credit*
Elective/Required: Required (student chooses one PE)
Prerequisite: None
Course Description:

This course is an activity based approach using the Sports Education Model. The primary objective is to improve student's fitness level and health. Students will engage on all aspects of the game of soccer from officiating to playing. Students will go beyond learning just the skills of the game, they will be involved in developing practices, coaching officiating, and scoring. Safety and prevention and care of basic injuries that may occur will be explored. Students will gain an understanding of sportsmanship in all avenues and the importance of team work. The health related components of fitness: cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition will be stressed. Nutrition and healthy choices will also be discussed. The goal will be to improve and achieve a balance in each of these areas.

Skills Needed to be Successful in the Class
Students must provide good effort and participation in each of the scheduled activities, have good attendance, wear proper uniform and cooperate with others.

Learning Goals: The student will be able to:
1. Develop the skills, techniques, and strategies related to the activities.
2. Learn the rules of the various activities.
3. Understand safety procedures to ensure success for all participants.
4. Demonstrate sportsmanship.
5. Apply the spirit of the game.
6. Understand fitness components and how they relate to their own body and total health.

Careers Related to Content
Teaching, coaching, recreation director, officiating, physical therapist, health related occupations (EMT, paramedics, etc.).

9-12 Sport Activities for Fitness
Code: *6009SP*
Credit: *½ credit*
Elective/Required: *Required (student chooses one PE)*
Prerequisite: *None*
Course Description:
This course will use sport activities as the basis for fitness. Basic skills and safety protocol will be emphasized to ensure

continuity and flow of the activities. Football, ultimate Frisbee and basketball are examples of team sport activities that may be explored. Tennis and badminton are examples of individual activities. Weather and seasons may dictate activities. The health related components of fitness; cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition will be stressed. Nutrition and health choices will be discussed. The goal will be to improve and achieve a balance in each of these areas.

Skills Needed to be Successful in the Class
Students must provide good effort and participation in each of the scheduled activities, have good attendance, wear proper uniform and cooperate with others.

Learning Goals: The student will be able to:
1. Develop the skills, techniques, and strategies related to the activities.
2. Learn the rules of the various activities.
3. Understand safety procedures to ensure success for all participants.
4. Demonstrate sportsmanship.
5. Apply the spirit of the game.
6. Understand fitness components and how they relate to their own body and total health.

Careers Related to Content
Teaching, coaching, recreation director, officiating, physical therapist, health related occupations (EMT, paramedics, first responders, etc.)

9-12 Strength and Conditioning
Code: *6009W*
Credit: *½ credit*
Elective/Required: *Required (student chooses one PE)*
Prerequisite: *None*
Course Description:
This course is designed to give students the opportunity to learn fitness concepts and

conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and fitness activities. Students will learn the correct form and safety concerns with each exercise and be able to perform them. The course will include the basic core exercises and students will be able to develop or follow their own individual schedule. The health related components of fitness; cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition will be stressed. Nutrition and healthy choices will also be addressed. The goal will be to improve and achieve a balance in each of these areas. This course will also emphasize the skill related components of speed, reaction time, agility, balance, coordination and power.

Skills Needed to be Successful in Class

Students must provide good effort and participation in each of the scheduled activities, have good attendance, wear proper uniform and cooperate with others.

Learning Goals

1. Develop the skills, techniques, and strategies related to the activities.

2. Understand safety procedures to ensure success for all participants.

3. Demonstrate cooperation and fitness center etiquette.

4. Understand and follow the weight training program.

5. Understand fitness components and how they relate to their own body and total health.

Careers Related to Content

Teaching, coaching, recreation director, officiating, physical therapist, health related occupations (EMT, paramedics, first responders, etc.)

Science Department

Physical Science
Code: 6519-6520 (RAI Approved)
Credit: 1 credit
Elective/Required: Required 9
Prerequisite: None
Course Description
Physical Science is designed to explore the wonders and ways of our planet Earth. The first semester covers units on motion, forces, sound, and plate tectonics. The second semester includes units in astronomy, physics, weather and climate. This course prepares students for the future science class work and daily life providing experiences in problem solving, use of science equipment, safety, and measuring skills.
Skills Needed to be Successful in the Class
The students must be able to work independently, complete work on time, and cooperate with other students in lab groups. They should have good oral and written communication skills.
Learning Goals: The student will be able to:
1. Manipulate science equipment to develop measuring skills.
2. Interpret and apply concepts within earth science.
3. Utilize knowledge and skills from prior middle school Science classes.
4. Apply problem-solving skills to life experiences.
5. Select and utilize appropriate sources to collect information about the natural world.
Careers Related to Content
Geology, astronomy, meteorology, oceanography, chemistry, soil sciences, aerospace, physical sciences, environmental sciences, lab technology, and engineering.

Biology
Code: 6521-6522 (RAI Approved)
Credit: 1 credit
Elective/Required: Required 10
Prerequisite: None. Students who have successfully passed Advanced Biology are not eligible for this course.
Course Description
Biology is the study of living organisms. Area of study includes lab skills, life processes, structure and function of cells, cell reproduction and genetics, and ecological relationships.
Skills Needed to be Successful in the Class
The student needs to be able to follow verbal and written instructions, read, take notes, express opinions and knowledge orally and in writing, and work in groups as well as independently.
Learning Goals: The student will be able to:
1. Properly use a microscope and other lab equipment and techniques.
2. Recognize the characteristics of living things and understand the functions, growth, and reproduction of cells.
3. Explain how traits are passed on from generation to generation.
4. Understand the components of a food chain and food web, and the roles organisms play in nature.
Careers Related to Content
Life sciences, conservation, health occupations, agriculture, clinical lab services, landscaping, and garden/yard maintenance.

Advanced Biology
Code: 6513-6514 (RAI Approved)
Credit: 1 credit
Elective/Required: Required 10
Prerequisite: Successful completion of Physical Science or having scored in the Advanced Proficient level on the Iowa Assessments. May not take if credit for Biology has already been received.
Course Description
Biology provides the study of life and the components which make it up, and control its functions. Major areas of study will include: life characteristics, cells, DNA, genetics, photosynthesis, and ecology. Students will have the opportunity to participate in many lab activities. They will develop skills in listening, note taking, and organization of materials.
Skills Needed to be Successful in the Class
Students should be able to read, listen, write, take notes, follow verbal and written instructions, work in groups as well as independently.
Learning Goals: The student will be able to:
1. Properly use lab equipment.
2. Know the parts of a cell and their function.

3. Explain how traits are passed from parents to offspring and how diversity of organisms is important.

4. Understand ecological relationships.

5. Identify major characteristics of living things (animal, plants, fungi, protists, bacterial).

Careers Related to Content

Education, agriculture, lawn and garden service, health services/occupations, medical and clinical laboratory services, homemaker. Required by most colleges and universities.

Applied Bio-Chemistry

Code: *6560-6561*

Credit: *1 credit*

Elective/Required: *Elective 11-12 (Satisfies 3rd year science graduation requirement)*

Prerequisite: *None*

Course Description

This one-year introductory course is designed to give a general overview of the study of molecules and their interactions. Introduction to Chemistry is an inquiry- based course that examines matter and the changes it undergoes. Topics covered will give students a firm foundation for classes you may take later and for the chemistry you experience in everyday life. The course will attempt to give a deeper understanding of the scientific processes that go on around you and the interconnections among the sciences, technology, society, and the environment. This class will also aim to give reading and studying strategies to help students become a more effective reader, learner and thinker.

Skills Needed to be Successful in the Class

Students should be prepared to participate in small groups, read chemistry text, work problems involving calculations, use safe laboratory techniques, express ideas in writing, and work effectively with a partner.

Learning Goals: *The student will be able to:*

1. Understand the basic concepts of chemistry such as atoms, molecules, conservation, moles, and periodicity.

2. Understand the community and global nature of resources.

3. Use scientific knowledge and decision-making skills to discuss solutions to community and world resource problems.

4. Apply math skills and metric systems to solving of chemical, social, and environmental problems.

5. Develop responsibility, skill, and respect for the safe handling of chemicals.

6. Develop skills for collecting, analyzing, organizing, and interpreting information.

Careers Related to Content

Any vocation, education, para-medical, nursing, clinical and lab tech, environmental science.

High School Chemistry

Code: *6529-6530 (RAI Approved)*

Credit: *1 credit*

Elective/Required: *Elective 11-12 (Satisfies 3rd year science graduation requirement)*

Prerequisite: *Successful completion of Geometry, Earth Science and Biology.*

Course Description

High School Chemistry is an introductory course designed to explain the make-up of the world. This course uses a blend of words with pictures to teach concepts. The text is interesting and readable with many applications of chemistry to daily lives. Students are asked to think about what they are learning and take responsibility for their learning. Topics covered could include: Matter and Energy, Structure of the Atom, Elements, Bonding, Chemical Equations, Gases, Solutions, the Mole, and Molarity. NOTE: High School Science is designed to be a basic course and is adequate preparation for a general college chemistry class, but not strong college prep compared to General Chemistry I. Students may enroll in General Chemistry I upon successful completion of this course. State approved goggles are required.

Course level changes will require the student receiving a D grade or lower in the semester prior AND a parent, teacher, student, counselor conference AND approval from science instructor

Skills Needed to be Successful in the Class

Students should be able to read and understand text, solve problems in math terms, do safe laboratory work, work effectively with a partner or team, and use higher level thinking skills.

Learning Goals: The student should be able to:

1. Understand the basic principles of chemistry.
2. Develop skill, responsibility, and respect for safe handling of chemicals.
3. Apply math skills and metric system to chemical problems.
4. Develop scientific and chemical literacy.
5. Develop skills for collecting, analyzing, organizing and interpreting information.

Careers Related to Content

Medical, engineering, nursing, clinical and lab tech, education, law, science.

Pre-General Chemistry I

Code: 6533 (RAI Approved)

Credit: ½ credit

Elective/Required: Elective 11-12 (Satisfies 3rd year science graduation requirement)

Prerequisite: Successful completion of Algebra, Earth Science, and Biology.

Course Description

General Chemistry I is an introductory course designed to explain the make-up of the world and applications of chemistry to daily lives. Students are asked to think about what they are learning and take responsibility for their learning. Topics covered could include: Matter and Energy, Structure of the Atom, Elements, Bonding, Chemical Equations, Mass Relationships, Causes of Change, Gases, and Solutions. NOTE: General Chemistry I is designed to be a strong college class requiring high cognitive thought processes in abstract concepts. State approved goggles are required. Course level changes will require the student receiving a D grade or lower in the semester prior AND a parent, teacher, student, counselor conference AND approval from science instructor

Skills Needed to be Successful in the Class

Students should be able to read and understand text, solve problems in math terms, do safe laboratory work, and use higher level thinking skills.

Learning Goals: The student will be able to:

1. Understand the basic principles of chemistry.
2. Understand that theories are always changing.

3. Use correct word definitions, spelling, written expression, and mathematics.
4. Recognize the role of science and technology in the possible solution and creation of societal problems.
5. Participate in classroom activities which challenge the imagination.
6. Develop skills for collecting, analyzing, organizing, and interpreting data.

Careers Related to Content

Medical, engineering, nursing, clinical and lab tech, education, law, science (any field which is highly competitive).

General Chemistry I (Concurrent Course)

Code: 6534 (RAI Approved)

Credit: ½ credit MHS

Elective/Required: Elective 11-12 (Satisfies 3rd year science graduation requirement)

Prerequisite: Proficiency in Iowa Assessments; Successful completion of Algebra, Earth Science, Biology, and Pre General Chemistry

Course Description

General Chemistry I is an introductory course designed to explain the make-up of the world and applications of chemistry to daily lives. Students are asked to think about what they are learning and take responsibility for their learning. Topics covered could include: Matter and Energy, Structure of the Atom, Elements, Bonding, Chemical Equations, Mass Relationships, Causes of Change, Gases, and Solutions. NOTE: General Chemistry I is designed to be a strong college class requiring high cognitive thought processes in abstract concepts. State approved goggles are required. Course level changes will require the student receiving a D grade or lower in the semester prior AND a parent, teacher, student, counselor conference AND approval from science instructor

Skills Needed to be Successful in the Class

Students should be able to read and understand text, solve problems in math terms, do safe laboratory work, and use higher level thinking skills.

Learning Goals: The student will be able to:

1. Understand the basic principles of chemistry.
2. Understand that theories are always changing.

3. Use correct word definitions, spelling, written expression, and mathematics.

4. Recognize the role of science and technology in the possible solution and creation of societal problems.

5. Participate in classroom activities which challenge the imagination.

6. Develop skills for collecting, analyzing, organizing, and interpreting data.

Careers Related to Content

Medical, engineering, nursing, clinical and lab tech, education, law, science (any field which is highly competitive).

Astronomy

Code: *6570*

Credit: *1/2 credit*

Elective/Required: *Elective 10-12 (This course DOES NOT satisfy 3rd year science graduation requirement)*

Prerequisite: *completion of Physical Science and Algebra IA*

Course Description

This class is designed to provide a non-technical overview of basic astronomy topics. The emphasis is on exploration and creativity. The topics addressed are: the size and scale of our solar system, galaxy, and universe; our Sun and our Moon; the constellations in our sky; both ancient and modern astronomers; how stars burn fuel; the methods scientists use to study distant stars; the birth, life, and death of stars; the planets within our own solar system; space exploration missions and the search for extraterrestrial life.

Skills Needed to be Successful in the Class

Students are expected to express ideas in written, visual and oral form, to have appropriate skills for group interaction and good listening skills. The math used is on a level with Algebra I.

Learning Goals: *The student will be able to:*

1) *Learn the history of astronomy and impact on our measure of time.*
2) *Examine the solar system and objects in the Milky Way Galaxy*
3) *Explore stellar life cycles*

Careers Related to Content

aerospace engineer, analyst, astronomer, astrophysicist, climatologist, chemical engineer, computer systems analyst, data analyst, design engineer, educator outside the classroom (such as museum education)

Unified Science-Forensic Science (Crime Scene Investigations)

Code: *6553-6554*

Credit: *1 credit*

Elective/Required: *Elective 11-12 (This course DOES NOT satisfy 3rd year science graduation requirement)*

Prerequisite: *Any MHS Chemistry course*

Course Description

A course designed to allow students to explore the basic concepts of physical science through the exploration of Forensic Science (Crime Scene Investigation). Students will be introduced to the history and nature of science. The course includes an introduction to the fundamental concepts of physics, chemistry, and earth science. Students will be encouraged to explore the relationship between science and problem solving by applying the forensic science.

Skills Needed to be Successful in the Class

The student needs to be able to follow verbal and written instructions, read, take notes, and work in groups as well as independently.

Learning Goals: The student will be able to:

1. Understand some basic concepts of chemistry.

2. Understand some basic concepts of physics.

3. Apply some concepts of earth science to solve problems from activities.

4. Apply math skills and metric system to problem solving.

5. Collect, evaluate, apply and communicate information from activities.

Careers Related to Content

Many careers in science, medical, chemistry, clinical and lab technician, and criminal justice.

General Chemistry II (Concurrent Course)

Code: *6549 (RAI Approved)*

Credit: *½ credit*

Elective/Required: *Elective 12 (Satisfies 3rd year science graduation requirement)*

Prerequisite: *Proficiency in Iowa Assessments; Successful completion of General Chemistry I*

Course Description

General Chemistry II provides in-depth mathematical treatment of some of the concepts from their introductory chemistry course such as acid-base, physical chemistry, oxidation-reduction, nuclear, analytical, quantitative, and descriptive chemistry. Students who expect to take engineering-type chemistry courses or major in chemistry in their post secondary work should consider electing General Chemistry II. A student completing General Chemistry II is awarded 4 college credits. General Chemistry II is offered first semester only. State approved goggles are required. Course level changes will require the student receiving a D grade or lower in the semester prior AND a parent, teacher, student, counselor conference AND approval from science instructor

Skills Needed to be Successful in the Class
Students should confer with teacher of his/her General Chemistry I class. Students should be able to handle complex math **calculations and detailed and accurate lab work.**
Learning Goals: The student will be able to:
1. Reinforce basic concepts from the introductory chemistry course.
2. Develop superior lab technique with both accuracy and precision.
3. Apply advanced math principles and skills to the solution of chemical problems.
4. Develop confidence in future study of any complex professional field.
5. Appreciate the application of chemistry to environmental problems.
Careers Related to Content
Chemistry, engineering, medicine, research, professional careers that are highly competitive, science.

Geology
Code: 6574
Credit: 1/2 credit
Elective/Required: Elective 10-12 (This course DOES NOT satisfy 3rd year science graduation requirement)
Prerequisite: completion of Physical Science
Course Description
Students will use their prior knowledge of plate tectonics to examine some of North America's geological features and places. Topics to be included are the Rocky Mountains, North America's volcanoes, the Mississippi river, Glacier National Park, Appalachian Mountains, the Great Lakes. There will also be a unit devoted to Iowa's geological past. Students will be able to explain, how plate tectonics has played a role in the development and the shaping of these places in North America.
Skills Needed to be Successful in the Class
Code: 7509-7510
Learning Goals: The student will be able to:
1. use students prior knowledge of the rock cycle as evidence of the geologic past of North America
2. expose students to real practices and studies in geology.
3. create an interest Earth's (North America specifically) geologic past.
4. build interest in these natural places in North America so that students can make informed decisions about their value in our society.
Careers Related to Content
Engineering geologist, Geochemist, Geophysicist, Geoscientist, Hydrogeologist, Mudlogger, Wellsite geologist

Organic Chemistry
Code: 6550 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective 12
Prerequisite: Successful completion of General Chemistry II
Course Description
Organic chemistry is a study of the structure of matter which is usually found in living things. The course work will be mostly traditional including test, labs with write-up, and class lecture-discussion including current topics. Goggles are mandatory.
Skills Needed to be Successful in the Class
Students should be able to read and understand reaction mechanisms, imagine three dimensional molecules on a singular plane and during a reaction, use safe laboratory practices, and use safe laboratory practices, and use higher level thinking skills. Course level changes will require the student receiving a D grade or lower in the semester prior AND a

parent, teacher, student, counselor conference AND approval from science instructor

Learning Goals: The student will be able to:

1. Identify by name, structure, and characteristic the different families of organic compounds and organic functional groups.

2. Recognize general trends in organic chemistry.

3. Acquire a general understanding of such concepts as stereo-chemistry, Lewis acids and bases, rate and equilibrium, reaction mechanism, etc.

4. Experience the synthesis of several organic compounds, recognize possibilities of side reactions, and the processes of purification of the desired product.

5. Develop a healthy respect for and need of laboratory safety.

Careers Related to Content

Human medicine, veterinary medicine, pharmacy, life sciences, dentistry, nursing, agriculture, home economics.

Physics

Code: 6545-6546 (RAI Approved)

Credit: 1 credit

Elective/Required: Elective 12

Prerequisite: Successful completion of Earth Science, Biology, and 3rd year science course. Successful completion of Algebra II

Course Description

As a year long course, Physics is for the individual who is interested in advanced problem solving in the areas of mechanics, optics, relativity, electricity, light, sound, astronomy, quantum mechanics, and aeronautics. Engineering projects related to life skills are spread throughout the year.

Skills Needed to be Successful in the Class

Students must have a strong science and math background and be able to apply this to challenging problem solving. Students should be able to communicate and work effectively with others. Advance interpretation and higher thinking skills will also help ensure success in Physics.

Learning Goals: The student will be able to:

1. Describe motion and apply the laws which explain and govern it.

2. Graphically analyze motion including the use of vectors.

3. Describe the relationships between matter and energy and their conservation.

4. Solve advanced problems in electricity, light, sound, optics, quantum mechanics, relativity, astronomy, and aeronautics.

5. Collect, evaluate, apply, and effectively communicate information from experiments and activities.

Careers Related to Content

Computer related fields, engineers of all types, medical, telecommunications, musicians, air traffic controllers, radar and aviation, surveyors and any career which requires problem solving.

Advanced Placement (AP) Physics

Code: 6547-6548 (RAI Approved)

Credit: 1 credit

Elective/Required: Elective 12 (Satisfies 3rd year science graduation requirement)

Prerequisite: Successful completion of Pre-calculus, Calculus, Earth Science, Biology, and co-enrolled or completed 3rd year science course.

Course Description

Advanced Placement Physics is an online course designed to prepare students to take the AP Physics Exam. Students are asked to think about what they are learning and take responsibility for their learning and develop an appreciation of the physics world and the discipline of physics through curiosity, creativity, and reasoned skepticism. The course promotes a broad physics knowledge base, problem solving, and making connections of physics to other disciplines and societal issues.

Skills Needed to be Successful in the Class

Students should be able to read and understand text, solve problems in math terms, do safe laboratory work, use higher level thinking skills, exhibit good time management skills, and work independently in an on-line environment.

Learning Goals: The student will be able to:

1. Read, understand, and interpret physical information – verbal, mathematical, and graphical.

2. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem.

3. Use basic mathematical reasoning – arithmetic, algebraic, geometric, trigonometric where appropriate in a physical situation or problem.

4. Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

Careers Related to Content

Medical, engineering, clinical and lab tech, education, law, science (any field which is highly competitive).

Pre-college Physics

Code: 6564

Credit: 1/2 credit

Elective/Required: Elective 11/12

Prerequisite: successful completion of Physics and Calculus or instructor approval

Course Description:

Pre-college physics is a preparation course for College Physics.

Skills Needed to be Successful in the Class

Students should be able to read and understand text, solve problems in math terms, do safe laboratory work, use higher level thinking skills, exhibit good time management skills, and work independently in an on-line environment.

Learning Goals: The student will be able to:

1. Read, understand, and interpret physical information – verbal, mathematical, and graphical.

2. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem.

3. Use basic mathematical reasoning – arithmetic, algebraic, geometric, trigonometric where appropriate in a physical situation or problem.

College Physics (concurrent course)

Code: 6565

Credit: 1/2 credit

Elective/Required: Elective 11/12

Prerequisite: successful completion of Pre-College Physics

Course Description:

This course is for students planning to major in science. A background in Calculus (or concurrent enrollment in Calculus) is required for

these studies in Newtonian mechanics, properties of matter, and waves.

Skills Needed to be Successful in the Class

Students should be able to read and understand text, solve problems in math terms, do safe laboratory work, use higher level thinking skills, exhibit good time management skills, and work independently in an on-line environment.

Learning Goals: The student will be able to:

1. Read, understand, and interpret physical information – verbal, mathematical, and graphical.

2. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem.

3. Use basic mathematical reasoning – arithmetic, algebraic, geometric, trigonometric where appropriate in a physical situation or problem.

4. Perform experiments and interpret the results of observations, including **making an assessment of experimental uncertainties.**

Anatomy (Human)

Code: 6517 (RAI Approved)

Credit: ½ credit

Elective/Required: Elective 11-12

Prerequisite: Successful completion of Biology or instructor's approval

Course Description

Anatomy is a course for the individual interested in learning the anatomy and physiology of the human.

Skills Needed to be Successful in the Class

The student should be able to read, take notes, express opinions and knowledge in writing and orally, work in small and large groups as well as independently.

Learning Goals: The student will be able to:

1. Describe the structure and function of the major systems of the body.

2. Understand how to maintain a healthy body.

Careers Related to Content

Life sciences, medicine, clinical laboratory services, and health occupation services.

Social Studies Department

AP Human Geography
Code: 7105
Credit: 1/2 credit
Elective/Required: Required-replacement for World History
Prerequisite: None.
Course Description:
The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Skills Needed to be Successful in the Class
The students are expected to express ideas in written, visual and oral form, to have appropriate skills for group interaction and good listening skills.

Learning Goals: The student will be able to:
1.   Interpret maps and analyze geospatial data.
2.   Understand and explain the implications of associations and networks among phenomena in places.
3.   Recognize and interpret the relationships among patterns and processes at different scales of analysis.
4.   Define regions and evaluate the regionalization process.
5.   Characterize and analyze changing interconnections among places

Careers Related to Content
cartographer, commercial/residential surveyor, environmental consultant, geographical information systems officer, planning and development surveyor, secondary school teacher, town planner.

Ia Financial Literacy
Code: 7039
Credit: 1/2 credit
Elective/Required: Required Grade 9

Prerequisite: None.
Course Description
This course will address the following economic concepts: scarcity, incentives, cost-benefit analyses, competition, labor, trade, technology, and globalization. The Financial Literacy components of the course will address financial goal-setting, career choices, taxation, record-keeping, debt and lending, insurance, and fraud.

Skills Needed to be Successful in the Class
The students are expected to express ideas in written, visual and oral form, to have appropriate skills for group interaction and good listening skills. Students must also possess basic math skills.

Learning Goals: The student will be able to:
1. Demonstrate an understanding of how markets and economies operate
2. Utilize mathematical and statistical skills to analyze and evaluate economic issues
3. Analyze the impact of various economic policies and propose policy to address economic problems
4. Explain the components of a financial plan
5. Analyze the influence of limited financial resources on choices and behavior
6. Examine and evaluate various types of debt
7. Create a personal budget
8. Explain the factors influencing personal credit rating and its impact on lending.
9. Demonstrate an understanding of future financial planning (savings, retirement, insurance, investing)

Careers Related to Content
market research analyst, economic consultant, compensation and benefits manager, actuary, credit analyst, financial analyst, policy analyst, lawyer, market research analyst, economic consultant, compensation and benefits manager, actuary, credit analyst, financial analyst, policy analyst, lawyer.

World History
Code: 7101 (RAI Approved)
Credit: 1/2 credit
Elective/Required: Required Grade 9 (Class of 2022 and beyond)
Prerequisite: None.

Course Description

This course teaches the history of the major political, social, economic and artistic changes which occurred in world culture. Students will learn and practice geography skills, including interpreting maps and geographic data. Students will analyze and evaluate concepts surrounding trade, globalization, human movement, economic dynamics, as well as land use and environmental characteristics and issues. Students will also examine and evaluate the impact of culture and international relations on societies.

Skills Needed to be Successful in the Class

The students are expected to express ideas in written, visual and oral form, to have appropriate skills for group interaction and good listening skills.

Learning Goals: The student will be able to:

1. Recognize the interrelationships and interdependence of economic, political, social, and artistic changes.

2. Examine the impact of places, people, movements, institutions, and ideas significant on the historical and artistic development of a variety of regions.

3. Evaluate the methods of power and authority.

4. Evaluate primary and secondary sources of information regarding world history.

5. Examine the impact of labor systems, trade, industrialization belief systems, and social status.

Careers Related to Content

Education, lawyer, historian, museum curator, military service, travel consultant, linguistics, engineer, architect, public and international relations, commercial artist.

American History II: 1900 to the Present
Code: 7017-7018 (RAI Approved)
Credit: 1 credit
Elective/Required: Required 10
Prerequisite: None
Course Description

American History is the study of our nation's past and its role in the community of nations during the 20th and 21st centuries. Broad themes include social, political, religious, industrial, technological, and economic events

domestically and worldwide. Specific events will include the study of economic development, political leadership, military actions, and social and cultural growth.

Skills Needed to be Successful in the Class

Students must be able to read and write at the level appropriate to their grade level. They must also be able to interpret maps, charts, graphs, and tables.

Learning Goals: The student will be able to:

1. Clearly state facts, ideas, opinions and interpretations.

2. Understand the impact of their nation on other nations.

3. Realize the impact of other nations upon their own country.

4. Appreciate ethnic diversity that has contributed to our cultural richness.

5. Understand the impact of major historical events on the attitudes and thinking of subsequent generations.

Careers Related to Content

Education, law, government service, journalism, politics, economics.

US History (concurrent)
Code: 7073-7074
Credit: 1 credit
Elective/Required: replaces required 10th grade course: American History II
Prerequisite: Successful completion of American History I, American History II or instructor approval; proficiency on Iowa Assessments
Course Description:

This course is designed to provide a college-level experience. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the C old War, the post-cold War era, and the United States at the

*beginning of the twenty-first century. This course will **fulfill** the United States History graduation requirement.*

Skills needed to be Successful in the Class
This course is accelerated and requires above average reading skills. Research writing and problem solving are also necessary .

Learning Goals: *The student will be able to:*
1. Clearly state facts, ideas, opinions and interpretations.
2. Understand the impact of their nation on other nations.
3. Realize the impact of other nations upon their own country.
4. Appreciate ethnic diversity that have contributed to our cultural richness.
5. Understand the impact of major historical events of the attitudes and thinking of subsequent generations.

Careers Related to Content
Education, law, government services, journalism, politics, economics

Government
Code: *7057 (RAI Approved)*
Credit: *½ credit*
Elective/Required: *Required 12*
Prerequisite: *None*
Course Description
Government is a course designed to introduce all students to our form of government. It covers the historical foundation of American government, the rights and responsibilities of citizenship, the importance of participating in our government, the three branches of our national government, and the role of local and state governments, basic economic concepts, the financing of our government, and comparative economic systems.

Skills Needed to be Successful in the Class
Students must be able to read, write, and express their opinions clearly and respect the opinions of others.

Learning Goals: *The student will be able to:*
1. Interpret political cartoons, graphs, charts, tables, and maps.
2. Understand the role of local, state, and national governments.

3. Appreciate the role that the average citizen can play in government by participating in the election process, working in a political campaign, writing a letter to the editor, or by contacting a politician or government employee with a problem or concern of local, state or national impact.
4. Understand the role of our government in world affairs and the enormous effect it has had in the past during wars or in peacetime.
5. State the variety of services our local, state, and national governments provide for us and how these services are financed and paid for.
6. Compare and contrast the various political and economic systems across the globe.

Careers Related to Content
Education, political science, economics, law, government service.

AP Government
Code: *7059 (RAI Approved)*
Credit: *1/2 credit*
Elective/Required: *elective-fulfills Government requirement*
Prerequisite: *Successful completion of American History I, American History II, third social studies course or instructor approval*
Course Description
United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

Skills Needed to be Successful in the Class
This course is accelerated and requires above average reading skills. Research writing and problem solving are also necessary.

Learning Goals: *The student will be able to:*
1. Know important facts, concepts, and theories pertaining to U.S. government and politics.
2. Understand typical patterns of political processes and behavior and their consequences

(including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).

3. Be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).

4. Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

Careers Related to Content

Education, politics, law, government service.

American National Government (Concurrent)

Code: 7106

Credit: 1/2 credit

Elective/Required: elective-fulfills Government requirement

Prerequisite: Successful completion of American History I, American History II, third social studies course or instructor approval and proficiency on Iowa Assessments

Course Description

American National Government is a semester-long political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system. By the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives. This course contains five project based units that are organized around compelling questions. Each project involves political simulations through which students take on roles that help contextualize the content.

Skills Needed to be Successful in the Class

This course is accelerated and requires above average reading skills. Research writing and problem solving are also necessary.

Learning Goals: The student will be able to:

- Develop an argument in essay format.
- Read, analyze, and interpret foundational documents and other text-based and visual sources.

- Apply political concepts and processes to scenarios in context.
- Describe and explain constitutional and political institutions, principles, processes, models, and beliefs.

Careers Related to Content

Education, politics, law, government service.

General Psychology

Code: 7045 (RAI Approved)

Credit: ½ credit

Elective/Required: Elective 10-12

Prerequisite: None

Course Description

General Psychology is a course designed to help understand ourselves and others. While taking General Psychology a student will learn about the nature of psychology, infant development, adolescent behavior, personality theory, development, breakdown, and therapy, nature of learning, body sensation and perception, stress and conflict, altered states of consciousness and psychological testing.

Skills Needed to be Successful in the Class

Students must be able to participate in experiments, organize time, develop vocabulary, state positions both verbally and written, and read for content and personal gain.

Learning Goals: The student will be able to:

1. Understand the different theories that account for memory and forgetting, plus the different types of memory systems.

2. Become familiar with various functions and parts of the nervous system.

3. Discuss the significance of sensory adaptation, perceptual judgment and extra sensory perception.

4. Understand the functions of motivation, emotion and theories of needs.

5. Compare and contrast the advantages and disadvantages of selected altered states of consciousness.

6. Trace the stages of infant and adolescent development through puberty.

7. Through research and experimentation, understand the various theories of personality development, breakdown, and therapy.

8. Become familiar with various activities and theories which relate to stress and conflict management.

Careers Related to Content
Clinical and research psychology, law, business, sociology, communication, journalism, guidance & counseling, education, human services, personnel administration, most medical fields.

Introduction to Psychology (Concurrent)
Code: 7022
Credit: 1/2 credit
Elective/Required: Elective 11-12
Prerequisite: grade 11 or 12
Course Description
Introduction to Psychology is designed to challenge the motivated learner by reviewing the following areas: methods, biological bases of behavior, historical approaches to psychology, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development of the person, personality, testing, abnormal psychology, psychological disorders, therapy, and social psychology.
Skills Needed to be Successful in the Class
This course is accelerated and requires above average reading skills. Research writing and problem solving are also necessary .
Learning Goals: The student will be able to:
1. Understand the role of psychology in personal relationships, the home and place of work.
2. Demonstrate the capacity to use a working psychology vocabulary.
3. Evaluate the positive and negative aspects of psychological theories.
4. Analyze the positive and negative aspects associated with personality
5. Review current research and assess its importance in the realm of psychology.
Careers Related to Content
Psychology, sociology, medicine, advertising, marketing, management, education, industry, law, political science.

Sociology
Code: 7025 (RAI Approved)
Credit: ½ credit
Elective/Required: Elective 10-12

Prerequisite: None
Course Description
Sociology is a course designed to give the student a basic understanding of human group behavior and social problems. Areas covered include: basic sociological concepts, culture, group behavior, socialization, family and marriage, social stratification and poverty, ethnic groups and racism, social behavior, and social change.
Skills Needed to be Successful in the Class
Students must be willing to read, write, and express opinions and ideas in those two ways. A desire for learning about the human condition will be helpful.
Learning Goals: The student will be able to:
1. Clearly state and write opinions and ideas.
2. Apply learned material to real life situations.
4. Develop a tolerant attitude toward differences in people and in life.
5. **Gain an** understanding of the interaction between individuals and institutions.
6. Analyze critically and constructively themselves and society with a constant desire to improve both.
Careers Related to Content
Education, human relations, medicine, advertising, business, communications, political science, writing, journalism, therapy.

Contemporary U.S. Issues
Code: 7006 (RAI Approved)
Credit: ½ credit
Elective: Elective 10-12
Prerequisite: None
Course Description:
In this collaborative, project-based civics course, students will learn about democracy by actively working through the political process to address issues in their own community. Students will examine their communities, identify issues of importance to them, conduct intensive primary research about these issues, analyze power, develop strategies, and take action to impact policy. By the end of the course, students will develop the skills to participate meaningfully in their community. In the process, they will also.understand the general structure and functions of the American systems of government, the roles and responsibilities of citizens to participate in the political process,

and the relationship of the individual to the law and legal system.

Skills Needed to be Successful in the Class:
Students need to be willing to improve their public speaking skills. There will be frequent opportunities for this. Students also must be able to read, write, and express their opinions clearly and have respect for the opinions of others. Students need a desire to participate in their community as active citizens.

Learning Goals- The student will be able to:
1. Develop the skills to participate meaningfully as citizens in their community
2. Understand the structure and functions of the American system of government
3. Conduct research about important social issues

Careers Related to Content:
Education, political science, economics, government service

AP European History
Code: 7033-7034 (RAI Approved)
Credit: 1 Credit
Elective/Required: Elective 11-12
Prerequisite: Successful completion of American History I, American History II or instructor approval
Course Description
This course is designed to analyze European history from 1250 to present. The course will start with a review just before the Renaissance and end with the present state of Europe. The course will focus on studying 7 recurring items through each era to help students understand how Europe developed. They are social structure, body politic, technology, evolution of family and changing gender roles, war, religion, and cultural expression. Each will help to understand the growth of Western Society.
Skills Needed to be Successful in the Class
This course is accelerated and requires above average reading skills. Research writing and problem solving are also necessary to successfully pass the College Board test to earn 3 hours of credit which will transfer to nearly 3000 colleges and universities.
Learning Goals: The student will be able to:
1. Clearly state facts, ideas, opinions and interpretations.

2. Understand the impact of the development of Europe and the impact on the world.
3. Understand the impact on nations that were influenced by Europe.
4. Understand the impact of major historical events on the attitudes and thinking of subsequent generations.
Careers Related to Content
Teacher, professor, museum curator and art critic.

Western Civilization I (concurrent)
Code: 7107
Credit: 1/2 credit (concurrent)
Elective/Required: elective 11-12
Prerequisite: Successful completion of American History I, American History II, third social studies course or instructor approval and proficiency on Iowa Assessments
Course Description
This course surveys Western civilizations from Ancient Egyptian times to the 1500s. It reviews the basic chronology of Western civilizations while focusing on the major events and problems of Western history including political, social, cultural, and economic developments. The course also emphasizes geography as it relates to Western history and some interpretive issues regarding major events and problems in Western civilizations.
Skills Needed to be Successful in the Class
This course is accelerated and requires above average reading skills. Research writing and problem solving are also necessary.
Learning Goals: The student will be able to:
- compose an effective narrative that analyzes the history of Early Western Civilization in response to an analytical question.
- evaluate conflicting historical interpretations within the context of Early Western Civilization.
- analyze global paradigms relevant to the traditional narrative of Early Western Civilization.
- Analyze various types of historical sources appropriate to the study of Early Western Civilization.
Careers Related to Content

politics, law, government service, teacher/professor, governmental analyst

Western Civilization II (concurrent)
Code: *7108*
Credit: *1/2 credit (concurrent)*
Elective/Required: *elective 11-12*
Prerequisite: *Successful completion of American History I, American History II, third social studies course or instructor approval and proficiency on Iowa Assessments*
Course Description
Western Civilization II is a survey of social, political, intellectual, and cultural development of Western peoples from 1300s to the present.
Skills Needed to be Successful in the Class
This course is accelerated and requires above average reading skills. Research writing and problem solving are also necessary.
Learning Goals: *The student will be able to:*
- *compose an effective narrative that analyzes the history of the history of the Western world since the Renaissance.*
- *evaluate how economic, social, and political developments interacted to create or discourage change.*
- *explain why Western civilization developed as it did prior to 1500, focusing on how economic, social, and political developments interacted to create or discourage change.*
- *identify significant features on appropriate maps and to comprehend the importance of chronology.*

Careers Related to Content
Education, politics, law, government service.

Specialized Courses

Career Development I
Code: 7513; **Code:** 7509-7510
Vocational Skills Work
Credit: ½ credit; up to 2 credits of work
Elective/Required: Elective 9-12
Prerequisite: None
Course Description
Career Development is a class that is designed to help you discover the possibilities after high school. Students will be exploring the options of employment full-time, attending community colleges and entering military. Students will look at specific career clusters using the I Have a Plan Iowa (IHAPI) information. Students will learn professionalism, employer expectations and practice customer service in the world of work.
Skills Needed to be Successful in the Class
A sincere interest in establishing a connection between education and employment. The ability and willingness to read, write, listen, speak and acquire appropriate information.
Learning Goals: The student will be able to:
1. Describe advantages and disadvantages of working for yourself.
2. Explore occupations in each of the 16 career clusters.
3. Connect options of postsecondary education to full-time employment.
4. Participate in two job shadow experiences.
Careers Related to Content
All Occupations

Career and Technical Practicum Capstone
Code: 7530
Credit: 1 credit
Elective/Required: Elective 12
Prerequisite: Completion of 2 CTE courses with C– or better; own transportation
Course Description
Continued career exploration through the CTE courses taught at MHS. Guest speakers, career research, resume writing, professionalism, and career internships are offered to students that have demonstrated workplace readiness. Students will spend the first 4 weeks of the course preparing and selecting their community work-based placements and following the last 12

weeks will participate in job shadow/internship exploration. The final 2 weeks of the course will be evaluation and final portfolio completion.
Skills Needed to be Successful in the Class
A sincere interest in establishing a connection between education and employment. The ability and willingness to read, write, listen, speak and acquire appropriate information.
Learning Goals: The students will be able to:
1. Identify daily operational procedures within the local businesses.
2. Demonstrate workplace readiness skills and behaviors essential for workplace success
3. Exemplify networking and communication skills appropriate for employment.

Let's Make Money!
Code: 2498
Credit: 1/2 credit
Elective/Required: Elective
Prerequisite: Junior or Senior status
Course Description
Students will participate in work based learning experiences. Work-based learning experiences, may include:
- Job Shadowing.
- Career Mentorship.
- Career Related Competitions.
- Informational Interviews.
- Paid Internships.
- Non-paid Internships.
- Practicum.
- Service Learning.

Guest speakers, career research, resume writing, professionalism, and career internships are offered to students that have demonstrated workplace readiness. Students will spend the first 3 weeks of the course preparing and selecting their placements and following the last 12 weeks with job shadowing/ internship exploration. The final 3 weeks of the course will be evaluation and final portfolio completion.
Skills Needed to be Successful in the Class
A sincere interest in establishing a connection between education and employment. The ability and willingness to read, write, listen, speak and acquire appropriate information.
Learning Goals: The students will be able to:
1. Identify daily operational procedures within the local businesses

Extended Learning Program (XLP) 9th Grade Seminar
Code: 7556
Credit: ½ credit
Elective: 9th grade
Prerequisite: Instructor Approval
Course Description
In this one-semester highly interactive class, students will learn about themselves as gifted learners and how this impacts their educational experience. Students will be stretched to develop their problem solving, communication, and creative thinking skills as they pursue independent studies and participate in group discussions and challenges. The self-understanding that students gain will ultimately be used to counsel students for future educational and career opportunities.
Skills Needed to be Successful in the Class
Students should have a high degree of intellectual curiosity and self-motivation.
Learning Goals: The student will be able to:
1. Demonstrate the personal organization necessary to reach a goal.
2. Practice a variety of thinking and problem solving strategies.
3. Acquire skills to follow multifaceted interests.
4. Develop strategies for critical thinking.
Careers Related to Content:
Careers in all areas are available for exploration through the program.

Extended Learning Program
Code: 7507-7508
Credit: Arranged
Elective/ Required: Elective 9-12
Prerequisite: Instructor Approval
Course Description
The Extended Learning Program (XLP) "serves students who require instruction and educational services commensurate with their ability and beyond those provided by the regular school program "(Iowa code 257.44). Students enrolled in XLP have two choices. Those who enroll in XLP on a pass/fail no credit basis take part in group and independent activities designed to develop various skills such as advanced problem-solving, decision making, research, technology, leadership, and career and college exploration. Those who enroll in the Independent Study option of XLP receive a letter grade and credit. Options for independent study include "Advanced Math Problem Solving", "Independent Research in History", "Independent Research in Science", and various online Advanced Placement courses.
Skills Needed to be Successful in the Class
Students should have a high degree of intellectual curiosity and self-motivation.
Learning Goals: The student will be able to:
1. Demonstrate the personal organization necessary to reach a goal.
2. Practice a variety of thinking and problem solving strategies.
3. Acquire skills to follow multifaceted interests.
4. Develop strategies for critical thinking.
Careers Related to Content
Careers in all areas are available for exploration through the program.

School to Work
Code: 7511
Credit: ½ credit
Elective/Required: Elective 9-12 (May take multiple semester for up to 4 credits or more with administrator approval
Prerequisite: none
Course Description
School to work credit is granted to students who are working on a regular basis. Learning employability skills in the work place is valuable as students develop college and career readiness skills. Credit is granted at the completion of 270 hours and submission of employer evaluation.
Skills Needed to be Successful in the Class
Students must comply with employer guidelines and workplace regulations.
Learning Goals: The student will be able to:
1. Demonstrate employability skills
2. Meet employer work place expectations
Careers Related to Content

Related to all vocational career options.

Evaluation *form*

CCR Seminar
Code: 7400
Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisite: none
Course Description: The CCR seminar course will provide meaningful activities at each grade level to help prepare students to plan for their future academic and career possibilities. This course will help students plan ahead and stay on track, connecting their future goals to their current education, creating more motivation to succeed. Xello's curriculum and reflective activities help students build social-emotional skills and knowledge employers value. The real life experiences will give students an in depth look into the possibilities within their own community: college programs and careers within businesses in Marshalltown.
Skills Needed to be successful in class
1. Engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results.
2. research careers based on self-understanding results and engage in meaningful reflection about the findings.
3. Engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.
4. Engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience.
5. Complete relevant activities to meet their post-secondary goals consistent with the Individual Career and Academic Plan (ICAP) and stated post-secondary intention

Work Experience
Code: 8483-8484
Credit: ½ credit

Elective/Required: Elective 10-12 (may take multiple semesters per IEP decision)
Prerequisite: Vocational Skills and IEP team decision. Must be reflected in the IEP prior.
Course Description
Work Experience is a program provided to Marshalltown High School IEP students who have demonstrated limited competitively employable skills and have a need for assistance in seeking and maintaining employment. Specially designed instruction is guided by IEP goals and is constantly monitored by employers, job site supervisors, and Work Experience Program staff. Job site opportunities depend on the skill level of the student and availability of jobs within the community. Placements occur across fields and are done on an individual basis by the Work Experience Coordinator.
Skills Needed to be Successful in the Class
A sincere interest in establishing a connection between education and employment. The ability and willingness to read, write, listen, speak and acquire appropriate information.
Learning Goals: The student will be able to:
   1. Describe advantages and disadvantages of working for yourself.
2. Explore occupations in each of the 16 career clusters.
3. Connect options of postsecondary education to full-time employment.
4. Participate in two job shadow experiences.
Careers Related to Content:
All Occupations

Fire Science
Year 1
Principles of Emergency Service (concurrent)
Code: 4601
Credit: ½ (concurrent)
Elective/Required: Elective 11-12
Prerequisite: Age 17
Course Description: Studies fire service nomenclature, career opportunities in fire protection, organization and function of fire protection services, laws and regulations affecting the fire service, and fire departments as part of local government. Includes job shadowing with career firefighters.

Careers Related to Content:
Fire service, fire fighter, volunteer fire fighters

History and Philosophy of Fire Service (concurrent)
Code: *4602*
Credit: *½*
Elective/Required: *Elective 11-12*
Prerequisite:
Course Description: *Provides students with an understanding of where the fire service has come from so they can better help steer fire service into the future. Instructional units are facilitated through a guided self-study format.*
Careers Related to Content:
Fire service, firefighter, volunteer firefighters

Year 2
Firefighter 1 (concurrent)
Students enrolling in Firefighter 1 will be required to attend predetermined Saturday morning class meetings for clinical work at the MFD burn facility. Instructor will provide details. An informational meeting will be held in the Spring 2020.
Code: *4605*
Credit: *1*
Elective/Required: *Elective 12*
Prerequisite: *Age 17*
Course Description: *Prepares potential firefighters for the state administered Firefighter I certification exam. Includes basic firefighting tactics, fire behavior, safety, forcible entry, hose handling, ladders, protective clothing, SCBA rescue, ventilation, PPE and additional topics. Requires passing the Firefighter I exam through the Iowa Fire Service Training Bureau to become certified.*

EMT 1 (concurrent)
Code: *4603*
Credit: *½*
Elective/Required: *Elective 12*
Prerequisite: *Age 17*
EMT 2 (concurrent)
Code: *4604*
Credit: *½*
Elective/Required: *Elective 12*
Prerequisite: *Age 17*

Course Description: *Provides emergency medical care information at an Emergency Medical Technician (EMT) level as outlined by the National Emergency Medical Services Education standards. Introduces basic emergency care concepts in a preparatory module, including fundamental knowledge of the EMS system, safety/well-being of the EMT and medical/legal and ethical issues to the provision of emergency care. Requires HIPAA, Infection Control and Mandatory Reporting for child/adult training for health care providers. Offers American Heart Association Basic Life Support certification with successful completion.*

IJAG 9-10
Code: *7525-7526*
Credit: *1 credit*
Elective/Required: *Elective 9-10*
IJAG 11-12
Code: *7523-7524*
Credit: *1 credit*
Elective/Required: *Elective 11-12*
Course Description: *iJAG - Iowa Jobs for America's Graduates is a leadership development and career exploration program designed to assist students in successfully transitioning from high school to post secondary education or training, a career or the military. Students will have multiple opportunities to participate in off-campus tours as well as network with employers in the classroom. Through iJAG, students discover their individual talents, develop skills, and utilize opportunities to achieve their personal potential.*
Skills Needed to be Successful in the Class: *a desire to participate in an interactive learning environment through Project Based Learning.*
Learning Goals: *The student will be able to: demonstrate iJAG's 37 core competencies comprised of six skill sets: personal skills, leadership skills, communication skills, job attainment skills, job success skills and career development skills.*
Careers Related to Content:
All Occupations

Intro to Criminal Justice (concurrent)

Code: 8006
Credit: ½ credit;
Elective/Required: Elective 11-12
Prerequisite: None
Course Description
Examine and compare the philosophies and operations of the three social control agencies that deal with crime and delinquency: Police, courts, and corrections
Skills Needed to be Successful in the Class

Learning Goals: The student will be able to:
   1.
Careers Related to Content
Corrections, Law Enforcement, Criminal Justice, Law, political science

Journalism: Pebbles (newspaper)
Code: 3027-3028
Credit: ½ credit (May take both semesters for 1 credit)
Elective/Required: Elective 9-12 (May not be used as an English credit)
Prerequisite: C grade or higher in Journalism; Instructor Approval
Course Description
Pebbles is the class which produces the school newspaper. Students write copy, make editorial decisions, take and print all pictures, create each page layout and transact all advertising procedures. Students select the topic or area in which they wish to work, then are given specific deadlines to meet. Journalism I students may join the class at semester.
Skills Needed to be Successful in the Class
Students must be able to meet deadlines and manage time wisely. Keyboarding skills are strongly suggested. Responsible students, who have sound decision making skills, will be best suited to succeed.
Learning Goals: The student will be able to:
1. Prepare the necessary elements of a newspaper page.
2. Manage time and meet deadlines.
3. Work with students and staff in an open atmosphere.
4. Operate the Macintosh computers used to produce Pebbles.

5. Develop solid questioning and interviewing techniques.
Careers Related to Content
Education, communication, writing, human relations, advertising, public relations.

Journalism: Post Script (yearbook)
Code: 3029-3030
Credit: ½ credit (May take both semesters for 1 credit)
Elective/Required: Elective 9-12 (May not be used as an English credit)
Prerequisite: None
Course Description
Post Script is the class which produces the school yearbook. Post Script is a record of the entire year's activities. Students are responsible to decide on the theme, copy style, page content, color and cover of the yearbook. Students select pages they wish to work on and then are given specific deadlines to meet. Students may join the class at semester. Post Script can be taken 1st or 2nd semester or both.
Skills Needed to be Successful in the Class
Students must be able to meet deadlines and manage time wisely. Keyboarding skills are very strongly suggested. Responsible students, who have sound decision making skills, will be best suited to succeed in this class.
Learning Goals: The student will be able to:
1. Prepare the necessary elements of a yearbook page.
2. Manage time and meet deadlines.
3. Work with students and staff in an open atmosphere.
4. Operate the school's yearbook computer program.
Careers Related to Content
Education, communications, writing, human relations, advertising, public relations.

Military Leadership I
Code: 2901/2902
Military Leadership II
Code: 2903/2904
Military Leadership III
Code: 2905/2906
Military Leadership IV

Code: 2907/2908

Credit: 1 credit for each level of Military Leadership

Elective/Required: Elective 9-12

Prerequisite: Parent memorandum signed/USNSCC cadet enrollment form completed. All required uniform items loaned free of charge to students.

Course Description: Military subject knowledge and leadership skills are emphasized in this course. Enrollment does not obligate a student to join any other branch of the service, though cadets who participate in the program will be well-prepared and well-positioned for success in the military. Additional opportunities for learning are available outside the regular school day. Military Science is, potentially, a four-year academic program.

Skills needed to be successful in this course:

1. Cadets must accept military standards of discipline, appearance and training, including grooming standards and wear of a military uniform.

2. Good written and verbal communication skills.

3. Excellent attendance

4. Desire and willingness to improve one's physical readiness

5. Motivation to work cooperatively, and be able to both lead and follow others.

6. Commitment to additional training opportunities outside of the regular school day.

Learning Goals:

1. Develop leadership and build character.

2. Acquire/develop knowledge in a variety of military-related subjects in support of the Iowa Core Standards

3. Create informed, patriotic, and responsible citizens.

4. Develop responsible young adults who are physically, mentally, and morally fit.

5. Develop informed and civic-minded young adults prepared for higher education, civilian careers, and public service. (strong emphasis on college and career ready cadets) 6. Instill discipline, respect, and responsibility through military-related subjects and activities.

Careers related to content:

Military officer, military enlisted, law, law enforcement, security specialist, logistics specialist, and STEM. Cadets can find almost every conceivable occupation available in the civilian world available in the military if they have a desire to serve.

Project Lead The Way (PLTW): Principles of BioMedical Science (PBS) *(Concurrent Course)*

Code: 7531-7532 (RAI Approved)

Credit: 1 credit + 3 hours MCC

Elective/ Required: Elective 9-12

Prerequisite: Successful completion of or concurrent enrollment in Algebra 1.

Course Description

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes.

This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses.

Skills Needed to be Successful in the Class

Students must be self-motivated, goal orientated, and hard workers. Students must have teamwork and communication practices skills, and be willing develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences

Learning Goals: The student will be able to:

1. Explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health.

2. Apply biomedical standards and document their work through hands on activities.

3. Examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals.

4. Explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to

the health challenges of the 21st century such as fighting cancer with nanotechnology.

Careers Related to Content
Biomedical fields and related fields

Project Lead The Way (PLTW): Human Body Systems (HBS)
(Concurrent Course)
Code: *7535-7536 (RAI Approved)*
Credit: 1 credit
Elective/ Required: *Elective 10-12*
Prerequisite: *Successful completion of Project Lead the Way: PBS.*
Course Description
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.
Learning Goals: *The student will be able to:*
1. Acquire strong teamwork and communication practices.
2. Develop organizational, critical-thinking, and problem-solving skills.
3. Investigate a variety of careers in biomedical sciences.
Careers Related to Content
Biomedical fields and related fields

Project Lead The Way (PLTW): Medical Interventions (MI)
(Concurrent Course)
Code: *7537-7538 (RAI Approved)*
Credit: *1 credit*
Elective/ Required: *Elective 11-12*
Prerequisite: *Successful completion of or concurrent enrollment in Algebra and successful completion of Project Lead the Way: Human Body Systems (HBS).*
Course Description

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options;

and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.
Skills Needed to be Successful in the Class
Throughout Medical Interventions (MI), students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills.
Learning Goals: *The student will be able to:*
1. Maintain case notes of an outbreak investigation.
2. Publically use available molecular databases to search for DNA sequences and identify pathogens.
3. Perform ELISA testing to determine the concentration of infectious bacteria in simulated body fluids and identify infected patients.
4. Write a report summarizing the multi-step process followed to investigate an outbreak of bacterial meningitis.
5. Research the method of action for different classes of antibiotics.
6. Use proper laboratory techniques to "mate" a streptomycin resistant strain of E coli with an ampicillin resistant strain of E coli
7. Design and construct a 3-D model that demonstrates one of the pathways through which bacterial cells transfer genes.
8. Create a 3-D model of the structures of the ear.
9. Trace the pathway of sound.
10. Write a letter from the opposing perspectives of an adult deaf person.
11. Engineer a paper plasmid to include the genetic code necessary to produce a vaccine.
12. Assume the role of an epidemiologist and complete four tasks to showcase their skills as a professional.
13. Analyze a genetic counseling case file and provide written and oral feedback to a patient or family.

14. Write a diary entry that describes proper prenatal care and the medial interventions that function to monitor a pregnancy.

15. Write a policy statement governing future gene therapy research.

16. Perform a simulated DNA microarray to analyze the gene expression patterns of two patients.

Careers Related to Content
Medicine and related fields

Project Lead The Way (PLTW): Biomedical Innovations (BI) *(Concurrent Course)*
Code: *7545-7546*
Credit: *1 Credit*
Elective/Required: *Elective*
Prerequisite: *Successful completion of Project Lead the Way: Medical Interventions.*
Course Description
In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.
Skills Needed to be Successful in the Class
1. Problem-solving: utilize medical information to diagnose treatment, develop solutions, design experiments
2. Collaboration: work within a team, including community-based partners, in development of biomedical solutions
3. Communication: explain reasoning, presentation techniques, speech
4. Scientific Process: understand experimental design, data collection, statistical analysis and data presentation.
Learning Goals: The student will be able to:
1. Design an effective facility to meet specific medically needs
2. Design, conduct, and analyze an experimental study related to one or multiple body systems
3. Create/improve specialized products that make patients more safe and comfortable

4. Investigate various aspects of environmental health

5. Conduct epidemiology studies

Careers Related to Content:
Biotechnology, Biologist, Researcher, Epidemiologist, Coroner, Forensic Scientist, Internist
Medical Doctor, Nurse

PLTW Computer Science Essentials
Code: *7554/7555*
Credit: *1 credit*
Elective/Required: *Elective 9-12*
Prerequisite: *none*
Course Description
This year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Students will explore how innovations in computing impact and connect our world. With a gentle introduction to programming, students will learn how to put their designs into practice. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. Students will apply computational thinking practices, build vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.
Skills Needed to be Successful in the Class
Students must be willing to be active problem solvers (inquiry learners) and work as a team member. Students must be self-motivated, goal-orientated, and hard workers.
Learning Goals: The student will be able to:
1. Creative Computing: Building with Block-based coding transitioning to Python
2. Create text based (application of computer languages) solutions
3. Create value for others through app development
4. Computing with a purpose: Explore careers, innovation and ethics in computer science
5. Solve authentic problems through computational problem-solving.

Careers Related to Content
Education, Engineering, Science, Mathematics, Business, Computer Science, and Social Science.

PLTW: Computer Science Principles (CSP)
(Concurrent Course)
Code*: 7549-7550*
Credit*: 1 credit, concurrent credit semester 2*
Elective/ Required: *Elective 10-12*
Prerequisite: Successful completion of or concurrent enrollment in Algebra 1 and completion of Computer Science Essentials or approval of instructor.
Course Description
Students work in teams to develop computational thinking and solve problems. The course covers the College Board's new CS Principles framework. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills.
Skills Needed to be Successful in the Class
Students must be willing to be active problem solvers (inquiry learners) and work as a team member. Students must be self-motivated, goal orientated, and hard workers.
Learning Goals: *The student will be able to:*
1. Solve problems using computational thinking and computer programming design including writing algorithms, translating the algorithm to computer code, then testing and debugging the programs (using Scratch, MIT App Inventor and Python)
2. Communicate information about algorithms and programs in a clear and thorough manner.
3. Describe and explain the social, cultural and economic impacts of a variety of computer applications and innovations.
4. Use computing tools (i.e. IDEs, spreadsheets, image-processing software, etc.) to develop artifacts/products (i.e. tables, graphs, images, web pages, videos, computer programs, etc.) to clearly, effectively and creatively solve a problem

and communicate knowledge gained. Problems should satisfy a personal curiosity, test hypotheses reveal patterns or allow creative expression.
5. Work effectively as part of team to complete design challenges.
6. Explain the connections between binary numbers and computers including Boolean logic, transistors and integrated circuits.
7. Describe how the Internet functions at multiple levels of detail by identifying the protocols and systems used to communicate information, and the programs that facilitate the communication. (including HTML, CSS, JavaScript, SQL and PHP).
8. Explain how Encryption algorithms/cryptography allow for safer data transfer
9. Use computer programs and simulations to find patterns in data and test hypotheses about data.
10. Use Python to create graphics to represent and analyze data.
11. Describe the variety of careers related to computer science and the tremendous demand for computer specialists.
Careers Related to Content
Engineering, Computer Science, Computer programming, computer (software) engineering.

PLTW Computer Science A
Code*: 7528-7529*
Elective/Required: *Elective 11-12*
Prerequisite: *Successful completion of Computer Science Principles*
Course Description
Students will learn the fundamentals of Java based programming through the creation of android applications. This course is designed to be equivalent to AP Computer Science A which will allow students to register for the AP exam; scores of 3 or higher earn college level credit in Java programming.
Skills Needed to be Successful in the Class
Students must be able to use the Google suite of programs, think through tasks in logical steps, and the ability to evaluate expressions with variables.
Learning Goals: *The student will be able to:*

1. Design, implement and analyze solutions to problems.
2. Use and implement commonly used algorithms.
3. Develop and select appropriate algorithms and data structures to solve problems
4. Write solutions in an object-oriented paradigm
5. Write, run, test and debug solutions in Java utilizing libraries and APIs
6. Read and understand programs consisting of several classes and interacting objects
7. Use a structured development progress to write programs and applications.

Careers Related to Content
Education, Engineering, Science, Mathematics, Business, Computer Science, and Social Science.

AP Computer Science
Code*: 7599-7600*
Credit*: 1 credit*
Elective/Required: *Elective 11-12*
Prerequisite*: Successful completion of Computer Science Principles*
Course Description: *Full year, rigorous, entry-level course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy, security and the societal impacts of computing.*
Skills Needed to be Successful in the Class
Students must be able to think through tasks in logical steps, and the ability to evaluate expressions with variables.
Learning Goals: *The student will be able to:*

Learn how the multi-layered systems of the internet function as you collaboratively solve problems and puzzles about encoding and transmitting data, both 'unplugged' and using Code.org's Internet Simulator.

Learn how computers store complex information like images, video, and sound. Use interactive widgets to explore concepts like image representation and compression.

Learn the JavaScript language with turtle programming in Code.org's App Lab coding environment. Learn general principles of

algorithms and program design that apply to any programming language.

Research current events at the intersection of data, public policy, law, ethics, and societal impact. Learn the basics of how and why modern encryption works.

Continue learning how to program in the JavaScript language. Use Code.org's App Lab environment to create a series of applications that live on the web. Each app highlights a core concept of programming.

Careers Related to Content
Education, Engineering, Science, Mathematics, Business, Computer Science, and Social Science.

Project Lead The Way (PLTW): Introduction to Engineering Design (IED) *(Concurrent Course)*
Code*: 7501-7502 (RAI Approved)*
Credit*: 1 credit*
Elective/ Required: *Elective 9-12*
Prerequisite*: Successful completion of or concurrent enrollment in Algebra 1*
Course Description
Teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer-aided design software. This is the introductory course that can be followed up with Principles of Engineering, as part of the Project Lead The Way curriculum.
Skills Needed to be Successful in the Class
Students must be willing to be active problem solvers (inquiry learners) and work as a team member. Students must be self-motivated, goal orientated, and hard workers.
Learning Goals: *The student will be able to:*
1. Understand basic engineering design processes and its application.
2. Apply engineering standards and document their work through hands on activities.
3. Use industry standard 3D modeling software to help them design solutions to solve proposed problems
4. Document their work using an engineer's notebook

5. Communicate solutions to peers and members of the professional community
Careers Related to Content
Engineering, Engineering Technology, Industrial Design

Project Lead The Way (PLTW): Principles of Engineering (POE) *(Concurrent Course)*
Code: 7503-7504 (RAI Approved)
Credit: 1 credit
Elective/ Required: Elective 10-12
Prerequisite: Successful completion of or concurrent enrollment in Geometry.
Course Description
This course is the second foundational course in Project Lead The Way following Introduction to Engineering Design (IED). It continues to teach problem-solving skills using a design development process, with focus on applying physics principles to design problems. Compared to IED, this course has a much greater focus on science and math.
Skills Needed to be Successful in the Class
Students must be willing to be active problem solvers (inquiry learners) and work as a team member. Students must be self-motivated, goal orientated, and hard workers. Good math skills are recommended.
Learning Goals: The student will be able to:
1. Understand and apply concepts that include: simple and compound machines, work and energy, electric circuits, fluid power, statics, material properties and testing, and kinematics
2. Develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.
3. Understand basic engineering design processes and its application.
4. Document their work using an engineer's notebook
5. Communicate solutions to peers and members of the professional community.
Careers Related to Content
Engineering, Engineering Technology, Industrial Design

Project Lead The Way (PLTW): Civil Engineering and Architecture (CEA) *(Concurrent Course)*
Code: 7539-7540 (RAI Approved)

Credit: 1 credit + 3 hours MCC
Elective/ Required: Elective 10-12
Prerequisite: Successful completion of or concurrent enrollment in Algebra and successful completion of Project Lead the Way: CEO.
Course Description
Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building and site design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.
Students will design teams and teamwork, communication methods, building codes and ordinances, engineering design calculations, and technical documentation. Problem solving skills and design experience are gained through an activity-project-problem-based (APPB) teaching and learning pedagogy. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve design problems and communicate their solutions.
Students will use industry standard 3D architectural modeling software (Revit) to facilitate site and building design and technical documentation. As the course progresses and the complexity of the design problems increase, students will learn more advanced computer modeling skills as they become more independent in their learning, more professional in their collaboration and communication, and more experienced in problem solving and design.
Skills Needed to be Successful in the Class
Students must be willing to be active problem solvers (inquiry learners) and work as a team member. Students must be self-motivated, goal orientated, and hard workers.
Learning Goals: The student will be able to:
1. Learn about various aspects of civil engineering and architecture as it relates to the design of residential and commercial properties.

2. Complete a long-term project that involves the real or virtual development of a local property site.

3. Develop interpersonal skills and creative abilities by working in teams to applying math, science, and technology knowledge to the property development design project

***4. Use industry standard 3D architectural modeling software to faci**litate site and building design and technical documentation.*

Careers Related to Content
Civil engineering and architecture

Cybersecurity
Code: 7547-7548
Credit: 1 credit, concurrent credit semester 2
Elective/Required: *Elective 11-12*
Prerequisite: Successful completion of AP Computer Science of PLTW Computer Science A
Course Description: *PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study.*
Skills Needed to be Successful in the Class
Students must be able to think through tasks in logical steps, and the ability to evaluate expressions with variables.
Learning Goals:
1. Students learn basic concepts of cybersecurity by leveraging their familiarity with technology they use every day, such as mobile devices and apps, as well as exploring the risks associated with how they use their email, personal files, and social networking habits.
2. Students broaden their cybersecurity knowledge from a personal system to a networked system. They learn how to assess the value of information security and delve deeper into types of malware. They learn the security vulnerabilities of web services and how to secure an Ecommerce site.

3. Students learn the technical aspects of a highly networked world and the risks to information we all share. They learn operating system and networking concepts, security frameworks, and packet analysis. They learn the types of malware that can attack systems on a network and how to secure and protect a system against them.
4. Students explore cybersecurity in an applied field. They learn methods of cryptography and practice basic tenets of digital forensics. They process a crime scene to solve the mystery and explore the possible consequences of the crime.
Careers Related to Content
Education, Engineering, Science, Mathematics, Business, Computer Science, and Cybersecurity.

Video Production I
Code: 3057
Credit: ½ credit
Elective/Required: *Elective 9-12 (may not be used as an English credit)*
Prerequisite: None
Course Description:
Video Production I is designed as an introduction to the process of creating various types of video styles and the technical writing components. Students will first learn how to write a technical script and stage directions for various media. Students will learn the key terminology and technical writing standards for a profession in this field. Students will learn how to write appropriate and formal emails, grant proposals and scripts. Students will learn the basics in how to operate a camera and editing software, plan a shooting schedule, compose a quality shot, and edit a cohesive and well-styled piece. They will then work in groups to produce two episodes of Bobcat News and various creative projects.
Skills Needed to be successful in class
The student will need the ability to use a computer quickly and efficiently. They will need strong communication skills in English and have a strong independent work ethic. They will need to have the ability to work well within a group and ability to follow a schedule and adhere to deadlines.
Learning Goals: *The student will be able to:*

1. Independently produce a quality video from start to finish.
2. Collaborate with a diverse population to achieve a common goal.
3. Read and comprehend an technical guide to filming
4. Read, comprehend and write a script for broadcast
5. Create formal and technical correspondence accordingly
6. Operate a simple home camcorder effectively.
7. Obtain permissions and adhere to ethical standards of videography
8. Effectively operate iMovie editing software.
9. Plan and organize a project within a group.
10. Determine quality pieces to include in a news show.
11. Interviewing skills
12. Understand ethical videography issues
Careers Related to Content
Videographer, camera operator, editor, news anchor

Video Production II
Code: 3058
Credit: ½ credit
Elective/Required: Elective 9-12 (May not be used as an English credit)
Prerequisite: Successful completion of Video Production 1
Course Description
Video Production 2 is designed to build on the skills learned and practiced in Video Production 1 in a more open and independent setting. Students will spend time on personal projects and the Bobcat News Network staff. They will work in small production teams throughout the semester. Students will be expected to regularly reflect on their work and steadily improve over the course of the semester.
Skills Needed to be Successful in the Class
The student will need the ability to use a computer quickly and efficiently. They will need strong communication skills in English and a have a strong independent work ethic. Students will need demonstrate the ability to be critical thinkers that can problem solve. They will need to have the ability to work well within a group

and ability to follow a schedule and adhere to deadlines.
Learning Goals: The student will be able to:
1. Independently produce a quality video from start to finish.
2. Operate simple video recording devices and learn the functions of more complex models.
3. Effectively operate a multitude of video editing software and applications to create student made videos ready for publications.
4. Plan and organize projects within groups and independently.
5. Determine quality pieces to include in a news show.
6. Effectively analyze films, camera angles, terminology, career roles, lighting, audio and editing components
Careers Related to Content
Videographer, camera operator, editor, news anchor, production manager, producer, writer, costumer, audio tech, video tech

Independent Work-based Learning
Code: 7572
Credit: 1/2 credit
Elective/Required: Elective 9-12 (May take multiple semester for up to 4 credits or more with administrator approval
Prerequisite: job
Course Description: Independent WBL credit is granted to students who are working on a regular basis and is given to students who have a job that they found on their own. Learning employability skills in the workplace is valuable as students develop college and career readiness skills. Credit is granted at the completion of 100 hours and submission of employer and/or student evaluation.
Skills Needed to be Successful in the Class: Students must comply with employer guidelines and MCSD Training Agreement.
Learning Goals: The student will be able to:
1. Demonstrate 21st Century Skills as described in the Workplace Performance Assessment Review
2. Meet employer workplace expectations
Careers Related to Content: All

Internship Evaluation *form*

Code: various
Credit: ½ credit
Elective/Required: elective 11-12
Prerequisite: completion of internship applications and agreements
Course Description: An internship is a hands-on experience, for professional careers, where students apply the principles they've learned in the classroom to a real-world setting. Internships should be designed to meet both the needs of the organization and learning goals of the student. These positions may be paid or unpaid and are usually temporary. The duration may be anywhere from nine weeks to two years, but typically last the course of a semester. Some internships have the opportunity for the student to attain at least one industry-recognized certificate.
Skills Needed to be Successful in the Class: Students must comply with employer guidelines and workplace regulations.
Learning Goals: The student will be able to:
1. Explore interests and abilities for a particular career pathway (link to
2. Experience contextual learning in real-world applications, stressing the development of "authentic" problem solving skills
3. Develop workplace interpersonal skills
4. Reflect and evaluate personal abilities, interest and skills
*5. Increase understanding and awareness about the skills, aptitudes and post secondary education needed for careers in **the industry***
6. Learn 21st Century Skills (link here) & Universal Constructs
Careers Related to Content: All

Recreational/Leisure Skills
***Code:** 8633-8634*
***Credit:** ½ credit*
***Elective/Required:** Elective 9-12 (May take multiple semesters)*
***Prerequisite:** Counselor Approval*
Course Description
Recreational/Leisure Skills is specially designed instruction to provide students the ability to develop and use life- long leisure and recreation and social skills so that they will be able to fully enjoy their leisure time in adulthood. The course components include but are not limited to community activities, appreciation of fine arts,

crafts, board, card, and computer/video games, personal fitness and interacting with non-disabled peers.
Skills Needed to be Successful in the Class
Students must be able to work collaboratively, actively listen, and use large and small motor skills.
***Learning Goals:** The student will be able to:*
1. Teach others the rules of games.
2. Interact appropriately and cooperatively with others.
Careers Related to Content
All jobs

Social Skills
***Code:** 8585-8586*
***Credit:** ½ credit*
***Elective/Required:** Elective 9-12 (May take multiple semesters)*
***Prerequisite:** Counselor Approval*
Course Description
Social Skills is specially designed instruction to provide students the ability to develop and use appropriate social, emotional, and academic skills. The course components include but are not limited to creating and supporting community learning, social/emotional intelligence, social radar, empathy, appreciating diversity, bullying prevention, developing self-awareness/management, recognizing power of thought, Anger Replacement Training (ART), anger management, coping with change, and recognizing positive character traits.
Skills Needed to be Successful in the Class
Students must be able to work collaboratively, actively listen, and use regularly participate in a positive manner.
***Learning Goals:** The student will be able to:*
1. Identify appropriate behaviors.
2. Apply appropriate behavior to real life situations.
Careers Related to Content
Related to all vocational career options.

World Languages

French I
Code: 4001-4002
Credit: 1 credit
Elective/Required: Elective 9-12
Prerequisite: Must be passing at semester to continue to 2nd semester
Course Description
French I is the first course in the study of the language and culture. Speaking, reading, writing, listening, and viewing skills in the target language are developed along with grammar and vocabulary through thematic units. Students learn about the culture(s))) of Francophone countries.
Skills Needed to be Successful in the Class
Students must be willing to speak, read, write, listen, and understand in the target language. They must memorize and practice grammar concepts as modeled in conversations and new vocabulary. Students will be exposed to new perspectives and different cultural values. Students should have strong study skills.
Learning Goals The student will be able to:
1. Use vocabulary taught in the course with ease and fluidity.
2. Introduce themselves and someone else, make an appointment, share and take down phone numbers, talk about likes and dislikes (hobbies), order food in a café or a fast food restaurant, use numbers up to 100, label classroom vocabulary, describe family members, give age and birthdays, nationalities, travel to and from, and professions.
3. Understand some cultural differences of French and Francophone countries as well as important holidays, festivals, and celebrations.
Careers Related to Content
A knowledge of French is valuable in many careers both national and international in nature including: business (French is spoken in many parts of Canada, our trading partner to the north. It is also one of the two 'traffic' languages, along with English, used to conduct business in the European Economic Community), law, politics, international affairs (French is one of the major languages of diplomacy), travel, journalism, writing (approximately half of our American

vocabulary is related to French), advertising, teaching, the military.

French II
Code: 4003-4004
Credit: 1 credit
Elective/Required: Elective 10-12
Prerequisite: Successful completion of French I. Must be passing at semester to continue to 2nd semester
Course Description
French II is the subsequent course in the study of the language and culture. Speaking, reading, writing, listening, and viewing skills in the target language will continue to strengthen and develop along with grammar and vocabulary through thematic units. Students deepen understanding about the culture(s) of Francophone countries.
Skills Needed to be Successful in the Class
Students must be willing to speak, read, write, listen, and understand in the target language. They must memorize and practice grammar concepts as modeled in conversations and new vocabulary. Students will be exposed to new perspectives and different cultural values. Students should have strong study skills and time management.
Learning Goals The student will be able to:
1. Use vocabulary taught in the course with ease and fluidity.
2. Maintain a continuum of prior learning with additions of weather, shopping, fashion, specialty stores, colors, fabrics/styles, housing, furniture, living spaces, dinner parties, give an opinion and agree o disagree, health, complaints, advice, reassurance, vacations, past tense, directions, and addresses.
3. Understand some cultural differences of French and Francophone countries as well as important holidays, festivals, and celebrations.
Careers Related to Content
A knowledge of French is valuable in many careers both national and international in nature including: business (French is spoken in many parts of Canada, our trading partner to the north. It is also one of the two 'traffic' languages, along with English, used to conduct business in the European Economic Community), law, politics, international affairs (French is one of the major

languages of diplomacy), travel, journalism, writing (approximately half of our American vocabulary is related to French), advertising, teaching, the military.

French III
Code: 4005-4006
Credit: 1 credit
Elective/Required: Elective 11-12
Prerequisite: Successful completion of French II. Must be passing at semester to continue to 2nd semester
Course Description
French III builds upon the foundations of language and cultural study from French I and II. Speaking, reading, writing, listening, and viewing skills in the target language will continue to strengthen and develop along with grammar and vocabulary through thematic units. Students enhance understanding about the culture(s) of Francophone countries.
Skills Needed to be Successful in the Class
Students must be willing to speak, read, write, listen, and understand in the target language with increasing complexity. They must memorize and practice grammar concepts as modeled in conversations and new vocabulary. Students will be exposed to new perspectives and different cultural values. Students should have strong study skills and time management.
Learning Goals *The student will be able to:*
1. Use vocabulary taught in the course with ease and fluidity.
2. Maintain a continuum of prior learning with additions of Paris, museums, art, monuments, history, travel, restaurants, personal care/grooming, sports & leisure, Maghreb, banking, post office, jewelry and accessories, chateaux, professions, lodging, DOM/TOM, cars
3. Understand some cultural differences of French and Francophone countries as well as import holidays, festivals, and celebrations.
Careers Related to Content
A knowledge of French is valuable in many careers both national and international in nature including: business (French is spoken in many parts of Canada, our trading partner to the north. It is also one of the two 'traffic' languages, along with English, used to conduct business in the European Economic Community), law, politics,

international affairs (French is one of the major languages of diplomacy), travel, journalism, writing (approximately half of our American vocabulary is related to French), advertising, teaching, the military.

French IV
Code: 4007-4008
Credit: 1 credit
Elective/Required: Elective 12
Prerequisite: Successful completion of French III. Must be passing at semester to continue to 2nd semester
Course Description
French IV is the capstone course offered at MHS. Speaking, reading, writing, listening, and viewing skills in the target language will continue to strengthen and develop along with grammar and vocabulary through thematic units. Students deepen understanding about the culture(s) of Francophone countries.
Skills Needed to be Successful in the Class
*Students must be willing to speak, read, write, listen, and understand in the target language. They must memorize and practice grammar concepts as modeled in conversations and new vocabulary. Students will be exposed to new perspectives and different cultural values. Students should have strong study skills **and time management.***
Learning Goals *The student will be able to:*
1. Use vocabulary taught in the course with ease and fluidity.
2. Maintain a continuum of prior learning with additions of amusement parks, workplace, movies, and art, hotellerie, airplane and train travel, technology (space and computers), cities and projects, history of France, Francophone Africa, medical vocabulary, shopping and electronics.
3. Understand some cultural differences of French and Francophone countries as well as important holidays, festivals, and celebrations.
Careers Related to Content
A knowledge of French is valuable in many careers both national and international in nature including: business (French is spoken in many parts of Canada, our trading partner to the north. It is also one of the two 'traffic' languages, along with English, used to conduct business in the

European Economic Community), law, politics, international affairs (French is one of the major languages of diplomacy), travel, journalism, writing (approximately half of our American vocabulary is related to French), advertising, teaching, the military.

AP French
Code: 4058-4059
Credit: 1 credit
Elective/Required: Elective 12
Prerequisite: Successful completion of French III or permission of instructor
Course Description
AP French is intended for continuation of study of French and Francophone language, cultures, and literatures. Students will work through AP themes and units in French.
Skills Needed to be Successful in the Class
Students must be able to read and comprehend text entirely in French. Student must be a self-advocate and able to self-pace. Student will be able to use the online Passport / technology to submit and evaluate work.
Learning Goals:
- Students will command more idioms, narratives, key grammar concepts (past tenses, pronouns, relative pronouns, prepositional phrases, the anterior future, the passive voice, the subjunctive, the past subjunctive, direct speech, indirect speech.
- Students will practice more presentational speaking with a cultural comparisons activity, presentational writing with essays, interpersonal speaking with a guided conversations, and interpersonal writing with email replies. They will read literary texts and poems, songs, excerpts from novels by Francophone authors.
Careers Related to Content
Business, Communications, Finance, Education, Hospitality / Recreation, Government / Law / Social Service, Peace Corps, AmeriCorps, Rotary or Fulbright Scholarships, bilingual medical/health services, engineering/STEAM, Agricultural sales/support

Heritage Spanish I (Beginner)

Code: 7639-7640
Credit: 1 credit
Elective/Required: Elective 9-12
Prerequisite: First language must be Spanish.
Course Description: This course is designed to provide the formal development of Spanish for students whose first language is Spanish. This course is thematically-based using authentic resources and will acknowledge the Spanish language development that students possess upon entering the course.
Skills Needed to be Successful in the Class: Students must be willing to speak, read, write, and listen in the target language. This includes: expanding vocabulary by learning and utilizing words and phrases that are used in different parts of the Spanish-speaking world; studying the grammar/structure of the target language; and exploring cultural differences. Students should have strong study skills. Students will move from a casual use of Spanish to a more academic use of Spanish.
Learning Goals – The student will be able to:
1. Develop reading and writing skills (mostly in the present tense)
2. Develop speaking and listening skills through oral presentations and class discussions
3. Understand cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries.
Careers Related to Content: Education, communications, journalism, law enforcement, social work, international business and politics, and travel.

Heritage Spanish II (Intermediate)
Code: 7641-7642
Credit: 1 credit
Elective/Required: Elective 9-12
Prerequisite: First language must be Spanish. Completion of Heritage Spanish I or instructor approval.
Course Description: This course is designed to provide the formal development of Spanish for students whose first language is Spanish. This course is thematically-based and will acknowledge the Spanish language development that students possess upon entering the course.

Skills Needed to be Successful in the Class: Students must be willing to speak, read, write, and listen in the target language. This includes: expanding vocabulary by learning and utilizing words and phrases that are used in different parts of the Spanish-speaking world; studying the grammar/structure of the target language; and exploring cultural differences. Students should have strong study skills.

Learning Goals – The student will be able to:
1. Develop intermediate reading and writing skills (present, past, and imperfect tenses)
2. Develop intermediate speaking and listening skills through oral presentations and class discussions
3. Understand cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries.
Careers Related to Content: *Education, communications, journalism, law enforcement, social work, international business and politics, and travel.*

Heritage Spanish III (Advanced)
Code*: 7643-7644*
Credit*: 1 credit*
Elective/Required: *Elective 9-12*
Prerequisite: *First language must be Spanish. Completion of Heritage Spanish II or instructor approval.*
Course Description: *This course is literature-based using a variety of authors from Spanish-speaking countries. It is designed to provide the formal development of Spanish for students whose first language is Spanish. This course is designed to help students be successful in AP Spanish.*
Skills Needed to be Successful in the Class: *Students must be willing to work independently and collaboratively on assignments and projects as they speak, read, write, and listen in Spanish. Students are encouraged to participate in class discussions in Spanish. The ability to analyze how grammar and cultural differences affect meaning will be important in this class. Students must have strong study skills.*
Learning Goals *– The student will be able to:*
1. Use a variety of reading strategies to comprehend information.

2. Demonstrate the ability to write clearly and cohesively in both a creative and informative manner.
3. Use technology to produce quality materials, including oral and written presentations.
4. Develop critical listening skills
5. Understand cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries.
Careers Related to Content: *Education, communications, journalism, medicine, law enforcement, social work, international business and politics, and travel.*

AP Spanish
Code*: 4062/4063*
Credit*: 1 credit*
Elective/Required*: Elective 9-12*
Prerequisite*: Students enrolling in AP Spanish Language and Culture must have strong study skills and have successfully completed Spanish 3 (or demonstrated Spanish III proficiencies through Dual Language II), Heritage III, or obtained permission from the instructor.*
Course Description: *This course is divided into six curricular themes which are further supported by recommended contexts and guided by essential questions. Learning objectives come from six modes of communication: Spoken Interpersonal Communication, Written/Printed Interpersonal Communication, Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication, Spoken Presentational Communication, Written Presentational Communication that are implemented in the different learning activities throughout the course. The AP Spanish Language and Culture Course connects students with Hispanic culture in both modern and historical contexts and it helps students' understanding of cultural products, both tangible and intangible; cultural practices and cultural perspectives. The course presents and develops the interrelatedness of comprehension and comprehensibility, vocabulary usage, language control and communication strategies. As we study each of the six curricular themes, part of the Introductory Lesson will be how the*

previously studied material will interconnect with the Theme.

Skills Needed to be Successful in the Class:
Students must be motivated and have a desire to improve their analytical and composition skills. The ability to think critically and solve problems will be assets for success in this class as they speak, read, write, and listen in Spanish. This includes: expanding vocabulary by learning and utilizing words and phrases that are used in different parts of the Spanish-speaking world; studying the grammar/structure of the target language; and exploring cultural differences. Students should have strong study skills.

Learning Goals – The student will be able to:
● Demonstrate Spanish proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range
● Demonstrate ability in Interpretive Communication to understand and synthesize information from a variety of authentic materials including film, news broadcasts, newspaper and magazine articles, and contemporary literature.
● Demonstrate proficiency in Spoken Interpersonal Communication in a variety of situations in Intermediate to Pre-Advanced range.
● Demonstrate proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.
● Make comparisons between and within languages and cultures and demonstrate an understanding of the products, practices, and perspectives of the target cultures
● Use the target language in real-life settings

Careers Related to Content: Education, communications, journalism, law enforcement, social work, international business and politics, and travel.

Spanish for Dual Language Learners
Code: 4009-4010
Spanish for Dual Language Learners II
Code: 4060-4061
Credit: based on individual competency demonstrations: up to 5 credits-1 for each of Spanish I, Spanish II, Spanish III, Spanish IV and Spanish V.
Elective/Required: Elective 9-12

Prerequisite: Participation in Dual Language programs at Woodbury Elementary, Lenihan Intermediate and Miller Middle schools.
Course Description:
This course is designed to continue progress for students who have participated in the dual language program from elementary through middle school. This course will be taught full-immersion in Spanish. Opportunities for students to accelerate through the various levels of high school Spanish will be presented through student-centered demonstrations of learning (competency based education). Upon satisfactory demonstration of learning, students will gain credit for high school Spanish course(s).

Skills needed to be Successful in the Class
Students must be willing to speak, read, write, listen, and understand, in the target language, consistent with the vocabulary and grammar of Spanish I, memorize the grammar concepts and extensive vocabulary, and explore cultural differences. Students should also have strong English skills and study skills.

Learning Goals
1. Use the vocabulary consistent to ability level in speaking, reading, writing, listening, and understanding.
2. Use all grammar concepts in all skills: a. present, past, future, and conditional perfect tenses; b. present and imperfect subjunctive tenses.
3. Understand some cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries.
Careers related to Content
Education, communications, journalism, law enforcement, social work, international business and politics, and travel.

Spanish I
Code: 4031-4032
Credit: 1 credit
Elective/Required: Elective 9-12
Prerequisite: Must be passing at semester to continue to 2nd semester
Course Description
Spanish I is the study of the Spanish language. The beginning levels of grammar and vocabulary are introduced, as well as the skills

of speaking, reading, writing, and listening comprehension in the target language and culture.

Skills Needed to be Successful in the Class
Students must be willing to speak, read, write, listen, and understand, in the target language, consistent with the vocabulary and grammar of Spanish I, memorize the grammar concepts and extensive vocabulary, and explore cultural differences. Students should also have strong English skills and study skills.

Learning Goals   The student will be able to:
1. Use the vocabulary consistent with the level one course in speaking, reading, writing, listening, and understanding.
2. Use the following grammar concepts in all skills: a. present tense; b. regular -ar, -er, -ir verbs; and c. irregular -ar, -er, -ir verbs.
3. Under   stand   some cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries.

Careers Related to Content
Education, communications, journalism, law enforcement, social work, international business and politics, and travel.

Spanish II
Code: 4033-4034
Credit: 1 credit
Elective/Required: Elective 10-12
Prerequisite: Successful completion of Spanish I or instructor approval.   Must be passing at semester to continue to 2nd semester
Course Description
Spanish II is the study of the Spanish language at an advanced beginner level of grammar and vocabulary. Continuing to develop the skills of reading, writing, speaking, and listening comprehension in the target language and culture.

Skills Needed to be Successful in the Class
Students must be willing to speak, read, write, listen, and understand, in the target language, consistent with vocabulary and grammar of Spanish II, memorize grammar concepts and extensive vocabulary, and explore cultural differences. Students should also have strong English skills and study skills.

Learning Goals   The student will be able to:

1. Use the vocabulary consistent with the level two course in speaking, reading, writing, listening, and understanding.
2. Use the following grammar concepts in all skills: a. preterit of regular and irregular -ar, -er, and -ir verbs; b. positive and negative commands; c. direct and indirect object pronouns; d. demonstrative pronouns/adjectives; d. superlatives
3. Understand to a greater degree the cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries

Careers Related to Content
Education, communications, journalism, law enforcement, social work, international business and politics, and travel.

Spanish III
Code: 4035-4036
Credit: 1 credit
Elective/Required: Elective 10-12
Prerequisite: Successful completion of Spanish II or instructor approval. Must be passing at semester to continue to 2nd semester
Course Description: Spanish III is a study of Spanish language at an intermediate level of grammar and vocabulary, continuing to develop the skills of speaking, reading, writing, and listening comprehension in the target language and culture.

Skills Needed to be Successful in the Class:
Students must be willing to speak, read, write, listen, and understand, in the target language, consistent with the vocabulary and grammar of Spanish III, memorize the grammar concepts and extensive vocabulary, and explore cultural differences. Students should also have strong English skills and study skills.

Learning Goals   The student will be able to:
1. Use vocabulary consistent with the level three course in speaking, reading, writing, listening, and understanding.
2. Use the following grammar concepts in all skills: a. preterit tense of regular and irregular –ar, -er, and –ir verbs; b. imperfect tense of regular and irregular –ar, -er, and –ir verbs; c. future and conditional tenses of regular and irregular –ar, -er, and –ir verbs.

3. Understand some cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries.
Careers Related to Content
Education, communications, journalism, law enforcement, social work, international business and politics, and travel.

Spanish IV
Code: 4037-4038
Credit: 1 credit
Elective/Required: Elective 10-12
Prerequisite: Successful completion of Spanish III or instructor approval. Must be passing at semester to continue to 2nd semester
Course Description: Spanish IV is the study of the Spanish language at an intermediate/advanced level of grammar and vocabulary, continuing to develop the skills of speaking, reading, writing, and listening comprehension in the target language and culture.
Skills Needed to be Successful in the Class: Students must be willing to speak, read, write, listen, and understand, in the target language, consistent with the vocabulary and grammar of Spanish IV, memorize grammar concepts and extensive vocabulary, and explore cultural differences. Students must have strong study skills and be willing to communicate in Spanish for the entire class period.
Learning Goals The student will be able to:
1. Use the vocabulary consistent with the level four course in speaking, reading, writing, listening, and understanding.
2. Use all grammar concepts in all skills: a. present, past, future, and conditional perfect tenses; b. present and imperfect subjunctive tenses.
3. Understand some cultural differences of Spanish speaking countries as well as important historical events of Spanish speaking countries.
Careers Related to Content
Education, communications, journalism, law enforcement, social work, international business and politics, and travel.

Spanish for the World of Business
Code: 4053

Credit: ½ credit
Elective/Required: Elective 9-12
Prerequisites: Students enrolling in Spanish for the World of Business must have successfully completed two years of Spanish at MHS, or obtain permission from the instructor.
Course Description: Spanish for the World of Business course content is designed to prepare students to contribute to the community at large as a bilingual employee. Instruction delivered will seek to increase proficiency and integrate language skills, using authentic materials and sources. The course incorporates all four components of language—reading, writing, speaking and listening—in Spanish at an advanced level. Language activities are differentiated to meet the unique needs of students' various learning styles and language proficiency levels. This course is intended for students who wish to further develop proficiency and hone their language employability skills, using authentic materials. Students who enroll should have attained a reasonable proficiency in using the language.
Spanish for the World of Business is suitable for heritage speakers of Spanish, Dual Language program participants and second-language learners of Spanish that exhibit a strong work ethic.
Skills Needed to be Successful in the Class: Strong interpersonal and communication skills, intermediate to advanced Spanish language proficiency, self-motivated learner, developmental cultural awareness, tolerance.
Learning Goals: The students will:
1. Effectively communicate in Spanish
2. Gain confidence communicating in a business climate
3. Explore business culture and communication skills
4. Be ready to contribute in Marshalltown businesses or create their own
5. Develop ethics necessary to participate in the business workplace
Related Careers: The following careers are related to the study of Spanish: Interpreter/Translator, Sales, Customer Service, Human Resources, Training, Finance, Real Estate, Personal Banker, Tax Preparer, and Entrepreneur.

Spanish for the World of Medicine
Code: *4055*
Credit: *½ Credit*
Elective/Required: *Elective 9-12*
Prerequisites: *Students enrolling in Spanish for the World of Medicine must have successfully completed two years of Spanish at MHS or obtain permission from the instructor.*
Course Description: *Spanish for the World of Medicine course content is designed to prepare students to contribute to the community at large as a bilingual employee in the field of medicine. Instruction delivered will seek to increase proficiency and integrate language skills, using authentic materials and sources. The course incorporates all four components of language—speaking, reading, writing and listening—in Spanish at an advanced level. Language activities are differentiated to meet the unique needs of students' various learning styles and language proficiency levels. This course is intended for students who wish to further develop proficiency and hone their language employability skills, using authentic materials. Students who enroll should have attained a reasonable proficiency in using the language. Spanish for the World of Medicine is suitable for heritage speakers of Spanish, Dual Language program participants and second-language learners of Spanish that exhibit a strong work ethic.*
Skills Needed to be Successful in the Class: Strong interpersonal and communication skills, intermediate to advanced Spanish language proficiency, self-motivated learner, developmental cultural awareness, tolerance.
Learning Goals: *The students will:*
1. Effectively communicate in Spanish
2. Gain confidence communicating in a medical climate
3. Explore medical culture and communication skills
4. Develop ethics necessary to participate in the medical workplace
Related Careers: *The following careers are related to the study of Spanish: Interpreter/Translator, Doctor, Nurse, Physician's Assistant, Nurse Practitioner, Medical Sales, Lab Tech, Customer Service, and Medical Research*