



Dubuque
COMMUNITY SCHOOLS

»» 2017-2018

HIGH SCHOOL

COURSE GUIDE

**Dubuque Community Schools
Notice of Non-Discrimination**

The Dubuque Community School District will not tolerate discrimination or harassment in its educational program on the basis of a person's protected status, such as age, color, creed, disability, gender, marital status, national origin, physical attributes, race, religion, sexual orientation, or socioeconomic status. - DCSD School Board Policy #1001

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WELCOME STUDENTS!

The Dubuque Community School District takes great pride in being able to offer students a wide variety of challenging academic courses at Stephen Hempstead High School and Dubuque Senior High School. The Course Guide provides information about graduation requirements, course offerings, college requirements, academic opportunities, and various grading issues.

As students plan for life during and after high school, it is crucial that they select appropriate and challenging courses. Each student should review and discuss the different course offerings with parents/guardians. In addition to parents/guardians, we encourage students to discuss course offerings with their current teachers, counselor, and representatives from post-secondary institutions they may consider attending. Only after careful consideration of each student's long-range educational plan should courses be selected for the 2017-2018 school year. We believe that careful planning will develop world class leaders and citizens of character.

We encourage all students to give thoughtful consideration to their course selections. The results of the course selection process directly impact the courses that will be offered for the 2017-2018 school year and will determine your schedule.

J. Lee Kolker
Principal
Hempstead High School

Dan Johnson
Principal
Senior High School

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» REQUIREMENTS + OFFERINGS

GRADUATION REQUIREMENTS

To be eligible to receive a diploma from the Dubuque Community School District, a student must complete the following 46 credit requirements:

English 1-2	2 credits
English 3-4	2 credits
Writing	1 credit
Speech	1 credit
Mathematics	6 credits
Applied Learning	2 credits
Fine Arts	2 credits
Literature	2 credits
Earth/Environmental Science	2 credits
Life Science	2 credits
Physical Science	2 credits
Wellness	3.2 credits
U.S. History	2 credits
World History	2 credits
Government	1 credit
Human/Society Study	1 credit
World Cultures & Issues	2 credits
Electives	10.8 credits
TOTAL	46 credits

Each credit is equivalent to one semester of 90 days for five day/week courses or ½ Carnegie unit.

Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the State of Iowa.

Ninth, tenth, and eleventh grade students are required to be enrolled in a minimum of six class periods per semester while attending Dubuque Community High Schools. Students enrolled in grade twelve may take fewer than six class periods if they are on schedule to complete minimum graduation requirements.

Students participating in athletics, music, theatre or speech activities must take a minimum of four classes in the semester prior to and during the activity to be eligible for participation.

Credits earned beyond a graduation requirement are automatically counted as Elective credits. An option to meet graduation requirements based on the Essential Elements of the Iowa Common Core is available to students with the most significant disabilities.

COURSE SELECTION INFORMATION

HOW TO USE THE COURSE GUIDE

Review the graduation requirements and your graduation progress screen in PowerSchool (<https://ps-dubuque.gwaea.org/public>). Consult the list of courses that are offered for your grade. To find out more about any course, read the course descriptions. Courses in the course guide are arranged numerically by the graduation requirement they fulfill. Refer to the Index to find a complete course list arranged by course name. If you have already fulfilled a graduation requirement, the course credit is automatically awarded for elective credit. The course descriptions are written to give you a general idea about the learning goals of each course. Content and delivery methods can vary.

The course codes are listed below each course name. If the course is a year course, you must select both course codes to enroll in both semesters. If the course is one semester long, selecting one course code will enroll you in the complete course. If you have any questions about which course number to select, please ask your counselor.

Included with each course description is information about the length of the course. A year course is two semesters long, meets five days each week, and results in two credits towards graduation. A semester course meets for one semester only and results in one credit. Courses that meet fewer than five days each week are awarded credit based on how many days they meet.

NCAA approval is indicated below the course length information. NCAA approval for courses should be taken into consideration by students anticipating participation in intercollegiate athletics at an NCAA Division I or Division II institution in the future.

Each course description explains which students are eligible to request the course and describes any prerequisites that must be met before a student may enroll. Student course requests will be reviewed by counselors and administration. If a student does not meet the enrollment requirements, course requests will be adjusted.

COURSE REQUESTS

Instructions to request your 2017-2018 courses in PowerSchool will be distributed through the counseling and registrar offices. If you need assistance completing your course requests online, please make an appointment with your counselor. You will be able to print out a copy of the courses you have requested once you complete your selections online.

COMPETENT PRIVATE INSTRUCTION

Competent Private Instruction (home schooling) students may dually enroll to participate in high school academic classes and activities.

COURSE FEES

Students will be charged fees for materials used beyond those needed to meet the basic course requirements. Optional projects will require students to pay additional fees for materials used.

STUDENT FEE WAIVERS

Students may apply for fee waivers with their school business office.

COURSE OFFERINGS

NINTH GRADE

Ninth graders must select at least six courses each semester. Study halls will be scheduled for all open periods for ninth graders. Please see course descriptions for graduation requirements and prerequisites.

ENGLISH 1-2

Must choose one of the following year-long courses:

ENG121/ENG122	English 1-2
ENG131/ENG132	Honors English 1-2

MATHEMATICS

Must choose one of the following year-long courses:

MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH181/MTH182	Honors Geometry
MTH281/MTH282	Honors Algebra II

SCIENCE

Must choose one of the following year-long courses:

SCI101/SCI102	Global Science
SCI121/SCI122	Honors Global Science

May choose the following year-long course:

SCI141/SCI142	Honors Biology
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WELLNESS

Must choose one of the following courses:

PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED159	Water Fitness & Games
PED161	Individual/Dual Sports & Fitness
PED162	Team Sports & Fitness
PED163	Performance PE

OTHER COURSE OFFERINGS

These courses fulfill a variety of graduation requirements.

ENG242/ENG243 is required for ninth graders with reading comprehension Iowa Assessment scores below proficient.

ART113	Art 2D
ART114	Art 3D
BUS111	Introduction to Business
BUS112	Secret to My Success
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS233	Sales/Advertising
BUS238	Wealth & Financial Planning
BUS503/BUS504	Iowa Jobs for America's Graduates 9-10 (JAG 9-10)
ELL101/ELL102	Newcomer English Language Learner
ELL201/ELL202	Beginning English Language Learner
ELL301/ELL302	Intermediate English Language Learner
ELL401/ELL402	Advanced English Language Learner
ENG153	Speech
ENG154	Advanced Speech
ENG163	Theatre
ENG164	Advanced Theatre

ENG242/ENG243	Reading (<i>required for some ninth graders - see course description</i>)
ENG359	Journalism
FCS113	Parenting
FCS117	Personal and Family Relations
FCS123	Foods I
FCS124	Foods II
HTH101	Health I
HTH102	Health II
INT113	Electricity, Power & Energy
INT115	Computer Aided Drafting & Design
INT117	Woodworking
INT123	Manufacturing
INT223	Small Engine Repair
INT311	Electricity
INT332	Metals
INT385	Construction I
INT387	Construction II
INT413	Computer Technical Drafting
INT423	Pre-Engineering
INT433	Architectural Drawing
INT471	Video Production
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion Ensemble
MUS162	Color Guard
MUS171/MUS172	Chamber Choir
MUS571/MUS572	Ambassador Singers
MUS682	Jazz Choir
SOC101/SOC102	World Cultures & Geography
SOC121/SOC122	Advanced Placement Human Geography
WFR111/WFR112	French 1-2
WGE131/WGE132	German 1-2
WSP181/WSP182	Spanish 1-2

TENTH GRADE

Tenth graders must select at least six courses each semester. Please see course descriptions for graduation requirements and prerequisites.

ENGLISH 3-4

Must choose one of the following year-long courses:

ENG221/ENG222	English 3-4
ENG231/ENG232	Honors English 3-4

MATHEMATICS

Must choose one of the following year-long courses or two semester-long courses:

MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH181/MTH182	Honors Geometry
MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH331/MTH332	Pre-Calculus with Trigonometry
MTH391/MTH392	Honors Pre-Calculus
MTH521/MTH522	Advanced Placement Statistics
MTH531/MTH532	Advanced Placement Computer Science A

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SCIENCE

Must choose one of the following year-long courses:

SCI131/SCI132	Biology
SCI141/SCI142	Honors Biology

May choose one of the following year-long courses:

SCI251/SCI252	Chemistry
SCI261/SCI262	Honors Chemistry
SCI271/SCI272	Anatomy and Physiology
SCI321/SCI322	Physics
SCI331/SCI332	Honors Physics

WORLD HISTORY

Must choose one of the following year-long courses:

SOC221/SOC222	World History
SOC511/SOC512	Advanced Placement World History

WELLNESS

Must choose one of the following courses:

PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED159	Water Fitness & Games
PED161	Individual/Dual Sports & Fitness
PED162	Team Sports & Fitness
PED163	Performance PE

OTHER COURSE OFFERINGS

These courses fulfill a variety of graduation requirements.

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2D
ART221/ART222	Advanced Art 3D
ART223	Photography 1: Basic
ART233	Photography 2: Advanced
BUS111	Introduction to Business
BUS112	Secret to My Success
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS233	Sales/Advertising
BUS234	Customer Service Strategies
BUS236	Social Media Marketing Strategies
BUS238	Wealth & Financial Planning
BUS242	Pre-Employment Strategies
BUS311/BUS312	Accounting
BUS323	Personal/Business Law
BUS333	Business Management
BUS503/BUS504	Iowa Jobs for America's Graduates 9-10 (IJAG 9-10)
ELL101/ELL102	Newcomer English Language Learner
ELL201/ELL202	Beginning English Language Learner
ELL301/ELL302	Intermediate English Language Learner
ELL401/ELL402	Advanced English Language Learner
ENG121/ENG122	English 1-2
ENG153	Speech
ENG154	Advanced Speech
ENG163	Theatre
ENG164	Advanced Theatre
ENG359	Journalism

ENG371/ENG372	Yearbook
ENG381/ENG382	Newspaper
FCS113	Parenting
FCS115	Life Management
FCS117	Personal and Family Relations
FCS123	Foods I
FCS124	Foods II
FCS223	International Foods
FCS235	Child Health, Safety, & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
HTH101	Health I
HTH102	Health II
INT113	Electricity, Power & Energy
INT115	Computer Aided Drafting & Design
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care & Maintenance
INT215	Auto Diagnostics
INT217	Auto Chassis & Drive Trains
INT223	Small Engine Repair
INT311	Electricity
INT323	Electronics
INT332	Metals
INT355	Machine Operations I
INT363	Welding
INT383	Cabinetmaking
INT385	Construction I
INT387	Construction II
INT413	Computer Technical Drafting
INT421	Web Design
INT423	Pre-Engineering
INT433	Architectural Drawing
INT471	Video Production
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion Ensemble
MUS162	Color Guard
MUS171/MUS172	Chamber Choir
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS571/MUS572	Ambassador Singers
MUS682	Jazz Choir
SCI101/SCI102	Global Science
SCI121/SCI122	Honors Global Science
SOC101/SOC102	World Cultures and Geography
SOC121/SOC122	Advanced Placement Human Geography
WFR111/WFR112	French 1-2
WFR211/WFR212	French 3-4
WGE131/WGE132	German 1-2
WGE231/WGE232	German 3-4
WSP181/WSP182	Spanish 1-2
WSP281/WSP282	Spanish 3-4

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ELEVENTH GRADE

Eleventh graders must select at least six courses each semester. Please see course descriptions for graduation requirements and prerequisites.

LITERATURE & WRITING

Must choose at least two literature courses and one writing course for graduation:

ENG327	Young Adult Literature
ENG329	Contemporary Literature
ENG333	U.S. Literature
ENG335	British Literature
ENG337	World Literature
ENG351/ENG352	Advanced Placement English Language and Composition
ENG353	Composition
ENG357	Creative Writing
ENG359	Journalism

MATHEMATICS

Must choose one of the following year-long courses or two semester-long courses:

MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH221/MTH222	Mathematical Models with Applications
MTH245	Statistics Through Application
MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH311/MTH312	Transition to College Math & Stats
MTH331/MTH332	Pre-Calculus with Trigonometry
MTH391/MTH392	Honors Pre-Calculus
MTH511/MTH512	Advanced Placement Calculus AB
MTH521/MTH522	Advanced Placement Statistics
MTH531/MTH532	Advanced Placement Computer Science A
MTH541/MTH542	Advanced Placement Calculus BC

SCIENCE

Must choose one of the following year-long courses:

SCI251/SCI252	Chemistry
SCI261/SCI262	Honors Chemistry
SCI281/SCI282	Physical Science
SCI321/SCI322	Physics
SCI331/SCI332	Honors Physics
SCI561/SCI562	Advanced Placement Chemistry

U.S. HISTORY

Must choose one of the following year-long courses:

SOC321/SOC322	U.S. History
SOC521/SOC522	Advanced Placement U.S. History

WELLNESS

Must choose one of the following courses:

PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED159	Water Fitness & Games
PED161	Individual/Dual Sports & Fitness
PED162	Team Sports & Fitness
PED163	Performance PE

OTHER COURSE OFFERINGS

These courses fulfill a variety of graduation requirements.

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2D
ART217/ART218	Art 2D: Portfolio
ART221/ART222	Advanced Art 3D
ART223	Photography 1: Basic
ART227/ART228	Art 3D: Portfolio
ART233	Photography 2: Advanced
ART623	Photography 3: Portfolio
BUS111	Introduction to Business
BUS112	Secret to My Success
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS233	Sales/Advertising
BUS234	Customer Service Strategies
BUS236	Social Media Marketing Strategies
BUS238	Wealth & Financial Planning
BUS242	Pre-Employment Strategies
BUS311/BUS312	Accounting
BUS323	Personal/Business Law
BUS333	Business Management
BUS411/BUS412	Advanced Accounting
BUS501/BUS502	Iowa Jobs for America's Graduates 11-12 (IJAG 11-12)
CNA101	Certified Nursing Assistant
CNA110	Health Occupations
CNA130	Dosage Calculations
CNA140	Introduction to Nutrition
CNA150	Medical Terminology
ELL101/ELL102	Newcomer English Language Learner
ELL201/ELL202	Beginning English Language Learner
ELL301/ELL302	Intermediate English Language Learner
ELL401/ELL402	Advanced English Language Learner
ENG121/ENG122	English 1-2
ENG153	Speech
ENG154	Advanced Speech
ENG163	Theatre
ENG164	Advanced Theatre
ENG221/ENG222	English 3-4
ENG365	Film Appreciation I
ENG366	Film Appreciation II
ENG371/ENG372	Yearbook
ENG381/ENG382	Newspaper
FCS113	Parenting
FCS115	Life Management
FCS117	Personal and Family Relations
FCS123	Foods I
FCS124	Foods II
FCS223	International Foods
FCS235	Child Health, Safety, & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
HTH101	Health I
HTH102	Health II
INT113	Electricity, Power & Energy
INT115	Computer Aided Drafting & Design
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care & Maintenance

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INT215	Auto Diagnostics
INT217	Auto Chassis & Drive Trains
INT223	Small Engine Repair
INT300	Welding Safety
INT311	Electricity
INT323	Electronics
INT332	Metals
INT355	Machine Operations I
INT363	Welding
INT366	Basic Gas Metal Arc Welding
INT368	Flame Plasma Cutting Fundamentals
INT383	Cabinetmaking
INT385	Construction I
INT387	Construction II
INT395/INT396	Construction II Lab
INT413	Computer Technical Drafting
INT421	Web Design
INT423	Pre-Engineering
INT433	Architectural Drawing
INT471	Video Production
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion Ensemble
MUS162	Color Guard
MUS171/MUS172	Chamber Choir
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS571/MUS572	Ambassador Singers
MUS682	Jazz Choir
SCI101/SCI102	Global Science
SCI121/SCI122	Honors Global Science
SCI131/SCI132	Biology
SCI141/SCI142	Honors Biology
SCI271/SCI272	Anatomy and Physiology
SCI345	Astronomy
SCI365	Genetics
SCI387	Marine Biology
SCI531/SCI532	Advanced Placement Biology
SOC101/SOC102	World Cultures and Geography
SOC121/SOC122	Advanced Placement Human Geography
SOC221/SOC222	World History
SOC531/SOC532	Advanced Placement Economics
SOC541/SOC542	Advanced Placement Psychology
WFR111/WFR112	French 1-2
WFR211/WFR212	French 3-4
WFR311/WFR312	French 5-6
WGE131/WGE132	German 1-2
WGE231/WGE232	German 3-4
WGE331/WGE332	German 5-6
WSP181/WSP182	Spanish 1-2
WSP281/WSP282	Spanish 3-4
WSP381/WSP382	Spanish 5-6

TWELFTH GRADE

Twelfth graders may select only the courses they need to meet graduation requirements. Please see course descriptions for graduation requirements and prerequisites. Students participating in athletics, music, theatre or speech activities must take a minimum of four classes in the semester prior to and during the activity to be eligible for participation. Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the State of Iowa. Students who took required courses in grades 9-11 must see counselors to complete course selection.

GOVERNMENT

Must choose one of the following semester-long courses:

SOC415	American Government
SOC513	Advanced Placement American Government

HUMAN/SOCIETY STUDY

Must choose one of the following semester-long courses or year-long courses:

SOC425	Economics
SOC433	Sociology
SOC443	Psychology
SOC531/SOC532	Advanced Placement Economics
SOC541/SOC542	Advanced Placement Psychology

WELLNESS

Must choose one of the following courses:

PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED159	Water Fitness & Games
PED161	Individual/Dual Sports & Fitness
PED162	Team Sports & Fitness
PED163	Performance PE

OTHER COURSE OFFERINGS

These courses fulfill a variety of graduation requirements.

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2D
ART217/ART218	Art 2D: Portfolio
ART221/ART222	Advanced Art 3D
ART223	Photography 1: Basic
ART227/ART228	Art 3D: Portfolio
ART233	Photography 2: Advanced
ART623	Photography 3: Portfolio
BUS111	Introduction to Business
BUS112	Secret to My Success
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS233	Sales/Advertising
BUS234	Customer Service Strategies
BUS236	Social Media Marketing Strategies
BUS238	Wealth & Financial Planning
BUS242	Pre-Employment Strategies

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BUS311/BUS312	Accounting	INT385	Construction I
BUS323	Personal/Business Law	INT387	Construction II
BUS333	Business Management	INT395/INT396	Construction II Lab
BUS411/BUS412	Advanced Accounting	INT413	Computer Technical Drafting
BUS501/BUS502	Iowa Jobs for America's Graduates 11-12 (JAG 11-12)	INT421	Web Design
CNA101	Certified Nursing Assistant	INT423	Pre-Engineering
CNA110	Health Occupations	INT433	Architectural Drawing
CNA130	Dosage Calculations	INT471	Video Production
CNA140	Introduction to Nutrition	MTH161/MTH162	Algebra I
CNA150	Medical Terminology	MTH171/MTH172	Geometry
ELL101/ELL102	Newcomer English Language Learner	MTH221/MTH222	Mathematical Models with Applications
ELL201/ELL202	Beginning English Language Learner	MTH245	Statistics Through Application
ELL301/ELL302	Intermediate English Language Learner	MTH271/MTH272	Algebra II
ELL401/ELL402	Advanced English Language Learner	MTH281/MTH282	Honors Algebra II
ENG121/ENG122	English 1-2	MTH311/MTH312	Transition to College Math & Stats
ENG153	Speech	MTH331/MTH332	Pre-Calculus with Trigonometry
ENG154	Advanced Speech	MTH391/MTH392	Honors Pre-Calculus
ENG163	Theatre	MTH511/MTH512	Advanced Placement Calculus AB
ENG164	Advanced Theatre	MTH521/MTH522	Advanced Placement Statistics
ENG221/ENG222	English 3-4	MTH531/MTH532	Advanced Placement Computer Science A
ENG327	Young Adult Literature	MTH541/MTH542	Advanced Placement Calculus BC
ENG329	Contemporary Literature	MUS111/MUS112	Band
ENG333	U.S. Literature	MUS121/MUS122	Jazz Band
ENG335	British Literature	MUS131/MUS132	Orchestra
ENG337	World Literature	MUS151/MUS152	Percussion Ensemble
ENG353	Composition	MUS162	Color Guard
ENG357	Creative Writing	MUS171/MUS172	Chamber Choir
ENG359	Journalism	MUS341/MUS342	Concert Choir
ENG365	Film Appreciation I	MUS361/MUS362	Music Theory and Harmony
ENG366	Film Appreciation II	MUS571/MUS572	Ambassador Singers
ENG371/ENG372	Yearbook	MUS601/MUS602	Advanced Choral Music: Portfolio
ENG381/ENG382	Newspaper	MUS682	Jazz Choir
ENG541/ENG542	Advanced Placement English Literature and Composition	SCI101/SCI102	Global Science
FCS113	Parenting	SCI121/SCI122	Honors Global Science
FCS115	Life Management	SCI131/SCI132	Biology
FCS117	Personal and Family Relations	SCI141/SCI142	Honors Biology
FCS123	Foods I	SCI251/SCI252	Chemistry
FCS124	Foods II	SCI261/SCI262	Honors Chemistry
FCS223	International Foods	SCI271/SCI272	Anatomy and Physiology
FCS235	Child Health, Safety, & Nutrition	SCI281/SCI282	Physical Science
FCS245	Infant/Toddler Care & Education	SCI321/SCI322	Physics
FCS255	Early Childhood Curriculum I	SCI331/SCI332	Honors Physics
FCS275	Child Growth & Development	SCI345	Astronomy
HTH101	Health I	SCI365	Genetics
HTH102	Health II	SCI387	Marine Biology
INT113	Electricity, Power & Energy	SCI531/SCI532	Advanced Placement Biology
INT115	Computer Aided Drafting & Design	SCI561/SCI562	Advanced Placement Chemistry
INT117	Woodworking	SOC101/SOC102	World Cultures and Geography
INT123	Manufacturing	SOC121/SOC122	Advanced Placement Human Geography
INT213	Auto Care & Maintenance	SOC221/SOC222	World History
INT215	Auto Diagnostics	SOC321/SOC322	U.S. History
INT217	Auto Chassis & Drive Trains	WFR111/WFR112	French 1-2
INT223	Small Engine Repair	WFR211/WFR212	French 3-4
INT300	Welding Safety	WFR311/WFR312	French 5-6
INT311	Electricity	WFR411/WFR412	French 7-8
INT323	Electronics	WGE131/WGE132	German 1-2
INT332	Metals	WGE231/WGE232	German 3-4
INT355	Machine Operations I	WGE331/WGE332	German 5-6
INT363	Welding	WGE431/WGE432	German 7-8
INT366	Basic Gas Metal Arc Welding	WSP181/WSP182	Spanish 1-2
INT368	Flame Plasma Cutting Fundamentals	WSP281/WSP282	Spanish 3-4
INT383	Cabinetmaking	WSP381/WSP382	Spanish 5-6
		WSP481/WSP482	Spanish 7-8

SCHEDULE CHANGES

COURSE AVAILABILITY

Attempts will be made to offer all courses described in this course guide. However, low enrollment courses may be cancelled or may be scheduled only in alternate semesters or years. In those cases, students will be contacted to select alternative courses.

DROPPING/ADDING COURSES

Students who wish to ADD a class must see their counselor within five days from the beginning of the semester. Course availability is a factor in determining additions to the student's schedule. Students need counselor and/or administrator approval to add a class.

Students in grades 9-11 who DROP one of their six courses will have a grade of "F" recorded on their official transcript.

Students may DROP a seventh class with no grade recorded on the official transcript if they are passing the course and drop by October 1 (first semester) or March 1 (second semester). If students are failing the course when they drop, a grade of "F" will be recorded on their official transcript.

A student who drops a course may be assigned to a supervised area. All students will be assigned to a supervised area during fifth period.

Academic eligibility for activities and sports participation should be considered when making decisions about dropping a course.

If a student's ability is not consistent with that required by a course and the teacher or counselor recommends a change of course, a student may be withdrawn from the course and assigned to a course at a more appropriate level, with administrator approval.

COURSE REQUEST CHANGES

Staffing and scheduling decisions are made based on student course requests, therefore schedule changes are limited to approved course level changes or when dropping or adding a class as described above. Schedules are not changed to schedule a class in a different period, change elective choice, or change instructor.

» GRADING + RECOGNITION

GRADING SYSTEM

In Dubuque Schools, all teachers are working toward deep understanding and implementation of assessment **for** and **of** learning. Grading is part of the way we communicate about learning. For grades to be effective, they must be accurate reflections of student achievement. Grades need to be meaningful and communicate useful information. Grades need to be consistent and based on performance standards. Grades need to support learning.

LETTER GRADES

- A = Excellent
- B = Very Good
- C = Average
- D = Below average
- F = No Credit

- P = Pass
- I = Incomplete
- W = Withdrawal, no credit
- N = Audit, no credit

GRADING SCALE

- A 100 - 93
- A- 92 - 90
- B+ 89 - 87
- B 86 - 83
- B- 82 - 80
- C+ 79 - 77
- C 76 - 73
- C- 72 - 70
- D+ 69 - 67
- D 66 - 63
- D- 62 - 60
- F Below 60%

GRADING WEIGHT

The following weights will be used to calculate grade point average:

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- D- = 0.7
- F = 0

Students earning grades of A, B or C in Advanced Placement courses will receive weighted value for grade point and class rank calculation.

- A = 5.0
- A- = 4.7
- B+ = 4.3
- B = 4.0
- B- = 3.7
- C+ = 3.3
- C = 3.0
- C- = 2.7
- D+ = 1.3
- D = 1.0
- D- = 0.7
- F = 0

Grades in Special Education classes carry a lower weight when it is determined that the general education standards and expectations are not met in the special education class.

CUMULATIVE GRADE POINT AVERAGE (GPA) AND RANK IN CLASS

Cumulative G.P.A. and Rank in Class are determined by averaging all semester final grades except Wellness Education, Driver Education, Postsecondary Enrollment Options Program (PSEO) courses and Audit courses. All semesters attended in high school are computed in this average. The class rank adjusts whenever changes are made and may change even daily.

STUDENT RECOGNITION

DUBUQUE SENIOR HIGH SCHOOL RENAISSANCE

Renaissance recognition is awarded four times a year and is determined by grades on progress reports and report cards. Wellness Education is included in Renaissance recognition calculations. Senior High School students are eligible for the following Renaissance Cards:

- RED: all A's
- BLUE: all A's and B's
- WHITE: all A's, B's and C's

HEMPSTEAD HIGH SCHOOL PRIDE

PRIDE recognition is awarded throughout the year for students who are Prepared, Responsible, Inclusive, Dignified, and Empowered. Hempstead staff acknowledge students with PRIDE passes and a positive message. These passes can be used to win prizes. Students can also be nominated by staff to attend PRIDE recognition breakfasts and luncheons. Special school-wide events are planned throughout the year by Hempstead's PRIDE committee, a collaborative group of students and staff.

ACADEMIC LETTER / CERTIFICATE

(SEMESTER AWARDS)

A student may earn an academic letter by receiving a 3.5 or higher G.P.A. for two (2) consecutive semesters. After receiving a letter, the student receives a certificate after each succeeding block of two semesters in which a 3.5 or higher G.P.A. is maintained through the first seven semesters of attendance.

Final cumulative G.P.A., class rank, valedictorian and salutatorian designations are determined through eight semesters of attendance.

» SPECIAL PROGRAMS

SENIOR YEAR PLUS

Students interested in earning college credits while in high school should contact the school counselor for information, application forms, and enrollment procedures.

The Senior Year Plus Program provides students a way to concurrently access secondary and postsecondary credit through advanced placement, postsecondary enrollment options, and concurrent enrollment.

Courses may supplement, but not supplant, a course provided by the school district. The content of a course provided to a high school student for postsecondary credit shall not consist of substantially the same concepts and skills as the content of a course provided by the district.

STUDENT ELIGIBILITY FOR ANY SENIOR YEAR PLUS COURSE

1. The student must attain approval from the school district prior to enrollment in any Senior Year Plus program.
2. The student must have passed appropriate course prerequisites as determined by the school district or the postsecondary institution.
3. The student must meet enrollment requirements of the postsecondary institution.
4. No student may be enrolled as a full-time student in any one postsecondary institution. There is no minimum or maximum number of credits that can be earned with Senior Year Plus.

ADVANCED PLACEMENT PROGRAM (for grades 9-12)

1. Advanced placement courses must be listed in high school course guides with prerequisite courses established.
2. Every eighth grade student must receive the full high school course guide prior to development of their core curriculum plan.
3. AP courses are available to dually enrolled high school students (competent private instruction).
4. AP courses are available to accredited nonpublic high school students in the school district.
5. AP exams and reduced fees for exams apply to eligible nonpublic students the same as for district students.

The Dubuque Community School District offers the following advanced placement courses:

ENG351/ENG352	Advanced Placement English Language and Composition
ENG541/ENG542	Advanced Placement English Literature
MTH511/MTH512	Advanced Placement Calculus AB
MTH521/MTH522	Advanced Placement Statistics
MTH531/MTH532	Advanced Placement Computer Science A
MTH541/MTH542	Advanced Placement Calculus BC

SCI531/SCI532	Advanced Placement Biology
SCI561/SCI562	Advanced Placement Chemistry
SOC121/SOC122	Advanced Placement Human Geography
SOC513	Advanced Placement Government
SOC511/SOC512	Advanced Placement World History
SOC521/SOC522	Advanced Placement U.S. History
SOC531/SOC532	Advanced Placement Economics
SOC541/SOC542	Advanced Placement Psychology

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM (for grades 11 and 12, or identified in grades 9-10 by gifted and talented criteria)

1. Student Eligibility: Counselors, GT Facilitators, content leaders, principal and/or designated assistant principal may assist in determining student eligibility.
 - a. Parents/guardians of eligible students must furnish transportation to and from the eligible postsecondary institution.
 - b. A student enrolled in an accredited nonpublic school who meets all eligibility requirements (including residency in Iowa) may apply to take a course, provided that neither the accredited nonpublic school nor the school district offers a comparable course.
 - c. Postsecondary enrollment option courses are available to dually enrolled students (competent private instruction).
 - d. No student may audit a postsecondary enrollment option course.
 - e. The student must be proficient in reading, math, and science on the Iowa Assessment most recently administered.
 - f. Students must notify the high school of their intent to enroll in a PSEO course by March 15 for the following year (for both semesters).
2. Course Eligibility
 - a. Nonsectarian courses
 - b. Courses not comparable to courses offered by the Dubuque public high schools
 - c. Credit bearing courses that lead to an educational degree
 - d. Courses in: math, science, social sciences, humanities (English, art, music, language), vocational-technical education
3. High School Credit
 - a. Approved and completed college courses will be given high school credit. Each semester-length college course equals one semester high school credit.
 - b. Completed college courses will count toward high school graduation requirements and subject area requirements. Credit will not be calculated in a student's grade point average or rank in class. Evidence of successful completion of each course and high school units of credit and postsecondary academic credits will be included in the student's high school transcript.

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4. Payment for College Tuition Cost
 - a. The school and/or district will pay directly to the postsecondary institution the legally limited costs of approved enrollments by eligible students who complete and receive credit for the approved course(s) in which they are enrolled.
 - b. Students who fail to complete and receive credit for a postsecondary course are responsible for all costs directly related to the course, and will be billed by the district for those costs. If the student is under 18 years of age, the parent or guardian will assume the costs.

CONCURRENT ENROLLMENT PROGRAM (for grades 9-12)

1. Concurrent enrollment courses must be listed in high school course guides and must indicate that the courses generate college credit as well as high school credit.
2. Every eighth grade student must receive the full high school course guide prior to development of their core curriculum plan.
3. Concurrent enrollment courses are available to dually enrolled high school students (competent private instruction).
4. Concurrent enrollment courses are available to accredited nonpublic high school students in the school district as long as they are residents of the DCSD.
5. The school board must annually approve courses to be made available for high school credit. Comparable courses must not already be offered by the school district.
6. No student may audit a concurrent enrollment course.
7. No student may be charged tuition for a concurrent enrollment course.

The Dubuque Community School District offers the following concurrent enrollment courses in cooperation with Northeast Iowa Community College:

BUS234	Customer Service Strategies
BUS242	Pre-Employment Strategies
CNA101	Certified Nursing Assistant
CNA110	Health Occupations
CNA130	Dosage Calculations
CNA140	Introduction to Nutrition
CNA150	Medical Terminology
FCS235	Child Health, Safety, & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
INT300	Welding Safety
INT355	Machine Operations I
INT366	Basic Gas Metal Arc Welding
INT368	Flame Plasma Cutting Fundamentals
INT395/INT396	Construction II Lab

HONORS COURSES

Honors courses offer interested students an enriched or accelerated curriculum. The Dubuque Community School District offers the following honors courses:

ENG131/ENG132	Honors English 1-2
ENG231/ENG232	Honors English 3-4
MTH181/MTH182	Honors Geometry
MTH281/MTH282	Honors Algebra II
MTH391/MTH392	Honors Pre-Calculus
SCI121/SCI122	Honors Global Science
SCI141/SCI142	Honors Biology
SCI261/SCI262	Honors Chemistry
SCI331/SCI332	Honors Physics

ALTERNATIVE PROGRAMMING

SUCCESS ACADEMY

The Success Academy creates specialized learning experiences for a small number of 10th grade students who need additional supports to increase their success at the high school level. The Success Academy is designed to serve students who have had difficulty transitioning and adjusting to the high school experience and meeting high school expectations. These programs provide: smaller class sizes, opportunity to make up credits, earn additional credits through a specifically designed program, greater behavioral and academic supports. New programming is being developed to serve the needs of some ninth grade students for the 2017-2018 school year.

ALTERNATIVE LEARNING CENTER (ALC)

The ALC is designed to provide at-risk students an alternative to the traditional high school setting. The ALC primarily offers course opportunities in the core content areas. Project based learning design principles are utilized to engage students who have struggled to find success at their home school. There are independent learning opportunities available for students to help them recover credits and get back on track with their graduation plans. The ALC program is located at the Alta Vista Campus.

Students must be identified as at-risk of dropping out of school. Students must also be in 11th or 12th grade and be referred by the administrative team at the home school.

SPECIAL EDUCATION SERVICES

The Dubuque Community School district will provide all students with disabilities a free, appropriate, public education in the least restrictive environment as required by IDEA.

Students entitled to special education supports and services are required to earn the same number of credit hours as non-disabled peers, in order to earn a DCSD diploma. An optional path to meet graduation requirements based on the Essential Elements of the Iowa Core Curriculum is available to students with the most significant disabilities.

The Individualized Education Plan will determine the course of study for each student and will be updated at the annual review.

The identification and placement of students for special education services is determined by state guidelines and procedures for referral and evaluation. It is the duty of the IEP team to ensure delivery of supports and services in the least restrictive environment.

Students are provided a variety of course options in general and special education settings.

- Resource is available for students who require support in order to progress in the general curriculum.
- Courses designated as Practical are available for special education students who are significantly below grade level and have major difficulty functioning in a general education course. These courses are aligned to the Iowa Core Curriculum.
- Life Skills Services and Personal Learning Program courses are available to students as optional paths using Essential Elements of the Iowa Core to meet graduation requirements.
- Specific vocational and transitional programs include PAVE, School-to-Work, TAP, Summit, and HEART programs.

LIFE SKILL SERVICES

The goal of Life Skill Services is to provide opportunities which allow each individual to develop, learn, grow and live as independently as possible. Life Skills Services uses an optional path to meet graduation requirements based on the Essential Elements of the Iowa Core. Life Skill Services also offers curriculum areas which are centered around living (daily living concepts), learning (generalizing and transferring of academic knowledge and skills to real world applications), and working (vocational and employment).

PERSONAL LEARNING PROGRAM

The goal of the Personal Learning Program is to provide opportunities for individuals to learn and strengthen their skills to live and participate in their community as independently as possible. The Personal Learning Program uses an optional path to meet graduation requirements based on the Essential Elements of the Iowa Core. The Personal Learning Program offers curriculum areas which are centered around living (daily living concepts), learning (generalizing and transferring of academic knowledge and skills to real world applications), and working (vocational and employment).

PAVE

Pave is an academic and vocational program offered in partnership with the Dubuque Community School District and Northeast Iowa Community College. The purpose of Pave is to provide an individual vocational course of study, which will enable the student to become competitively employed, live independently, and strengthen interpersonal skills.

Core high school courses and students vocational interests are taught within the NICC setting. Students complete their entire day at NICC with transportation being provided by the DCSD. Interested students must complete a NICC application, the ACCUPLACER test, and a Pave application by February 15th for the fall semester and by October 1st for the spring semester.

Eligibility Criteria:

- Age 16 or older: a junior status or older
- Receiving Special Education services: be a level-one qualified individual for at least one recently completed successful semester prior to entering Pave
- Have a need in a vocational area that the high school is unable to meet
- Have at least 90% attendance record for at least one recently completed semester at present high school

SCHOOL-TO-WORK

School-to-Work courses offer an overview of jobs available in the Dubuque area. Students identify their personal, social, and occupational competencies. Students develop short term and long term career planning goals. Students develop competencies necessary to survive and prosper in the work environment. Students learn the requirements for work, including methods of job procurement. Students are placed on job sites with the opportunity for non-paid and paid work experiences within the community. Local businesses and industries act as extensions of the classroom following a specific training plan.

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TRANSITION ALLIANCE PROGRAM (TAP)

TAP provides a variety of vocational-based, individualized services with the optimal goal of employment. The TAP program is a year-round program that follows a student after graduation until they reach age 25. Students must enroll with Iowa Vocational Rehabilitation Services (IVRS) and will receive enhanced transition assessments, job shadowing and career-pathway training for employment. The program is a partnership with IVRS and the Dubuque Community School District.

Eligibility Criteria:

- Receiving special education services
- Sophomore status or older
- Apply for Iowa Vocational Rehabilitation Services

SUMMIT

This program is designed for adult students who have maximized credit options but have transition areas or IEP goals that are unmet. Students may participate in graduation ceremonies with their class but will not receive a diploma until IEP goals are fulfilled and/or student chooses to exit.

By choosing to participate in Summit, a young adult no longer attends school in a school building. Instead, an IEP is implemented and tailored to meet the student's personal goals within the community. The main goal of the program is to assist students in making a smooth transition to his/her adult life. All services will be established and begun to ensure stability has occurred in a student's IEP goal areas.

Eligibility Criteria:

- Age 18 or older
- Have met all Dubuque Community School District graduation criteria
- Receiving Special Education services
- Have unmet IEP goals
- Have transitional needs (employment, independent living, post-secondary concerns, mobility, or recreational/leisure)

HEART: HOUSING EDUCATION AND REHABILITATION TRAINING PROJECT

HEART is a public/private partnership that provides vocational construction training and education through the complete rehabilitation of blighted properties in Dubuque. HEART seeks to inspire a lifelong love of learning, while teaching self-reliance and instilling personal growth. Students participate in an academic and workplace experience.

Eligibility Criteria:

- Age 16 or older
- Receiving Special Education services
- Meets job description as specified (see Case Manager for job description)
- Completion of application

HEART Bridge Program: eligible students obtain guidance and financial assistance based on their cooperation, hard work, and attendance to help them work toward career goals.

» FUTURE PLANNING

EARLY GRADUATION

Early graduates from high school must have completed necessary credits and all required subjects for graduation. Wellness Education is required for the semesters enrolled.

The following are the requirements for early graduation from the Dubuque Community School District:

1. Students may graduate from high school before they complete the traditional four (4) years of schooling, grades 9 through 12, if they complete all the requirements for their high school entering class prior to the time they would **normally graduate**, and if they and their parents petition the principal for "Early Graduation":
 - a. **Written approval from the parents is mandatory.**
 - b. **Students must have completed all of the credits required of their class when entering ninth grade.**
 - c. **Students must complete Wellness Education only for the semesters enrolled.**
2. Students and their parents should review all the advantages and disadvantages of early graduation. They should consider options available under the Senior Year Plus Program when considering early graduation.
3. Students must have enrollment verification from the Admissions Office of the postsecondary school if the student must begin classes before the end of the first semester at their high school. Upon administrative review of the student's postsecondary schedule, adjustments to the student's high school schedule may be considered.
4. Diplomas are awarded only at the conclusion of the second semester; however, a letter confirming completion of graduation requirements will be provided upon request.
5. In order for early graduates to participate in graduation ceremonies, students must have their signed application on file by the end of the semester preceding the graduation date.

COLLEGE REQUIREMENT INFO

Your counselor is an excellent resource to help you explore your college and scholarship options. It is important to note that having completed all DCSD graduation requirements does not guarantee admission to a student's college of choice. It is ultimately the responsibility of each student and parent to ensure that a student's course selections meet the requirements of colleges and scholarships of interest.

All four-year colleges and universities have designated course requirements for admission. However, you should expect some variations in entrance requirements among the thousands of colleges and universities across the nation. Students and parents should always consult the college/university admission counselors to determine expectations.

Many colleges expect students to have had four years of English, three years of Math (Algebra I, Geometry and Algebra II), three years of Science (many require two years of laboratory experience), three years of Social Studies, and two years of the same World Language. Some colleges with a two-year World Language entrance requirement will allow students to meet an additional college exit requirement if the student successfully completes all four years of the same World Language in high school. The sample chart on the page 18 illustrates requirements for acceptance to Iowa's Regent (State) Universities (Iowa State, University of Iowa and University of Northern Iowa). Iowa's Regent (State) Universities also use the Regent Admission Index (RAI) described on page 17 to guide admission: www.regents.iowa.gov/RAI.

In addition to the number of core courses taken, ACT or SAT scores, class rank, and grade point average (GPA) are also taken into consideration for admission to post-secondary institutions. Unofficial ACT scores may be posted on the DCSD transcript; however, it is student/parent responsibility to provide official ACT, SAT, or other standardized testing scores to post-secondary institutions.

NCAA approval for courses should be taken into consideration by students anticipating participation in intercollegiate athletics at an NCAA Division I or Division II institution in the future. Your school counselor can be a resource for this as well; however, it is the responsibility of the student and parents to ensure all requirements are met for NCAA eligibility. You may find it helpful to consult the NCAA website (www.ncaaeligibilitycenter.org).

The decision about your educational path beyond high school is important. Begin early and use all available resources to make a decision that's right for you.

IOWA BOARD OF REGENTS: REGENT ADMISSION INDEX

Students from Iowa high schools must have a Regent Admission Index (RAI) score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission to Iowa State University, the University of Northern Iowa and the College of Liberal Arts and Sciences at the University of Iowa.

Students who achieve a score less than 245 will be considered for admission on an individual basis. The index combines four factors that strongly predict success at regent universities: ACT or SAT test score, high school rank, high school cumulative GPA and the number of completed high school core courses.

Students who are interested in applying to one or more of Iowa's Regent Universities are encouraged to visit the websites of any of these three schools to use the RAI Calculator. This tool allows the student to insert his/her information into the formula and automatically calculates the RAI score.

Regent Admission Index Formula

$$\begin{aligned}
 & (2 \times \text{ACT composite score}) \\
 & \quad + \\
 & (1 \times \text{high school rank, expressed as a percentile}) \\
 & \quad + \\
 & (20 \times \text{high school GPA}) \\
 & \quad + \\
 & (5 \times \text{number of high school courses completed} \\
 & \quad \text{in the core subject areas}) \\
 & \quad = \\
 & \textbf{RAI Score}
 \end{aligned}$$

BUILDING YOUR FUTURE

PREPARING FOR ACADEMIC SUCCESS AT IOWA'S REGENT UNIVERSITIES

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

COURSE DESCRIPTIONS

Courses are arranged numerically by the graduation requirement they fulfill.
Refer to page 4 for DCSD graduation requirements.

ENGLISH 1-2

Two English 1-2 credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

ENGLISH 1-2

ENG121 (Sem 1), ENG122 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: freshmen

NCAA: approved

PREREQUISITE: none

This course emphasizes a continuation of the communication skills and strands which are developed in 7th and 8th grade Language Arts. Thematic units covering a variety of genre include non-fiction, short story, novel, poetry, mythology, and an introduction to Shakespeare through *Romeo and Juliet*. Additionally, reading, writing, listening, and speaking skills are taught in conjunction with each unit of literature. Students will recognize and define multiple literary terms. Students will work on grammar, vocabulary, sentence construction, and writing through expository, personal, literary analysis, comparison and contrast, and research writing.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, and Language Strands.*

HONORS ENGLISH 1-2

ENG131 (Sem 1), ENG132 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: freshmen

NCAA: approved

PREREQUISITE: placement based on 8th grade assessment and instructor recommendation

This course emphasizes a continuation of the communication skills and strands which are developed in 7th and 8th grade Language Arts. Students are challenged instructionally, move at a faster pace, read additional novels, and have more homework in comparison to English 1-2. Students are provided enrichment activities and assignments in this course. Thematic units covering a variety of genre include non-fiction, short story, novel, poetry, mythology, and an introduction to Shakespeare through *Romeo and Juliet*. Additionally, reading, writing, listening, and speaking skills are taught in conjunction with each genre of literature. Students will recognize and define multiple literary terms. Students will work on grammar, vocabulary, sentence construction, and writing through expository, personal, literary analysis, comparison and contrast, and research writing.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, Speaking, and Language Strands.*

PRACTICAL ENGLISH 1-2

XSM111 (Sem 1), XSM112 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: freshmen

PREREQUISITE: placement based on assessment and instructor recommendation

This course is for students who need additional academic assistance as determined by their Individual Education Plan (IEP). The instruction will develop, reinforce and refine specific reading objectives in comprehension and inferential thinking through the use of reading strategies. Units covered include short story, novel, poetry, mythology and drama. Students will also learn to use a variety of sentence types, write organize and concise paragraphs, and be introduced to five-paragraph writing.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core.*

ENGLISH 3-4

Two English 3-4 credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

ENGLISH 3-4

ENG221 (Sem 1), ENG222 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores

NCAA: approved

PREREQUISITE: English 1-2

This course uses various literary genres, including the short story, novel, drama, poetry, and an emphasis of non-fiction to meet the Iowa Core Standards. The introduction and investigation of societal issues helps to drive each unit. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature to clarify their own beliefs and values. In addition to literary study, students engage in argumentative, narrative, expository, creative and personal writing, as well as research and literary analysis. Class discussion is an integral part of class. Vocabulary, grammar and usage, and other composition skills will be emphasized as a continuation of English 1-2.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, Speaking, and Language Strands.*

HONORS ENGLISH 3-4

ENG231 (Sem 1), ENG232 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores
NCAA:	approved
PREREQUISITE:	Honors English 1-2 or instructor recommendation

This course uses a thematic approach to literary genres: short story, novel, drama, poetry, and non-fiction. Students move at a faster pace and are provided enrichment activities and assignments in this course. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature to clarify their own beliefs and values with a focus on literature from around the world. In addition to literary study, students engage in expository, argumentative, narrative, expository, creative and personal writing, as well as research and literary analysis. Class discussion is an integral part of class. Vocabulary, grammar and usage, and other composition skills will be emphasized as a continuation of Honors English 1-2.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, Speaking, and Language Strands.*

PRACTICAL ENGLISH 3-4

XSM211 (Sem 1), XSM212 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores
PREREQUISITE:	Practical English 1-2 or instructor recommendation

This course is for students who need additional academic assistance as determined by as determined by their Individual Education Plan (IEP). This course follows a thematic approach to literary genres: short story, novel, drama, poetry, and nonfiction. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature from around the world. Students engage in expository, comparison/contrast, persuasive, creative, and personal writing, as well as research and literary analysis. Class discussion is an integral part of the class. Vocabulary, grammar and usage, and other composition skills will be emphasized.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core.*

WRITING

One Writing credit is required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

AP ENGLISH LANGUAGE & COMPOSITION

ENG351 (Sem 1), ENG352 (Sem 2)

DURATION:	year course
CREDITS:	2 (1 Literature, 1 Writing)
OPEN TO:	juniors
NCAA:	approved
PREREQUISITE:	Honors English 3-4

Advanced Placement Language and Composition will engage students in becoming skilled readers of rich prose written in a variety of periods, disciplines, and rhetorical contexts in a year-long class. Through application, students will become skilled writers who compose for a variety of purposes, thus satisfying the composition graduation requirement. Ultimately, this course will help the student prepare to take the AP Language and Composition Exam and college reading and writing classes. Summer reading and writing will be required of students who enroll in AP Language and Composition.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 11-12th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.*

COMMENT: ENG351 is one Literature graduation credit; ENG352 is one Writing graduation credit.

COMPOSITION

ENG353

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	none

This course builds on the development of writing skills from English 1-2 and English 3-4. Major emphasis is placed on the writing process which stresses the steps of pre-writing, composing, revising, and proofreading. The course will cover a variety of structured writing experiences including persuasion, research, exposition, and literary analysis.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are founded primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

CREATIVE WRITING

ENG357

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	none

This course is for students who have mastered basic composition skills and wish to continue to stretch and challenge themselves as writers. Writing forms that may be explored include memoir, literary nonfiction, essay, poetry, and drama. All students will create a multi-genre research project.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

JOURNALISM

ENG359

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: none

Journalism is designed for strong writers who are interested in writing for publications. Student journalists will be expected to enterprise original story ideas and will write news, feature, editorial, and sports stories. The journalistic techniques of editing, interviewing, layout, design, and research will also be covered. Students will learn about press law and ethics and are expected to adhere to these standards. Because of the interviewing requirements, it is necessary that students are outgoing and confident in their interpersonal skills.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

PRACTICAL COMPOSITION

XSM339

DURATION: semester course

CREDITS: 1

OPEN TO: juniors

PREREQUISITE: placement based on assessment and instructor recommendation

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). Instruction will further develop of the writing skills from Practical English 1-2 and Practical English 3-4. It also explores the art of written communication. Students practice basic writing skills of paragraphs, essays, applications and forms, letter writing and a career research paper.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

SPEECH

One Speech credit is required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

SPEECH

ENG153

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: none

Students will be given the opportunity to learn about and practice techniques used in interpersonal, group and public speaking settings. Students will actively participate in units such as listening, group communication, interpersonal communication, research, writing, outlining, organizing and presenting speeches. Students will learn how to apply technology to communication situations.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily of the 9-10th grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.*

ADVANCED SPEECH

ENG154

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: Speech and instructor recommendation

Students will be given the opportunity to advance training in communication arts. Students will actively participate in units such as special occasion speaking, debate (traditional and/or Lincoln/Douglas), oral interpretation of literature, contest speaking events, mass media, persuasive speaking, researching, writing, outlining, organizing and presenting speeches. Students will learn how to apply technology to communication situations.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily of the 9-10th grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.*

PRACTICAL SPEECH

XSM131

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). Students will learn about and practice techniques used in interpersonal, group, and public speaking settings. Students will actively participate in units such as listening, group communication, interpersonal communication, research, writing, outlining, organizing and presenting speeches. Students will learn how to apply technology to communication situations. Strategies will be used to improve student vocabulary and comprehension skills as determined by the individual.

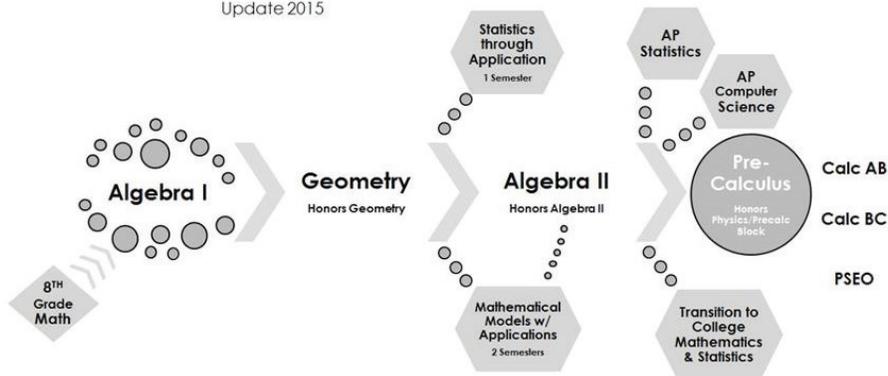
Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily of the 9-10th grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.*

MATHEMATICS

Six Mathematics credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

High School Mathematics Progression

Update 2015



* **Advanced Placement Statistics** can be taken any time after Algebra II.

** **Advanced Placement Computer Science** is also available for students who have completed Algebra II. This course can be used to fulfill either math or applied learning requirements.

Most 4-year colleges and universities require Algebra I, Geometry, and Algebra II for admission.

ALGEBRA I

MTH161 (Sem 1), MTH162 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	instructor recommendation

Equations and inequalities will be interpreted by using tables and graphs and will be solved through algebraic transformations. Students will experience extensive work with linear equations, including systems of equations. Exponential and quadratic functions will be introduced. By being asked to apply algebraic methods to solve a variety of real world and mathematical problems, students will grow in their ability to use abstraction and symbolism. Graphing calculators will be used throughout the course and are necessary for homework completion. Successful completion leads to Geometry.

Alignment to the Iowa Core Curriculum: *Relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.*

GEOMETRY

MTH171 (Sem 1), MTH172 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	Algebra I

Geometry usually follows Algebra I and precedes Algebra II. In Geometry, many of the concepts from Algebra I are employed to present, develop and use concepts involving figures in a plane (such as triangles, squares and other polygons), in space (such as cubes, rectangular solids and prisms), and other solid figures. The entire course is a development of a logical approach to reasoning and recognition of patterns that can be applied to daily life. Successful completion leads to Algebra II.

Alignment to the Iowa Core Curriculum: *Congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; circles with and without coordinates; and applications of probability.*

HONORS GEOMETRY

MTH181 (Sem 1), MTH182 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	freshmen and sophomores
NCAA:	approved
PREREQUISITE:	minimum grade of B- in 8th grade Algebra or instructor / GT facilitator recommendation

Honors Geometry is intended primarily for students who have done well in Algebra I and enjoy the challenge of mathematics. It is designed to meet the needs of students desiring a strong mathematical background. Students will explore the topics of Geometry (MTH171/MTH172) at a greater depth, with some additional topics addressed. Successful completion leads to Honors Algebra II.

Alignment to the Iowa Core Curriculum: *Congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; circles with and without coordinates; and applications of probability.*

MATHEMATICAL MODELS WITH APPLICATIONS

MTH221 (Sem 1), MTH222 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
PREREQUISITE:	Geometry

Mathematical Models with Applications has been designed for students who have completed Algebra I and Geometry and would like additional math preparation before Algebra II. This course helps solidify students' understanding of Algebra and Geometry concepts and introduces some Algebra II topics. Students model real-world applications with functions to gain a deeper grasp of the important concepts necessary for success in Algebra II.

Alignment to the Iowa Core Curriculum: *Alignment to the Iowa Core Curriculum: Quadratics, Polynomial, rational and radical relationships; Trigonometric functions; Modeling with Functions; and Inferences and conclusions from data.*

COMMENT: This course may not fulfill admission requirement for four-year institutions.

STATISTICS THROUGH APPLICATION

MTH245

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: Geometry

This course teaches students how to use the four steps of the statistical process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Students will learn how to collect appropriate data, how to analyze data, and how to make reasonable conclusions. Although the context of the examples and exercises will be sports related, the primary focus of the class will be for students to learn the basic principles of statistical reasoning.

Alignment to the Iowa Core Curriculum: *Statistics & Probability domain.*

ALGEBRA II

MTH271 (Sem 1), MTH272 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: minimum grade of C- in Algebra I and Geometry or instructor recommendation

Algebra II is a two-semester, two-credit course. Topics include graphing of equations and inequalities, systems, polynomials, quadratic systems, logarithms, trigonometry, and the application of these concepts to real-life. This course is needed to meet the entry requirements for many colleges. It is a prerequisite for many advanced math courses. A graphing calculator is necessary. Successful completion leads to Pre-calculus with Trigonometry or Transition to College Mathematics & Statistics.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; trigonometric functions; modeling with functions; and inferences and conclusions from data.*

HONORS ALGEBRA II

MTH281 (Sem 1), MTH282 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: Honors Geometry or Geometry with instructor recommendation

Honors Algebra II is a two-semester, two-credit course with topics similar to Algebra II. This course will cover topics in greater depth than Algebra II (MTH271) and with less time spent in review. It meets college entry requirements and successful completion leads to Pre-Calculus with Trigonometry. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; trigonometric functions; modeling with functions; and inferences and conclusions from data.*

TRANSITION TO COLLEGE MATH & STATS

MTH311 (Sem 1), MTH312 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: Algebra II

This course addresses a variety of topics which will engage students in mathematical decision making. These topics include interpreting data, functions, counting methods, financial decision making, statistical inference, informatics, special representations, and democratic decision making. This course is intended to prepare college-bound students for further study in a non-math field.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of functions, quantities, and statistics and probability.*

PRE-CALCULUS WITH TRIGONOMETRY

MTH331 (Sem 1), MTH332 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomore, juniors, seniors

NCAA: approved

PREREQUISITE: Honors Algebra II or a minimum grade of C- in Algebra II and instructor recommendation

Pre-Calculus with Trigonometry is a higher-level course for students taking AP Calculus in high school or Calculus as college freshmen. To be successful, students must have a very strong background in algebra and geometry. Topics include: functions, analytic geometry, trigonometry, parametric and polar equations and the introduction to calculus. The graphing calculator is used to provide a rich array of representation. Real world problem situations are used. A graphing calculator is necessary. Successful completion leads to AP Calculus.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; Trigonometric functions; Modeling with Functions; and Inferences and conclusions from data.*

HONORS PRE-CALCULUS

MTH391 (Sem 1), MTH392 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	B- or higher in Honors Algebra II or instructor / GT facilitator recommendation; concurrent enrollment in Honors Physics

Students in Honors Pre-Calculus are taught in-depth Pre-Calculus topics. Honors Pre-Calculus is a higher-level course for students taking AP Calculus in high school or Calculus as college freshmen. To be successful, students must have a very strong background in algebra and geometry. Topics include: functions, analytic geometry, trigonometry, parametric and polar equations and the introduction to calculus. The graphing calculator is used to provide a rich array of representation. Real world problem situations are used. A graphing calculator is necessary. Successful completion leads to AP Calculus.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; trigonometric functions; modeling with functions; and inferences and conclusions from data.*

ADVANCED PLACEMENT CALCULUS AB

MTH511 (Sem 1), MTH512 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	Pre-Calculus instructor recommendation

AP Calculus AB is designed for students who have successfully completed three years of math including Honors Geometry and Honors Algebra II. This course reviews elementary functions with 90% of the instruction focused on differential and integral calculus and related applications. This course will prepare students to take the Advanced Placement Examination in May. Students may earn college credit depending on the results of the examination. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of algebra and trigonometric relationships.*

ADVANCED PLACEMENT STATISTICS

MTH521 (Sem 1), MTH522 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	Algebra II with instructor recommendation

Statistics is required for many college majors. The major topics in this course include exploring data, planning a study, anticipating patterns, and statistical inference. The course offers the student the opportunity to take the Advanced Placement Examination with the chance to earn college credit depending on the results of the examination. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of statistics, probability and systematic counting.*

ADVANCED PLACEMENT COMPUTER SCIENCE A

MTH531 (Sem 1), MTH532 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	minimum grade of C- in Algebra II and instructor recommendation

AP Computer Science A is designed to serve as a first course in computer science for students with no prior programming experience. The course is meant to be the equivalent of a first-semester college-level course in computer science. Student will focus on problem solving by developing computer programs or parts of programs that correctly solve a given problem. Students will explore and learn about design issues that make programs understandable, adaptable, and, when appropriate, reusable. In writing effective and useful programs, students will also develop and analyze algorithms, develop and use fundamental data structures, and learn about typical applications of standard algorithms. This course will prepare students to take the Advanced Placement Examination in May. Students may earn college credit depending on the results of the examination.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of mathematics for information processing, recursion and iteration.*

COMMENT: This course may not count as a math credit at all four-year colleges.

ADVANCED PLACEMENT CALCULUS BC

MTH541 (Sem 1), MTH542 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	Honors Pre-Calculus or Pre-Calculus instructor recommendation; completion of or concurrent enrollment in Physics or Honors Physics

AP Calculus BC is the most advanced course in the mathematics curriculum offered in high school. It is a full-year course in the calculus of functions of a single variable and is comparable to calculus courses in colleges and universities. Topics include all Calculus AB topics plus additional topics such as series and parametric, polar and vector calculus. This course will prepare students to take the Advanced Placement Exam in May. Students may earn college credit depending on the results of the examination. The content is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of algebra and trigonometric relationships.*

PRACTICAL MATH 1

XSM121 (Sem 1), XSM122 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This is a basic skills course designed to teach the fundamental concepts of mathematics. The class will focus on basic math skills and practical applications. The instruction will focus on based skills practice. Topics include basic operations with numbers, classify shapes, and builds on prior knowledge of number sense.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of numbers and operations and geometric properties.*

PRACTICAL MATH 2

XSM221 (Sem 1), XSM222 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This course is an integrated mathematics course. Concepts are introduced incrementally and are continually practiced throughout the problem sets. This course will develop number sense at a basic level. The major topics in this course include operations with numbers and fractions, basic geometric terms, the start of writing and solving equations, collecting and organizing data and basic probability.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of fractions, geometry, and probability.*

PRACTICAL MATH 3

XSM321 (Sem 1), XSM322 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This course is an integrated mathematics course. Concepts are introduced incrementally and are continually practiced throughout the problem sets. Students continue to build concepts of Practical Math 2 while introducing multiplying and dividing decimals and fractions, finding greatest common factors and least common multiple, scale models, writing word problems, substitution in equations, quantitative and qualitative data.

Alignment to the Iowa Core Curriculum: *Extends understanding of fractions and creates equations that describe numbers or relationships.*

PRACTICAL MATH 4

XSM421 (Sem 1), XSM422 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This course is an integrated mathematics course. Concepts are introduced incrementally and are continually practiced throughout the problem sets. Students continue to build concepts of Practical Math 3 while introducing operations with positive and negative numbers, powers, geometric concepts including angles, and the beginning of linear functions and properties.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of functions and geometry.*

APPLIED LEARNING

Two Applied Learning credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits

INTRODUCTION TO BUSINESS

BUS111

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This course will introduce students to the world of business. Well over half of all careers are in the field of business and marketing. This course will give students the background needed to enroll in other business courses. The major units covered in the course include: careers in business, owning and operating a business, marketing, advertising, economics, banking services and credit, accounting, the role of the consumer in the marketplace, technology in the marketplace, and international business.

Alignment to the Iowa Core Curriculum: *Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health.*

SECRET TO MY SUCCESS

BUS112

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This course is for students who want to succeed. Secret to My Success focuses on the learner, what he or she needs to be successful in the traditional school classroom environment, and what he or she needs to be successful in the 21st century. Topics include: How do I organize myself? How do I get what I want? How do I manage my time? How do I do well in my classes? How do I get a job? How do I get more education after graduation?

Students should expect to learn skills that can be applied to their other classes. Alignment to the Iowa Core Employability Skills.

KEYBOARDING PLUS

BUS113

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In Keyboarding Plus, students will learn/review the basic keyboarding techniques. They will use Microsoft Word for creating a variety of basic business documents. Emphasis will be placed on improving productivity by increasing speed and improving techniques. In addition, students will begin to explore careers and career interests.

Alignment to the Iowa Core Curriculum: *Demonstrate productivity and accountability.*

MICROSOFT WORD

BUS114

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Keyboarding Plus

The major focus of this course is to teach the many components of Microsoft Word, such as using Clip Art and Word Art, setting up columns and tables, and exploring the various options and intricacies of other tools in Microsoft Word beyond basic document processing. Short units will also explore Excel, PowerPoint, email and Internet and their relationship to Microsoft Word.

Alignment to the Iowa Core Curriculum: *Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*

MULTIMEDIA

BUS217

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In Multimedia class students will be introduced to photo editing, web design, video editing, and visual presentations basics. Projects may include: designing a website, editing video, creating graphics, photo collages, and designing powerful visual presentations. This class will teach skills used in post-secondary education and the business world.

Multimedia is recommended for students interested in a future career in web design, graphic design, game design, video production and any of the unlimited variations of multimedia in the world.

Alignment to the Iowa Core Curriculum: *Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*

COMMENT: This course fulfills the Iowa Core mandate for digital literacy.

SALES / ADVERTISING

BUS233

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Sales/Advertising is designed around the basic concepts of selling and advertising. The course will contain two main segments: (1) retail and professional selling and (2) the advertising process. This course will address the following major units: sales, careers, the sales process, psychology of the customer, building an advertising plan and budget, and developing commercials. Sales/Advertising would benefit students who are interested in exploring a career in sales, advertising or business management.

Alignment to the National Business Education Standards: *Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.*

CUSTOMER SERVICE STRATEGIES

BUS234

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Students who enroll in this course must also enroll in BUS242 Pre-Employment Strategies. This course is designed to introduce students to the concepts of customer service and learn the skills and techniques necessary to provide best practices to internal and external customers of the organization for which they work. These skills are vital for every job since identifying and satisfying customer needs is an essential part of every business organization.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC.

SOCIAL MEDIA MARKETING STRATEGIES

BUS236

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Students will explore social media marketing strategies facilitated by internet, digital, and mobile technologies and platforms. Students will learn how to establish realistic business and performance goals; integrate new communications platforms and technologies into existing marketing plans; systematically evaluate new technologies and delivery platforms to determine an optimal marketing mix, given objectives and available resources; and evaluate in-market results. Students will walk away from this course with a greatly expanded ability to plan and execute a cost-effective, strategic marketing program that includes new media integrated with conventional marketing approaches to make brands and companies go viral. Social networks to be discussed through the semester may include Facebook, Twitter, Tumblr, Instagram, LinkedIn, and others.

WEALTH & FINANCIAL PLANNING

BUS238

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Students must learn to cope with the economic events, stresses, and circumstances frequently shape financial situations. Wealth & Financial Planning introduces students to the world of money management and finance. Students will learn about financial options, responsibilities, and consequences of mismanaged finances. In addition to developing a financial plan, students will use the internet to build their confidence in real world situations such as doing business and conducting research. These experiences will expand their critical reading, writing, analyzing and computer skills.

Alignment to the Iowa Core Curriculum: *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.*

COMMENT: This course fulfills the Iowa Core mandate for financial literacy.

PRE-EMPLOYMENT STRATEGIES

BUS242

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Students who enroll in this course must also enroll in BUS234 Customer Service Strategies. This course is a basic introduction to skills necessary for entry-level employment positions. Networking with local employers will be a key component. A work performance rating and a National Career Readiness Certificate will be awarded based on results of testing. These will be recognized in interviewing and compensation practices of local employers.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC.

ACCOUNTING

BUS311 (Sem 1), BUS312 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Accounting is the language of business. Accounting helps people understand business in their careers and in their personal lives. Managers and owners use accounting information as the basis for making business decisions. Accurate accounting records and ethical practices contribute to the success of a business and help to avoid failure and bankruptcy.

Accounting is designed to give students a comprehensive understanding of business operations and provides the financial foundation necessary for employees in a variety of business occupations. Students will learn terminology, how to analyze, journalize and post entries to a general ledger, and how to prepare financial reports for three different forms of business ownership. A special feature of the course includes computerized simulations that are used to give students practical application of accounting concepts.

Alignment to the Career Technical Core Curriculum: *Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources. Process, evaluate and disseminate financial information to assist business decision making.*

PERSONAL / BUSINESS LAW

BUS323

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Personal/Business Law teaches a basic appreciation for law and its applications in a business context. Emphasis is placed on the requirements for contracts. Specific applications include contract law, basics of criminal and civil law, employment, buying and selling, renting, wills, etc. Students who are interested in pursuing business as a career in college should enroll in this course.

BUSINESS MANAGEMENT

BUS333

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course is designed to give students a broad overview of the business world and the necessary skills needed to manage a business. Major units of study include the free enterprise system, managing and marketing a business, starting your own business, financing a business, four functions of management, Human Resources Management, and Organizational Behavior.

ADVANCED ACCOUNTING

BUS411 (Sem 1), BUS412 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
PREREQUISITE:	Accounting, instructor recommendation

In Advanced Accounting, students will learn a variety of methods used in adjustments, budgeting procedures, departmental accounting, cost accounting, and corporate and partnership financing. Financial decision-making will be incorporated throughout this course.

Alignment to the Career Technical Core Curriculum: *Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources. Process, evaluate and disseminate financial information to assist business decision making.*

IJAG 11-12

BUS501 (Sem 1), BUS502 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
PREREQUISITE:	successful completion of informative intake interview by the IJAG Specialist

IJAG 11-12 (Iowa Jobs for America's Graduates) is a career exploration and preparation course that provides a hands-on approach to exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and work place "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication.

Individual and team project work will help students come to an understanding of their personality and temperament and the relationship between personal actions and the consequences that follow. Students will make connections to their career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan.

This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest speakers, field trips (including some state IJAG events such as the Leadership Development and Career Development conferences in Des Moines), and career exploration through job shadowing. Students will also participate in the IJAG Career Association in various activities focused on Career and Leadership Development, Service Learning, and Civic/Social Awareness.

COMMENT: IJAG is a multiyear commitment of support including one year of follow-up beyond high school.

IJAG 9-10

BUS503 (Sem 1), BUS504 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	freshmen and sophomores
PREREQUISITE:	successful completion of informative intake interview by the IJAG Specialist

IJAG 9-10 (Iowa Jobs for America's Graduates) is an introductory level course in career exploration and preparation that provides a hands-on approach to exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and work place "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication.

Individual and team project work will help students come to an understanding of personality and temperament and the relationship between personal actions and the consequences that follow. Students will make connections to their career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan.

This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest speakers, field trips (including some state IJAG events such as the Leadership Development and IJAG national conferences in Des Moines), and career exploration through job shadowing. Students will also participate in the IJAG Career Association in various activities focused on Career and Leadership Development, Service Learning, and Civic/Social Awareness.

COMMENT: IJAG is a multiyear commitment of support including one year of follow-up beyond high school.

CERTIFIED NURSE AIDE

CNA101

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	must be 16 years of age by the start of clinical work; successful completion of Accuplacer Reading testing with a minimum score of 43 or ACT English minimum score of 15; successful background check

The course is designed to provide the knowledge and practical skills necessary to provide care and service to residents in long-term care facilities by preparing individuals to become efficient, caring members of the health-care team. Thirty hours of theory will consist of classroom lecture regarding the cares provided by a Certified Nurse Aide. Fifteen hours in a laboratory setting outside of the school day will provide "hands on" experience of competencies prior to attending 30 hours in a clinical setting. The clinical experience provides students the opportunity to experience resident care in the long-term care environment. Upon successful completion of this course, students will be eligible for state licensing and can test out of skills.

Students are responsible for required background check fee, uniform and supplies and the optional state licensure exam fee. Students are responsible for their own transportation to labs and clinicals.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Due to college registration deadlines, late registrations will be scheduled into second semester if space is available.

HEALTH OCCUPATIONS

CNA110

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

This course is an orientation to the institutions that make up our health care system. Students explore the health care system and the ethical, legal, and safety issues influencing and regulating health practice and maintenance. The course explores health career pathways in therapeutic, diagnostic, health informatics, and support services.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC.

DOSAGE CALCULATIONS

CNA130

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: successful completion of Accuplacer Elementary Algebra testing with a minimum score of 44 or ACT Math minimum score of 18

This course includes a review of fractions and decimals, conversions of metric, apothecary and household units and computations of drug dosages. The classification of drugs affecting each body system will be an integral part of this course.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 1 college credit at NICC. Due to college registration deadlines, no late registrations will be scheduled.

INTRODUCTION TO NUTRITION

CNA140

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

This course emphasizes a practical knowledge of good nutrition and some knowledge of diet therapy. It includes a background of adequate and accurate information on basic nutritional needs of the body.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 2 college credits at NICC.

MEDICAL TERMINOLOGY

CNA150

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

This course is the study of medical terminology as the language of medicine with emphasis on word analysis, construction of definitions, pronunciation and spelling of medical terms.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 4.0 college credits at NICC.

YEARBOOK

ENG371 (Sem 1), ENG372 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Journalism and Yearbook staff application acceptance

Students in this course will publish a yearbook that reflects the school community, acts as a public relations tool for the school district, and serves as an education vehicle for students.

Students are responsible for planning, organizing, designing and publishing the school yearbook. Students are also responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce a professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, yearbook staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

NEWSPAPER

ENG381 (Sem 1), ENG382 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Journalism and Newspaper staff application acceptance

Students in this class will be responsible for planning, organizing, designing, and publishing a school newspaper.

Students are responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce professional-looking publications. Students are expected to approach the business community for advertising opportunities.

Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, Newspaper staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

PARENTING

FCS113

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Parenting will provide students with knowledge of the basic skills needed to become responsible and considerate caregivers. This course examines personal readiness to become a caregiver, explores issues related to raising healthy children, builds positive adult-child relationships, and provides practical approaches to caring for children. This course offers opportunities for students to learn about nurturing and challenging environments for children from birth to age five. The Empathy Belly and "Real Care" babies are used to give students the experience of responding to the demands of pregnancy and infants.

LIFE MANAGEMENT

FCS115

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

Life Management will examine aspects of adult life. Students will explore physical, mental, and social wellness as it contributes to the quality of their lives. Students will participate in activities designed to explore careers and financial management focusing on consumer choices such as transportation, insurance, credit cards, taxes, banking, loans and housing.

PERSONAL AND FAMILY RELATIONS

FCS117

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Personal and Family Relations will promote choices that contribute to a healthy lifestyle and improve family and personal relationships. Students will explore health issues in an informed and non-threatening way - issues like tobacco, alcohol, drugs, AIDS and STIs, pregnancy, suicide, sexual assault, stress, mental health, personality and self-esteem awareness, violence, and diversity. There is an emphasis on responsible behavior to oneself and to others.

FOODS I

FCS123

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Foods I will develop skills in food preparation. Students will explore food selection, purchasing, preparation, safety and sanitation, and careers. Lab work will promote nutrient retention, culinary techniques, quality food product, and maximize the use of time and financial resources. Lab experience will develop teamwork, cooperation, communication, and negotiation by preparing recipes with fruits and vegetables, dairy products, eggs, and other foods.

FOODS II

FCS124

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	Foods I

Foods II will build upon the skills of Foods I and develop advanced skills in food preparation and nutrition. Lab participation will promote baking skills, protein cooking techniques, dietary needs, and careers. Lab experience will also develop teamwork, cooperation, communication, and negotiation.

INTERNATIONAL FOODS

FCS223

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Foods I, strongly recommend
Foods II

International Foods will build upon the skills from Foods I and Foods II classes and will promote advanced culinary techniques. Students will explore foods, diet, etiquette and customs of different cultures and will relate the history, geography, and climate of a region to the foods they eat. Labs will provide opportunities to prepare and taste foods from around the world.

CHILD HEALTH, SAFETY & NUTRITION

FCS235

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course addresses the interrelationship of health, safety, and nutrition to the growth and development of young children (age 2-5) and their importance in developing early childhood educational experiences. Learning activities center around the conditions affecting children's health, management of acute and chronic illness, general safety principles in planning the young child's environment, nutrient composition of foods, and the relationship of nutrients to growth, motor cognitive and emotional development of the young child.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit.

INFANT / TODDLER CARE & EDUCATION

FCS245

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course emphasizes the growth and development of infants and toddlers and issues critical to their care. Concentration is focused on their social, emotional, physical, and mental development. Age appropriate practices, curriculum, and environments will be studied and developed to enhance the preparation of the early childhood educator.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit.

EARLY CHILDHOOD CURRICULUM I

FCS255

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course focuses on the development, implementation, and assessment of age appropriate environments and curricula for young children ages 3-8 years. Learning activities will focus on developing appropriate learning opportunities, interactions and environments within the areas of dramatic play, art, music, and small and large muscle motor play. Students will be expected to demonstrate their understanding of children's developmental stages through the creation of age appropriate practices and/or curriculum.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit.

CHILD GROWTH & DEVELOPMENT

FCS275

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course reviews typical and atypical development of children from conception to adolescence in all developmental domains. Interactions between child, family, and society with a variety of community and cultural contexts will be examined, as well as theories and evidence based practices associated with understanding and supporting young children.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit.

HEALTH I

HTH101

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Health I will provide students with knowledge in the areas of personal health, environmental health, consumer health, substance abuse and nonuse, human sexuality, emotional and social health, health resources, and prevention and control of diseases.

COMMENT: This course fulfills the Iowa Core mandate for health literacy.

HEALTH II

HTH102

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Health I

Health II will build upon the information provided in Health I and continue to develop knowledge in the areas of personal health, environmental health, consumer health, substance abuse and nonuse, human sexuality, emotional and social health, health resources, and prevention and control of diseases

ELECTRICITY, POWER & ENERGY

INT113

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Electricity, Power, & Energy introduces electrical and energy systems; history, current trends, renewable and nonrenewable resources, and power applications. Students will study the impact this technology has on the world around us. In this class, students will be expected to work in small groups, with partners, and individually to do research and develop problem solving skills dealing with technological applications.

COMPUTER AIDED DRAFTING & DESIGN

INT115

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Computer Aided Drafting & Design (CADD) is a semester-long class with two areas of emphasis. The first half of the semester will be focused on engineering technical drafting done with a 3-D modeling CADD program. Students will design 3-dimensional models on the computer using industry standard CADD software. The second half of the course will be focused on architectural drafting. Students design homes on the computer using industry standard residential architectural software. The students will conclude the course with the design of a home blueprint. This class serves as the prerequisite for Computer Technical Drafting.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

WOODWORKING

INT117

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This is an introductory course in which students will be taught the basic skills of woodworking. Topics include: joinery, identifying the different types and species of woods and the processes used to produce a project. Students will be instructed in the proper and safe operation of equipment and tools used in the laboratory. A large portion of the class is hands-on, where students will independently work on a project approved by the instructor. This course is recommended for Cabinetmaking.

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

MANUFACTURING

INT123

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Metals

This course builds on skills learned in Metals Class. Students will expand their understanding in the areas of the machining processes, Math, measurement and problem solving skills that will be used throughout the course. CNC machining, Plasma Cam and design and the introduction of welding processes, will also be used to manufacture a variety of projects. This course gives student a solid background in the processes used in Metalworking and Manufacturing Industries.

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

AUTO CARE & MAINTENANCE

INT213

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Auto Care is a class designed for everyone who plans to drive and own a vehicle. The class is general in nature and explores all facets of the automobile. Diagnostic and repair techniques are lab activities associated with this class. Dealing with emergencies and making educated decisions concerning automotive problems are benefits derived from successful completion of this class.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

AUTO DIAGNOSTICS

INT215

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Auto Care and Maintenance

Auto Diagnostics is a course designed for students are serious about understanding modern automobiles. Hands-on experiences with tools and equipment are incorporated into lab activities exploring various automobile systems, including fuel and emission systems, ignition and electrical. Students use diagnostic equipment and learn recommended repair replacement and adjustment techniques. Students will be able to understand and appreciate the complexity of modern automobiles. Students will be familiar with systems components and be experienced doing basic trouble shooting techniques.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

AUTO CHASSIS & DRIVE TRAINS

INT217

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Auto Care and Maintenance

The chassis course is designed for all students who find a need to further their knowledge about the automobile and want to learn how the drive train components work together to help the car perform safely and as designed. The course is designed to help students diagnose repairs needed, and service a car's brake, steering, suspension and drive train systems. Lab activities will include: tire mounting and balancing, flat tire repair, disc and drum brakes service, shock absorber, spring, strut, and suspension parts replacement, and wheel alignment.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

SMALL ENGINE REPAIR

INT223

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Small Engine Repair class deals with all facets of small engine application including lawn mowers, cycles, snowmobiles, outboards, and power saws. Hand and power tool use, as well as personal safety are skills associated with completion of this class. Small engine theory (two and four cycle), maintenance, tune-up, diagnostics and overhaul are all concepts associated with class activities.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

WELDING SAFETY

INT300

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Welding or instructor approval

Students who enroll in this course must also enroll in INT366 Basic Gas Metal Arc Welding and INT368 Flame/Plasma Cutting as part of a year-long course sequence. This course provides students with an orientation to the welding profession and will cover the basics of safety and health within the welding profession.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 1 college credit at NICC. One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed.

ELECTRICITY

INT311

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Electricity will focus on both Alternating and Direct Current. We will contrast analog electronics, where information is represented by continuously varying voltage and digital electronics where signals are represented by two discreet voltages or logic levels. This distinction allows for greater understanding of signal speed and storage capabilities and has revolutionized the world of electronics. Knowledge of electricity is the foundation of understanding all modern personal electronic devices.

The major focus of the Electricity course is to expose students to the design process of developing circuitry, teamwork, communication methods, and technical documentation. Students will analyze, design and build digital electronic circuits.

ELECTRONICS

INT323

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Electricity

During the course of the semester, students will learn through research as well as activities the basics of solid state electronics. Students will also learn the inner workings of the personal computer. Students will complete activities trouble shooting, designing and building personal computers.

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

METALS

INT332

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This course will cover basic processes in welding, sheet metal, bench metal, machining, foundry, and CNC. Students will do a variety of activities in the preceding areas with some leading to take-home projects and others offering opportunities to do maintenance and repair demonstrating their newly learned skills and knowledge.

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

MACHINE OPERATIONS I

INT355

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Manufacturing

This is an introductory machining course presenting basic machining operations. Students will perform basic operations on lathes, horizontal and vertical axis milling machines, drilling machines, saws, various types of grinders, and precision measuring equipment.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC.

WELDING

INT363

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Manufacturing or Metals with instructor approval

This course will increase the student's competency and proficiency in many aspects of welding. Students will have experience working with oxyacetylene, shielded metal arc welding (SMAW), gas metal arc welding (GMAW)-MIG and gas tungsten arc welding (GTAW)-TIG welding processes. Along with the bonding of metals, students will gain experience in cutting metals and with fabrication procedures.

COMMENT: One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed.

BASIC GAS METAL ARC WELDING

INT366

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Welding or instructor approval

Students who select this class must also select INT300 Welding Safety and INT368 Flame/Plasma Cutting as part of a year-long course sequence. This is an introductory study of short-circuit gas metal arc welding (GMAW) and other related processes. Students study process variation, welding in various positions, principles of operation, shielding gases, and wires. The course stresses safety and practical application of these welding processes.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 2 college credits at NICC. One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed.

FLAME / PLASMA CUTTING FUNDAMENTALS

INT368

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Welding or instructor approval

Students who select this class must also select INT300 Welding Safety and INT366 Basic Gas Metal Arc Welding as part of a year-long course sequence. This course is a study of the history and principles of material cutting, as well as the nomenclature of the equipment. Procedures such as cutting, beveling plates, and scarfing plates are practiced.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 1.5 college credits at NICC. One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed.

CABINETMAKING

INT383

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Woodworking or instructor approval

Cabinetmaking is a one-semester course that is activity oriented and focuses on home furniture. The course is designed for all students interested in developing quality design, construction, machining and finishing techniques. Excellence is the key factor stressed in project development and is evident as your project moves from an idea to the finished product. This class is intended to prepare the student for a variety of future life situations. Leisure time activities, consumerism and purchasing as well as direct employment are a variety of related areas are all realistic goals for the successful student. Instruction as to the safe operation of all woodworking tools used during this course will be provided.

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

CONSTRUCTION I

INT385

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Construction I provides students with the opportunity to explore a wide variety of construction techniques related to residential construction and related career opportunities. This course will teach proper safety and application of tools. Students will learn starting from the ground up: footers/foundations, walls, floor plans, wall framing, wall coverings, and related components. Mathematical components and equations will be applied to the construction process.

Alignment with the Common Career Technical Core: *Construction Career Pathway standards 1-9.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

CONSTRUCTION II

INT387

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Construction I

In this course, students will be learning the completion of the house which may include: exterior finishing, electrical, plumbing, heating, room layout, insulation, wall covering, floor covering and trim work. Mathematical components and equations will be applied to the construction process.

Alignment with the Common Career Technical Core: *Construction Career Pathway standards 10-18.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

CONSTRUCTION II LAB

INT395 (Sem 1), INT396 (Sem 2)

DURATION: year course

CREDITS: 4

OPEN TO: juniors and seniors

PREREQUISITE: Construction I and II; First Aid/CPR certification

This course covers aspects of residential construction and/or small commercial type structures in both the laboratory and classroom. Students will gain knowledge of the construction trade, materials used, hand and power tools, floor systems, wall and ceiling framing, roof framing, windows and exterior doors. The course provides practical instruction and hands-on learning in safe/proper tool usage. Involvement in realistic practical construction projects will influence the scheduling of these activities as well as necessitate inclusion of experiences related to the occupation. This course meets for two periods daily.

COMMENT: One pair of safety glasses will be provided. Students are responsible for their own transportation to NICC and the construction site. A fee may be assessed for material consumed. This is a concurrent enrollment course. In addition to high school credit, students will earn 13.5 credits at NICC.

COMPUTER TECHNICAL DRAFTING

INT413

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Computer Aided Drafting & Design

This course will teach students computer 2D, 3D, and solid modeling techniques used in mechanical drafting. It is also designed to take a closer look at the CADD software. Students learn more techniques in the CADD program. The CADD software is used by thousands of engineers who work in the industry today. The class is going to be centered on the careers of engineering and design.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*

COMMENT: A fee may be assessed for materials consumed.

WEB DESIGN

INT421

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Students in Web Design will learn programs and skills needed to create and provide upkeep of a website. The class will use a variety of web page design programs that will include sections on color, layout, proper graphic formatting, creation, and manipulation.

Students will learn about web design and how to create a website which will attract viewers. Additional material covered will include use of other computer programs, digital cameras, scanners, and input/output devices. Students will use Photo Shop (or other photo editing software) to touch up photographs, edit pictures, change scanned graphics, and more. Students will be expected to handle tasks that are assigned to them creatively and positively.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

PRE-ENGINEERING

INT423
DURATION: semester course
CREDITS: 1
OPEN TO: all students
PREREQUISITE: none

Pre-engineering exposes students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Pre-engineering gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning.

Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a 3D solid modeling design software to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

ARCHITECTURAL DRAWING

INT433
DURATION: semester course
CREDITS: 1
OPEN TO: all students
PREREQUISITE: none

This course is intended for students who want to be an architect, designer/builder, carpenter/contractor or an interior decorator. Students should have a strong desire to work on long-term projects, develop computer drafting skills, and do research.

During the course the student will design and draw his/her own single-family residence. This set of plans will include a floor plan, elevations, plot plans, presentation drawings, plus special details. Students will calculate the projected cost of the structure and develop a material list.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*

VIDEO PRODUCTION

INT471
DURATION: semester course
CREDITS: 1
OPEN TO: all students
PREREQUISITE: none

The focus of this course lies in the three central areas of video production: planning, production, and editing. Students will develop a comprehensive plan, shoot video, and edit both audio and video to produce a finished project. Students will be creating various films with provided video equipment and software. Projects may include music videos, green screen videos, documentaries, studio work, and short films.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

COMMENT: Course may be repeated as an independent study with instructor approval.

INFORMATION SUPPORT AND SERVICES

ISS101 (Sem 1) , ISS102 (Sem 2)
DURATION: year course
CREDITS: 2
OPEN TO: sophomores, juniors, seniors
NCAA: pending
PREREQUISITE: instructor recommendation

Information Support and Services students explore different careers in technology while offering hands-on skills in support of Anytime/Anywhere learning.

Alignment to the Iowa Standards for Technology Education.

ADVANCED PLACEMENT COMPUTER SCIENCE A

MTH531 (Sem 1), MTH532 (Sem 2)
DURATION: year course
CREDITS: 2
OPEN TO: sophomores, juniors, seniors
NCAA: approved
PREREQUISITE: minimum grade of C- in Algebra II or instructor recommendation

AP Computer Science A is designed to serve as a first course in computer science for students with no prior programming experience. The course is meant to be the equivalent of a first-semester college-level course in computer science. Student will focus on problem solving by developing computer programs or parts of programs that correctly solve a given problem. Students will explore and learn about design issues that make programs understandable, adaptable, and, when appropriate, reusable. In writing effective and useful programs, students will also develop and analyze algorithms, develop and use fundamental data structures, and learn about typical applications of standard algorithms. This course will prepare students to take the Advanced Placement Examination in May. Students may earn college credit depending on the results of the examination.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of mathematics for information processing, recursion and iteration.*

COMMENT: This course may not count as a math credit at all four-year colleges.

BASIC VOCATIONAL TRANSITIONS

XSL701

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: placement based on
assessment and instructor
recommendation

This course is designed to develop the competencies necessary for the student to survive and prosper in the work environment. The goal of the Basic Vocational Transition class is to identify and develop individual student short term and long term career planning goals.

PRACTICAL WORK EXPLORATORY 9

XSM153

DURATION: semester course

CREDITS: 1

OPEN TO: freshmen

PREREQUISITE: placement based on
assessment and instructor
recommendation

This course is designed to utilize the resources of business and industry within the community in a cooperative effort with the DCSD to allow students with special needs the opportunity for non-paid work experiences. The business/industry acts as an extension of the classroom following a specific training plan designed jointly by the Work Experience Coordinator and the business person. They will meet with the appropriate special education teachers to determine those second semester ninth grade students who are ready for community placement. The student will have these experiences three and half-hours per day, one day per week, for up to eight weeks.

PRACTICAL WORK EXPLORATORY 10

XSM251 (Sem 1), XSM252 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores

PREREQUISITE: placement based on
assessment and instructor
recommendation

This course is a continuation of exploratory efforts within the community. This exploratory experience can be a paid or non-paid status. The student will spend an average of two hours per day, five days per week in a work environment. Students are required to meet with the Work Experience Coordinator at the time of the regularly scheduled evaluations.

PRACTICAL JOB ORIENTATION

XSM351 (Sem 1), XSM352 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors

PREREQUISITE: placement based on
assessment and instructor
recommendation

This course presents an overview of jobs available in the Dubuque area. Instruction will center on requirements for work, interview techniques, employment services, methods of job procurement, appropriate dress, job behavior, job attitudes, job responsibility, job hours, and personal handling of salary through proper budgeting. Students will be instructed in the career decision-making process of establishing goals, identifying resources, considering alternatives, making decisions, implementing the decisions, and evaluating the results.

PRACTICAL WORK EXPLORATORY 11

XSM361 (Sem 1), XSM362 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors

PREREQUISITE: placement based on
assessment and instructor
recommendation

This is a course where students are placed on a paid and/or unpaid part-time job in school or in the community for a minimum of 10 hours per week. The Work Experience Coordinator visits the job sites monthly for evaluation of student performance in accordance with the training agreement. Students are aided in defining, seeking out and acquiring preparation for entry into the world of work. Work experience assists students in gaining competitive employment by training them in job skills and providing a flexible learning environment suited to their needs. Students are required to meet with the Work Experience Coordinator monthly at the time of the evaluation.

PRACTICAL WORK EXPLORATORY 12

XSM461 (Sem 1), XSM462 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: seniors

PREREQUISITE: placement based on
assessment and instructor
recommendation

This is a course where students are placed on a paid and/or unpaid part-time job in school or in the community for a minimum of 10 hours per week. The Work Experience Coordinator visits the job sites monthly for evaluation of student performance in accordance with the training agreement. Students are aided in defining, seeking out and acquiring preparation for entry into the world of work. Work experience assists students in gaining competitive employment by training them in job skills and providing a flexible learning environment suited to their needs. Students are required to meet with the Work Experience Coordinator monthly at the time of the evaluation.

PRACTICAL CAREER SKILLS

XSM551 (Sem 1), XSM552 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	freshmen
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is designed to develop the competencies necessary for the student with special needs to survive and prosper in the work environment. The goal will be to identify and describe ways to develop the student's personal/social/occupational competencies.

PRACTICAL TRANSITION

XSM555

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is designed to develop the competencies necessary for the student with special needs to survive and prosper in their post-secondary lives. The goal of the Practical Transitions Class will be to identify and address individual student short term and long term needs to successfully transition from high school to adult living.

PRACTICAL TRANSITION PLANNING

XSM558 (Sem 1), XSM559 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This class will address issues and topics related to transitioning to the adult world. The topics will include education, employment, money management, housing, home management, health, transportation and community resources. Transition planning will extend beyond the world of work to recreation and living skills, budgeting, community activities, social relationships, personal health care and quality of adult life. This class will address the changes that will occur upon leaving high school and familiarize students with new roles as adults.

PRACTICAL CAREER SKILLS 2

XSM681 (Sem 1), XSM682 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is designed to develop the competencies necessary for the student with special needs to survive and prosper in the work environment. In Career Skills 2, students identify and develop individual short term and long term career planning goals.

DRIVER EDUCATION

CREDITS:	1
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Driver Education is offered and made available for students residing in the Dubuque Community School District. Dubuque Community School District contracts with Northeast Iowa Community College (NICC) to offer an approved driver education course before school, after school, on weekends, and during the summer at either Hempstead or Senior.

Students may register for the NICC course in the high school business office. Students must complete a registration form, attach a photocopy of a current Iowa Driver's Permit, and enclose a non-refundable fee payment as determined by the Board of Education annually. Students who qualify for a fee waiver may have this fee adjusted. Registration is accepted on a first come-first served basis.

If you complete driver education from NICC or another private instructor and have a valid Iowa driver's license, you are eligible to receive credit toward graduation. Please see your counselor.

FINE ARTS

Two Fine Arts credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

ART 2D (2 DIMENSIONAL)

ART 113

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In this introductory course students will become familiar with and learn how to use the elements of visual design, a variety of materials, processes and techniques. Drawing, painting, and printmaking are explored. Students should anticipate a studio-based art class which may include creative problem solving, sketchbook studies, production of artwork, critiques, self-evaluation, readings, note taking, tests, and quizzes. Also introduced in the class are historical and contemporary trends in art, which are explored through visual examples. It is highly recommended to enroll in Art 3D in addition to Art 2D to gain a more complete understanding of art concepts and skills needed to be successful in the advanced art courses.

Alignment to the 2014 National Core Arts Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

ART 3D (3 DIMENSIONAL)

ART 114

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In this introductory course students will become familiar with and learn how to use the elements of visual design, a variety of materials, processes and techniques. Ceramics and other sculpture materials are explored. Students should anticipate a studio-based art class which may include creative problem solving, production of artwork, critiques, self-evaluation, readings, note taking, tests, and quizzes. Also introduced in the class are historical and contemporary trends in art, which are explored through visual examples. It is highly recommended to enroll in Art 2D in addition to Art 3D to gain a more complete understanding of art concepts and skills needed to be successful in the advanced art courses.

Alignment to the 2014 National Core Arts Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

ADVANCED ART 2D (2 DIMENSIONAL)

ART211 (Sem 1), ART212 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Art 2D

Advanced Art 2D is a continuation and expansion of Art 2D. Emphasis is placed on in-depth studies in: visual design, drawing, painting and printmaking. Units will continue to focus on the elements and principles of design to generate original compositions and designs. The main focus of our work will be derived from observational studies. Subject matter may include, but is not limited to, the human figure, organic forms, landscape, and everyday objects. Historical and contemporary trends in art will continue to be explored. Students should anticipate a studio-based art class which may include creative problem solving, sketchbook studies, production of artwork, critiques, self-evaluation, research, readings, note taking, tests, and quizzes.

Alignment to the 2014 National Core Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course is designed as a full year course. Students may opt to complete only one semester, however, first semester is a prerequisite for the second semester of the course.

ART 2D: PORTFOLIO

ART217 (Sem 1), ART218 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

PREREQUISITE: Art 2D, Advanced Art 2D

This course allows interested students to do in-depth exploration and study of two-dimensional concepts. Students will reflect and build upon previous concepts, techniques, and art history gained in Advanced Art 2D and propose innovative ideas to generate original/creative artwork. Focus will be on portfolio development. Students selecting this class should have a strong interest and understanding of two-dimensional concepts. Students will develop a diverse body of work for their two-dimensional art portfolio.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course may be repeated with advanced learning goals in techniques, concepts and art history.

ADVANCED ART 3D (3 DIMENSIONAL)

ART221 (Sem 1), ART222 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Art 3D (Art 2D recommended)

Advanced Art 3D is a continuation and expansion of Art 3D. Emphasis is placed on in- depth studies in: three-dimensional visual design, ceramics, and sculpture materials and processes. Units will continue to focus on the elements and principles of design to generate original compositions. Historical and contemporary trends in art will continue to be explored. Students should anticipate a studio-based art class which may include creative problem solving, production of artwork, readings, critiques, self-evaluation, research, note taking, tests and quizzes.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course is designed as a full year course. Students may opt to complete one semester only. It is highly recommended to enroll in Art 2D prior to taking Advanced Art 3D to gain a more complete understanding of art concepts and skills needed to be successful in the Advanced Art 3D course.

ART 3D: PORTFOLIO

ART227 (Sem 1) ART228 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
PREREQUISITE:	Art 3D, Advanced Art 3D

This course allows interested students to do in-depth exploration and study of three-dimensional concepts. Students will reflect and build upon previous concepts, techniques, and art history gained in Advanced Art 3D and propose innovative ideas to generate original/creative artwork. Focus will be on portfolio development. Students selecting this class should have a strong interest and understanding of three-dimensional concepts. Students will develop a diverse body of work for their three-dimensional art portfolio.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course may be repeated with advanced learning goals in techniques, concepts and art history.

PHOTOGRAPHY 1: BASIC

ART223

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

Students will experience photography in a studio-based setting through a series of activities and projects including construction and operation of a pinhole camera, discussion of features common to both film and digital techniques, hands-on experience with processing black and white negatives and prints, working with photo chemicals, camera operations, and darkroom processes. Activities may include an introduction to the history of photography, photographic careers and post-secondary educational possibilities.

Students should anticipate an introduction to photographic design elements/ composition, and creative assignments resulting in the presentation of photographs. Assessments will include self and teacher evaluations, critiques, quizzes, and tests. Class requires a high level of student self-direction regarding studio work time, readings, note taking and refinement of creative ideas.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: Camera work is required to be completed outside of school.

PHOTOGRAPHY 2: ADVANCED

ART233

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Photography 1: Basic

Photography 2: Advanced builds on the skills and creative abilities learned in Photo 1. Students will experience more complex approaches to photographic image creation, advanced printing and presentation techniques. Students should anticipate creative problem solving, multiple image assignments, a deeper look into photo history and photographers and use of a variety of photo equipment and formats. Assessments will include: self and teacher evaluation, critiques, and quizzes. Students will engage in continued discussions, comparisons and contrasts between 35mm and digital photographic mediums.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: Camera work is required to be completed outside of school.

PHOTOGRAPHY 3: PORTFOLIO

ART623

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Photography 1: Basic,
Photography 2: Advanced and
instructor recommendation

Photography 3: Portfolio is an elective, advanced semester of photography. This course allows interested students to do in-depth exploration and study in the area of photography. The class is based on traditional black and white photographic techniques, most of which readily transfer to digital photography. Emphasis is placed on extended projects, concept development as well as advanced photographic techniques. Students should anticipate hands-on projects, demonstrations, readings, writing, quizzes, portfolio development and class exhibitions. Students selecting this course should have a strong interest and abilities in photography and the ability to work independently.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: Camera work is required to be completed out of school. This course may be repeated with advanced learning goals in camera and darkroom techniques and art history and a focus on portfolio development and presentation.

MULTIMEDIA

BUS217

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In Multimedia class students will be introduced to photo editing, web design, video editing, and visual presentations basics. Projects may include: designing a website, editing video, creating graphics, photo collages, and designing powerful visual presentations. This class will teach skills used in post-secondary education and the business world.

Multimedia is recommended for students interested in a future career in web design, graphic design, game design, video production and any of the unlimited variations of multimedia in the world.

COMMENT: This course fulfills the Iowa Core mandate for digital literacy.

ADVANCED SPEECH

ENG154

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: Speech and instructor
recommendation

Students will be given the opportunity to advance training in communication arts. Students will actively participate in units such as special occasion speaking, debate (traditional and/or Lincoln/Douglas), oral interpretation of literature, contest speaking events, mass media, persuasive speaking, researching, writing, outlining, organizing and presenting speeches. Students will learn how to apply technology to communication situations.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily of the 9-10th grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.*

THEATRE

ENG163

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: none

Students will have the opportunity to explore the world of theatre onstage and backstage. The course is designed to introduce students to all aspects of the theatre through the study of acting, improvisation, technical theatre, design and theatrical conventions. By the end of the semester, students will be able to create and perform theatrical works, both scripted and unscripted.

Instruction, learning targets and assessments are based on alignment to the 2014 National Core Arts Standards in Theatre: *Creating, Performing, and Responding.*

ADVANCED THEATRE

ENG164

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: Theatre and instructor
recommendation

Students will expand their understanding of the world of theatre, onstage and backstage. The course is designed to apply all aspects of theatre through the study of acting, technical theatre, design and theatrical conventions. By the end of the semester, students will write, direct and produce an original scripted performance for an audience.

Instruction, learning targets and assessments are based on alignment to the 2014 National Core Arts Standards in Theatre: *Creating, Performing, Responding, and Connecting.*

CREATIVE WRITING

ENG357

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: none

This course is for students who have mastered basic composition skills and wish to continue to stretch and challenge themselves as writers. Writing forms that may be explored include memoir, literary nonfiction, essay, poetry, and drama. All students will create a multi-genre research project.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

FILM APPRECIATION I

ENG365

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	none

Film Appreciation I is a combination of viewing, written analysis and oral discussion of a variety of films spanning all decades and genres. Students are given an appreciation of the language of film and how films function as communication, entertainment and art. Discussion and writing activities will stress analysis, evaluation and comparison/contrast. In addition, students will be expected to use film concepts and vocabulary as they explore their understanding of this art form.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.*

FILM APPRECIATION II

ENG366

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	Film I with a grade of C or higher

In this course students study the styles and classic works of famous directors. Other famous classics and the film noir genre will also be studied. The student will view and react more independently than in Film Appreciation I and must be capable of summarizing, analyzing and interpreting symbolism and thematic statements.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.*

YEARBOOK

ENG371 (Sem 1), ENG372 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Journalism and Yearbook staff application acceptance

Students in this course will publish a yearbook that reflects the school community, acts as a public relations tool for the school district, and serves as an education vehicle for students.

Students are responsible for planning, organizing, designing and publishing the school yearbook. Students are also responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce a professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, yearbook staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

NEWSPAPER

ENG381 (Sem 1), ENG382 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Journalism and Newspaper staff application acceptance

Students in this class will be responsible for planning, organizing, designing, and publishing a school newspaper.

Students are responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce professional-looking publications. Students are expected to approach the business community for advertising opportunities.

Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, Newspaper staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

WEB DESIGN

INT421

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

Students in Web Design will learn programs and skills needed to create and provide upkeep of a website. The class will use a variety of web page design programs that will include sections on color, layout, proper graphic formatting, creation, and manipulation.

Students will learn about web design and how to create a website which will attract viewers. Additional material covered will include use of other computer programs, digital cameras, scanners, and input/output devices. Students will use Photo Shop (or other photo editing software) to touch up photographs, edit pictures, change scanned graphics, and more. Students will be expected to handle tasks that are assigned to them creatively and positively.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

VIDEO PRODUCTION

INT471

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

The focus of this course lies in the three central areas of video production: planning, production, and editing. Students will develop a comprehensive plan, shoot video, and edit both audio and video to produce a finished project. Students will be creating various films with provided video equipment and software. Projects may include music videos, green screen videos, documentaries, and short films.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations.*

COMMENT: Course may be repeated with additional advanced requirements.

BAND

MUS111 (Sem 1), MUS112 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: none

Band is a two-semester, two-credit course that meets every day and provides students opportunities to study and perform within large and small instrumental ensembles and become lifelong learners of the arts. Students will participate in a variety of musical and aesthetic experiences through performance of music from a wide variety of styles, genres, cultures, and historical periods. Sectional and Chamber rehearsals take place as needed and guest artists are brought in to help teach in their area of expertise for large projects or advanced music. During the year, all students not currently taking private lessons outside of school will receive a private or small group twenty-minute lesson every two weeks. The following large ensembles make up the band program throughout the year:

- **Marching Band**

This ensemble performs at all home football games (pre-game, pep-band, and halftime shows), as well as one parade and marching band competition throughout the fall. There will be additional marching band rehearsals during the pre-season summer camp and evenings throughout the fall.

- **Symphonic Band**

This ensemble gives students the opportunity to expand the fundamentals of ensemble playing as well as developing an individual's responsibility within the ensemble. The Symphonic Band will perform several times during the year, including the Winter Concert, Spring Concert, Tri-Il, Large Group Festival, and our Spring Concert as well as other opportunities throughout the year.

- **Pep Band**

This group will perform at sports events and pep assemblies throughout the year as called by the director.

Alignment to the 2014 National Core Arts Standards for Music: *Performing and Responding.*

JAZZ BAND

MUS121 (Sem 1), MUS122 (Sem 2)

DURATION: year course

CREDITS: .8 (meets 2 days per week)

OPEN TO: all students

PREREQUISITE: enrollment in MUS111 / MUS112 and audition or instructor recommendation

The Jazz Studies Program provides students with a comprehensive jazz education. Particular emphasis is given to jazz styles, genres, listening, improvisation, expression, and interaction. Emphasis is also placed on comprehension, analysis, synthesis, and application so students can become lifelong learners and consumers of jazz. Traditionally the instrumentation of a jazz band includes saxophones, trumpets, trombones, and rhythm section (piano, bass, guitar, and drums).

If there are enough students interested in this course of study we will provide two big band ensembles. The Jazz Band will perform several times throughout the year, including performances at school, community, district and state events. The jazz combo will provide opportunities or those students interested in learning more about the jazz idiom and improvisational skills. The following ensembles make up the jazz program:

- **Jazz Band I**

Jazz Band I is an auditioned group of students who have demonstrated proficiency at sight-reading, aural, rhythmic, and improvisation skills. Emphasis will be on listening, interaction, expression, and the further development of rhythmic, aural, improvisation, and ensemble skills as well as comprehension of jazz theory.

- **Jazz Band II**

Jazz Band II is open to anyone who plays (or is willing to learn) a jazz instrument interested in playing in a jazz band. Emphasis will be on participation, listening, interaction, improvisation, and expression, as well as developing sight-reading, rhythmic, and aural skills.

- **Combo**

Combo is an ensemble for students interested in learning to develop their aural, improvisation, and expressive skills. Traditionally, a jazz combo is made of a rhythm section (piano, bass, drums, possibly guitar or vibes), and one - four horn players. Any wind instruments can be involved in combo playing and in any combination.

Alignment to the 2014 National Core Arts Standards for Music: *Performing and Responding.*

ORCHESTRA

MUS131 (Sem 1), MUS132 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	previous experience on violin, viola, cello, double bass or instructor approval; woodwinds, brass, and percussion students selected from Band

Orchestra is a two-semester, two-credit course that meets every day and provides students opportunities to study and perform within large and small instrumental ensembles and become lifelong learners of the arts. Orchestra can be taken all four years of high school. Students will participate in a variety of musical and aesthetic experiences through performance of music from a wide variety of styles, genres, cultures, and historical periods. Sectional and Chamber rehearsals take place as needed and guest artists are brought in to help teach in their area of expertise for large projects or advanced music. During the year, all students will receive a regular individual lesson.

Orchestra students will perform in a variety of settings for hundreds of people, learn teamwork, develop valuable work habits, exhibit pride in their accomplishments, and make new and lasting friends with other students who have similar interests and talents. The following large ensembles make up the orchestra program throughout the year:

- **Symphony Orchestra**
This ensemble gives advanced students the opportunity to expand the fundamentals of ensemble playing as well as developing an individual's responsibility within the ensemble. The Symphony Orchestra will perform several times during the year including major concerts and festivals scheduled throughout the school year. Winds, brass, and percussion are added to the Symphony Orchestra following Marching Band Season. Entrance to this ensemble is per instructor approval.
- **Concert Orchestra**
This ensemble gives students of all levels the opportunity to expand the fundamentals of ensemble playing as well as developing an individual's responsibility within the ensemble. The Concert Orchestra will perform several times during the year including major concerts and festivals scheduled throughout the school year. All ninth grade orchestra students begin in this ensemble.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing and Responding*.

PERCUSSION ENSEMBLE

MUS151 (Sem 1), MUS152 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	percussion students selected from Band

All Band students who play percussion instruments register for Percussion Ensemble, a graded course that will meet daily. Content for the course will closely parallel that of the Marching and Symphonic Bands. In addition, Percussion Ensemble will explore, through careful study, preparation, and performance, music written exclusively for percussion as well as traditional and ethnic styles of music including Taiko, West African, and Latin. Particular emphasis will be given to performing the highest quality literature available, enabling students to become lifelong learners in music through conceptual teaching. The Percussion ensemble will perform several times during each academic year.

Particular emphasis is also given to the individual's responsibility in developing an excellent ensemble. Students are expected to practice parts individually in order to achieve a greater ensemble experience.

Alignment to the 2014 National Core Arts Standards for Music: *Performing and Responding*.

COLOR GUARD

MUS162

DURATION:	semester course
CREDITS:	.5
OPEN TO:	all students
PREREQUISITE:	audition, instructor recommendation

During the fall, the color guard is an auxiliary unit of the marching band. The color guard will learn to use flags, dance and other props to enhance the visual pageantry of the marching program. Daily rehearsal will occur during marching band rehearsals. There will be additional color guard /marching band rehearsals during the pre-season summer camp and evenings throughout the fall. The whole marching band and color guard will perform at all home football games, local parades, and a couple of weekend competitions in late September and early October.

CHAMBER CHOIR

MUS171 (Sem 1), MUS172 (Sem 2)

DURATION:	year course
CREDITS:	1.2 (meets 3 days per week)
OPEN TO:	all students
PREREQUISITE:	placement audition

Chamber Choir is an entry-level auditioned mixed (soprano, alto, tenor, bass) chorus. This course is designed to develop music reading skills, vocal health and technique and choral singing skills through a variety of musical styles. The primary objectives are vocal development, vocal health, teamwork, responsibility, performance technique, and performance etiquette. Students are required to perform with the Choir in public performances throughout the year, including the school's graduation ceremony.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting*.

CONCERT CHOIR

MUS341 (Sem 1), MUS342 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Chamber Choir and/or audition

Concert Choir is an auditioned mixed choir that meets five times weekly all year. Auditions are open to sophomores, juniors, and seniors. Repertoire is advanced, more difficult choral literature encompassing styles from Renaissance to 21st Century. Concert Choir will present four public performances throughout the year. Additionally, they will present a middle school performance tour and perform at their respective school's graduation ceremony. Performance technique and etiquette, teamwork, responsibility, and leadership skills are developed in this class. Students are encouraged to take individual voice lessons. Students will develop e-portfolios and performance resumes.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting.*

MUSIC THEORY AND HARMONY

MUS361 (Sem 1), MUS362 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: minimum of one year in band, choir, or orchestra; minimum of one year piano instruction; instructor recommendation

In Music Theory, students will gain a deeper understanding of the fundamentals of the music they hear, play, and sing. Topics of study include but are not limited to history, scales, modes, intervals, transposition, chords, harmonic analysis, formal analysis, and composition.

This is a course designed for the most serious music students who plan to continue their study of music at the collegiate level or wish to pursue it as a major life activity.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting.*

JAZZ CHOIR

MUS682

DURATION: semester course

CREDITS: .6

OPEN TO: all students

PREREQUISITE: audition and recommendation of the director of vocal music

This second semester-only ensemble will explore the world of vocal jazz. During auditions, students must demonstrate their ability to sing accurately and in tune major, natural minor, and chromatic scales. Selections to be performed will be SATB-divisi, and will focus on jazz techniques, jazz harmony, jazz theory and characteristics. Singers will gain an understanding of jazz. Singers will study and perform literature representative of various jazz styles including blues, swing, be-bop, scat, ballad and unique jazz settings of classical works and folk songs. Students will perform in the community and in department concerts during the spring semester. Students will research and prepare a vocal jazz solo that may be used for Iowa All State Jazz Choir auditions, Catfish Jazz Society Scholarship auditions, college music scholarship auditions, and Great American Songbook auditions.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting.*

AMBASSADOR SINGERS

MUS571 (Sem 1), MUS572 (Sem 2)

DURATION: year course

CREDITS: 1.2 (meets 3 days per week)

OPEN TO: all students

PREREQUISITE: audition and interview; concurrently enrolled in Chamber Choir or Concert Choir

The primary objective for this ensemble is to provide opportunities for leadership, responsibility, service, teamwork, community performances, and public relations. Ambassador Singers is an auditioned mixed choir that meets three times weekly all year. This class teaches a variety of chamber music from madrigal to jazz and popular, and may include choreography. Ambassadors will weave music into their presentations which may include Madrigal, Singing Valentines, singing to shut-ins, elderly, and the infirmed. Ambassador Singers will represent Dubuque Community Schools at various community performances including elementary and middle school audiences. Auditions are held in May.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting.*

ADVANCED CHORAL MUSIC: PORTFOLIO

MUS601 (Sem 1), MUS602 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
PREREQUISITE:	recommendation of music faculty

The primary purpose of this course is to prepare senior music students for college auditions, applications, scholarships, and careers in music. Students are recommended based on their interest, participation and leadership in school music programs, and career aspirations.

This course is designed for students who wish to pursue music performance, music business, or music education beyond high school. Students will prepare and maintain a performance portfolio and resume for college auditions and career planning. Students will have weekly voice lessons where they will prepare three contrasting pieces in three languages: an English Art Song, an Italian Aria, and a German, Spanish, or French Art Song. Students will have weekly meetings with their music faculty advisor to monitor progress and meet college application deadlines. Students will prepare and audition for the *Iowa All State Chorus*. Students will perform at *State Solo* and *Ensemble Festival*. Students will participate in at least one college or university honor choir experience. Students will have opportunities to meet with and perform for various college music faculty. Students will present their final portfolio to music department faculty, their school counselor, an administrator, and invited guests.

PRACTICAL INTEGRATED ARTS

XSM541 (Sem 1), XSM542 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

Students will explore the basic elements of art such as line, shape, texture, form, color, and space. Students will be exposed to a variety of artists and styles. Projects will include drawing, painting, printmaking, collage, and building three-dimensional forms. Students will critique their own artwork and the works of others.

Alignment to the 2014 National Core Arts Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting*.

LITERATURE

Two Literature credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

READING

ENG242 (Sem 1), ENG243 (Sem 2)

DURATION:	year course
CREDITS:	2 (1 Literature, 1 Elective)
OPEN TO:	freshmen
PREREQUISITE:	required for freshmen with 8th grade Iowa Assessment reading comprehension scores below proficient

Students in this course need additional assistance developing their reading comprehension skills. Students will develop vocabulary skills and fluency in both fiction and non-fiction texts. Students will also complete an extensive amount of independent reading at their own recreational reading level.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 9-10th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

COMMENT: ENG242 is one Literature credit; ENG243 is one Elective credit.

YOUNG ADULT LITERATURE

ENG327

DURATION:	semester course
CREDITS:	1
OPEN TO:	junior and seniors
PREREQUISITE:	instructor recommendation

Students will read short stories, novels and articles that focus on teens as their characters. Drawn from today's headlines, the contemporary plots include such issues as peer pressure, abuse, drunk driving, gangs, family problems and violence.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

COMMENT: This course may not fulfill admission requirements for four-year institutions.

CONTEMPORARY LITERATURE

ENG329

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	none

This one-semester course is designed for students interested in exploring mostly American literature based on contemporary issues, themes and artists. Fiction, non-fiction, plays, film and poetry (including contemporary music lyrics) will be studied in depth. Students will analyze, discuss and find understanding of the challenging social issues of our time. Thematic units may include: responsibility, choices and consequences, prejudice, crime, teen-adult relationships, and more. Students will use their skills as a reader to develop empathy for those unlike themselves.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, Speaking and Listening Strands.*

U.S. LITERATURE

ENG333

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: none

This course is designed to provide the students with a background of many influential American writers. Students will read plays, novels, short stories, and poetry by American authors spanning the birth of our nation to modern day America. Students will study Romanticism, Realism, Modernism, Post-Modernism, as well as contemporary works. Various writing assignments will accompany the works studied. This course is recommended for students intending to pursue a four-year college degree.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

BRITISH LITERATURE

ENG335

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: none

British Literature incorporates both a thematic and chronological approach as it surveys the literature of Great Britain and its colonies. Readings will span the Anglo-Saxons to the early 20th century to focus on the evolution of British literature. Readings include Beowulf, The Canterbury Tales, Shakespeare's King Lear, Frankenstein, Brave New World and numerous other pieces including short stories and poetry. This course is recommended for students intending to pursue a four-year college degree.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

WORLD LITERATURE

ENG337

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: none

This course provides a survey of literature in translation (fiction, non-fiction, poetry, and drama) from Ancient Greece, the Hebrew Old Testament, Europe, Asia, India, Africa, and South America. As students relate this literature to a specific social and historical context, they will become familiar with the works of some of the greatest writers of the world, including Dante, Chaucer, Shakespeare, Wordsworth, Maupassant, Tolstoy, and Achebe. This course is recommended for students intending to pursue a four-year college degree.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

AP ENGLISH LANGUAGE & COMPOSITION

ENG351 (Sem 1), ENG352 (Sem 2)

DURATION: year course

CREDITS: 2 (1 Literature, 1 Writing)

OPEN TO: juniors

NCAA: approved

PREREQUISITE: Honors English 3-4

Advanced Placement Language and Composition will engage students in becoming skilled readers of rich prose written in a variety of periods, disciplines, and rhetorical contexts in a year-long class. Through application, students will become skilled writers who compose for a variety of purposes, thus satisfying the composition graduation requirement. Ultimately, this course will help the student prepare to take the AP Language and Composition Exam and college reading and writing classes. Summer reading and writing will be required of students who enroll in AP Language and Composition.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 11-12th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.*

COMMENT: ENG351 is one Literature graduation credit; ENG352 is one Writing graduation credit.

AP LITERATURE & COMPOSITION

ENG541 (Sem 1), ENG542 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: seniors

NCAA: approved

PREREQUISITE: instructor and / or GT
Facilitator recommendation

Advanced Placement Literature engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course provides students with the skills in analytical reading and expository writing necessary to prepare them for college-level reading and writing. Summer reading and writing will be required of students who enroll in AP Literature.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

PRACTICAL U.S. LITERATURE

XSM328	
DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). This course is designed to provide the students with a background of influential American writers. Students will read plays, short stories, and poetry by American authors spanning the birth of our nation to modern day America. Various writing assignments will accompany the works included. Strategies will be used to improve student decoding skills, vocabulary and comprehension skills as determined by the individual IEP.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

PRACTICAL WORLD LITERATURE

XSM338	
DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). This is a one-credit course that will guide students through units of instruction about famous writers from around the world and emphasize the importance of functional adult reading. Instructional materials may include poetry, short stories, novels, technical manuals, and magazines.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

PRACTICAL READING

XSM811 (Sem 1), XSM812 (Sem 2)	
DURATION:	year course
CREDITS:	2 (1 Literature, 1 Elective)
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). This courses addresses strategies used to improve student decoding skills, vocabulary knowledge, and comprehension skills as determined by the individual IEP. Reading skills in content areas are also emphasized.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 9-10th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

COMMENT: XSM811 is one Literature graduation credit; XSM812 is one Elective graduation credit.

EARTH / ENVIRONMENTAL SCIENCE

Two Earth/Environmental Science credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

GLOBAL SCIENCE

SCI101 (Sem 1), SCI102 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	none

Global Science is a year-long course that will provide students with the opportunity to discover and expand connections between science, technology, and global societies. This study of natural connections will help students become stewards of the environment, more informed citizens, and better decision-makers. Students will investigate the various aspects of our earth through scientific inquiry, laboratory activities, problem solving, current events, discussions, and projects.

Alignment to the Iowa Core Science Standards: *Global Science aligns with the Iowa Science Standards and includes instruction in the following standards: HS-ESS2- Earth's Systems, HS-ESS3 Earth and Human Activity, and HS-LS2 Ecosystems: Interactions, Energy, and Dynamics. In addition, it includes concepts in HS-ESS1 Earth's Place in the Universe and HS-LS4 Biological Evolution: Unity and Diversity.*

HONORS GLOBAL SCIENCE

SCI121 (Sem 1), SCI122 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	eighth grade science instructor recommendation

Honors Global Science is a year-long course that will provide academically advanced students with an in-depth, accelerated approach to discover and expand connections between science, technology, and global societies. This study of natural connections will help students become stewards of the environment, more informed citizens, and better decision-makers. Students will investigate the various aspects of our earth through scientific inquiry, laboratory activities, problem solving, current events, discussions, and projects.

Alignment to the Iowa Core Science Standards: *Global Science aligns with the Iowa Science Standards and includes instruction in the following standards: HS-ESS2- Earth's Systems, HS-ESS3 Earth and Human Activity, and HS-LS2 Ecosystems: Interactions, Energy, and Dynamics. In addition, it includes concepts in HS-ESS1 Earth's Place in the Universe and HS-LS4 Biological Evolution: Unity and Diversity.*

ASTRONOMY

SCI345

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: Global Science, Algebra I

This course will involve major themes of astronomy. It is intended to provide an elective credit for students going into space studies or having an interest in this topic. Students will engage in labs, models and simulations that enhance the concepts of orbits and celestial bodies.

Alignment to the Iowa Core Science Standards: *Astronomy aligns with the Iowa Science Standards and includes instruction in the following standards: HS-ESS1 Earth's Place in the Universe.*

PRACTICAL GLOBAL SCIENCE

XSM181 (Sem 1), XSM182 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: freshmen and sophomores

PREREQUISITE: placement based on assessment and instructor recommendation

Global Science is a year-long course that will provide students with the opportunity to discover and expand connections between science, technology, and global societies. This study of natural connections will help students become stewards of the environment, more informed citizens, and better decision-makers. Students will investigate the various aspects of our earth through scientific inquiry, laboratory activities, problem solving, current events, discussions, and projects.

Alignment to the Iowa Core Science Standards: *Global Science aligns with the Iowa Science Standards and includes instruction in the following standards: HS-ESS2- Earth's Systems, HS-ESS3 Earth and Human Activity, and HS-LS2 Ecosystems: Interactions, Energy, and Dynamics. In addition, it includes concepts in HS-ESS1 Earth's Place in the Universe and HS-LS4 Biological Evolution: Unity and Diversity.*

LIFE SCIENCE

Two Life Science credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

BIOLOGY

SCI131 (Sem 1), SCI132 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: none

This course is designed for those students who desire a thorough background in basic biology and a strong basis for further science study.

The course of study in Biology includes all the major themes essential to understanding life. This is often achieved through problem solving, laboratory experiences, and group activities. The text material provides the factual foundation necessary to understanding the principals of life discussed in the course.

Alignment to the Iowa Core Science Standards: *Biology aligns with the Iowa Science Standards and includes instruction in the following standards: HS-LS1 From Molecules to Organisms: Structures and Processes and HS-LS3 Heredity: Inheritance and Variation of Traits. In Addition, it includes concepts in HS-LS2 Ecosystems: Interactions, Energy, and Dynamics and HS-LS4 Biological Evolution: Unity and Diversity.*

HONORS BIOLOGY

SCI141 (Sem 1), SCI142 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: for incoming freshmen, concurrent enrollment in Honors Global Science with instructor approval; for all other students, completion of Honors Global or Global Science with instructor approval

This course is designed for the academically advanced student who desires a comprehensive background in biology to assist in future science studies. The course of study in Honors Biology includes an in-depth and accelerated approach to all the major themes essential to understanding life. This is often achieved through problem solving, laboratory experiences, and group activities. The text material provides the factual foundation necessary to understanding the principles of life discussed in the course.

Alignment to the Iowa Core Science Standards: *Biology aligns with the Iowa Science Standards and includes instruction in the following standards: HS-LS1 From Molecules to Organisms: Structures and Processes and HS-LS3 Heredity: Inheritance and Variation of Traits. In Addition, it includes concepts in HS-LS2 Ecosystems: Interactions, Energy, and Dynamics and HS-LS4 Biological Evolution: Unity and Diversity.*

COMMENT: This course may be taken concurrently with Honors Global Science.

ANATOMY AND PHYSIOLOGY

SCI271 (Sem 1), SCI272 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	Biology and instructor recommendation

This course is designed as an advanced biology course. It is intended to provide an elective credit for those students going into health related areas of study.

This course provides students with an in-depth understanding of the structure and function of the human body. It confronts medical issues and promotes a healthy lifestyle. A foundation in anatomical terminology, laboratory techniques and utilization of reference materials are parts of the course of study. Required dissection of the fetal pig is a major part of the course work.

Alignment to NICC Anatomy Lab Standards: *Anatomy and Physiology aligns with the NICC Lab Standards including instruction and experimentation in microscopy and dissection, with emphasis on the atomic, cellular, tissue and organ system levels of organization focusing on the human physiology including neurophysiology, respiratory physiology, lymphatic and immune functions, digestive physiology, and cardiovascular physiology.*

GENETICS

SCI365

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	Biology

This course is designed as an advanced biology course. It is intended to provide an elective credit for students going into biology related areas of study. This course will provide in-depth knowledge of heredity and the process by which it occurs and a background in crime scene investigation. The course will focus on the study of passing traits from one generation to the next, chemical structure of genes, and variation of genes between and within populations. Laboratory work will be a critical component of this course, allowing students to make individual observations and interpretations.

Alignment to the Iowa Core Science Standards: *Genetics aligns with the Iowa Science Standards and includes instruction in the following standards: HS-LS3 Heredity: Inheritance and Variation of Traits and HS-LS4 Biological Evolution: Unity and Diversity.*

MARINE BIOLOGY

SCI387

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	Global Science, Biology

This course is designed as an advanced science course. It is intended to provide an elective credit for those students going into marine biology related areas of study or who have an interest in these areas. The course of study will include the study of the interaction between environmental and biological factors within marine ecosystems. Labs, modeling, research, and projects will be used to explore these topics.

Alignment to the Iowa Core Science Standards: *Marine Biology aligns with the Iowa Science Standards and includes instruction in the following standards: HS-LS1 From Molecules to Organisms: Structures and Processes, HS-LS2 Ecosystems: Interactions, Energy, and Dynamics, and HS-ESS2 Earth's Systems.*

ADVANCED PLACEMENT BIOLOGY

SCI531 (Sem 1), SCI532 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	Biology, Chemistry, and instructor recommendation

This course is designed to be equivalent to a college introductory biology course usually taken by biology majors during their first year. The course of study provides the student with the conceptual framework, knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The primary focus will be on the student's ability to explain, analyze, and interpret biological procedures and phenomena. Laboratory work will focus on the student's ability to make detailed observations, accurate reading, and data interpretations. This course will prepare students to successfully take the AP examination in May, which could earn the students college credit based upon their results on the exam.

Alignment to the Iowa Core Science Standards: *Biology aligns with the Iowa Science Standards and includes instruction in the following standards: HS-LS1 From Molecules to Organisms: Structures and Processes and HS-LS3 Heredity: Inheritance and Variation of Traits. In Addition, it includes concepts in HS-LS2 Ecosystems: Interactions, Energy, and Dynamics and HS-LS4 Biological Evolution: Unity and Diversity. In addition the class will cover the four Advanced Placement Biology Big Ideas and the seven Advanced Placement Science Practices.*

PRACTICAL BIOLOGY

XSM281 (Sem 1), XSM282 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This course will provide students with the skills and opportunities they need to read, write, think, and apply science in their everyday lives. This is often achieved through problem solving, laboratory experiences, and group activities. The text material provides the factual foundation necessary to understanding the principles of life discussed in the course.

Alignment to the Iowa Core Science Standards: *Practical Biology aligns with the Iowa Science Standards and includes instruction in the following standards: HS-LS1 From Molecules to Organisms: Structures and Processes and HS-LS3 Heredity: Inheritance and Variation of Traits. In Addition, it includes concepts in HS-LS2 Ecosystems: Interactions, Energy, and Dynamics and HS-LS4 Biological Evolution: Unity and Diversity.*

PHYSICAL SCIENCE

Two Physical Science credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

CHEMISTRY

SCI251 (Sem 1), SCI252 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: Algebra I

This course is designed for those students who want a physical science class that is both practical and theoretical. The course of study is designed to cover the basic concepts of chemistry on a descriptive and quantitative level. Laboratory activities will be used to illustrate the important ideas. This course is designed to equip students with the background to understand how chemistry fits into everyday living.

Alignment to the Iowa Core Science Standards: *Chemistry aligns with the Iowa Science Standards and includes instruction in the following standards: HS-PS1 Matter and Its Interactions and HS-PS3 Energy.*

HONORS CHEMISTRY

SCI261 (Sem 1), SCI262 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: Algebra II completed or concurrently enrolled and instructor recommendation

This course is designed for the academically advanced student who desires a comprehensive background in chemistry to assist in future science studies. The course of study is designed to cover material in a quantitative, theoretical manner. There is an emphasis on problem solving techniques and laboratory investigations are used to explore important concepts and material.

Alignment to the Iowa Core Science Standards: *Chemistry aligns with the Iowa Science Standards and includes instruction in the following standards: HS-PS1 Matter and Its Interactions and HS-PS3 Energy.*

PHYSICAL SCIENCE

SCI281 (Sem 1), SCI282 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: Global Science and Biology or Applied Biology and instructor recommendation

This course is designed for students who are looking to discover and understand the role of physical science in their everyday lives. Students will be provided the skills and opportunity to read, write, think, and apply aspects of chemistry and physics through the use of labs and activities.

Alignment to the Iowa Core Science Standards: *Physical Science aligns with the Iowa Science Standards and includes instruction in the following standards: HS-PS1 Matter and Its Interactions, HS-PS2 Motion and Stability: Forces and Interactions, HS-PS3 Energy and HS-PS4 Waves and Their Applications in Technologies for Information Transfer.*

PHYSICS

SCI321 (Sem 1), SCI322 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: Algebra II

This course is designed for students who desire a background in physics and want to develop critical thinking skills. In this course, a conceptual and analytical approach is taken in investigating and explaining the laws of the physical world. Students will study these laws through laboratory experiments, demonstrations, and problem solving.

Alignment to the Iowa Core Science Standards: *Physics aligns with the Iowa Science Standards and includes instruction in the following standards: HS-PS1 Matter and Its Interactions, HS-PS2 Motion and Stability: Forces and Interactions, HS-PS3 Energy and HS-PS4 Waves and Their Applications in Technologies for Information Transfer.*

HONORS PHYSICS

SCI331 (Sem 1), SCI332 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: B- or higher in Honors Algebra II or instructor / GT facilitator recommendation; concurrent enrollment in Honors Pre-Calculus

This course is designed for the academically advanced student who desires a comprehensive background in physics to assist in future science studies. In this course, students will investigate and interpret physical phenomenon of everyday life. Scientific investigations, demonstrations, and problem solving are some of the techniques involved in explaining the how and why of the world's operations. Conceptual understanding will be important, but quantifying the concepts will be emphasized.

Alignment to the Iowa Core Science Standards: *Physics aligns with the Iowa Science Standards and includes instruction in the following standards: HS-PS1 Matter and Its Interactions, HS-PS2 Motion and Stability: Forces and Interactions, HS-PS3 Energy and HS-PS4 Waves and Their Applications in Technologies for Information Transfer.*

ADVANCED PLACEMENT CHEMISTRY

SCI561 (Sem 1), SCI562 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: Algebra II, Biology, Chemistry or Honors Chemistry, and instructor recommendation

This course is designed to be equivalent to a college introductory chemistry course usually taken by science majors in their first year. The course of study expands the students' understanding of chemical principles and their abilities to analyze and solve problems. Laboratory experiments enhance these objectives through the use of new techniques and equipment, while written lab reports demand critical interpretation of data and use of mathematical and verbal skills. This course will prepare students to successfully take the AP examination in May, which could earn the students college credit based upon their results on the exam.

Alignment to the Iowa Core Science Standards: *Chemistry aligns with the Iowa Science Standards and includes instruction in the following standards: HS-PS1 Matter and Its Interactions and HS-PS3 Energy. In addition the class will cover the six Advanced Placement Chemistry Big Ideas and the seven Advanced Placement Science Practices.*

PRACTICAL PHYSICAL SCIENCE

XSM271 (Sem 1), XSM272 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

PREREQUISITE: placement based on assessment and instructor recommendation

This course will allow students the opportunity to discover and understand the role of physical science in their everyday lives. Students will be provided the skills and opportunity to read, write, think and apply aspects of chemistry and physics through the use of labs and activities.

Alignment to the Iowa Core Science Standards: *Physical Science aligns with the Iowa Science Standards and includes instruction in the following standards: HS-PS1 Matter and Its Interactions, HS-PS2 Motion and Stability: Forces and Interactions, HS-PS3 Energy and HS-PS4 Waves and Their Applications in Technologies for Information Transfer.*

WELLNESS

3.2 Wellness credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

ADAPTIVE WELLNESS

PED150

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: instructor recommendation

This is a physical education program that may be adapted or modified to address the individualized needs of students who have gross motor developmental delays. Units include general health education and fitness-based activities. Students may select this class also to act as peer helpers to work with adaptive fitness students. Classes incorporate a variety of fitness-based activities and will have the opportunity to use the Fitness Room.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the State of Iowa.

STRENGTH TRAINING / CONDITIONING / FITNESS

PED152

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Students will perform conditioning exercises for the major muscle groups of the body and execute the various exercises needed to enhance the overall development of the body. Units will include fitness-based activities and exhibit safe participation behavior during the exercise period. Classes incorporate a variety of fitness-based activities. Assessments may include written work and fitness testing. Pedometers and Heart Rate Monitors will be used as an assessment tool.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core.

HEALTH CLUB FITNESS

PED153

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Students will participate in a variety of fitness-based activity classes that would be taught in a health club setting. Classes may include units in stability ball workout, pilates, yoga, killer abs/arms or any new fitness trends and general health education. Classes incorporate a variety of fitness-based activities and will have the opportunity to use the Fitness Room. Assessments may include written work and fitness testing. Pedometers and Heart Rate Monitors will be used as an assessment tool.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core.

WATER FITNESS & GAMES HEMPSTEAD

PED159

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: must be able to swim comfortably in the deep water

Students will participate in fitness activities and games in the pool. Activities may include lap swimming, water jogging, water aerobics, deep-water aerobics, water polo, water volleyball and active pool games. Units include general health education. Students will exhibit socially acceptable and safe behavior. Assessments include written work and fitness testing. Students must provide their own swim suits and towels.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core.

INDIVIDUAL / DUAL SPORTS & FITNESS

PED161

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This course provides students with knowledge, experience, and an opportunity to develop skills in sports such as tennis, golf, badminton, pickle-ball, and other fitness-related activities. Assessments may include written work or fitness testing. Pedometers and Heart Rate Monitors will be used as an assessment tool.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core.

TEAM SPORTS & FITNESS

PED162

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Students will have the opportunity to play in competitive team sports. Students will be involved in very active games where effort and teamwork are essential. Classes incorporate a variety of fitness-based activities. Assessments may include written work and fitness testing. Pedometers and Heart Rate Monitors will be used as an assessment tool.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core.

PERFORMANCE PE

PED163

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Students will perform high intensity functional fitness that combines aerobic conditioning, strength training, core condition and flexibility exercises. This class will be structured 4 days a week workout and one day a week in the classroom working on leadership activities. The emphasis is on creating a core fitness that can easily translate into daily activities and other sports. Assessments include written work and fitness testing. Pedometers and Heart Rate Monitors will be used as an assessment tool.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core.

CONTRACT WELLNESS

PED523

DURATION: semester course

CREDITS: 1

OPEN TO: all students with full schedules

periods 1-7 both semesters

PREREQUISITE: administrative approval

Students arrange and participate in 150 minutes/week of fitness instruction through community facilities. School activities and sports do not count toward this 150 minute minimum. Students turn in a personal fitness plan, provide documentation that they are receiving instruction, provide weekly summaries of activities documented by their instructor, and participate in pre- and post-fitness testing. Contract Wellness is available to students who have a full schedule both semesters and is offered second semester only.

Students who do not meet the 150 minute minimum requirement, do not provide required documentation, or reduce their schedule must make up the physical education requirement.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core. Students who enroll in Contract Wellness are NOT exempt from the CPR instruction requirement.

ACADEMIC EXEMPTION

PED702

CREDITS: NO CREDIT

OPEN TO: seniors with full schedules periods 1-7 both semesters

PREREQUISITE: parent signature and administrative approval

Students in Grade 12 are permitted an academic exemption from the physical education requirement if they have a full schedule of academic classes with no unscheduled periods for both semesters.

In addition to a full schedule, a written parent/guardian request is required for an academic exemption for all students.

If a student utilizes a physical education exemption and subsequently reduces his/her academic schedule, the student must make up the physical education requirement. Physical education exemptions must be requested by October 1 for first semester, March 1 for second semester.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the State of Iowa. Students who are granted an academic exemption are NOT exempt from the CPR instruction requirement.

ATHLETIC EXEMPTION

PED902

CREDITS:	NO CREDIT
OPEN TO:	students with documented participation in two school sports
PREREQUISITE:	parent signature and administrative approval

Students are permitted an athletic exemption from the physical education requirement if they have documented participation in two school sports. These sports include: men’s or women’s cross country, volleyball, football, women’s swimming and diving, men’s or women’s golf, fall cheerleading, men’s or women’s basketball, men’s swimming, wrestling, winter cheerleading, men’s or women’s bowling, men’s or women’s track & field, men’s or women’s soccer, men’s or women’s tennis, baseball and softball. Summer sports must be completed prior to the school year to qualify a student for an exemption.

In addition to documented participation in school sports, a written parent/guardian request is required for an athletic exemption for all students.

If a student utilizes a physical education exemption and subsequently does not participate through the athletic season, the student must make up the physical education requirement. Physical education exemptions must be requested by October 1 for first semester, March 1 for second semester.

COMMENT: Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the Iowa Core. Students who are granted an athletic exemption are NOT exempt from the CPR instruction requirement.

U.S. HISTORY

Two U.S. History credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

U.S. HISTORY: 1900 TO PRESENT

SOC321 (Sem 1), SOC322 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors
NCAA:	approved
PREREQUISITE:	none

U.S. History is a year-long, two-credit course. This course is intended to develop in students a deep appreciation and awareness of this country’s history.

A basic chronological order with thematic infusions will be used to cover the significant events that have shaped the country’s development in the Twentieth and Twenty-First Centuries. Units of study will focus on topics such as immigration, Progressivism, the U.S. in World War I, the Jazz Age, the Great Depression and New Deal era, the U.S. in World War II, the 1950s, 1960s, Vietnam War and from President Carter to President G. W. Bush.

Emphasis in this course will be placed on content mastery, reading skills, conceptualization and critical thinking skills. Students are expected to use organized study skills, note taking and discussion skills in completing the course requirements. The general format of the class will include lecture/discussion, reading assignments including primary sources, audio-visual items, simulations, journals and evaluation instruments.

Alignment to the Iowa Core in History/Social Studies Grades 11-12: *Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*

ADVANCED PLACEMENT U.S. HISTORY

SOC521 (Sem 1), SOC522 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors
NCAA:	approved
PREREQUISITE:	Advanced Placement World History or instructor recommendation

Advanced Placement United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. This two-semester course prepares students for intermediate and advanced college courses with instruction equivalent to a full-year introductory college course, as well as preparing students to take the National Advanced Placement United States History exam in the month of May of each year. Students may earn college credit depending on the results of the examination.

A basic chronological approach with an emphasis on dominant themes or strands which permeate the history of the United States will be employed to survey history of the United States from the colonial period to the present time period. Students will assess historical materials and develop interpretations and conclusions for presentation in essay form. The general format of the class will include lecture/discussion, seminar discussion and audio-visual items.

Alignment to the Iowa Core in History/Social Studies Grades 11-12: *Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*

PRACTICAL U.S. HISTORY

XSM341 (Sem 1), XSM342 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors

PREREQUISITE: placement based on assessment and instructor recommendation

This course is intended to develop in students an appreciation and awareness of this country's history. It allows students of all abilities to experience and investigate key social studies concepts by integrating the history, geography, and culture of the United States. This is a year-long, two-credit course that presents an overview of the geography of the United States, our historical background, and a study of current events.

A basic chronological order will be used to cover the significant events that have shaped the country's development in the Twentieth and Twenty-First Centuries. Units of study will focus on topics such as immigration, Progressivism, the U.S. in World War I, the Jazz Age, the Great Depression and New Deal era, the U.S. in World War II, the 1950s, 1960s, Vietnam War and from President Carter to President G. W. Bush.

Students will be taught study skills to be successful in Practical US History. The general format of the class will include discussions regarding readings, including primary sources, audio-visual items, simulations, journals and alternative evaluation instruments.

Alignment to the Iowa Core in History/Social Studies Grades 11-12: *Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*

WORLD HISTORY

Two World History credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

WORLD HISTORY: 1600 TO PRESENT

SOC221 (Sem 1), SOC222 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores

NCAA: approved

PREREQUISITE: none

World History is a year-long, two-credit course required for all tenth grade students. The student will study in depth the societies, themes and issues that mark the interaction of the world and will focus on the diversity of the human experience. This course covers the ideas and institutions that have shaped our modern world. Students briefly review early world civilizations prior to the year 1600. Then students focus in depth on the world's history in both hemispheres from the year 1600 to the present. Units of study will focus on interactive lessons dealing with Africa, Europe, Asia, and the Middle East and their interconnectedness.

This course will be taught with an emphasis on reading and discussion of a basic text, audio-visual presentations, research projects, student involvement activities and discussion of current events.

Alignment to the Iowa Core in History/Social Studies Grades 9-10: *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.*

ADVANCED PLACEMENT WORLD HISTORY

SOC511 (Sem 1), SOC512 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores

NCAA: approved

PREREQUISITE: Honors English 1-2 or instructor recommendation

Advanced Placement World History is a two credit, year-long course open to tenth grade students. This course will focus on the study of the histories of the world's civilizations. Through their studies, students will develop an appreciation for the civilizations of the world and the institutions that, over time, became embedded in each culture. In addition, students will be able to see the impact that each civilization had upon one another as contacts were made and relationships were established.

Students will learn strategies that will enhance their abilities to analyze various sources of historical information. Students will demonstrate their historical understanding through written and oral assessments. It will be necessary that all enrolled students exhibit high skill level in written and verbal expression. This two-semester course prepares students for intermediate and advanced college courses with instruction equivalent to a full-year introductory college course as well as preparing students to take the National Advanced Placement World History exam in the month of May of each year. Students may earn college credit depending on the results of the examination.

Alignment to the Iowa Core in History/Social Studies Grades 9-10: *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.*

PRACTICAL WORLD HISTORY

XSM241 (Sem 1), XSM242 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is the second year of a two-year sequence that allows students of all abilities to experience and investigate key social studies concepts. It integrates the history, geography, and culture of other countries. The student will study the societies, ideas, and issues regarding the developing world and will focus on the diversity of human interaction. This course covers the ideas and institutions that have shaped our modern world. Students briefly review early world civilizations prior to the year 1600. Then students focus in depth on the world's history in both hemispheres from the year 1600 to the present. Units of study will focus on interactive lessons dealing with Africa, Europe, Asia, and the Middle East and their interconnectedness.

This course will be taught with an emphasis on reading and discussion of a basic text, audio-visual presentations, research projects, student involvement activities and discussion of current events.

Alignment to the Iowa Core in History/Social Studies Grades 9-10: *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.*

GOVERNMENT

One Government credit is required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

AMERICAN GOVERNMENT

SOC415	
DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	none

American Government is a required, one-semester course designed for seniors. This course is designed to be a capstone for all students in preparation for active participation in local, state, and national civic life. Knowledge of the fundamentals and principles of the U.S. political system as well as the Iowa political system prepares students for their future responsibilities as citizens of this state and country.

In this course, students study politics and the political processes which underlie United States democracy. Following this introduction, students explore each of the major branches of government - Executive, Legislative, and Judicial as they interact both in cooperative and, at times, adversarial ways. The learning processes of this course include discussion of text and other up-to-the-minute readings, timely audio-visual presentations, simulations, local political involvement opportunities and analysis of contemporary current events.

Alignment to the Iowa Core in Political Science/Civic Literacy Grades 11-12: *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.*

ADVANCED PLACEMENT AMERICAN GOVERNMENT

SOC513	
DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	instructor recommendation

This course is designed to be a capstone for all students in preparation for active participation in local, state, and national civic life. In this course, students come to grips with the nature of politics and the political processes, which underlie United States democracy and the Iowa political system.

This semester course prepares students for intermediate and advanced college courses with instruction equivalent to a one-semester college introductory course in U.S. government and politics. This course is also designed to prepare students to take the National Advanced Placement U.S. Government and Politics Exam, which is offered in May every year. Students may earn college credit depending on the results of the examination.

The learning processes of this course include discussion of text and other up-to-the-minute readings, timely audio-visual presentations, simulations, local political involvement opportunities and analysis of contemporary current events.

The Honors strand of this course will provide special emphasis on political analysis of governmental processes, discussion of comparative governmental structures and a heavier reliance on seminar and research formats.

Alignment to the Iowa Core in Political Science/Civic Literacy Grades 11-12: *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.*

PRACTICAL GOVERNMENT

XSM441

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

PREREQUISITE: placement based on assessment and instructor recommendation

This course is designed to be a capstone for all students in preparation for active participation in local, state, and national civic life. Knowledge of the fundamentals and principles of the U.S. political system as well as the Iowa political system prepares students for their future responsibilities as citizens of this state and country.

In this course, students study politics and the political processes which underlie United States democracy. Following this introduction, students explore each of the major branches of government - Executive, Legislative, and Judicial as they interact both in cooperative and, at times, adversarial ways. The learning processes of this course include discussion of text and other up-to-the-minute readings, timely audio-visual presentations, simulations, local political involvement opportunities and analysis of contemporary current events.

Alignment to the Iowa Core in Political Science/Civic Literacy Grades 11-12: *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.*

HUMAN / SOCIETY STUDY

One Human/Society Study credit is required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

ECONOMICS

SOC425

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: none

Economics is designed to acquaint students with the economic problems a society must cope with in order to satisfy its economic wants and aspirations beginning with the basic problem of scarcity. Economics demonstrates to the student the complex and dynamic nature of the national and global economy. Special emphasis is placed on the principle of interdependence and comparative advantage in achieving maximum efficiency. Topics include differing economic systems in the world, the market structure, the nature of economic growth and productivity, monetary and fiscal operation of the U.S. economy, as well as international trade.

A topical/thematic approach will be utilized in the teaching of economics. The general format of the class will include lecture/discussion, reading assignments that focus on contemporary economic developments and happenings, audio-visual items, use of primary sources, and simulation activities.

Alignment to the Iowa Core in Economics Grades 11-12: *Understand how universal economic concepts present themselves in various types of economies throughout the world.*

SOCIOLOGY

SOC433

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: none

Sociology is the study of human behavior and groups in society. The study of sociology helps answer the questions we have about our relationships with others. Sociology will help the student understand the issues and problems we face in our society today. A wide range of topics will include the issues of suicide, crime, poverty, divorce, spouse and child abuse, gender and racial inequality and the force of social change. These issues, along with an emphasis on the socialization process and attention to the increasingly multi-cultural, multi-ethnic nature of our society, will be analyzed.

This course incorporates frequent discussions based on controversial topics to enhance critical thinking skills. The sociology curriculum is activity oriented. Sociology will have an emphasis on human relations skills, critical thinking skills, problem solving and decision-making, and written and verbal communication.

Alignment to the Iowa Core in Behavioral Sciences Grades 11-12: *Understand the historical development of the behavioral sciences and the changing nature of society.*

PSYCHOLOGY

SOC443

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: none

Psychology is a semester, one credit, and elective course available to seniors. Through instruction in the course, the student will be introduced to the scientific study of behavior and mental processes needed to develop an understanding for the academic discipline of psychology, its theories and its practical application to everyday life. In addition, students will be able to eliminate common misconceptions about human behavior, demonstrate respect for divergent values and tolerance for individual differences, evaluate and critique psychological information and services. Emphasis will also be placed on what qualities constitute a healthy and balanced personality.

The units of study will include: the science of psychology, states of consciousness, memory and intelligence, human development, personality, motivation and emotions, gender differences, abnormal behavior, and therapies, stress and adjustment. Students will be expected to participate in discussions, class activities and complete all written and reading assignments.

Alignment to the Iowa Core in Behavioral Sciences Grades 11-12: *Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.*

ADVANCED PLACEMENT ECONOMICS

SOC531 (Sem 1), SOC532 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	instructor recommendation

Advanced Placement Economics is designed to acquaint students with the functions performed by the American economic system (Macroeconomics). An additional emphasis will be to prepare students to deal with the principles of economic decision-making by the individual and businesses (Microeconomic). This course is equivalent to an Introductory Principles of Economics course on the college/university level.

In addition, Advanced Placement Economics is designed to prepare students to take the Advanced Placement exams in Economics (Macroeconomics and Microeconomics) in the month of May of each year. Successful completion of these exams will result in college credits for the students. Students may earn college credit depending on the results of the examination.

A unit/thematic approach will be utilized in the teaching of Advanced Placement Economics. The general activities of the class will include lecture/discussion, reading assignments, the use of programmed instruction, doing research work from a variety of sources and appropriate audio-visual items. A seminar setting will be utilized as much as practical to enhance student understanding.

Alignment to the Iowa Core in Economics Grades 11-12: *Understand how universal economic concepts present themselves in various types of economies throughout the world.*

ADVANCED PLACEMENT PSYCHOLOGY

SOC541 (Sem 1), SOC542 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	instructor recommendation

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. The AP Psychology course stresses critical thinking, reading and writing within the context of scientific methodology and questioning. A wide range of topics includes neuroscience, development, sensation/perception, consciousness, learning, memory, personality, thinking/intelligence, motivation/emotion, and psychological disorders/therapy.

This course prepares students for intermediate and advanced college courses. This course is ideal for anyone wanting to try an Advanced Placement course as well as those interested in possible careers in areas including (but not limited to): education, counseling/therapy, business, management/administration, health, and neuroscience. This course is also designed to prepare students to take the National Advanced Placement Psychology exam which is offered in May every year. Students may earn college credit depending on the results of the examination.

Alignment to the Iowa Core in Behavioral Sciences Grades 11-12: *Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.*

PRACTICAL SOCIOLOGY

XSM451

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is designed to give students of all abilities the opportunity to study human behavior and groups in society. The study of sociology helps answer the questions we have about our relationships with others. Sociology will help the student understand the issues and problems we face in our society today. A wide range of topics will include the issues of suicide, crime, poverty, divorce, spouse and child abuse, gender and racial inequality and the force of social change. These issues, along with an emphasis on the socialization process and attention to the increasingly multi-cultural, multi-ethnic nature of our society, will be analyzed.

Practical Sociology will have an emphasis on human relations skills, critical thinking skills, problem solving and decision-making, and written and verbal communication.

Alignment to the Iowa Core in Behavioral Sciences Grades 11-12: *Understand the historical development of the behavioral sciences and the changing nature of society.*

WORLD CULTURES & ISSUES

Two World Cultures & Issues credits are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

WORLD CULTURES AND GEOGRAPHY

SOC101 (Sem 1), SOC102 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: none

World Cultures and Geography is a thematic course that will enable students to develop an understanding of their world through an examination of a variety of regional cultures and geography. This year-long course will study six different regions of the world including: North America, Central and South America, Europe, Asia, North Africa/Southwest Asia and Africa South of the Sahara. By examining the culture and geography in these regions of the world, students gain an appreciation of the vast diversity of the human experience and the richness of human culture. This understanding will be accomplished by examining general aspects of culture that are common to all peoples: language, literature, art, music, economy, religion, food, recreation, and traditions, as well as an in-depth study of the geography of each region of the world.

Alignment to the Iowa Core in Geography Grades 9-12: *Understand how human actions modify the environment and how the environment affects humans.*

ADVANCED PLACEMENT HUMAN GEOGRAPHY

SOC121 (Sem 1), SOC122 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: instructor recommendation

AP Human Geography is an introductory geography course designed to introduce students to the systematic study of patterns and processes that have helped shaped human understanding, use, and alteration of Earth's surface. Students will use various geographic models to examine human social organization and its environmental consequences. In addition, students will experiment and evaluate the usage of modern day geographic tools, including GPS and GIS. Goals include: Map usage and analyzing spatial data, understanding and interpreting correlative relationships between people, phenomenon, and places, recognizing and interpreting scale differences in global patterns and processes, analyzing areas as "regions" and their significance, identifying the interconnectivity among places.

Alignment to the Iowa Core in Geography Grades 9-12: *Understand how human actions modify the environment and how the environment affects humans.*

FRENCH 1-2

WFR111 (Sem 1), WFR112 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: none

(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)

Beginning students study language that can be used in everyday communication. Students study French through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the Francophone world.

Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

FRENCH 3-4

WFR211 (Sem 1), WFR212 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: minimum grade of "C-" in

French 1-2 or instructor recommendation

(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)

Students will build on the basics learned in French 1-2. Students develop their communication in the target through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will be expected to use the language in class.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning.

FRENCH 5-6

WFR311 (Sem 1), WFR312 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in French 3-4 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students deepen their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The curriculum will emphasize more challenging use of the language.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class starts preparing students for college entrance exams, i.e. college placement tests, or the CLEP test.

FRENCH 7-8

WFR411 (Sem 1), WFR412 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in French 5-6 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. News articles, short stories, poems etc. will provide resources for students to develop a more extensive vocabulary and to expand their knowledge of Francophone culture and history. Students will delve deeper into the target language and culture as they continue to make comparisons and connections between English and the American culture and French and the culture of the Francophone world.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class prepares students for college entrance exams, i.e. college placement tests, or the CLEP test.

GERMAN 1-2

WGE131 (Sem 1), WGE132 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	none <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Beginning students study language that can be used in everyday communication. Students study German through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the German speaking world.

Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

GERMAN 3-4

WGE231 (Sem 1), WGE232 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in German 1-2 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students will build on the basics learned in German 1-2. Students develop their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will be expected to use the language in class.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning.

GERMAN 5-6

WGE331 (Sem 1), WGE332 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors, seniors

NCAA: approved

PREREQUISITE: minimum grade of "C-" in German 3-4 or instructor recommendation
(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)

Students deepen their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The curriculum will emphasize more challenging use of the language.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class starts preparing students for college entrance exams, i.e. college placement tests, or the CLEP test.

GERMAN 7-8

WGE431 (Sem 1), WGE432 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: seniors

NCAA: approved

PREREQUISITE: minimum grade of "C-" in German 5-6 or instructor recommendation
(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)

Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. News articles, short stories, poems etc. will provide resources for students to develop a more extensive vocabulary and to expand their knowledge of German culture and history. Students will delve deeper into the target language and culture.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class prepares students for college entrance exams, i.e. college placement tests, or the CLEP test.

SPANISH 1-2

WSP181 (Sem 1), WSP182 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: none
(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)

Beginning students study language that can be used in everyday communication. Students study Spanish through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the Spanish-speaking world.

Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

SPANISH 3-4

WSP281 (Sem 1), WSP282 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: minimum grade of "C-" in Spanish 1-2 or instructor recommendation
(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)

Students will build on the basics learned in Spanish 1-2. Students develop their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will be expected to use the language in class.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning.

SPANISH 5-6

WSP381 (Sem 1), WSP382 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in Spanish 3-4 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students deepen their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The curriculum will emphasize more challenging use of the language.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class starts preparing students for college entrance exams, i.e. college placement tests, or the CLEP test.

SPANISH 7-8

WSP481 (Sem 1), WSP482 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in Spanish 5-6 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. News articles, short stories, poems etc. will provide resources for students to develop a more extensive vocabulary and to expand their knowledge of the Spanish speaking culture and history. Students will delve deeper into the target language and culture.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class prepares students for college entrance exams, i.e. college placement tests, or the CLEP test.

PRACTICAL WORLD CULTURES

XSM141 (Sem 1), XSM142 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

This course allows students to experience and investigate key social studies concepts. It integrates the history, geography, and culture of other countries.

World Cultures and Geography is a thematic course that will enable students to develop an understanding of their world through an examination of a variety of regional cultures and geography. This year-long course will study six different regions of the world including: North America, Central and South America, Europe, Asia, North Africa/Southwest Asia and Africa South of the Sahara. By examining the culture and geography in these regions of the world, students gain an appreciation of the vast diversity of the human experience and the richness of human culture. This understanding will be accomplished by examining general aspects of culture that are common to all peoples: language, literature, art, music, economy, religion, food, recreation, and traditions, as well as an in-depth study of the geography of each region of the world.

Aligns with essential concepts and skills of the Iowa Core in Geography Grades 9-12: *Understand how human actions modify the environment and how the environment affects humans. integrates the history, geography, and culture of other countries.*

ELECTIVES

NEWCOMER ENGLISH LANGUAGE LEARNER

ELL101 (Sem 1), ELL102 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: English proficiency screening

This is an English class for students who are new to the United States and for whom English is a new language. The focus of this class is on beginning development of listening, speaking, reading, and writing. Vocabulary and grammar development, as well as basic reading and writing skills, are emphasized. Students in the Newcomer course also learn about American school, American culture, and social skills for the American classroom and culture.

COMMENT: ELL courses may count toward a variety of graduation requirements.

BEGINNING ENGLISH LANGUAGE LEARNER

ELL201 (Sem 1), ELL202 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: English proficiency screening

This is an English course for students who have completed Newcomer ELL or who have a comparable level of English language proficiency. It focuses on further development of vocabulary and grammar along with reading and writing skills. COMMENT: ELL courses may count toward a variety of graduation requirements.

INTERMEDIATE ENGLISH LANGUAGE LEARNER

ELL301 (Sem 1), ELL302 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: English proficiency screening

The English Language Learner course is for students who have been identified as non-English language proficient because English is not their home or native language. In this course, instruction is for the purpose of developing conversational and academic English proficiency. To attain this goal, reading, writing, speaking, and listening are the major instructional elements. Vocabulary development, conversation and academic English are intensive, required elements of instruction. Students in an ELL course also learn about American schooling, American culture, and social skills for the American classroom and culture.

COMMENT: ELL courses may count toward a variety of graduation requirements.

ADVANCED ENGLISH LANGUAGE LEARNER

ELL401 (Sem 1), ELL402 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: English proficiency screening

The English Language Learner course is for students who have been identified as non-English language proficient because English is not their home or native language. In this course, instruction continues from Intermediate ELL for the purpose of increasing conversational and academic English proficiency. Reading, writing, speaking, and listening are the major instructional elements. Vocabulary development of survival, conversation and academic English are intensive, required elements of instruction. Students in an ELL course also learn about American schooling, American culture, and social skills for the American classroom and culture.

COMMENT: ELL courses may count toward a variety of graduation requirements. This course may be repeated.

BEHAVIOR AWARENESS

XSM401 (Sem 1), XSM402 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This course is for students need specific behavior support. Best practices in classroom and behavior management will be presented, included organizing time, materials, transitions, strategies for managing individual and large group student behaviors. Students will be taught the social skills needed for independent functioning within the community. Topics may include self-regulation, self-control, problem-solving, crime and punishment, anger control, decision-making, interacting with others, and maintaining relationships. Community service projects and workshops involving community members will be components of the course.

RESOURCE 9

XSR101 (Sem 1), XSR102 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: freshmen

PREREQUISITE: placement based on assessment and instructor recommendation

This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in ninth grade courses such as English 1-2 and Global Science. Students learn strategies to support their success in writing tasks required in ninth grade as well as strategies for tackling math concepts encountered in ninth grade. Students are instructed in notetaking, organization, and test-taking strategies. Students receive instruction in orientation to high school, time management, accessing resources, using learning management systems, social skills for high school, self-advocacy, and mapping out a plan for graduation. Also included is instruction specifically designed to meet their Individual Educational Plan goals.

RESOURCE 10

XSR201 (Sem 1), XSR202 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores
PREREQUISITE:	placement based on assessment and instructor recommendation

This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in tenth grade courses such as English 3-4, World History and Biology. Students learn strategies to support their success in writing tasks required in tenth grade as well as strategies for tackling math concepts encountered in tenth grade. Students are instructed in notetaking, organization, and test-taking strategies. Students receive instruction in responsible use of technology, working collaboratively, developing leadership skills, ethical behavior, time management, stress management, accessing resources, social responsibility, self-advocacy, and individual plans for graduation.

RESOURCE 11

XSR301 (Sem 1), XSR302 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in eleventh grade courses such as literature, U.S. History, and Physical Science. Students learn strategies to support their success in writing tasks required in eleventh grade as well as strategies for tackling math concepts encountered in eleventh grade. Students are instructed in test-taking strategies designed to support them as they prepare for post-secondary education. Students continue instruction in responsible use of technology, working collaboratively, leadership development, ethical behavior, time management, stress management, accessing school and community resources, social responsibility, self-advocacy, and individual plans for graduation and transition to life after high school. Also included is instruction specifically designed to meet their Individual Educational Plan goals.

RESOURCE 12

XSR401 (Sem 1), XSR402 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
PREREQUISITE:	placement based on assessment and instructor recommendation

This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in twelfth grade courses such as literature, American Government, and human/society study courses. Students learn strategies to support their success in writing tasks required in twelfth grade as well as strategies for tackling math concepts encountered in twelfth grade. Students are instructed in test-taking strategies designed to support them as they prepare for post-secondary education. Students continue instruction in responsible use of technology, working collaboratively, leadership, ethical behavior, time management, stress management, accessing school and community resources, civic and social responsibility, self-advocacy, and individual plans for transition to life after high school. Also included is instruction specifically designed to meet their Individual Educational Plan goals.

LIFE SKILL SERVICES

DOMESTIC / HOME ENVIRONMENT

XSM611 (Sem 1), XSM612 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The purpose of this course is to enable the student to become more independent in his/her current and future living environments. Instruction in personal care, food preparation, and housekeeping skills are emphasized.

FUNCTIONAL ACADEMICS

XSM621 (Sem 1), XSM622 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The primary focus of this course is reading, writing, money handling, and time management. Materials used are functional in nature, age appropriate and relate to the student's present and future living environments. Goals are determined by the student's IEP.

PERSONAL / SOCIAL SKILLS

XSM631 (Sem 1), XSM632 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

In this course areas addressed include getting along with others, proper behaviors and manners. This course will also provide learning and personal information that will be useful in the student's present and future learning environments.

COMMUNITY FUNCTIONING

XSM641 (Sem 1), XSM642 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

The purpose of this course is to prepare students to access and use community environments as independently as possible. This will allow students to participate in a variety of community activities that are utilized by all community members. Examples include purchasing items in stores, riding city buses, and visiting utility and service agencies.

VOCATIONAL SKILLS

XSM651 (Sem 1), XSM652 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This course is designed to develop the competencies necessary for the student with disabilities to survive and prosper in the work environment. The goals of the vocational class will be to identify and describe ways to develop the student's personal/social/occupational competencies.

COMMUNITY JOB TRAINING 9

XSM655 (Sem 2 only)

DURATION: semester course

CREDITS: 1

OPEN TO: freshmen

PREREQUISITE: placement based on assessment and instructor recommendation

This course is designed to utilize the resources of business and industry on campus or within the community in a cooperative effort with the DCSD to allow students with special needs the opportunity for non-paid work experiences. The business or industry acts as an extension of the classroom following a specific training plan designed by the IEP team. The days and hours will vary depending on the needs of the student and the availability of work. Each of these experiences will last up to 8 weeks, which should afford the student a minimum of two experiences per semester as determined by the work experience instructor.

COMMUNITY JOB TRAINING 10-12

XSM661 (Sem 1), XSM662 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: placement based on assessment and instructor recommendation

This is a course where students are placed on a paid and/or unpaid part time job in school or in the community. The IEP team and business will determine the days and hours depending on the needs of the student and the availability of work. Students are aided in actually defining, seeking out and acquiring preparation for entry into the world of work. Community Job Training assists students in gaining competitive employment by training them in job skills and providing a flexible learning environment better suited to their needs.

RECREATION / LEISURE

XSM671 (Sem 1), XSM672 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

The purpose of course is to enable students to engage in constructive and personally satisfying leisure activities. These activities will occur both on/off campus. Examples of activities on campus include arts/crafts and table games. Activities off campus include field trips to various clubs/organizations, bowling, swimming, and community events. This course also includes General Education Wellness.

PERSONAL LEARNING PROGRAM

VOCATIONAL SKILLS

XSS111 (Sem 1), XSS112 (Sem 2)	The purpose this course is to help the student develop and implement vocational skills necessary for the world of work.
DURATION: year course	
CREDITS: 2	
OPEN TO: all students	
PREREQUISITE: placement based on assessment and instructor recommendation	

PERSONAL / SOCIAL SKILLS

XSS121 (Sem 1), XSS122 (Sem 2)	Skills areas addressed in this course include getting along with others, proper behaviors and manners.
DURATION: year course	
CREDITS: 2	
OPEN TO: all students	
PREREQUISITE: placement based on assessment and instructor recommendation	

COMMUNITY FUNCTIONING

XSS131 (Sem 1), XSS132 (Sem 2)	The purpose of this course is to prepare students to access and use community environments. Students participate in a variety of community activities that are utilized by all community members.
DURATION: year course	
CREDITS: 2	
OPEN TO: all students	
PREREQUISITE: placement based on assessment and instructor recommendation	

DOMESTIC / HOME ENVIRONMENT

XSS141 (Sem 1), XSS142 (Sem 2)	The purpose of this course is to prepare the student to become more independent in their current and future living environment. Instruction in personal care, food preparation, and housekeeping skills are emphasized.
DURATION: year course	
CREDITS: 2	
OPEN TO: all students	
PREREQUISITE: placement based on assessment and instructor recommendation	

RECREATION / LEISURE

XSS151 (Sem 1), XSS152 (Sem 2)	The purpose of this course is to instruct the student in constructive and personally satisfying leisure activities available in the home, school settings and in the community.
DURATION: year course	
CREDITS: 2	
OPEN TO: all students	
PREREQUISITE: placement based on assessment and instructor recommendation	

FUNCTIONAL ACADEMICS

XSS161 (Sem 1), XSS162 (Sem 2)	The primary focus of this course is centered on language arts, communication and basic math skills.
DURATION: year course	
CREDITS: 2	
OPEN TO: all students	
PREREQUISITE: placement based on assessment and instructor recommendation	

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