



## HIGH SCHOOL COURSE GUIDE

ENGLISH 1-2	APPLIED LEARNING	MATHEMATICS
MATHEMATICS	ENGLISH 3-4	WRITING
APPLIED LEARNING	PHYSICAL SCIENCE	LITERATURE
ENGLISH 3-4	WELLNESS	U.S. HISTORY
PHYSICAL SCIENCE	LIFE SCIENCE	<b>2014-2015</b>
WRITING	FINE ARTS	WORLD HISTORY
GOVERNMENT HUMAN/SOCIETY STUDY		WELLNESS
LITERATURE	ENGLISH 1-2	LIFE SCIENCE
U.S. HISTORY	MATHEMATICS	FINE ARTS
SPEECH	APPLIED LEARNING	EARTH/ENVIRONMENTAL SCIENCE
WORLD HISTORY	EARTH/ENVIRONMENTAL SCIENCE	WRITING
WELLNESS	WELLNESS	APPLIED LEARNING
LIFE SCIENCE	PHYSICAL SCIENCE	ENGLISH 3-4
FINE ARTS	MATHEMATICS	PHYSICAL SCIENCE
WORLD CULTURES & ISSUES	WRITING	
APPLIED LEARNING	SPEECH	LITERATURE
LITERATURE	WORLD HISTORY	U.S. HISTORY
WELLNESS	WELLNESS	SPEECH
PHYSICAL SCIENCE	LIFE SCIENCE	WORLD HISTORY
MATHEMATICS		

Dubuque Community School District  
2014-2015 High School Course Guide  
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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. A few of the courses in this guide are offered only at Hempstead High School and a few courses are offered only at Senior High School. Those courses are clearly marked. All courses not designated for a specific high school are offered at both schools.

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, guidance 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 2014-2015 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 2014-2015 school year and will determine your schedule.

J. Lee Kolker  
Principal  
Hempstead High School

Dan Johnson  
Principal  
Senior High School

## **DUBUQUE COMMUNITY SCHOOL DISTRICT 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

Please direct inquiries about this statement to: Rick Colpitts, Dubuque Community School District, The Forum, 2300 Chaney Road, Dubuque, Iowa 52001-3095 E-mail: [rcolpitts@dbqschools.org](mailto:rcolpitts@dbqschools.org) Telephone (563) 552-3000.

# DUBUQUE COMMUNITY SCHOOL DISTRICT GRADUATION REQUIREMENTS

To be eligible to receive a diploma from 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
<b>TOTAL</b>	<b>46 credits</b>

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 alternative path to meeting graduation requirements is based on the Essential Elements of the Iowa Common Core and is available to students with the most significant disabilities.

# COURSE SELECTION INFORMATION

## HOW TO USE THE DCSD 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 next to 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 guidance 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 guidance and administration. If a student does not meet the enrollment requirements, course requests will be adjusted.

## COURSE REQUESTS

Instructions to request your 2014-2015 courses in PowerSchool will be distributed through the guidance and registrar offices. If you need assistance completing your course requests online, please make an appointment with your guidance 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.

## **NINTH GRADE COURSE OFFERINGS – 2014-2015**

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**

ENG111/ENG112	Accommodations English 1-2
ENG121/ENG122	English 1-2
ENG131/ENG132	Honors English 1-2

### **MATHEMATICS**

**Must choose one of the following year-long courses**

MTH111/MTH112	Applied Math
MTH151/MTH152	Algebra I Course A
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**

PED151	Walking/Initiative Games
PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED155	Lifetime Sports & Fitness
PED156	Active Games & Fitness
PED159	Water Fitness

**OTHER COURSE OFFERINGS** These courses fulfill a variety of graduation requirements. Reading 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
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS503/BUS504	Iowa's Jobs for America's Graduations 9-10 (IJAG 9-10)
BUS511/BUS512	IJAG Internship
ENG153	Speech
ENG154	Advanced Speech
ENG163	Theatre
ENG164	Advanced Theatre
ENG242/ENG243	Reading ( <b>Required for some ninth graders - See course description</b> )
ENG359	Journalism
ESL101/ESL102	English as a Second Language Beginning
ESL201/ESL202	English as a Second Language Advanced

## NINTH GRADE COURSE OFFERINGS – 2014-2015

FCS113	Parenting
FCS117	Personal and Family Relations
FCS123	Foods I
FCS124	Foods II
HTH101	Health I
HTH102	Health II
INT113	Electricity/Energy and Power
INT115	Computer Aided Drafting and Design
INT117	Woodworking
INT123	Manufacturing
INT223	Small Engine Repair
INT332	Metals
INT385	Construction I
INT387	Construction II
INT413	Computer Technical Drafting
INT471	Video Production
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion
MUS162	Color Guard
MUS171/MUS172	Chamber Choir
MUS241/MUS242	Varsity 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 COURSE OFFERINGS – 2014-2015**

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**

ENG211/ENG212	Accommodations English 3-4
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**

MTH151/MTH152	Algebra I Course A
MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH181/MTH182	Honors Geometry
MTH225	Problem Solving
MTH235	Data Collection/Analysis
MTH251/MTH252	Algebra I Course B
MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH331/MTH332	Pre-Calculus with Trig
MTH391/MTH392	Honors Physics/Pre-Calculus (must select corresponding science course)
MTH521/MTH522	Advanced Placement Statistics
MTH531/MTH532	Advanced Placement Computer Science

### **SCIENCE**

**Must choose one of the following year-long courses**

SCI131/SCI132	Biology
SCI141/SCI142	Honors Biology
SCI221/SCI222	Applied 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
SCI391/SCI392	Honors Physics/Pre-Calculus (must select corresponding math course)

### **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**

PED151	Walking/Initiative Games
PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED155	Lifetime Sports & Fitness
PED156	Active Games & Fitness
PED159	Water Fitness

## TENTH GRADE COURSE OFFERINGS – 2014-2015

### OTHER COURSE OFFERINGS These courses fulfill a variety of graduation requirements.

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2-D
ART221/ART222	Advanced Art 3-D
ART223	Photography 1: Basic
ART233	Photography 2: Advanced
ART241/ART242	Web Design
BUS111	Introduction to Business
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS223	Notetaking/Test Prep
BUS233	Sales/Advertising
BUS234	Customer Service Strategies
BUS238	Wealth & Financial Planning
BUS311/BUS312	Accounting
BUS503/BUS504	Iowa's Jobs for America's Graduates 9-10 (IJAG 9-10)
BUS511/BUS512	IJAG Internship
ENG111/ENG112	Accommodations English 1-2
ENG121/ENG122	English 1-2
ENG153	Speech
ENG154	Advanced Speech
ENG163	Theatre
ENG164	Advanced Theatre
ENG359	Journalism
ENG371/ENG372	Yearbook
ENG381/ENG382	Newspaper
ESL101/ESL102	English as a Second Language Beginning
ESL201/ESL202	English as a Second Language Advanced
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
FCS265	Early Childhood Curriculum II
HTH101	Health I
HTH102	Health II
INT113	Electricity Energy and Power
INT115	Computer Aided Drafting and Design
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care and Maintenance
INT215	Auto Diagnostic
INT223	Small Engine Repair
INT311	Electricity DC
INT312	Electricity AC
INT323	Electronics
INT332	Metals
INT355	Machine Operations I
INT363	Welding
INT364	Oxyacetylene Welding
INT365	Welding Fundamentals
INT383	Cabinetmaking

## **TENTH GRADE COURSE OFFERINGS – 2014-2015**

INT385	Construction I
INT387	Construction II
INT413	Computer Technical Drafting
INT421/INT422	Web Design
INT423	Pre-Engineering
INT433	Architectural Drawing
INT441	Web Creation
INT471	Video Production
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion
MUS162	Color Guard
MUS241/MUS242	Varsity Choir
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS511/MUS512	High School Singers
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

## **ELEVENTH GRADE COURSE OFFERINGS – 2014-2015**

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**

ENG328	Foundations in Literature
ENG329	Contemporary Literature
ENG331/ENG332	American Studies (must select corresponding social studies course)
ENG333	U.S. Literature
ENG335	British Literature
ENG337	World Literature
ENG339	Foundations in Composition
ENG351/ENG352	Advanced Placement 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**

MTH151/MTH152	Algebra I Course A
MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH211/MTH212	Consumer Math
MTH225	Problem Solving
MTH235	Data Collection/Analysis
MTH251/MTH252	Algebra I Course B
MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH321/MTH322	Contemporary Math with Trigonometry
MTH331/MTH332	Pre-Calculus with Trigonometry
MTH391/MTH392	Honors Physics/Pre-Calculus (must select corresponding science course)
MTH511/MTH512	Advanced Placement Calculus AB
MTH521/MTH522	Advanced Placement Statistics
MTH531/MTH532	Advanced Placement Computer Science
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
SCI391/SCI392	Honors Physics/Pre-Calculus (must select corresponding math course)
SCI561/SCI562	Advanced Placement Chemistry

### **U.S. HISTORY**

**Must choose one of the following year-long courses**

SOC321/SOC322	U.S. History
SOC331/SOC332	American Studies (must select corresponding English course)
SOC521/SOC522	Advanced Placement U.S. History

## ELEVENTH GRADE COURSE OFFERINGS – 2014-2015

### WELLNESS

**Must choose one of the following courses**

PED151	Walking/Initiative Games
PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED155	Lifetime Sports & Fitness
PED156	Active Games & Fitness
PED159	Water Fitness

### OTHER COURSE OFFERINGS These courses fulfill a variety of graduation requirements.

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2-D
ART221/ART222	Advanced Art 3-D
ART223	Photography 1: Basic
ART233	Photography 2: Advanced
ART241/ART242	Web Design
ART623	Photography 3: Portfolio
BUS111	Introduction to Business
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS223	Notetaking/Test Prep
BUS233	Sales/Advertising
BUS234	Customer Service Strategies
BUS238	Wealth & Financial Planning
BUS311/BUS312	Accounting
BUS323	Personal/Business Law
BUS333	Business Management
BUS411/BUS412	Advanced Accounting
BUS501/BUS502	Iowa's Jobs for America's Graduates 11-12 (IJAG 11-12)
BUS511/BUS512	IJAG Internship
CNA101	Certified Nursing Assistant
CNA110	Health Occupations
CNA130	Dosage Calculations
CNA140	Introduction to Nutrition
CNA150	Medical Terminology
ENG111/ENG112	Accommodations English 1-2
ENG121/ENG122	English 1-2
ENG153	Speech
ENG154	Advanced Speech
ENG163	Theatre
ENG164	Advanced Theatre
ENG211/ENG212	Accommodations English 3-4
ENG221/ENG222	English 3-4
ENG365	Film Appreciation I
ENG366	Film Appreciation II
ENG371/ENG372	Yearbook
ENG381/ENG382	Newspaper
ESL101/ESL102	English as a Second Language Beginning
ESL201/ESL202	English as a Second Language Advanced
FCS113	Parenting
FCS115	Life Management
FCS117	Personal and Family Relations

## ELEVENTH GRADE COURSE OFFERINGS – 2014-2015

FCS123	Foods I
FCS124	Foods II
FCS223	International Foods
FCS235	Child Health, Safety, & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS265	Early Childhood Curriculum II
HTH101	Health I
HTH102	Health II
INT113	Electricity Energy and Power
INT115	Computer Aided Drafting and Design
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care and Maintenance
INT215	Auto Diagnostic
INT217	Auto Chassis and Drive Trains
INT223	Small Engine Repair
INT311	Electricity DC
INT312	Electricity AC
INT323	Electronics
INT332	Metals
INT355	Machine Operations I
INT363	Welding
INT364	Oxyacetylene Welding
INT365	Welding Fundamentals
INT383	Cabinetmaking
INT385	Construction I
INT387	Construction II
INT395/INT396	Construction II Lab
INT413	Computer Technical Drafting
INT421/INT422	Web Design
INT423	Pre-Engineering
INT433	Architectural Drawing
INT441	Web Creation
INT471	Video Production
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion
MUS162	Color Guard
MUS241/MUS242	Varsity Choir
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS511/MUS512	High School Singers
SCI101/SCI102	Global Science
SCI121/SCI122	Honors Global Science
SCI131/SCI132	Biology
SCI141/SCI142	Honors Biology
SCI221/SCI222	Applied 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

## **ELEVENTH GRADE COURSE OFFERINGS – 2014-2015**

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 COURSE OFFERINGS – 2014-2015**

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**

PED151	Walking/Initiative Games
PED152	Strength Training/Conditioning/Fitness
PED153	Health Club Fitness
PED155	Lifetime Sports & Fitness
PED156	Active Games & Fitness
PED159	Water Fitness

### **OTHER COURSE OFFERINGS These courses fulfill a variety of graduation requirements**

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2-D
ART221/ART222	Advanced Art 3-D
ART223	Photography 1: Basic
ART233	Photography 2: Advanced
ART241/ART242	Web Design
ART623	Photography 3: Portfolio
BUS111	Introduction to Business
BUS113	Keyboarding Plus
BUS114	Microsoft Word
BUS217	Multimedia
BUS223	Notetaking/Test Prep
BUS233	Sales/Advertising
BUS234	Customer Service Strategies
BUS238	Wealth & Financial Planning
BUS311/BUS312	Accounting
BUS323	Personal/Business Law
BUS333	Business Management
BUS411/BUS412	Advanced Accounting
BUS501/BUS502	Iowa's Jobs for America's Graduates 11-12 (IJAG 11-12)
BUS511/BUS512	I-JAG Internship



## TWELFTH GRADE COURSE OFFERINGS – 2014-2015

CNA101	Certified Nursing Assistant
CNA110	Health Occupations
CNA130	Dosage Calculations
CNA140	Introduction to Nutrition
CNA15	0 Medical Terminology
ENG111/ENG112	Accommodations English 1-2
ENG121/ENG122	English 1-2
ENG153	Speech
ENG154	Advanced Speech
ENG163	Theatre
ENG164	Advanced Theatre
ENG211/ENG212	Accommodations English 3-4
ENG221/ENG222	English 3-4
ENG327	Young Adult Literature
ENG328	Foundations in Literature
ENG329	Contemporary Literature
ENG333	U.S. Literature
ENG335	British Literature
ENG337	World Literature
ENG339	Foundations in Composition
ENG353	Composition
ENG357	Creative Writing
ENG359	Journalism
ENG365	Film Appreciation I
ENG366	Film Appreciation II
ENG371/ENG372	Yearbook
ENG381/ENG382	Newspaper
ENG541/ENG542	Advanced Placement Literature and Composition
ESL101/ESL102	English as a Second Language Beginning
ESL201/ESL202	English as a Second Language Advanced
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
FCS265	Early Childhood Curriculum II
HTH101	Health I
HTH102	Health II
INT113	Electricity/Energy and Power
INT115	Computer Aided Drafting and Design
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care and Maintenance
INT215	Auto Diagnostic
INT217	Auto Chassis and Drive Trains
INT223	Small Engine Repair
INT311	Electricity DC
INT312	Electricity AC
INT323	Electronics
INT332	Metals
INT355	Machine Operations I
INT363	Welding

## **TWELFTH GRADE COURSE OFFERINGS – 2014-2015**

INT364	Oxyacetylene Welding
INT365	Welding Fundamentals
INT383	Cabinetmaking
INT385	Construction I
INT387	Construction II
INT395/INT396	Construction II Lab
INT413	Computer Technical Drafting
INT421/INT422	Web Design
INT423	Pre-Engineering
INT433	Architectural Drawing
INT441	Web Creation
INT471	Video Production
MTH151/MTH152	Algebra I Course A
MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH181/MTH182	Honors Geometry
MTH211/MTH212	Consumer Math
MTH225	Problem Solving
MTH235	Data Collection/Analysis
MTH251/MTH252	Algebra I Course B
MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH321/MTH322	Contemporary Math with Trigonometry
MTH331/MTH332	Pre-Calculus with Trigonometry
MTH391/MTH392	Honors Physics/Pre-Calculus (must select corresponding science course)
MTH511/MTH512	Advanced Placement Calculus AB
MTH521/MTH522	Advanced Placement Statistics
MTH531/MTH532	Advanced Placement Computer Science
MTH541/MTH542	Advanced Placement Calculus BC
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion
MUS162	Color Guard
MUS241/MUS242	Varsity Choir
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS511/MUS512	High School Singers
SCI101/SCI102	Global Science
SCI121/SCI122	Honors Global Science
SCI131/SCI132	Biology
SCI141/SCI142	Honors Biology
SCI221/SCI222	Applied Biology
SCI251/SCI252	Chemistry
SCI261/SCI262	Honors Chemistry
SCI271/SCI272	Anatomy and Physiology
SCI281/SCI282	Physical Science
SCI321/SCI322	Physics
SCI331/SCI332	Honors Physics
SCI345	Astronomy
SCI365	Genetics
SCI387	Marine Biology
SCI391/SCI392	Honors Physics/Pre-Calculus (must select corresponding math course)
SCI531/SCI532	Advanced Placement Biology
SCI561/SCI562	Advanced Placement Chemistry
SOC101/SOC102	World Cultures and Geography
SOC121/SOC122	Advanced Placement Human Geography

## **TWELFTH GRADE COURSE OFFERINGS – 2014-2015**

SOC221/SOC222	World History
SOC321/SOC322	U.S. History
WFR111/WFR112	French 1-2
WFR211/WFR212	French 3-4
WFR311/WFR312	French 5-6
WFR411/WFR412	French 7-8
WGE131/WGE132	German 1-2
WGE231/WGE232	German 3-4
WGE331/WGE332	German 5-6
WGE431/WGE432	German 7-8
WSP181/WSP182	Spanish 1-2
WSP281/WSP282	Spanish 3-4
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 registration 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 guidance 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 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	P = Pass
B = Very Good	I = Incomplete
C = Average	W = Withdrawal, no credit
D = Below average	N = Audit, no credit
F = No Credit	

## GRADING SCALE

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

## GRADING WEIGHT

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

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	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	B = 4.0	C = 3.0	D = 1.0
A- = 4.7	B- = 3.7	C- = 2.7	D- = 0.7
B+ = 4.3	C+ = 3.3	D+ = 1.3	F = 0

Grades in Special Education classes carry a lower weight than General Education classes.

## 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, Academic Assistance, 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.

# HEMPSTEAD 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. Hempstead High School students are eligible for the following Renaissance Cards:

- GOLD RENAISSANCE CARD:** all A's
- GREEN RENAISSANCE CARD:** all A's and B's
- WHITE RENAISSANCE CARD:** all A's, B's and C's

# SENIOR 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 RENAISSANCE CARD:** all A's
- BLUE RENAISSANCE CARD:** all A's and B's
- WHITE RENAISSANCE CARD:** all A's, B's and C's

# ACADEMIC LETTER/CERTIFICATE (SEMESTER AWARD)

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.

# 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. AP exams and reduced fees for exams apply to eligible nonpublic students the same as for district students.

Dubuque Community School District offers the following advanced placement courses:

ENG351/ENG352	Advanced Placement Language and Composition
ENG541/ENG542	Advanced Placement Literature
MTH511/MTH512	Advanced Placement Calculus AB
MTH521/MTH522	Advanced Placement Statistics
MTH531/MTH532	Advanced Placement Computer Science
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, department chairs, 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.

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.

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

BUS234	Customer Service 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
FCS265	Early Childhood Curriculum II
INT355	Machine Operations I
INT364	Oxyacetylene Welding
INT365	Welding Fundamentals
INT395/INT396	Construction II Lab

## **HONORS COURSES**

Honors courses offer interested students an enriched or accelerated curriculum. 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 Physics/Pre-Calculus
SCI121/SCI122	Honors Global Science
SCI141/SCI142	Honors Biology
SCI261/SCI262	Honors Chemistry
SCI331/SCI332	Honors Physics
SCI391/SCI392	Honors Physics/Pre-Calculus

# 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 alternative path to meeting graduation requirements is based on the Essential Elements of the Iowa Common Core and 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. Specific vocational and transitional programs include PAVE, Lifetime Center, and HEART programs. These programs are described in more detail on the Dubuque Community School District website.

Courses designated as Practical are available for special education students who are significantly below grade level have major difficulty functioning in a general education course. These courses are aligned to the Iowa Core Curriculum.

Academic assistance is available for students who require support in order to progress in the general curriculum.

## **PAVE**

### **Academic and vocational program offered in partnership with the Dubuque Community School District and Northeast Iowa Community College**

The PAVE program is designed for students with special education plans (IEP). For students whose IEP team has determined a vocational course of study is appropriate for transition, PAVE may be determined by the IEP team to be the least restrictive environment for the student to access their specially designed instruction. PAVE is located at Northeast Iowa Community College, Peosta Campus and is an option for IEP placement consideration once a student is 16 years of age and meets the PAVE criteria for admittance. For PAVE admittance criteria, please contact Senior High School or Hempstead High School Special Education Department Chairs. Students attending PAVE will have an individualized course of study. Students attend PAVE for a full school day at NICC and transportation is provided by the Dubuque Community School District.

## **HEART: HOUSING EDUCATION AND REHABILITATION TRAINING PROJECT**

HEART is vocational construction training. This training is made possible through a partnership between the Dubuque Community School District, Four Mounds and Four Oaks. HEART seeks to inspire students to a lifelong love of learning, while teaching self-reliance and instilling personal growth. For students whose IEP team has determined a vocational course of study is appropriate for transition, HEART may be determined by the IEP team to be the least restrictive environment for the student to access their specially designed instruction. HEART is an option for IEP placement consideration once a student is 16 years of age and meets the HEART criteria for admittance. For HEART admittance criteria, please contact Senior High School or Hempstead High School Special Education Department Chairs. Students attending HEART receive their core courses at the Four Oaks campus for a portion of the day and work in the area of construction on a worksite opposite academic instructional time.

## **LTC: LIFETIME CENTER**

The Lifetime Center (LTC) is designed to assist students in the acquisition of transition skills necessary for supported or independent living, learning and working. For students whose IEP team has determined a focus on living, learning and working goals or generalization of these skills as the student's course of study, LTC may be determined by the IEP team to be the least restrictive environment for the student to access their specially designed instruction. Students age 16 and older who have completed the credits required for graduation, but have not completed IEP transition goals, are likely candidates for the LTC. LTC is located on the campus of the Hills and Dales Community Center and is staffed by certified Dubuque Community School teachers and paraprofessionals. For LTC admittance criteria, please contact Senior High School or Hempstead High School Special Education Department Chairs.

## **SUPER SENIOR PROGRAM**

The Super Senior Program is designed for students who have completed the credits required for high school graduation, but have not successfully completed IEP transition goals related specifically to transition from high school to independent or supported living and/or working. For students whose IEP team has determined a focus on successful transition from high school to the community as the student's course of study, Super Senior may be determined by the IEP team to be the least restrictive environment for the student to access their specially designed instruction. Specifically acquiring adult services, career exploration, applying for and maintaining employment, mobility training and independent living skill acquisition are objectives that may be addressed through the Super Senior program.

# COLLEGE & CAREER EXPLORATION

## I HAVE A PLAN IOWA

I Have a Plan Iowa is a comprehensive web-based planning tool provided free to all Iowans by the Iowa College Student Aid Commission. I Have a Plan Iowa users can explore career options, investigate educational opportunities, and research financial aid for college.

An Iowa Guideway has been created for each high school grade level so that all students have access to a broad range of career and educational planning tools. An overview of the Guideways is listed below.

**The 9<sup>th</sup> Grade Guideway includes:** An Interest Profiler, Career Finder, Basic Skills Survey, Your Plan of Study, 9<sup>th</sup> Grade Parent Review Invitation, Journal Reflection, and Summary.

**The 10<sup>th</sup> Grade Guideway includes:** Work Values Sorter, Career Comparison, Explore Programs and Majors, Get Ready for College, Comparing Schools, Your Plan of Study, Journal Reflections, and Summary.

**The 11<sup>th</sup> Grade Guideway includes:** Transferable Skills Checklist, Resume Builder, Cover Letter Creator, School Finder, College Visits, Practice College Application, Financial Aid Articles, Scholarship Finder, Your Plan of Study, Journal Reflection, and Summary.

**The 12<sup>th</sup> Grade Guideway includes:** An Interest Profiler, Career Finder, School Finder, Career Plan Builder, Job Interview Practice, Your Plan of Study, Journal Reflection, Summary.

**IHaveaPlanIowa.gov** includes many useful tools that help students:

- Discover their strengths and interests
- Discover skills, values, and strengths through engaging assessments
- Find education and career opportunities based on assessment results
- Prepare for the ACT and SAT exams through free, interactive test preparation
- Research financial aid options
- Search for scholarships
- Record work, volunteer, and other activities
- Build resumes and practice for job interviews

# EARLY GRADUATION

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

The following are the requirements for early graduation from the Dubuque Community High Schools:

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 INFORMATION

All four-year colleges and universities have designated course requirements for admission. Many schools 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 schools with a two-year World Language entrance requirement will allow you to meet an additional college exit requirement if you stay in the same World Language all four years in high school.

Expect some variations in entrance requirements among the thousands of colleges and universities. The sample chart on page 33 illustrates requirements for acceptance to our state universities. Please note that having taken all the requirements does not guarantee admission. In addition to the number of core courses taken, ACT or SAT, class rank, and GPA are also taken into consideration for admission to post-secondary institutions. Iowa's Regent Universities use the Regent Admission Index described on page 32. It is student/parent responsibility to provide ACT, SAT, or other standardized testing scores to post-secondary institutions. Your counselor is an excellent resource in helping you obtain the requirements for any college of interest.

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.

# IOWA BOARD OF REGENTS REGENT ADMISSION INDEX

Students from Iowa high schools planning to begin their studies in Fall 2009 or later 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.

## **Regent Admission Index Formula**

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

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.

# BUILDING YOUR FUTURE

PREPARING FOR ACADEMIC SUCCESS AT IOWA'S REGENT UNIVERSITIES

	<b><u>Minimum</u> Requirements for Admission</b>			<b><u>Optimum</u></b>
	<b>Iowa State University</b>	<b>The University of Iowa</b>	<b>University of Northern Iowa</b>	<b>Recommendations for Success</b>
<b>English</b>	<b>4 years</b> emphasizing writing, speaking and reading as well as an understanding and appreciation of literature	<b>4 years</b> with an emphasis on the analysis and interpretation of literature, composition and speech	<b>4 years</b> including one year of composition. Also may include one year of speech, communication or journalism.	<b>4 years</b> 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
<b>Math</b>	<b>3 years</b> including one year each of algebra, geometry and advanced algebra.	<b>3 years</b> including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Sciences. <b>4 years</b> including two years of algebra, one year each of geometry and higher math (trigonometry, analysis, or calculus) for admission to the College of Engineering.	<b>3 years</b> including the equivalent of algebra, geometry and advanced algebra.	<b>4 years</b> , 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.
<b>Natural Sciences</b>	<b>3 years</b> including one year each from any two of the following: biology, chemistry or physics.	<b>3 years</b> including one year each from any two of the following: biology, chemistry or physics for admission to the College of Liberal Arts and Sciences. <b>3 years</b> with at least one year each in chemistry and physics for admission to the College of Engineering.	<b>3 years</b> including courses in general science, biology, chemistry, earth science or physics. Laboratory experience is highly recommended.	<b>4 years</b> , 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.
<b>Social Studies</b>	<b>2 years</b> for admission to the Colleges of Agriculture, Business, Design, Engineering, or Human Sciences. <b>3 years</b> for admission to the College of Liberal Arts and Sciences.	<b>3 years</b> with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. <b>2 years</b> with U.S. history and world history recommended for admission to the College of Engineering.	<b>3 years</b> including courses in anthropology, economics, geography, government, psychology or sociology. history,	<b>3 years</b> 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
<b>Foreign Language</b>	<b>2 years</b> of a single foreign language for admission to the College of Liberal Arts and Sciences (and effective Fall 2009, for the College of Engineering). Foreign language is not required for admission to the Colleges of Agriculture, Business, Design, or Human Sciences.	<b>2 years</b> of a single foreign language	Foreign language courses are not required for admission. However, two years of foreign language in high school with a C- or above in the last course will meet the University graduation requirement	<b>4 years</b> 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
<b>Other Courses</b>	Specific elective courses are not required for admission	Specific elective courses are not required for admission	<b>2 years</b> of additional courses from the required subject areas, foreign language, or the fine arts.	<b>Explore!</b> 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.





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# COURSE DESCRIPTIONS

Courses are arranged numerically  
by the graduation requirement they fulfill.  
Refer to page 6 for DCSD graduation requirements.



# ENGLISH 1-2

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

## ACCOMMODATIONS ENGLISH 1-2

ENG111 (Sem 1), ENG112 (Sem 2)

Year Course

2 Credits

Open to: freshmen

Prerequisite: placement based on 8<sup>th</sup> grade testing and instructor recommendation

This course is for students who need additional assistance. The instruction will develop, reinforce and refine specific reading objectives in the following skill areas: comprehension and inferential thinking through the use of reading strategies. Units covered include short story (fiction and nonfiction), novel, poetry, mythology, and Shakespeare's *Romeo and Juliet*. Students will also learn to use a variety of sentence types, write organized, 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 Reading, Writing, Listening and Speaking, and Language Strands.

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

## ENGLISH 1-2

ENG121 (Sem 1), ENG122 (Sem 2)

Year Course

2 Credits

Open to: freshmen

NCAA Approved

Prerequisite: none

This course emphasizes a continuation of the comprehension, writing and communication skills which are developed in 7<sup>th</sup> and 8<sup>th</sup> grade Language Arts. Units covered include short story, novel, poetry, mythology, and an introduction to Shakespeare. Additionally, reading, writing, listening, speaking, viewing, and representing 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 argumentative, narrative, expository 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 Speaking, and Language Strands.

# ENGLISH 1-2

## HONORS ENGLISH 1-2

**Year Course**

**Open to:** freshmen

**Prerequisite:** placement based on 8th grade testing and instructor recommendation.

**ENG131 (Sem 1), ENG132 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course emphasizes a continuation of the communication skills and strands which are developed in 7<sup>th</sup> and 8<sup>th</sup> 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. Units covered include 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 and Speaking, and Language Strands.

## PRACTICAL ENGLISH 1-2

**Year Course**

**Open to:** freshmen

**Prerequisite:** placement by special permission only

**XSM111 (Sem 1), XSM112 (Sem 2)**

**2 Credits**

This is a yearlong, two-credit course that focuses on skill development for students who require special education services as indicated by their Individual Education Plan (IEP). Instruction is in the areas of decoding, reading comprehension, and basic writing skills. The focus is on functional language skills: grammar, vocabulary, and sentence structure.

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 Speaking, and Language Strands.

# ENGLISH 3-4

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

## ACCOMMODATIONS ENGLISH 3-4

ENG211 (Sem 1), ENG212 (Sem 2)

Year Course

2 Credits

**Open to:** sophomores

**Prerequisite:** Accommodations English 1-2 or instructor recommendation

This course is developed to meet the needs of students who require additional assistance and who need a slower instructional pace. This course follows a thematic approach to literary genres: short story, novel, drama, poetry, and non-fiction. 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, comparison/contrast, persuasive, 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 Accommodations 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 and Speaking, and Language Strands.

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

## ENGLISH 3-4

ENG221 (Sem 1), ENG222 (Sem 2)

Year Course

2 Credits

**Open to:** sophomores

NCAA Approved

**Prerequisite:** English 1-2

This course uses a thematic approach to literary genres: short story, novel, drama, poetry, and non-fiction. 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 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 and Speaking, and Language Strands.

# **ENGLISH 3-4**

## **HONORS ENGLISH 3-4**

**Year Course**

**Open to:** sophomores

**Prerequisite:** Honors English 1-2 or instructor recommendation

**ENG231 (Sem 1), ENG232 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 and Speaking, and Language Strands.

## **PRACTICAL ENGLISH 3-4**

**Year Course**

**Open to:** sophomores

**Prerequisite:** placement by special permission only

**XSM211 (Sem 1), XSM212 (Sem 2)**

**2 Credits**

This is a yearlong, two-credit course is for students who require special education services as indicated by their Individual Education Plan (IEP). Students will continue working on basic grammar and literary analysis/development while exploring the art of communication through a variety of media. The students will develop reading and writing skills that students will find useful throughout their lives.

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 Speaking, and Language Strands.

# WRITING

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

## AMERICAN STUDIES

**Year Course**

**Open to:** juniors

**Prerequisite:** none

**ENG331 (Sem 1), ENG332 (Sem 2)**

**2 Credits (1 Literature, 1 Writing)**

**NCAA Approved**

Students enrolled in this course must also enroll in SOC331 and SOC332 for U.S. History credit. Students in American Studies will engage in a cross-curricular, four-credit course. Students will partake in a study of America through both fact and fiction. Text selections include classics by well-known American authors such as Hawthorne, Emerson, Dickinson, Crane, O’Henry, Fitzgerald, Hughes, Steinbeck, and Hemingway as well as contemporary authors to match more recent events in history. Cross-curricular units may include the following: Pre-Civil War, Native Americans, WWI, 1920’s, the Depression, the Dust Bowl, WWII, Civil Rights, Vietnam, and a contemporary period. Composition components include reflective journaling, literary analysis of fiction and nonfiction, exposition, persuasion, research, creative writing, and incorporation of technology pieces.

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.

**COMMENT:** ENG331 is one Literature graduation credit; ENG332 is one Writing graduation credit.

## FOUNDATIONS IN COMPOSITION

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** Accommodations English 3-4

**ENG339**

**1 credit**

This course develops basic writing, listening, and thinking skills at a slower pace and is for students who require additional assistance. The course will emphasize the writing process, note-taking, summarizing, letter writing, research, poetry and literary analysis.

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.

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



# WRITING

## ADV. PLACEMENT LANGUAGE & COMPOSITION ENG351 (Sem 1), ENG352 (Sem 2)

**Year Course**

**2 Credits (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**

**Semester Course**

**1 Credit**

**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.

# WRITING

## CREATIVE WRITING

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**ENG357**

**1 Credit**

**NCAA Approved**

This course will give students the opportunity to work with many forms of writing such as poetry, drama, narration, personal writing and a multi-genre research paper. While the course is oriented toward creative expression, importance will also be placed upon proofreading and revision, choice of words, organization, style, and appropriateness of the writing. Students will share their writing orally and through peer evaluation.

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

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**ENG359**

**1 Credit**

**NCAA Approved**

Students will learn various newspaper writing styles and basic journalistic techniques including editing, interviewing, layout, design and research. A major component of this course is to stay abreast of breaking news and current events. Student journalists will be expected to enterprise original story ideas. Students will also learn about legal and ethical issues affecting scholastic, collegiate and professional journalism. Journalism fulfills a prerequisite for both Newspaper and Yearbook.

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

**Semester Course**

**Open to:** juniors

**Prerequisite:** placement by special permission only

**XSM339**

**1 credit**

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). The pacing of this course will therefore be determined by the instructional needs of the students within the course. 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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.**

## **SPEECH**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**ENG153**

**1 Credit**

**NCAA Approved**

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**

**Semester Course**

**Open to:** all students

**Prerequisite:** Speech and instructor recommendation

**ENG154**

**1 Credit**

**NCAA Approved**

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.

# **SPEECH**

## **PRACTICAL SPEECH**

**Semester Course**

**Open to:** seniors

**Prerequisite:** placement by special permission only

**XSM131**

**1 Credit**

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). Students will learn at a slower pace 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.

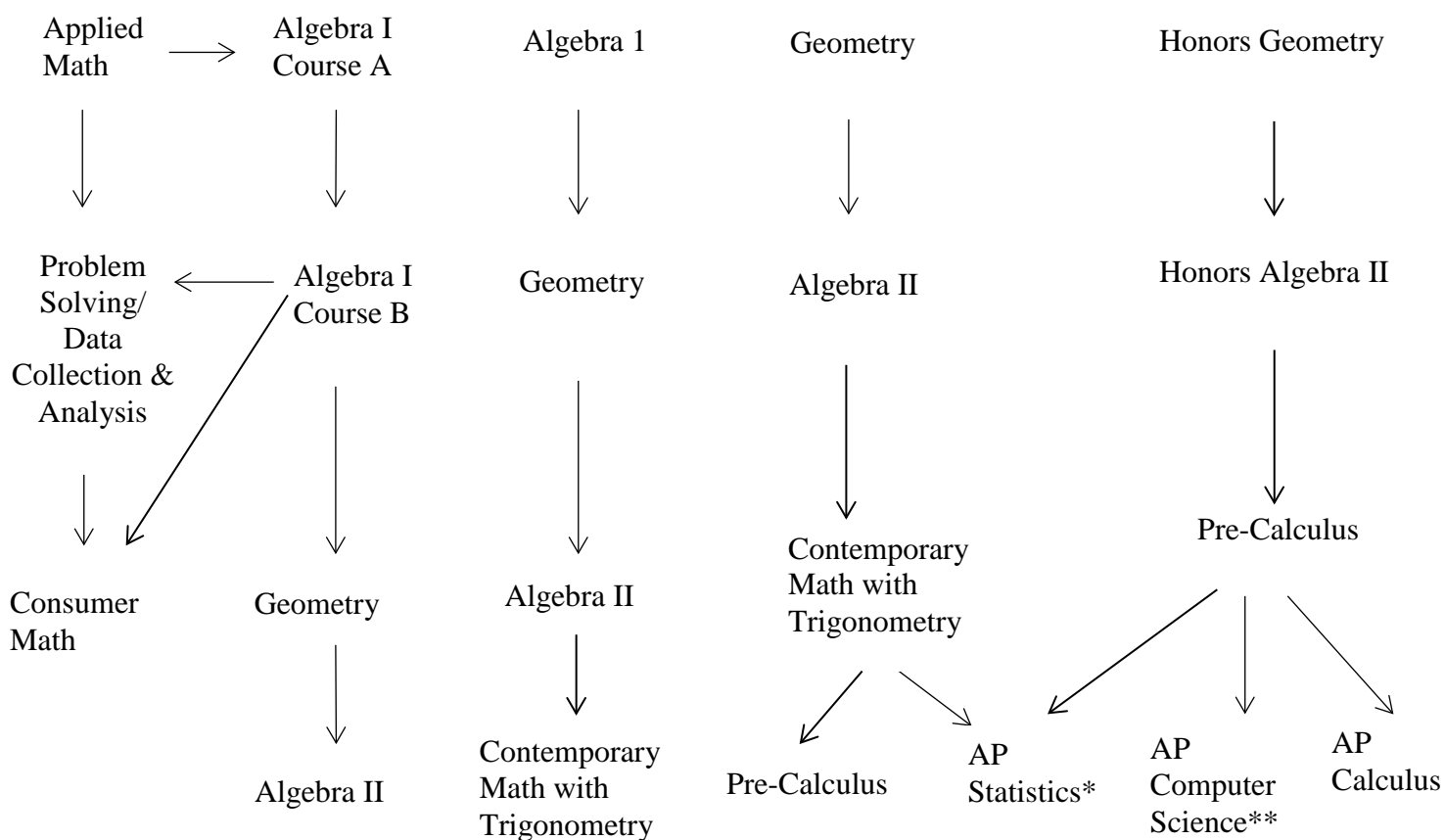
Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built primarily of the 9-10th grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.

# MATHEMATICS

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

Identify the 9<sup>th</sup> grade course recommended by your 8<sup>th</sup> grade math teacher (Applied Math, Algebra I Course A, Algebra I, Geometry, Honors Geometry or Honors Algebra II). Follow the arrows to your sophomore, junior and senior-level math courses.

The arrows show the most typical routes taken, but not the only routes available.



\***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.

# MATHEMATICS

## APPLIED MATH I

**Year Course**

**Open to:** freshmen or instructor recommendation

**Prerequisite:** none

**MTH111 (Sem 1), MTH112 (Sem 2)**  
**2 Credits**

This course will develop mathematical skills through practical applications and activities. It will provide students with mathematical experiences to make the transition to college preparation courses, if desired, as well as emphasize the application of mathematics in many types of real world endeavors. Applied Math topics include basic level probability and statistics, and an introduction to algebra and geometry topics. A scientific calculator is necessary and successful completion leads to Algebra I Two-Year, Course A.

Alignment to the Iowa Core Curriculum: Understands and applies concepts of: quantitative literacy, coordinates, functions, equations, inequalities and algebraic expressions.

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

## ALGEBRA I COURSE A

**Year Course**

**Open to:** all students

**Prerequisite:** instructor recommendation

**MTH151 (Sem 1), MTH152 (Sem 2)**  
**2 Credits**  
**NCAA Approved (.5 units)**

This course is the first year of a two-year sequence. During the two years, this course will cover the same content as Algebra I. It is designed to give students more time to explore and master concepts than in the traditional Algebra I course. This course is designed for students who are prepared for algebra concepts, but are not currently ready for the rigor of Algebra I (MTH161). It will allow for more instructor time with students as they learn concepts. Teachers will have time to present concepts in many ways such as manipulatives, activities, and explorations. Graphing calculators will be used throughout the course and are necessary for homework completion. Successful completion leads to Algebra I Two-Year, Course B.

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

## ALGEBRA I

**Year Course**

**Open to:** all students

**Prerequisite:** instructor recommendation

**MTH161 (Sem 1), MTH162 (Sem 2)**  
**2 Credits**  
**NCAA Approved**

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: Understands and applies concepts of algebra.

# MATHEMATICS

## GEOMETRY

**Year Course**

**Open to:** all students

**Prerequisite:** minimum grade of C- in Algebra I or instructor recommendation

**MTH171 (Sem 1), MTH172 (Sem 2)**

**2 Credits**

**NCAA Approved**

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: Understands and applies concepts of coordinates, transformation and trigonometric relationships.

## HONORS GEOMETRY

**Year Course**

**Open to:** freshmen and sophomores

**Prerequisite:** minimum grade of B- in 8<sup>th</sup> grade Algebra or instructor/GT Facilitator recommendation

**MTH181 (Sem 1), MTH182 (Sem 2)**

**2 Credits**

**NCAA Approved**

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. In addition to exploring the topics of Geometry (MTH171/MTH172) at a greater depth, students will learn additional concepts such as an introduction to trigonometry and sequences and series. Successful completion leads to Honors Algebra II.

Alignment to the Iowa Core Curriculum: Understands and applies concepts of coordinates, transformations and trigonometric relationships.

## CONSUMER MATH

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** instructor recommendation

**MTH211 (Sem 1), MTH212 (Sem 2)**

**2 Credits**

This course is designed for students who are not college bound. It will help students develop mathematical skills through practical applications and activities that emphasize the application of mathematics in many types of real world endeavors. Topics may include: employment (earnings and taxes), checking and savings accounts, loans, insurance, automobile expenses and housing expenses. Calculators will be used throughout the course.

Alignment to the Iowa Core Curriculum: Understands and applies concepts of quantitative literacy.

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



# MATHEMATICS

## PROBLEM SOLVING

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** instructor recommendation

**MTH225**

**1 Credit**

In the working world, essential problem solving skills include not only solving a problem, but also providing a clear explanation of a solution and then effectively communicating the solution to others. This course will help students develop mathematical problem solving strategies such as drawing diagrams, making lists, and looking for patterns along with strategies for effectively communicating the solutions. Basic math procedures are embedded in the problem solving process.

Alignment to the Iowa Core Curriculum: Understands and applies concepts of quantitative literacy.

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

## DATA COLLECTION/ANALYSIS

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** instructor recommendation

**MTH235**

**1 Credit**

The focus of this class is on understanding data in our everyday life. Students will learn to accurately interpret the types of data they may encounter in the grocery store, in newspapers and magazines, and on TV. In addition, students will gain skills in collecting, organizing, and analyzing sets of data.

Alignment to the Iowa Core Curriculum: Understands and applies concepts of descriptive statistics, inferential statistics and quantitative literacy.

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

## ALGEBRA I COURSE B

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Algebra I Two-Year Course A

**MTH251 (Sem 1), MTH252 (Sem 2)**

**2 Credits**

**NCAA Approved (.5 units)**

This course is the second year of a two-year sequence and follows MTH151/MTH152. It will cover the remaining concepts of Algebra I (MTH161/MTH162). Graphing calculators will be used throughout the course and are necessary for homework completion. Successful completion of this course leads to Geometry.

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

# MATHEMATICS

## ALGEBRA II

**Year Course**

**Open to:** sophomores, juniors, and seniors

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

**MTH271 (Sem 1), MTH272 (Sem 2)**

**2 Credits**

**NCAA Approved**

Algebra II is a two-semester, two-credit course. Topics include graphing of equations and inequalities, systems, polynomials, quadratic systems, logarithms, trigonometry and matrices, 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 and successful completion leads to Contemporary Mathematics with Trigonometry.

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

## HONORS ALGEBRA II

**Year Course**

**Open to:** all students

**Prerequisite:** Algebra I and Honors Geometry or Algebra I and Geometry with instructor recommendation

**MTH281 (Sem 1), MTH282 (Sem 2)**

**2 Credits**

**NCAA Approved**

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. A graphing calculator is necessary.

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

## CONTEMPORARY MATH WITH TRIGONOMETRY MTH321 (Sem 1), MTH322 (Sem 2)

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** minimum grade of C- in Algebra II or instructor recommendation

**2 Credits**

**NCAA Approved**

Contemporary Math with Trigonometry is intended for students who have successfully completed Algebra II and Geometry. Students taking this course will be prepared to take Pre-Calculus or AP Statistics the following year. Topics studied include trigonometry, elementary functions, logarithms, matrices, data analysis, probability and the applications of these topics in life situations. The use of graphing calculators will be emphasized. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: Understands and applies concepts of algebra, coordinates, transformations, trigonometric relationships, descriptive statistics, inferential statistics and probability.

# MATHEMATICS

## PRE-CALCULUS WITH TRIGONOMETRY

**Year Course**

**Open to:** sophomore, juniors, and seniors

**Prerequisite:** Honors Algebra II or Contemporary Math with Trigonometry or instructor/GT Facilitator recommendation

**MTH331 (Sem 1), MTH332 (Sem 2)**

**2 Credits**

**NCAA Approved**

Pre-Calculus with Trigonometry is an honors-level course for students taking AP Calculus in high school or Calculus as college freshmen. Because this is an honors level course 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: Understands and applies concepts of algebra, coordinates, transformations and trigonometric relationships.

## HONORS PHYSICS/PRE-CALCULUS

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** B- or higher in Honors Algebra II or instructor/GT facilitator recommendation

**MTH391 (Sem 1), MTH392 (Sem 2)**

**2 Credits**

**NCAA Approved**

Students enrolled in this course must also enroll in SCI391 and SCI392 for 2 physical science credits. Students in Honors Physics/Pre-Calculus will engage in a two-period course where they will receive a Physics background combined with Pre-Calculus instruction. Students are taught concepts simultaneously in both courses. In-depth Pre-Calculus and Physics topics will be covered. Separate grades for Pre-Calculus and Honors Physics will be issued by the respective teachers. A graphing calculator is necessary. Successful completion leads to AP Calculus.

**COMMENT:** See Pre-Calculus with Trigonometry (MTH331 and MTH332) and Honors Physics (SCI331 and SCI332) for course descriptions.

## ADVANCED PLACEMENT CALCULUS AB

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** Pre-Calculus instructor recommendation

**MTH511 (Sem 1), MTH512 (Sem 2)**

**2 Credits**

**NCAA Approved**

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.

# MATHEMATICS

## ADVANCED PLACEMENT STATISTICS

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Algebra II with instructor recommendation

**MTH521 (Sem 1), MTH522 (Sem 2)**

**2 Credits**

**NCAA Approved**

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

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** minimum grade of C- in Algebra II and instructor recommendation

**MTH531 (Sem 1), MTH532 (Sem 2)**

**2 Credits**

**NCAA Approved**

AP Computer Science 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.

# MATHEMATICS

## ADVANCED PLACEMENT CALCULUS BC

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** Pre-Calculus instructor recommendation

**MTH541 (Sem 1), MTH542 (Sem 2)**

**2 Credits**

**NCAA Approved**

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

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM121 (Sem 1), XSM122 (Sem 2)**

**2 Credits**

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

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM221 (Sem 1), XSM222 (Sem 2)**

**2 Credits**

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.

# **MATHEMATICS**

## **PRACTICAL MATH 3**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM321 (Sem 1), XSM322 (Sem 2)**

**2 Credits**

This course is an integrated mathematics course. Concepts are introduced incrementally and are continually practiced throughout the problem sets. 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**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM421 (Sem 1), XSM422 (Sem 2)**

**2 Credits**

This course is an integrated mathematics course. Concepts are introduced incrementally and are continually practiced throughout the problem sets. 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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.**

## **WEB DESIGN**

**Senior**

**ART241 (Sem 1), ART242 (Sem 2)**

**Year Course**

**2 Credits**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Multimedia or instructor approval

Students in Web Design will learn programs and skills needed to create and provide upkeep of the school website. The class will use Dreamweaver (a web page design program) and will include sections on color, layout, proper graphic formatting, creation and manipulation. Students should have basic knowledge of the DreamWeaver software program used to generate the website. Students will also learn about good 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 be expected to have basic skills using Photo Shop (or other photo editing software) to touch up photographs, edit pictures, change scanned graphics. The class will be involved in the creation and maintenance of the school web site. The class will work with the faculty, staff, administration and students at each high school and will be overseen by a faculty web page supervisor. 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.

**COMMENT:** Course may be repeated. Hempstead High School students select INT421 and INT422.

## **INTRODUCTION TO BUSINESS**

**BUS111**

**Semester Course**

**1 Credit**

**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.



# **APPLIED LEARNING**

## **KEYBOARDING PLUS**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**BUS113**

**1 Credit**

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 by meeting high expectations.

## **MICROSOFT WORD**

**Semester Course**

**Open to:** all students

**Prerequisite:** Keyboarding Plus

**BUS114**

**1 Credit**

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**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**BUS217**

**1 Credit**

In Multimedia class you will be introduced to photo editing, web design, video editing, and visual presentations basics. Projects may include: designing your own website, editing your own 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.

# **APPLIED LEARNING**

## **NOTETAKING/TEST PREP**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**BUS223**

**1 Credit**

Notetaking/Test Prep would be beneficial for college-bound students and for those students who wish to have better study skills while in high school. This course supports improvement in reading, vocabulary, grammar, math, and science skills. Emphasis is placed on improving test-taking skills and learning techniques to improve success on standardized tests such as the ACT. Additionally, students will learn how to effectively take good notes from reading assignments and from listening situations such as class lectures. Students will receive helpful hints on succeeding in college.

Alignment to the Iowa Core Curriculum: Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life

## **SALES/ADVERTISING**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**BUS233**

**1 Credit**

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**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**BUS234**

**1 Credit**

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. Students who earn 12 hours of credit at NICC may request two additional college credits at NICC for Pre-Employment Strategies.

# **APPLIED LEARNING**

## **WEALTH & FINANCIAL PLANNING**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**BUS238**

**1 Credit**

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.

## **ACCOUNTING**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**BUS311 (Sem 1), BUS312 (Sem 2)**

**2 Credits**

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.

# **APPLIED LEARNING**

## **PERSONAL/BUSINESS LAW**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**BUS323**

**1 Credit**

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**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**BUS333**

**1 Credit**

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**

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** Accounting, instructor recommendation

**BUS411 (Sem 1), BUS412 (Sem 2)**

**2 Credits**

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.

# APPLIED LEARNING

## **11-12 iJAG**

### **Year Course**

**Open to:** juniors and seniors

**Prerequisite:** successful completion of informative intake interview by the iJAG Specialist

**BUS501 (Sem 1), BUS502 (Sem 2)**

**2 Credits**

11-12 iJAG (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.

## **9-10 iJAG**

### **Year Course**

**Open to:** freshmen and sophomores

**Prerequisite:** successful completion of informative intake interview by the iJAG Specialist

**BUS503 (Sem 1), BUS504 (Sem 2)**

**2 Credits**

9-10 iJAG (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  
**(continued on next page)**

# **APPLIED LEARNING**

## **9-10 iJAG (continued from previous page)**

(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.

## **iJAG INTERNSHIP**

**Year Course**

**BUS511 (Sem 1), BUS512 (Sem 2)**

**2 Credits**

**Open to:** all students currently enrolled in iJAG and those students who were enrolled in iJAG the previous school year

**Prerequisite:** 9-10 iJAG and/or 11-12 iJAG

Students will have the opportunity to further demonstrate their attainment of the thirty-seven core competencies by putting their career plans into action. Students will work one on one with their iJAG Specialist to gain a better understanding of the relationship between educational achievement and career planning, through an independent study that includes individualized assignments that provide a hands-on approach in their career field of interest. Students will be placed in job shadows/jobs within their community to demonstrate their core competency attainment and improve their employability skills. Students will be expected to continue their participation in service learning activities and the student-led Career Association.

# **APPLIED LEARNING**

## **CERTIFIED NURSE AIDE**

**CNA101**

**Semester Course**

**1 Credit**

**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**

**Semester Course**

**1 Credit**

**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.

# **APPLIED LEARNING**

## **DOSAGE CALCULATIONS**

**CNA130**

**Semester Course**

**1 Credit**

**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 17

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**

**Semester Course**

**1 Credit**

**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.

## **BASIC MEDICAL TERMINOLOGY**

**CNA150**

**Semester Course**

**1 Credit**

**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.



# APPLIED LEARNING

## YEARBOOK

ENG371 (Sem 1), ENG372 (Sem 2)

Year Course

2 Credits

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Journalism and application; Photography recommended

Students who participate in this course will publish a school yearbook that reflects the school community, acts as a public relations tool for the school district, and an education vehicle for students while capturing the spirit of the school year in this historical document.

Students are responsible for planning, organizing, and designing the book. Students are also responsible for journalistic writing, editing, and photography. Students will learn various desktop publishing and photo editing programs necessary to produce a professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students must apply for staff positions. The application process includes a staff application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Students and parents must understand the time commitment required of all staff members. Students must conduct interviews and shoot school photos outside of class on their own time. Students will use class for design opportunities.

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)

Year Course

2 Credits

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Journalism

Students who participate in this class will publish a school newspaper that reflects our school community and acts as a public relations stool for the school district and as an education vehicle for students.

Students are responsible for planning, organizing, and designing the newspaper. Students are also responsible for journalistic writing, editing, and photography. Students will learn various desktop publishing and photo editing programs necessary to produce a quality professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students and parents must understand the time commitment required of all staff members. Students must conduct interviews and shoot school photos outside of class on their own time. Students will use class for design opportunities.

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.

# **APPLIED LEARNING**

## **PARENTING**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**FCS113**

**1 Credit**

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**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**FCS115**

**1 Credit**

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 (i.e.: transportation, insurance, credit cards, housing).

## **PERSONAL AND FAMILY RELATIONS**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**FCS117**

**1 Credit**

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

# **APPLIED LEARNING**

## **FOODS I**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**FCS123**

**1 Credit**

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**

**Semester Course**

**Open to:** all students

**Prerequisite:** Foods I

**FCS124**

**1 Credit**

Foods II will build upon the skills of Foods I and continue to develop skills in food preparation. 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**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Foods I, strongly recommend Foods II

**FCS223**

**1 Credit**

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. Lab experiences will provide opportunities to prepare and taste foods from around the world. Lab experience will also develop teamwork, cooperation, communication, and negotiation.

# **APPLIED LEARNING**

## **CHILD HEALTH, SAFETY & NUTRITION**

**FCS235**

**Semester Course**

**1 Credit**

**Open to:** sophomores, juniors, and 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**

**FCS 245**

**Semester Course**

**1 Credit**

**Open to:** sophomores, juniors, and 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**

**Semester Course**

**1 Credit**

**Open to:** sophomores, juniors, and 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.

# **APPLIED LEARNING**

## **EARLY CHILDHOOD CURRICULUM II**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**FCS265**

**1 Credit**

This course focuses on the development, implementation, and assessment of age appropriate environments and curricula for young children ages 3-8 years old. Learning activities will focus on developing appropriate learning opportunities, interactions and environments within the areas of emergent literacy, math, science, technology, and social studies. 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.

## **HEALTH I**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**HTH101**

**1 Credit**

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**

**Semester Course**

**Open to:** all students

**Prerequisite:** Health I

**HTH102**

**1 Credit**

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.

# **APPLIED LEARNING**

## **ELECTRICITY/ENERGY & POWER**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT113**

**1 Credit**

This course is for students interested in learning how technology impacts the world around us. Students will explore what technology is and how it is developed. Students will learn to work in small groups to solve problems dealing with technological applications. Students will learn the how and why behind the technology we rely on each day. Projects for this class include Co2 dragsters, rockets, egg cars, catapults, sirens and many others.

**COMMENT:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program. This course fulfills the Iowa Core mandate for technology literacy.

## **COMPUTER AIDED DRAFTING & DESIGN**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT115**

**1 Credit**

Computer Aided Drafting & Design (CADD) class is a semester-long class with two different areas of emphasis. One area of focus is traditional mechanical drawing. Students draw parts, machines, cars, and more in 3-D on the computer. Another focus is architecture. Students design homes and print out their own home designs on blue print paper, including their own “dream home”.

This class serves as the prerequisite for further course work in Advanced CADD and Architectural Drafting.

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

# APPLIED LEARNING

## WOODWORKING

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT117**

**1 Credit**

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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

## MANUFACTURING

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT123**

**1 Credit**

This is the entry-level metal working course with an emphasis on the machining process. Math, measurement and problem solving skills will be used throughout the course. CNC machining and robots will also be used to manufacture a variety of projects. This course gives student a solid background in the processes used in metalworking.

**COMMENT:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

## AUTO CARE & MAINTENANCE

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**INT213**

**1 Credit**

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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

# APPLIED LEARNING

## AUTO DIAGNOSTICS

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Auto Care and Maintenance

**INT215**

**1 Credit**

Auto Diagnostics is a course designed for students that want to get serious about understanding modern automobiles. Both computer and non-computer vehicles are studied. Hands-on experiences with tools and equipment are incorporated into lab activities while we explore various automobile systems, including fuel and emission systems. Ignition and electrical components are also examined. The student uses diagnostic equipment and learns recommended repair replacement and adjustment techniques. Upon completion of this course the student should be able to understand and appreciate the complexity of modern automobiles. The student 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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program. This course fulfills the Iowa Core mandate for employability skills.

## AUTO CHASSIS & DRIVE TRAINS

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** Auto Care and Maintenance

**INT217**

**1 Credit**

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. Service on clutches, standard and automatic transmissions, differentials, axles and transaxles are also included.

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

**COMMENT:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.



# **APPLIED LEARNING**

## **SMALL ENGINE REPAIR**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT223**

**1 Credit**

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:** Safety glasses are required. All students need a small engine to work on (Briggs & Stratton recommended). A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program. This course fulfills the Iowa Core mandate for employability skills.

## **ELECTRICITY DC**

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**INT311**

**1 Credit**

In this course, the fundamental theory and application of DC current is studied. Time in this course is divided between classroom and lab. Once the theory is explained and demonstrated in the classroom, activities practicing the concepts are completed in the lab. In addition to studying the basics of electrical circuitry, automotive electrical systems are studied.

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

**COMMENT:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

# APPLIED LEARNING

## ELECTRICITY AC

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Electricity DC

**INT312**

**1 Credit**

In this course, the fundamental theory and application of AC current is studied. Time in this course is divided between classroom and lab. Once the theory is explained and demonstrated in the classroom, activities practicing the concepts are completed in the lab. In addition to studying the basics of ac electrical circuitry household electrical systems are studied.

**COMMENT:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

## ELECTRONICS

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Electricity DC

**Senior**

**INT323**

**1 Credit**

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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

## METALS

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT332**

**1 Credit**

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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

# APPLIED LEARNING

## MACHINE OPERATIONS I

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**INT355**

**1 Credit**

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

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Metals or instructor approval

**INT363**

**1 Credit**

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

**COMMENT:** Safety glasses, skull cap, coveralls, and leather gloves are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

## OXYACETYLENE WELDING

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**INT364**

**1 Credit**

This course is a study of the history and principles of oxyacetylene welding, as well as the nomenclature of the equipment. Welding procedures such as puddling, carrying the puddle, cutting, beveling plates, and scarfing plates and welds are practiced.

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

# APPLIED LEARNING

## WELDING FUNDAMENTALS

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**INT365**

**1 Credit**

Students will have the opportunity to use oxyacetylene and electric arc welding equipment to make different types of welds required to make repairs or fabricate items. Various techniques of welding, brazing and soldering will be expected.

**COMMENT:** This is a concurrent enrollment course. In addition to high school credit, students will earn 1 college credit at NICC.

## CABINETMAKING

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Woodworking or instructor approval

**INT383**

**1 Credit**

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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

# **APPLIED LEARNING**

## **CONSTRUCTION I**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT385**

**1 Credit**

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, foundation walls, floor plans, wall framing 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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

## **CONSTRUCTION II**

**Semester Course**

**Open to:** all students

**Prerequisite:** Construction I

**INT387**

**1 Credit**

In this course students will be learning the interior completion of the house. This will include the following areas: electrical, plumbing, heating, kitchen layout, bathroom layout, bedroom layout, insulation, wall covering, floor covering and trim work. Each one of these units will take about two weeks to complete and will end with a project for each of the units.

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

**COMMENT:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

# **APPLIED LEARNING**

## **CONSTRUCTION II LAB**

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** Construction I and II; First Aid/CPR certification

**INT395 (Sem 1), INT396 (Sem 2)**

**4 Credits**

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:** Safety glasses are required. Students will be responsible for their own transportation to NICC and the construction site. This is a concurrent enrollment course. In addition to high school credit, students will earn 13.5 credits at NICC.

## **COMPUTER TECHNICAL DRAFTING**

**Semester Course**

**Open to:** all students

**Prerequisite:** Computer Aided Drafting & Design

**INT413**

**1 Credit**

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. We are going to be learning many more techniques in our CADD program that were not learned in the Introduction to CADD course. 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 so, students who are considering any engineering or drafting career should take this course.

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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program. Course may be repeated with additional advanced requirements.

# APPLIED LEARNING

## WEB DESIGN

Hempstead INT421 (Sem 1), INT422 (Sem 2)  
2 Credits

### Year Course

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Web Creation or instructor recommendation

Students in Web Design will learn programs and skills needed to create and provide upkeep of the school website. The class will use Dreamweaver (a web page design program) and will include sections on color, layout, proper graphic formatting, creation and manipulation. Students should have basic knowledge of the DreamWeaver software program used to generate the website. Students will also learn about good 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 be expected to have basic skills using Photo Shop (or other photo editing software) to touch up photographs, edit pictures, change scanned graphics. The class will be involved in the creation and maintenance of the school web site. The class will work with the faculty, staff, administration and students at each high school and will be overseen by a faculty web page supervisor. 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.

**COMMENT:** Course may be repeated. Students at Dubuque Senior High School select ART421 and ART242.

## PRE-ENGINEERING

INT423

### Semester Course

1 Credit

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Electricity DC

This course is intended for any student interested in exploring a career in engineering or as a technician. Activities include creating solutions to engineering problems using tools, machines, computer systems, and a variety of materials. Students will explore product designs, construct prototypes, models, and testing apparatuses by using CADD systems, computer modeling, and simulations. The role and impact of engineering are explored along with career opportunities in technical and engineering fields.

**COMMENT:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program. Course may be repeated with additional advanced requirements.

# APPLIED LEARNING

## ARCHITECTURAL DRAWING

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**INT433**

**1 Credit**

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.

Instruction covers such topics as history of architecture, methods of construction, insulation, energy efficient products, designing based on the Uniform Building Codes (UBC), heating and electrical systems, and plumbing.

This course may lead to many occupations such as carpenter, designer/builder, kitchen cabinet sales, interior decorator, remodeler, electrician, plumber, heating system installer, realtor and many others.

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:** Safety glasses are required. A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program. Course may be repeated with additional advanced requirements.

## WEB CREATION

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**Hempstead INT441**

**1 Credit**

Text is for reading, but graphics add value to presentations, posters, web pages, and to everything we see. With digital imaging products like cameras, Internet, and software programs like Adobe Photo-Shop and many others, students can produce exciting presentations and web pages. The goal of the class is to learn to create graphics, edit graphics, create digital photographs, import and modify pictures, and create a web page. Students will use web creation software, Photo-shop, scanners, and digital cameras. This course would be of benefit to students wanting to create their own web page or wanting to learn more about digital graphics.

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

**COMMENT:** A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.



# APPLIED LEARNING

## VIDEO PRODUCTION

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**INT471**

**1 Credit**

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.

## ADVANCED PLACEMENT COMPUTER SCIENCE

**Year Course**

**Open to:** sophomores, juniors and seniors

**Prerequisite:** minimum grade of C- in Algebra II or instructor recommendation

**MTH531 (Sem 1), MTH532 (Sem 2)**

**2 Credits**

**NCAA Approved**

AP Computer Science 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.

# **APPLIED LEARNING**

## **BASIC ACADEMIC ASSISTANCE**

**XSL131 (Sem 1), XSL132 (Sem 2)**

**Year Course**

**2 Credits**

**Open to:** freshmen

**Prerequisite:** placement by special permission only

This is a year-long, two credit course designed for students who receive the majority of their instruction in the general education curriculum. Instruction includes learning strategies necessary to be successful in the general education curriculum. Learning strategies are techniques, rules or principles that enable a student to learn to solve problems, complete tasks and become independent learners.

**COMMENT:** This course is offered on a pass/fail graded option only.

## **BASIC ACADEMIC ASSISTANCE**

**XSL231 (Sem 1), XSL232 (Sem 2)**

**Year Course**

**2 Credits**

**Open to:** sophomores

**Prerequisite:** placement by special permission only

This is a year-long, two credit course designed for students who receive the majority of their instruction in the general education curriculum. Instruction includes learning strategies necessary to be successful in the general education curriculum. Learning strategies are techniques, rules or principles that enable a student to learn to solve problems, complete tasks and become independent learners.

**COMMENT:** This course is offered on a pass/fail graded option only.

## **BASIC ACADEMIC ASSISTANCE**

**XSL331 (Sem 1), XSL332 (Sem 2)**

**Year Course**

**2 Credits**

**Open to:** juniors

**Prerequisite:** placement by special permission only

This is a year-long, two credit course designed for students who receive the majority of their instruction in the general education curriculum. Instruction includes learning strategies necessary to be successful in the general education curriculum. Learning strategies are techniques, rules or principles that enable a student to learn to solve problems, complete tasks and become independent learners.

**COMMENT:** This course is offered on a pass/fail graded option only.

# **APPLIED LEARNING**

## **BASIC ACADEMIC ASSISTANCE**

**XSL431 (Sem 1), XSL432 (Sem 2)**

**Year Course**

**2 Credits**

**Open to:** seniors

**Prerequisite:** placement by special permission only

This is a year-long, two credit course designed for students who receive the majority of their instruction in the general education curriculum. Instruction includes learning strategies necessary to be successful in the general education curriculum. Learning strategies are techniques, rules or principles that enable a student to learn to solve problems, complete tasks and become independent learners.

**COMMENT:** This course is offered on a pass/fail graded option only.

## **BASIC VOCATIONAL TRANSITIONS**

**XSL701**

**Semester Course**

**1 Credit**

**Open to:** sophomores and juniors, and seniors

**Prerequisite:** placement by special permission only

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**

**Semester Course**

**1 Credit**

**Open to:** freshmen

**Prerequisite:** placement by special permission only

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.

# **APPLIED LEARNING**

## **PRACTICAL WORK EXPLORATORY 10**

**Year Course**

**Open to:** sophomores

**Prerequisite:** placement by special permission only

**XSM251 (Sem 1), XSM252 (Sem 2)**

**2 Credits**

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**

**Year Course**

**Open to:** juniors

**Prerequisite:** placement by special permission only

**XSM351 (Sem 1), XSM352 (Sem 2)**

**2 Credits**

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**

**Year Course**

**Open to:** juniors

**Prerequisite:** placement by special permission only

**XSM361 (Sem 1), XSM362 (Sem 2)**

**2 Credits**

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.

# **APPLIED LEARNING**

## **PRACTICAL WORK EXPLORATORY 12**

**Year Course**

**Open to:** seniors

**Prerequisite:** placement by special permission only

**XSM461 (Sem 1), XSM462 (Sem 2)**

**2 Credits**

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**

**Year Course**

**Open to:** freshmen

**Prerequisite:** placement by special permission only

**XSM551 (Sem 1), XSM552 (Sem 2)**

**2 Credits**

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**

**Semester Course**

**Open to:** seniors

**Prerequisite:** placement by special permission only

**XSM555**

**1 Credit**

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.

# **APPLIED LEARNING**

## **PRACTICAL TRANSITION PLANNING**

**XSM558 (Sem 1), XSM559 (Sem 2)  
2 Credits**

**Year Course**

**Open to:** sophomores and juniors, and seniors

**Prerequisite:** placement by special permission only

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)  
2 Credits**

**Year Course**

**Open to:** sophomores

**Prerequisite:** placement by special permission only

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**

**1 Credit**

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, you are eligible to receive credit toward graduation. Please see your counselor.



# **FINE ARTS**

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

## **ART 2D (2 DIMENSIONAL)**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**ART 113**

**1 Credit**

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, 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.

## **ART 3D (3 DIMENSIONAL)**

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**ART 114**

**1 Credit**

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, metalsmithing/jewelry making, and sculpture 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.



# **FINE ARTS**

## **ADVANCED ART 2D (2 DIMENSIONAL)**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Art 2D

**ART211 (Sem 1), ART212 (Sem 2)**

**2 Credits**

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, production of artwork, critiques, self-evaluation, research, readings, note taking, tests, and quizzes.

**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. Students may repeat this course for advanced credit.

## **ADVANCED ART 3D (3 DIMENSIONAL)**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Art 3D

**ART221 (Sem 1), ART222 (Sem 2)**

**2 Credits**

Advanced Art 3D is a continuation and expansion of Art 3D. Emphasis is placed on in-depth studies in: 3Dimensional visual design, ceramics, metalsmithing, and sculpture. 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.

**COMMENT:** This course is designed as a full year course. Students may opt to complete only one semester. Students may repeat this course for advanced credit.

# **FINE ARTS**

## **PHOTOGRAPHY 1: BASIC**

**ART223**

**Semester Course**

**1 Credit**

**Open to:** sophomores, juniors, and seniors

**Prerequisites:** none

Students will experience Photography in a studio-based class through construction and operation of a pinhole camera, discussion of features common to both film and digital techniques, processing black and white negatives and prints, working with photo chemicals, camera operations and darkroom techniques. Activities may include an overview of the history of photography, presentation techniques, and an introduction to photographic career, education and employment possibilities.

Students should anticipate an introduction to photographic design elements/composition, creative assignments resulting in a portfolio of mounted photographs, self-evaluation, critiques, quizzes, tests, readings, note taking and experimentation. Class requires a high level of student self-direction in studio work time.

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

## **PHOTOGRAPHY 2: ADVANCED**

**ART233**

**Semester Course**

**1 Credit**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Photography 1: Basic

Photography 2: Advanced is an expansion of the basic photography course. Students will experience additional photographic image creation, advanced presentation and printing techniques. Students should anticipate multiple image assignments, self-evaluation, critiques, research, quizzes, and creative problem solving. Students will engage in continued discussion and comparison of 35mm and digital photographic mediums.

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

# FINE ARTS

## WEB DESIGN

Senior

ART241 (Sem 1), ART242 (Sem 2)

Year Course

2 Credits

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Multimedia or instructor recommendation

Students in Web Design will learn programs and skills needed to create and provide upkeep of the school website. The class will use Dreamweaver (a web page design program) and will include sections on color, layout, proper graphic formatting, creation and manipulation. Students should have basic knowledge of the DreamWeaver software program used to generate the website. Students will also learn about good 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 be expected to have basic skills using Photo Shop (or other photo editing software) to touch up photographs, edit pictures, change scanned graphics. The class will be involved in the creation and maintenance of the school web site. The class will work with the faculty, staff, administration and students at each high school and will be overseen by a faculty web page supervisor. Students will be expected to handle tasks that are assigned to them creatively and positively.

**COMMENT:** Course may be repeated. Hempstead High School students select INT421 and INT422.

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

## PHOTOGRAPHY 3: PORTFOLIO

ART623

Semester Course

1 Credit

**Open to:** juniors and seniors

**Prerequisite:** Photography 1: Basic, Photography 2: Advanced and instructor recommendation

Portfolio is an elective, third 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.

**COMMENT:** Course may be repeated. Camera work is required to be completed out of school.

# FINE ARTS

## MULTIMEDIA

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**BUS217**

**1 Credit**

In Multimedia class you will be introduced to photo editing, web design, video editing, and visual presentations basics. Projects may include: designing your own website, editing your own 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

**Semester Course**

**Open to:** all students

**Prerequisite:** Speech and instructor recommendation

**ENG154**

**1 Credit**

**NCAA Approved**

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 9-10<sup>th</sup> grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.

## THEATRE

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**ENG163**

**1 Credit**

**NCAA Approved**

Theatre is designed to introduce students to all aspects of the theatre through the study of acting, improvisation, stage movement, technical theatre, play producing, terminology, and theatre history. Students will be required to read, write and perform in this class. Students read and write about four plays during the semester.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on a selection of the 9-10<sup>th</sup> grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.

# **FINE ARTS**

## **ADVANCED THEATRE**

**Semester Course**

**Open to:** all students

**Prerequisite:** Theatre and instructor recommendation

**ENG164**

**1 Credit**

**NCAA Approved**

Advanced Theatre is designed to provide hands-on instruction in all aspects of theatre through the study of acting, improvisation, stage movement, technical theatre, play producing, terminology, and theatre history. Students will be required to read, write and perform in this class. Students read and write about six plays during the semester.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on a selection of the 9-10<sup>th</sup> grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.

## **CREATIVE WRITING**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**ENG357**

**1 Credit**

**NCAA Approved**

This course will give students the opportunity to work with many forms of writing such as poetry, drama, narration, personal writing and a multi-genre research paper. While the course is oriented toward creative expression, importance will also be placed upon proofreading and revision, choice of words, organization, style, and appropriateness of the writing. Students will share their writing orally and through peer evaluation.

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

## **FILM APPRECIATION I**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**ENG365**

**1 Credit**

**NCAA Approved**

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 11-12<sup>th</sup> grade band expectations from the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

# **FINE ARTS**

## **FILM APPRECIATION II**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** Film I with a grade of C or higher

**ENG366**

**1 Credit**

**NCAA Approved**

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**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Journalism; Photography recommended

**ENG371 (Sem 1), ENG372 (Sem 2)**

**2 Credits**

Students who participate in this course will publish a school yearbook that reflects the school community, acts as a public relations tool for the school district, and an education vehicle for students while capturing the spirit of the school year in this historical document.

Students are responsible for planning, organizing, and designing the book. Students are also responsible for journalistic writing, editing, and photography. Students will learn various desktop publishing and photo editing programs necessary to produce a professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students must apply for staff positions. The application process includes a staff application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Students and parents must understand the time commitment required of all staff members. Students must conduct interviews and shoot school photos outside of class on their own time. Students will use class for design opportunities.

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.

# FINE ARTS

## NEWSPAPER

ENG381 (Sem 1), ENG382 (Sem 2)  
2 Credits

### Year Course

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Journalism

Students who participate in this class will publish a school newspaper that reflects our school community and acts as a public relations stool for the school district and as an education vehicle for students.

Students are responsible for planning, organizing, and designing the newspaper. Students are also responsible for journalistic writing, editing, and photography. Students will learn various desktop publishing and photo editing programs necessary to produce a quality professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students and parents must understand the time commitment required of all staff members. Students must conduct interviews and shoot school photos outside of class on their own time. Students will use class for design opportunities.

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

Hempstead INT421 (Sem 1), INT422 (Sem 2)  
2 Credits

### Year Course

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Web Creation/Graphics (Hempstead) or Communication Technology (Senior) or instructor recommendation

Students in Web Design will learn programs and skills needed to create and provide upkeep of the school website. The class will use Dreamweaver (a web page design program) and will include sections on color, layout, proper graphic formatting, creation and manipulation. Students should have basic knowledge of the DreamWeaver software program used to generate the website. Students will also learn about good 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 be expected to have basic skills using Photo Shop (or other photo editing software) to touch up photographs, edit pictures, change scanned graphics. The class will be involved in the creation and maintenance of the school web site. The class will work with the faculty, staff, administration and students at each high school and will be overseen by a faculty web page supervisor. 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.

**COMMENT:** Course may be repeated. Students at Dubuque Senior High School select ART421 and ART242.

# FINE ARTS

## WEB CREATION

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**Hempstead INT441**

**1 Credit**

Text is for reading, but graphics add value to presentations, posters, web pages, and to everything we see. With the advent of digital imaging products like cameras, Internet, and software programs like Adobe Photo-Shop, Paint Shop Pro, and many others, students can produce and reproduce exciting presentations and web pages. The goal of the class is to learn to create graphics, edit graphics, create digital photographs, create digital motion pictures, import and modify pictures, and create your own web page. Students will use web creation software, Photo-shop, scanners, digital cameras, and various pieces and sources of clip art. This course would be of benefit to students wanting to create their own web page or wanting to learn more about digital graphics.

**COMMENT:** A fee will be assessed for material consumed for optional projects. If this is a financial burden, please speak to instructor, guidance counselor, or principal. Cost will not prevent a student from involvement in this program.

## VIDEO PRODUCTION

**Semester Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**INT471**

**1 Credit**

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.



# FINE ARTS

## BAND

**Year Course**

**Open to:** all students

**Prerequisite:** none

**MUS111 (Sem 1), MUS112 (Sem 2)**

**2 Credits**

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-II, 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.

## JAZZ BAND

**Year Course**

**Open to:** all students

**Prerequisite:** enrollment in MUS111/MUS112 and audition or instructor recommendation

**MUS121 (Sem 1), MUS122 (Sem 2)**

**.8 Credits (meets 2 days per week)**

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.

**(continued on next page)**

# FINE ARTS

## **JAZZ BAND (continued from previous page)**

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.

## **ORCHESTRA**

### **Year Course**

**Open to:** all students

**Prerequisite:** woodwinds, brass, and percussion selected from Band

**MUS131 (Sem 1), MUS132 (Sem 2)**

**2 Credits**

Orchestra is a two-semester, two-credit course that includes string orchestra, symphony orchestra, chamber orchestra, small ensembles, solo and musical pit orchestra opportunities. String students meet daily with the addition of winds and percussion (symphony orchestra) once weekly. The literature is taken from all cultures and historical eras. Students in the class will learn to perform a variety of musical styles, improve their technique, strengthen intonation, and learn good ensemble playing. They will also learn about music theory and music history. Students wishing to begin a string instrument may do so with the consent of the director. When sufficient skills are developed, they will participate in the orchestra ensemble.

# FINE ARTS

## PERCUSSION ENSEMBLE

**Year Course**

**Open to:** all students

**Prerequisite:** percussion students selected from Band

**MUS151 (Sem 1), MUS152 (Sem 2)**

**2 Credits**

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.

## COLOR GUARD

**Semester Course**

**Open to:** all students

**Prerequisite:** audition, instructor recommendation

**MUS162**

**.5 Credits**

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

**Year Course**

**Open to:** freshmen

**Prerequisite:** audition, music reading and pitch-matching abilities, 85% or higher on written music theory pre-test

**MUS171 (Sem 1), MUS172 (Sem 2)**

**1.2 Credits (meets 3 days/week)**

Ninth grade Chamber Choir meets three times a week all year. This accelerated class provides experience in three-and four-part ensemble singing with particular emphasis on independent reading of more advanced music. Every student in Chamber Choir will have individual lessons and prepare a vocal solo and/or small ensemble piece for personal vocal development and contest. Students will begin to develop a performance portfolio and resume. Teamwork, responsibility, and leadership skills are also developed in this class. Audition is required. Eighth grade singers are encouraged to audition in the spring.

# FINE ARTS

## VARSAITY CHOIR

**Year Course**

**Open to:** all students

**Prerequisite:** none

**MUS241 (Sem 1), MUS242 (Sem 2)**

**1.2 Credits (meets 3 days/week)**

Varsity Choir is a non-auditioned mixed choir open to students in all grades. It is designed to develop music reading skills, vocal health, and vocal technique through a variety of musical styles ranging from traditional to popular. The primary objective is vocal development using easy to intermediate music. Teamwork, responsibility, and leadership skills are also developed in this class. Varsity Choir meets three times weekly all year.

## CONCERT CHOIR

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Chamber or Varsity Choir, audition

**MUS341 (Sem 1), MUS342 (Sem 2)**

**2 Credits**

Concert Choir is an auditioned mixed choir that meets five times weekly all year. Auditions are open to tenth, eleventh and twelfth graders. Repertoire is advanced, more difficult choral literature encompassing styles from Renaissance to 21<sup>st</sup> Century. Teamwork, responsibility and leadership skills are developed in this class. Students are encouraged to take individual voice lessons. Students will also complete a performance portfolio and resume for college auditions and career planning.

## MUSIC THEORY AND HARMONY

**Year Course**

**Open to:** sophomores, juniors, and seniors

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

**MUS361 (Sem 1), MUS362 (Sem 2)**

**1.2 Credits (meets 3 days/week)**

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.

# **FINE ARTS**

## **HIGH SCHOOL SINGERS**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** audition, concurrently enrolled in Varsity Choir or Concert Choir

**MUS511 (Sem 1), MUS512 (Sem 2)**

**1.2 Credits (meets 3 days/ week)**

Formerly Penn Avenue at Hempstead and Chamber Choir at Senior, High School 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. The primary objective for this ensemble is to provide opportunities for community performances and public relations. Teamwork, responsibility, and advanced leadership skills are also developed in this class. Auditions are held in May.

## **WORLD CULTURES AND GEOGRAPHY**

**Year Course**

**Open to:** all students

**Prerequisite:** none

**SOC101 (Sem 1), SOC102 (Sem 2)**

**2 Credits**

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.

## **PRACTICAL INTEGRATED ARTS**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM541 (Sem 1), XSM542 (Sem 2)**

**2 Credits**

In this course students 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, collage, and building three-dimensional forms. Students will critique their own artwork and the works of others.

# LITERATURE

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

## READING

ENG242 (Sem 1), ENG243 (Sem 2)

Year Course

2 Credits (1 Literature, 1 Elective)

Open to: freshmen

Prerequisite: required for freshmen with 8<sup>th</sup> 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

Semester Course

1 Credit

Open to: seniors

Prerequisite: Accommodations English 3-4 and Foundations in Literature

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.

# LITERATURE

## FOUNDATIONS IN LITERATURE

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** Accommodations English 3-4

**ENG328**

**1 Credit**

Foundations in Literature is a survey course of primarily American authors who write for a young adult audience. The course is comprised of short stories, drama, excerpts from novels and biographies, and articles from periodicals and newspapers. Additional time is planned for each piece of literature than in the U.S. Literature course. Reading strategies are used extensively in this course to help students improve their reading 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 Reading, and Speaking and Listening Strands.

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

## CONTEMPORARY LITERATURE

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**ENG329**

**1 Credit**

**NCAA Approved**

Students in this course will engage in a survey course developed from primarily American literature written after World War II. Students will read contemporary pieces of both fiction and nonfiction. While literature focused on current issues provides the basis of study, students will also examine films, documentaries, and articles from newspapers and periodicals and contemporary music and its lyrics will be studied to supplement the course/to provide currency to each unit.

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.

# LITERATURE

## AMERICAN STUDIES

**Year Course**

**Open to:** juniors

**Prerequisite:** none

**ENG331 (Sem 1), ENG332 (Sem 2)**

**2 Credits**

**NCAA Approved**

Students enrolled in this course must also enroll in SOC331 and SOC332 for U.S. History credit. Students in American Studies will engage in a cross-curricular, four-credit course. Students will partake in a study of America through both fact and fiction. Text selections include classics by well-known American authors such as Hawthorne, Emerson, Dickinson, Crane, O’Henry, Fitzgerald, Hughes, Steinbeck, and Hemingway as well as contemporary authors to match more recent events in history. Cross-curricular units may include the following: Pre-Civil War, native Americans, WWI, 1920's, the Depression, the Dust Bowl, WWII, Civil Rights, Vietnam, and a contemporary period. Composition components include reflective journaling, literary analysis of fiction and nonfiction, expository, persuasion, research, creative, and incorporation of technology pieces.

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:** ENG331 is one Literature graduation credit; ENG332 is one Writing graduation credit.

## U.S. LITERATURE

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**ENG333**

**1 Credit**

**NCAA Approved**

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.

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.



# LITERATURE

## BRITISH LITERATURE

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**ENG335**

**1 Credit**

**NCAA Approved**

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 20<sup>th</sup> 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.

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

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** none

**ENG337**

**1 Credit**

**NCAA Approved**

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.

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.

# LITERATURE

## ADV. PLACEMENT LANGUAGE & COMPOSITION ENG351 (Sem 1), ENG352 (Sem 2)

**Year Course**

**2 Credits (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.

## ADV. PLACEMENT LITERATURE

**ENG541 (Sem 1), ENG542 (Sem 2)**

**Year Course**

**2 Credits**

**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.

# LITERATURE

## PRACTICAL U.S. LITERATURE

**XSM328**

**Semester Course**

**1 Credit**

**Open to:** juniors and seniors

**Prerequisite:** placement by special permission only

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**

**Semester Course**

**1 Credit**

**Open to:** seniors

**Prerequisite:** placement by special permission only

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)**

**Year Course**

**2 Credits (1 Literature, 1 Elective)**

**Open to:** all students

**Prerequisite:** placement by special permission only

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). This course 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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

## **GLOBAL SCIENCE**

**Year Course**

**Open to:** all students

**Prerequisite:** none

**SCI101 (Sem 1), SCI102 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: earth's energy systems, geochemical cycles, impact of living systems, and changes in earth over time.

**COMMENT:** Ninth grade students are required to take Global Science or Honors Global Science.

## **HONORS GLOBAL SCIENCE**

**Year Course**

**Open to:** all students

**Prerequisite:** eighth grade science instructor recommendation

**SCI121 (Sem 1), SCI122 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: earth's energy systems, geochemical cycles, impact of living systems, and changes in the earth over time.

**COMMENT:** Ninth grade students are required to take Global Science or Honors Global Science.

# **EARTH/ENVIRONMENTAL SCIENCE**

## **ASTRONOMY**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** Global Science, Algebra I

**SCI345**

**1 Credit**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: planetary motion, solar system, stars and galaxies, constellations, and star/sky gazing.

## **PRACTICAL GLOBAL SCIENCE**

**Year Course**

**Open to:** freshmen and sophomores

**Prerequisite:** placement by special permission only

**XSM181 (Sem 1), XSM182 (Sem 2)**

**2 Credits**

Global Science is a yearlong 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 Curriculum: Understands and applies knowledge of: earth's energy systems, geochemical cycles, impact of living systems, and changes in earth over time.

# **LIFE SCIENCE**

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

## **BIOLOGY**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** none

**SCI131 (Sem 1), SCI132 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: cells, classification, respiration, photosynthesis, plants, animals, genetics, evolution, and organ systems.

## **HONORS BIOLOGY**

**Year Course**

**Open to:** all students

**Prerequisite:** concurrent enrollment in Global Science or Honors Global Science and instructor recommendation.

**SCI141 (Sem 1), SCI142 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: cells, classification, respiration, photosynthesis, plants, animals, genetics, evolution, and organ systems.

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

# **LIFE SCIENCE**

## **APPLIED BIOLOGY**

**SCI221 (Sem 1), SCI222 (Sem 2)  
2 Credits**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Global Science instructor recommendation

This course is intended to help students understand their everyday surroundings and to pursue successfully the study of science in high school. The course will provide students with the skills and opportunities they need to read, write, think, and apply science in their everyday lives. The content focuses on living things and their surroundings.

Alignment to the Iowa Core Curriculum: Understands and applies knowledge of: cells, classification, respiration, photosynthesis, plants, animals, genetics, evolution, and organ systems.

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

## **ANATOMY AND PHYSIOLOGY**

**SCI271 (Sem 1), SCI272 (Sem 2)  
2 Credits  
NCAA Approved**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**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 the Iowa Core Curriculum: Understands and applies knowledge of: body organization, chemical basis of life, cells and tissues, anatomy and physiology of most human systems, with an emphasis on the skeletal, muscular, and nervous systems.

# **LIFE SCIENCE**

## **GENETICS**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** Biology

**SCI365**

**1 Credit**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of Mendelian genetics, chromosomes and heredity, genetic linkage, gene chemistry, structure and mutation, transcription, population genetics, and developmental genetics.

## **MARINE BIOLOGY**

**Semester Course**

**Open to:** juniors and seniors

**Prerequisite:** Global Science, Biology

**SCI387**

**1 Credit**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: the interaction between the geological, physical, chemical, and biological characteristics of marine ecosystems.



# **LIFE SCIENCE**

## **ADVANCED PLACEMENT BIOLOGY**

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** Biology, Chemistry, and instructor recommendation

**SCI531 (Sem 1), SCI532 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: chemistry of life, cell structure and function, heredity, structure and function of plants and animals, diversity of organisms, and ecology.

## **PRACTICAL HEALTH SCIENCE**

**Year Course**

**Open to:** freshmen and sophomores

**Prerequisite:** placement by special permission only

**XSM261 (Sem 1), XSM262 (Sem 2)**

**2 Credits**

This course will focus on health-related issues. Students will focus on the physical, emotional, and social aspects of a healthy lifestyle. The student will explore job opportunities in the health field and learn how to utilize community health resources.

Alignment to Iowa Core Curriculum: Understands and applies knowledge of the structure and function of systems within organisms and Communicates scientific information.

# **PHYSICAL SCIENCE**

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

## **CHEMISTRY**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Algebra I

**SCI251 (Sem 1), SCI252 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: the structure of atoms, the structure and properties of matter, chemical reactions, conservation of energy, and interactions of energy and matter.

## **HONORS CHEMISTRY**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Algebra II completed or concurrently enrolled and instructor recommendation

**SCI261 (Sem 1), SCI262 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: the structure of atoms, the structure and properties of matter, chemical reactions, conservation of energy, and interactions of energy and matter.

# **PHYSICAL SCIENCE**

## **PHYSICAL SCIENCE**

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** Global Science and Biology or Applied Biology and instructor recommendation.

**SCI281 (Sem 1), SCI282 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: scientific inquiry, matter, motion, nature of forces, and energy.

## **PHYSICS**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Algebra II

**SCI321 (Sem 1), SCI322 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: motions and forces, conservation of energy, and interactions of energy and matter.

## **HONORS PHYSICS**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Algebra II and instructor recommendation

**SCI331 (Sem 1), SCI332 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: motions and forces, conservation of energy, and interactions of energy and matter.

# PHYSICAL SCIENCE

## HONORS PHYSICS/PRE-CALCULUS

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** B- or higher in Honors Algebra II or instructor/GT facilitator recommendation

**SCI391 (Sem 1), SCI392 (Sem 2)**

**2 Credits**

**NCAA Approved**

Students enrolled in this course must also enroll in MTH391 and MTH392 for 2 math credits. Students in Honors Physics/Pre-Calculus will engage in a two-period course where they will receive a Physics background combined with Pre-Calculus instruction. Students are taught concepts simultaneously in both courses. In-depth Pre-Calculus and Physics topics will be covered. Separate grades for Pre-Calculus and Honors Physics will be issued by the respective teachers. A graphing calculator is necessary.

**COMMENT:** See Pre-Calculus with Trigonometry (MTH331 and MTH332) and Honors Physics (SCI331 and SCI332) for course descriptions.

## ADVANCED PLACEMENT CHEMISTRY

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** Algebra II, Biology, Chemistry or Honors Chemistry, and instructor recommendation

**SCI561 (Sem 1), SCI562 (Sem 2)**

**2 Credits**

**NCAA Approved**

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 Curriculum: Understands and applies knowledge of: structure of matter, atoms and electronic structure, energy and chemical reactions, thermodynamics, acids and bases, chemical equilibria, properties of gases, liquids, solids, and solutions, and nuclear chemistry.

# **PHYSICAL SCIENCE**

## **PRACTICAL PHYSICAL SCIENCE**

**Year Course**

**Open to:** sophomores and juniors

**Prerequisite:** placement by special permission only

**XSM271 (Sem 1), XSM272 (Sem 2)**

**2 Credits**

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 Curriculum: Understands and applies knowledge of: scientific inquiry, matter, motion, nature of forces, and energy.

# WELLNESS

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

## ADAPTIVE FITNESS

Hempstead

PED150

Semester Course

1 Credit

**Open to:** all students

**Prerequisite:** placement by special permission only

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.

## WALKING/INITIATIVE GAMES

PED151

Semester Course

1 Credit

**Open to:** all students

**Prerequisite:** none

Activities are designed for students to improve their fitness level. Fitness activities may vary throughout the semester but include walking and core exercises. Classes will be held both indoors and outdoors so students need to dress appropriately. 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 State of Iowa

## STRENGTH TRAINING/CONDITIONING/FITNESS

PED152

Semester Course

1 Credit

**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.

# WELLNESS

## HEALTH CLUB FITNESS

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**PED153**

**1 Credit**

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.

## LIFETIME SPORTS & FITNESS

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**PED155**

**1 Credit**

This course provides students with knowledge, experience, and an opportunity to develop skills in sports such as tennis, golf, badminton, pickle-ball, jogging/walking, and other lifetime 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 State of Iowa.

## ACTIVE GAMES & FITNESS

**Semester Course**

**Open to:** all students

**Prerequisite:** none

**PED156**

**1 Credit**

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. Games will include basketball, dodge ball, ultimate Frisbee, and other active team activities. Units include general health education and fitness-based activities. Students will exhibit socially acceptable behavior and provide examples of sportsmanship and fair play. 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.

# WELLNESS

## WATER FITNESS & GAMES

Hempstead

PED159

Semester Course

1 Credit

**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.

## CONTRACT WELLNESS

PED523

Semester Course

1 Credit

**Open to:** all students

**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 provide weekly summaries of activities documented by their instructor. 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.



# WELLNESS

## ACADEMIC EXEMPTION

**PED702**  
**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**  
**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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.**

## **U.S. HISTORY: 1900 TO PRESENT**

**Year Course**

**Open to:** juniors

**Prerequisite:** none

**SOC321 (Sem 1), SOC322 (Sem 2)**

**2 Credits**

**NCAA Approved**

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.

## **AMERICAN STUDIES**

**Year Course**

**Open to:** juniors

**Prerequisite:** none

**SOC331 (Sem 1), SOC332 (Sem 2)**

**2 Credits**

**NCAA Approved**

Students enrolled in this course must also enroll in ENG331 and ENG332 for Literature and Writing credit. Students in American Studies will engage in a cross-curricular, four-credit course. Students will partake in a study of America through both fact and fiction. Text selections include classics by well-known American authors such as Hawthorne, Emerson, Dickinson, Crane, O'Henry, Fitzgerald, Hughes, Steinbeck, and Hemingway as well as contemporary authors to match more recent events in history. Cross-curricular units may include the following: Pre-Civil War, native Americans, Immigration, WWI, 1920's, the Depression, the Dust Bowl, WWII, Civil Rights, Vietnam, and a contemporary period. Composition components include reflective journaling, literary analysis of fiction and nonfiction, expository, persuasive, research, creative, and incorporation of technology pieces.

This is a regular-level course; however, the pace of this course is different than US History and American Literature. Novels are taught to coincide with the history unit and time is allotted for project-based learning.

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.

# **U.S. HISTORY**

## **ADVANCED PLACEMENT U.S. HISTORY**

**Year Course**

**Open to:** juniors

**Prerequisite:** Advanced Placement World History or instructor recommendation

**SOC521 (Sem 1), SOC522 (Sem 2)**

**2 Credits**

**NCAA Approved**

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**

**Year Course**

**Open to:** juniors

**Prerequisite:** placement by special permission only

**XSM341 (Sem 1), XSM342 (Sem 2)**

**2 Credits**

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 yearlong, 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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

## WORLD HISTORY: 1600 TO PRESENT

**Year Course**

**Open to:** sophomores

**Prerequisite:** none

**SOC221 (Sem 1), SOC222 (Sem 2)**

**2 Credits**

**NCAA Approved**

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

**Year Course**

**Open to:** sophomores

**Prerequisites:** Honors English 1-2 or instructor recommendation

**SOC511 (Sem 1), SOC512 (Sem 2)**

**2 Credits**

**NCAA Approved**

Advanced Placement World History is a two credit, two-semester 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.

# **WORLD HISTORY**

## **PRACTICAL WORLD HISTORY**

**Year Course**

**Open to:** sophomores

**Prerequisite:** placement by special permission only

**XSM241 (Sem 1), XSM242 (Sem 2)**

**2 Credits**

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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.**

## AMERICAN GOVERNMENT

**Semester Course**

**Open to:** seniors

**Prerequisite:** none

**SOC415**

**1 Credit**

**NCAA Approved**

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 time, 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.

## ADV. PLACEMENT AMERICAN GOVERNMENT

**Semester Course**

**Open to:** seniors

**Prerequisite:** instructor recommendation

**SOC513**

**1 Credit**

**NCAA Approved**

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  
**(continued on next page)**

# **GOVERNMENT**

## **ADV. PLACEMENT AMERICAN GOVERNMENT** (continued from previous page)

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**

**Semester Course**

**Open to:** seniors

**Prerequisite:** placement by special permission only

**XSM441**

**1 Credit**

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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.**

## **ECONOMICS**

**Semester Course**

**Open to:** seniors

**Prerequisite:** none

**SOC425**

**1 Credit**

**NCAA Approved**

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 the maximum efficient topics such as the 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**

**Semester Course**

**Open to:** seniors

**Prerequisite:** none

**SOC433**

**1 Credit**

**NCAA Approved**

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.



# **HUMAN/SOCIETY STUDY**

## **PSYCHOLOGY**

**Semester Course**

**Open to:** seniors

**Prerequisite:** none

**SOC443**

**1 Credit**

**NCAA Approved**

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**

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** instructor recommendation

**SOC531 (Sem 1), SOC532 (Sem 2)**

**2 Credits**

**NCAA Approved**

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.

# **HUMAN/SOCIETY STUDY**

## **ADVANCED PLACEMENT PSYCHOLOGY**

**Year Course**

**Open to:** juniors and seniors

**Prerequisite:** instructor recommendation

**SOC541 (Sem 1), SOC542 (Sem 2)**

**2 Credits**

**NCAA Approved**

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.

## **FUNDAMENTAL SOCIOLOGY**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSB451 (Sem 1), XSB452 (Sem 2)**

**2 Credits**

This course is a yearlong course designed for students who can benefit from applying the concepts of sociology to their personal lives. 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.

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

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.

# **HUMAN/SOCIETY STUDY**

## **PRACTICAL SOCIOLOGY**

**Semester Course**

**Open to:** seniors

**Prerequisite:** placement by special permission only

**XSM451**

**1 Credit**

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 Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.

## INTERNATIONAL FOODS

FCS223

Semester Course

1 Credit

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** Foods I

International Foods will build upon the skills from previous foods 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. The lab experience will provide opportunities to prepare and taste foods from around the world. Lab experience will also develop teamwork, cooperation, communication, and negotiation.

## WORLD CULTURES AND GEOGRAPHY

SOC101 (Sem 1), SOC102 (Sem 2)

Year Course

2 Credits

**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.

# WORLD CULTURES & ISSUES

**ADVANCED PLACEMENT HUMAN GEOGRAPHY**    **SOC121 (Sem 1), SOC122 (Sem 2)**  
**Year Course**    **2 Credits**  
**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)**  
**Year Course**    **2 Credits**  
**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.)

This is an introductory course in the French language and cultures. Students begin to communicate in all four skill areas; reading, writing, speaking, and listening. Students will become acquainted with a variety of language and cultural aspects as they make comparisons and connections between English and French and the American cultures and Francophone cultures. Students will be required to learn vocabulary, understand sentence structures, and compare and contrast French and English grammar.

Basic themes include greetings and introductions, ordering in a café, describing likes and dislikes, describing yourself, your family, and others, talking about common activities and possessions, describing your home and community, and clothing.

Activities, including formative and summative assessments, are designed to help students meet district standards and the National Standards for Foreign Language Learning. Skills developed in the classroom may be used in the community and beyond.

# WORLD CULTURES & ISSUES

## FRENCH 3-4

### **Year Course**

**Open to:** sophomores, juniors, and seniors

**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.)

**WFR211 (Sem 1), WFR212 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking and listening. 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.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to express the past through discussion of personal identity, weekend activities, and foods. Students will choose and present a cultural project from these topics: regions of France, Travel through France, French holidays, Le Tour de France bicycle race, and countries where people speak French.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. Skills developed in the classroom may be used in the community and beyond.

## FRENCH 5-6

### **Year Course**

**Open to:** juniors and seniors

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

**WFR311 (Sem 1), WFR312 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking and listening. 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 the culture of the Francophone world.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to express the past using 2 past tenses, and using objects pronouns through discussion about weekend activities, sports, family life, and fashion. Students will choose and present a cultural project from these topics: Areas in the world where people speak French, Québec, Haïti, Louisiana & Acadia, and American people with French ancestry.

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

# WORLD CULTURES & ISSUES

## FRENCH 7-8

**Year Course**

**Open to:** seniors

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

**WFR411 (Sem 1), WFR412 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking and listening. 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.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to express the future, the conditional (i.e. what could have been), the subjunctive present tense to give one’s opinion, the past conditional and pluperfect (to say what could have happened if conditions were met) through discussion about driving, daily life, how to be helpful, being “green”, travel, health issues, living in the city, and personal relations. Students will also be reading about French history, write film reports, and present national and international news announcements.

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

## GERMAN 1-2

**Year Course**

**Open to:** all students

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

**WGE131 (Sem 1), WGE132 (Sem 2)**

**2 Credits**

**NCAA Approved**

This is an introductory course in the German language sequence. Students begin to communicate in all four skill areas: reading, writing, speaking, and listening. Students will become acquainted with a variety of language and cultural aspects as they make comparisons and connections between English and the American culture and German and German culture. Students are required to learn and memorize vocabulary, understand sentence structure, and compare and contrast grammar in German and English.

Basic themes are introduced such as greeting people and socializing, family, school, friends and activities. We will also cover WWI and German history, and study German culture through videos and projects.

A variety of learning activities use formative and summative assessments. These assessments are designed to help students meet district standards and national ACTFL standards. Skills in the classroom may be used in the community and beyond.

# WORLD CULTURES & ISSUES

## GERMAN 3-4

### **Year Course**

**Open to:** sophomores, juniors, and seniors

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

**WGE231 (Sem 1), WGE232 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking, and listening. 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 German and the German culture

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to express the past through discussion of giving directions, comparisons, healthy living, foods, weekend activities, and Sophie Scholl and the resistance movement of WWII. We will also study German culture through videos and projects.

A variety of learning activities using formative and summative assessments are designed to help students meet district and national ACTFL standards. Skills developed in the classroom can be utilized in the community and beyond.

## GERMAN 5-6

### **Year Course**

**Open to:** juniors, seniors

**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.)

**WGE331 (Sem 1), WGE332 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking, and listening. 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 German and the German culture.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to express the past using two past tenses, using object pronouns through discussion about weekend activities, sports, family life, food, music, history (Weimar), art, and fairy tales (Brother's Grimm), and a unit on Baron von Münchhausen.

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, CLEP. Skills developed in the classroom may be used in the community and beyond.



# WORLD CULTURES & ISSUES

## GERMAN 7-8

**Year Course**

**Open to:** seniors

**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.)

**WGE431 (Sem 1), WGE432 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking, and listening. 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 German and the German culture.

Grammar and vocabulary are utilized using prior knowledge to develop writing and speaking to a higher degree, reading a criminal novel: "Der Richter und sein Henker", and a fairy tale, "Der Kleine König Dezember". The main focus is to be able to express the future, the conditional (i.e. what could have been), passive voice, expressing opinions, environment, and topics about East and West Germany, and Switzerland.

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 CLEP. Skills developed in the classroom may be used in the community and beyond.

## SPANISH 1-2

**Year Course**

**Open to:** all students

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

**WSP181 (Sem 1), WSP182 (Sem 2)**

**2 Credits**

**NCAA Approved**

This is an introductory course in the Spanish language and cultures. Students begin to communicate in all four skill areas: reading, writing, speaking and listening. Students will become acquainted with a variety of language and cultural aspects as they make comparisons and connections between English and the American culture and Spanish and Hispanic cultures.

Students are required to learn and memorize vocabulary, understand sentence structure and compare and contrast grammar in Spanish and English. Basic themes are introduced such as family, school, friends and activities.

A variety of learning activities using formative and summative assessments are designed to help students meet district standards and national ACTFL standards for World Language learning. Skills developed in the classroom may be used in the community and beyond.

# WORLD CULTURES & ISSUES

## SPANISH 3-4

### **Year Course**

**Open to:** sophomores, juniors, and seniors

**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.)

**WSP281 (Sem 1), WSP282 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking and listening. Students delve deeper into the target language and culture as they continue to make comparisons and connection between English and American culture and Spanish and Hispanic cultures.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to express about the past through discussion of childhood and travel experiences. Students also focus on daily routine and household chores.

A variety of learning activities using formative and summative assessments are designed to help students meet district and National ACTFL standards of world language learning. Skills developed in the classroom may be used in the community and beyond.

## SPANISH 5-6

### **Year Course**

**Open to:** juniors and seniors

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

**WSP381 (Sem 1), WSP382 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course continues building communication skills in the four areas of reading, writing, speaking and listening. Students delve deeper into the target language and culture as they continue to make comparisons and connection between English and American culture and Spanish and Hispanic cultures.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to influence the behavior of others by utilizing the imperative as well as the subjunctive mood. Students will also learn to express what they will do or would do in certain situations. Themes for this year include fitness and health as well as leisure activities.

A variety of learning activities using formative and summative assessments are designed to help students meet district and National ACTFL standards of world language learning. Skills developed in the classroom may be used in the community and beyond.

# WORLD CULTURES & ISSUES

## SPANISH 7-8

**Year Course**

**Open to:** seniors

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

**WSP481 (Sem 1), WSP482 (Sem 2)**

**2 Credits**

**NCAA Approved**

This course focuses on expanding the use of the language for comprehension and expression in more sophisticated contexts. Students delve deeper into the target language and culture as they continue to make comparisons and connection between English and American culture and Spanish and Hispanic cultures.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus of first semester is to review previously learned concepts but to also add new materials to emphasize the use of the language for real life purposes. Students read and discuss authentic literary texts such as short stories, fairy tales, poems and current events through the use of online newspapers. Students will continue to learn to express what they will do or would do in certain situations. Students will also be able to express themselves using "if" clauses, the past subjunctive and present/past perfect subjunctive tenses. Themes for this year include describing others more in depth, social/economic problems of countries, graduation, holidays and exploring the cultures of Spain and Latin America.

A variety of learning activities using formative and summative assessments are designed to help students meet district and National ACTFL standards of world language learning. Skills developed in the classroom may be used in the community and beyond.

## PRACTICAL WORLD CULTURES

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM141 (Sem 1), XSM142 (Sem 2)**

**2 Credits**

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.

# 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 Skill Services offers a curriculum that is activity based and stresses concrete learning techniques and materials that are real and meaningful to the individual student. The curriculum is age appropriate, functional in nature, community referenced, and provides for actual participation in the student's community in the areas of recreation, leisure, mobility, domestic, and vocational pursuits. Life Skill Services provides direct involvement in the least restrictive community/school environment. Course offerings are broken down according to the five Life Domains of Domestic/Home Environment, Personal/Social Skills, Recreation/Leisure, Functional Academics and Vocational Skills. Functional Academics, which include such areas as reading, writing, money handling, and time management, are incorporated across the curriculum.

## **LIFE SKILL SERVICES COURSES**

### **DOMESTIC/HOME ENVIRONMENT**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM611 (Sem 1), XSM612 (Sem 2)**

**2 Credits**

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**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM621 (Sem 1), XSM622 (Sem 2)**

**2 Credits**

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.

# **LIFE SKILL SERVICES COURSES**

## **PERSONAL/SOCIAL SKILLS**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM631 (Sem 1), XSM632 (Sem 2)**

**2 Credits**

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**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM641 (Sem 1), XSM642 (Sem 2)**

**2 Credits**

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**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM651 (Sem 1), XSM652 (Sem 2)**

**2 Credits**

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.

## **RECREATION/LEISURE**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSM671 (Sem 1), XSM672 (Sem 2)**

**2 Credits**

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

The goal of the Personal Learning Program is to provide opportunities for individuals to learn and utilize to the fullest degree the necessary skills to live as independently as possible within settings that allow for functional, age appropriate instruction in the least restrictive environment. The student's Individualized Education Program (IEP) focuses on the student's interests, abilities, and vision for his/her future with functional goals that will assist the student in making the transition from high school to adult life.

## **PERSONAL LEARNING PROGRAM** **COURSES**

### **VOCATIONAL SKILLS**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSS111 (Sem 1), XSS112 (Sem 2)**  
**2 credits**

The purpose this course is to help the student develop and implement vocational skills necessary for the world of work.

### **PERSONAL/SOCIAL SKILLS**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSS121 (Sem 1), XSS122 (Sem 2)**  
**2 credits**

Skills areas addressed in this course include getting along with others, proper behaviors and manners.

### **COMMUNITY FUNCTIONING**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSS131 (Sem 1), XSS132 (Sem 2)**  
**2 credits**

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.

# **PERSONAL LEARNING PROGRAM**

## **COURSES**

### **DOMESTIC/HOME ENVIRONMENT**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSS141 (Sem 1), XSS142 (Sem 2)**

**2 credits**

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.

### **RECREATION/LEISURE**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSS151 (Sem 1), XSS152 (Sem 2)**

**2 credits**

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.

### **FUNCTIONAL ACADEMICS**

**Year Course**

**Open to:** all students

**Prerequisite:** placement by special permission only

**XSS161 (Sem 1), XSS162 (Sem 2)**

**2 Credits**

The primary focus of this course is centered on language arts, communication and basic math skills.

### **COMMUNITY JOB TRAINING 9**

**Semester Course**

**Open to:** freshmen

**Prerequisite:** placement by special permission only

**XSM655 (Sem 2 only)**

**1 Credit**

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. The Work Experience Teacher can make exceptions.

# **PERSONAL LEARNING PROGRAM** **COURSES**

## **COMMUNITY JOB TRAINING 10-12**

**Year Course**

**Open to:** sophomores, juniors, and seniors

**Prerequisite:** placement by special permission only

**XSM661 (Sem 1), XSM662 (Sem 2)**

**2 Credits**

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.





Dubuque Community School District  
2014-2015 High School Course Guide

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