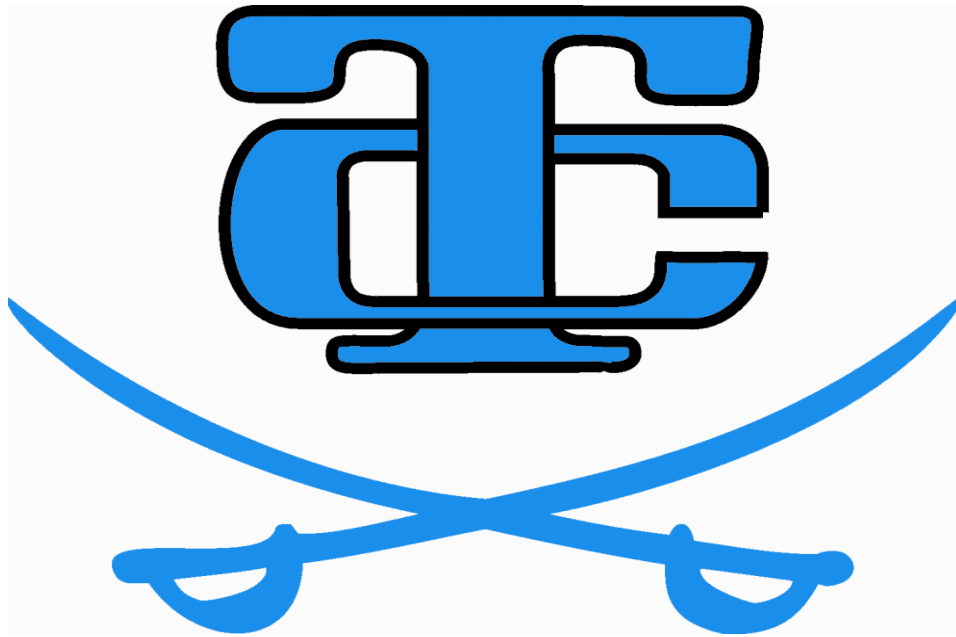


# **Twin Cedars Junior/Senior High School**

**2204 Highway G71  
Bussey, IA 50044**



## **Career and Course Guide 2016-2017**

***The Twin Cedars Board of Directors, staff and parents, with community support, shall provide a secure environment and the current resources necessary to academically and socially educate all individuals enabling them to lead productive, responsible and fulfilling lives.***



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## **School Contacts**

If you have any questions that are not answered in this guide, please contact us.

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# **Information and Planning**

## **General Suggestions about Program Planning**

One of the most important duties a student and his/her parents have in regard to a successful high school education is making the right choices when choosing courses. Students should always keep graduation requirements in mind, as well as personal preferences and skills, when choosing classes for the upcoming academic year. Each student wishes to obtain an ideal education – one that will ensure happiness *and* personal success. However, it is important to remember that each of you is a unique individual, and what experiences may be best for your close friends may not be the best for you.

All students at Twin Cedars must take the required set of courses in order to graduate. State law and the Board of Education of the Twin Cedars Community School District establish these requirements. These required subjects serve as the basic framework to build your education around. In addition, many electives are offered to help round out your high school program.

Although this guide gives descriptions of both required and elective courses that are available at Twin Cedars, the descriptions of electives become very important as they help you make decisions about which courses to take. Your personal interests, skills, and plans for the future should play major roles in the decisions that you make about the electives you will take in high school. It is important to consider your likes and dislikes *as well as* plans for the future when choosing these classes—only taking classes that sound fun, without thinking about which classes are best for your future, may not pay off in the end. **The decisions you make today could be extremely important to your future life. Do not take it lightly!** Study the course offerings carefully, and consult the school counselor, teachers, principal, as well as your parents while making your decisions.

Every day, the school receives recommendation forms from businesses and /or schools of higher education requesting information about students who are in school or have already graduated. The most frequent questions are about grades, coursework, personality, behavior, attendance, and reliability as shown by your transcript, or permanent record. Since your high school transcript can count for or against you throughout your lifetime, it is important to make your record be the best it can be!

## **8<sup>th</sup> Grade Four-Year Plans (State Required)**

Twin Cedars uses [www.IHaveaPlanIowa.gov](http://www.IHaveaPlanIowa.gov) to help students develop a four-year plan. All eighth grade students use this website to find their interests and skills for career planning. In Career class, all eighth grade students complete assessments on the computers regarding their interests, skills and work values using the IHaveaPlan website. Their interests are then related to high school elective course offerings at Twin Cedars.

All of the high school classes, required and elective are programmed into a four-year plan template that is on the IHaveaPlan website. The template gives students such information as available classes for each grade level, the course number for Infinite Campus (the Twin Cedars administrative computer program) input, and courses that are required at each grade level. Students are able to go in and choose each of their classes and add them

to their 4-year plan. After choosing all of their classes, they are required to get parent/guardian signature and approval from their Careers teacher, as well as the school counselor. This way, the plans are checked to make sure that students will meet all graduation requirements through this plan.

Once plans are completed and approved, a hard copy is kept in the school counselor's office and it is also saved on the IHaveaPlan website so it can be re-visited each year. Four-year plans serve as a guide for students. Students are able to change their plans at any time in their high school career to reflect changes in interest, skill or career values/goals.

## **School Registration**

To aid in your selection of courses, this guide has been designed for your use in making thoughtful decisions regarding your educational program. It is our hope that you will select courses based on your interests, aptitude, and future goals rather than what your friends are taking or what requires the least amount of work.

The "master schedule" is designed to meet the needs of as many people as possible. Teacher assignments, textbook selections, and classroom materials are based on your choices. When you select a class, we expect you to complete it. This is why we discourage changes in the fall.

You are encouraged to discuss your four-year plan with the school counselor. Be aware of your graduation requirements, pre-requisites for certain classes, and courses you should take in sequence. Suggested plans are included in this guide. If you are uncertain of your plans beyond graduation, you should attempt to complete courses that will give you the most complete educational background.

If you have any questions, you are encouraged to discuss your plans with the school counselor or principal. Try to avoid poor decisions by making your course selections carefully. Take what will do YOU the most good!!

## **Discrimination Disclosure**

It is the policy of the Twin Cedars School District not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs and activities. All classes at Twin Cedars are open to everyone. We encourage all students to consider all class offerings in signing up for the upcoming school year. If you have a skill, interest, or talent in a particular area, we encourage you to take classes that will aid your development of those skills, interests or abilities. We especially encourage students to consider class offerings in non-traditional areas (for example, boys in typing, business and family development classes; girls in industrial arts and vocational agriculture classes). It is to your advantage to consider all interests and abilities in choosing your educational program.

## **Early Graduation**

The student must make application for early graduation after 6 semesters of high school attendance (end of Junior year) to the high school principal. The student should explain why early graduation is desired. The principal will make a recommendation to the Board of Directors, who will approve or deny the request. The student may participate in activities as per Board Policy and Administrative regulations.

## **Post Secondary Enrollment Options Act**

The Post-Secondary Enrollment Options Act was enacted in 1987 to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling eleventh and twelfth grade students to enroll part-time in nonsectarian courses in eligible post-secondary institutions of higher learning Iowa. Student in grades 9 and 10 who are enrolled in the Talented and Gifted program may also take post-secondary coursework.

Students who take advantage of this opportunity may complete many general education requirements usually taken during the freshman year of college. However, a student may not enroll in a course at a post-secondary institution (college) if a comparable course is taught at the secondary (high school) level.

A student enrolled in a post-secondary course will receive credit toward graduation from that course upon successful completion. There will be no charge to the student for tuition, textbooks, or fees. However, a student may be required to purchase equipment that becomes their personal property. Students must provide their own transportation to and from the post-secondary institution. Parent/guardians of students who receive a failing grade in a PSEO course will be expected to repay the school for tuition and fees incurred.

Students who would like more information or want to pursue a course while in grades 11 and 12 should contact the high school counselor for more information.

## **Career Academy Courses**

Many DMACC courses are available for students to take through Career Academy. Students can take these courses online, much like PSEO courses. However, students and parents are not required to sign a payment agreement for these courses. These courses are also more monitored – the school counselor is usually notified if a student drops into the D-F range for these courses (unlike PSEO). Some Career Advantage courses are also available to take in-person at the Pella High School location, if students can provide their own transportation. Students who would like more information or want to pursue a course while in grades 11 and 12 (or 9-12 for TAG) should contact the high school counselor.

## **Open Enrollment**

Iowa's open enrollment law allows students residing in one school district to request transfer to another school district upon the parents'/guardians' request. Students wishing to open enroll to another school district must apply for open enrollment by March 1<sup>st</sup> of the school year preceding the school year in which they wish to open enroll.

Student interested in open enrolling out of the school district must contact the superintendent of schools for information and forms. Students who change schools through open enrollment may be subject to loss of athletic eligibility.





## **Graduation Requirements**

1. Every student in grades nine, ten, eleven, and twelve are required to carry six courses each semester, plus physical education.
2. The following are required for graduation:

**A. Mathematics: (3 Units)**

- All students must complete one year of Algebra. This can be done by taking one year of Algebra 1 or taking Algebra 1A and 1B over two years.
- Beginning with the class of 2017, all students must complete one year of geometry. This can be done by taking basic Geometry or Select Geometry.

**B. Language Arts: (4 Units)**

- All students must complete English 1 and English 2
- Beginning with the class of 2016, all students must complete a year of English 3

**C. Science: (3 Units)**

- All 9<sup>th</sup> grade students will take Earth Science
- Biology should be taken in the 10<sup>th</sup> grade.

**D. Social Studies: (3.5 Units)**

- All students must take a semester of World History A or B during their 9<sup>th</sup> grade year.
- All students in the 11<sup>th</sup> grade must take American History.
- All 12<sup>th</sup> grade students must complete one semester of American -Government, as well as one semester of Economics or Personal Finance. However, Personal finance does not count towards the Social Studies requirement.

**E. Physical Education: (1 Unit, 1/4 Unit per year)**

- Successful completion of four year of physical education is required for all students.

**F. Health: (1/2 Unit)**

- Each student must complete Health I before graduation, preferably during the 9<sup>th</sup> grade year.

3. The Board of Directors establishes total graduation units required by all students:

Class of 2016: 25 units

Class of 2017: 26 units

Class of 2018 and beyond: 27 units

## **College Prep Program**

The college prep program is the recommended program for students who are preparing for a four-year college or university. For this program, all students should complete 4 years of English, 3 years of Math (Algebra I, Geometry, & Algebra II), 4 years of Social Studies, 3 years of Foreign Language, 3 years of Science (Earth Science, Biology, Chemistry or Physics), and a class in computer applications. In making decisions about a

college or trade school, a student should be sure to obtain and study their catalogs for information about general and specific admissions requirements. Students may get many of these catalogs from the school counselor.

## **Regent Admission Index Score**

Admission of freshman who wish to enroll at any of the Iowa Regent universities is based on the Regent Admission Index (RAI) equation described below. In addition, applicants must meet the minimum high school course requirement for the university they wish to enter.

$$\begin{aligned} & ( 2 \times \text{ACT composite score} ) \\ & + ( 1 \times \text{percentile high school rank} ) \\ & \quad + ( 20 \times \text{high school GPA} ) \\ & + ( 5 \times \text{number of high school core courses} ) \\ & \textbf{Regent Admission Index Score} \end{aligned}$$

*For purposes of calculating the RAI, SAT scores will be converted to ACT composite equivalents, 99% is the top value for high school rank, 4.00 is the top value for GPA, and the number of high school core courses completed is expressed in terms of years or fractions of years (e.g., one semester equals 0.5 year). Applicants who do not possess all required factors will be evaluated on an individual basis by the Regent universities to which they apply.*

Freshman applicants from Iowa high schools who achieve at least a 245 RAI score and who meet the minimum number of high school courses required by the Regent universities will qualify for automatic admission to any of the three Regent universities. Freshman applicants who achieve less than a 245 RAI score may also be admitted to a specific Regent university; however, each Regent university will review these applications on an individual basis and the admission decision will be specific to each institution. Freshman applicants from approved high schools in other states may be held to higher academic standards, but must meet at least the same requirements as graduates of Iowa high schools.

Courses that will count towards the “high school core courses” portion of the RAI basically include any college-prep course offered in the subject areas of English, math, science, social studies, or foreign language. However, students and parents should consult with the school counselor to be sure, especially as they plan their class schedules. The reason that these courses were chosen for inclusion in the RAI is that all students are expected to have completed a minimum level of preparation in each of these core subject areas (with the exception of foreign language for some majors) before they enter a Regent university. While courses like journalism, computer science, art, music, etc. are generally not counted toward the RAI, they will be viewed favorably by the admissions officers when they consider applicants who fall below the RAI 245 automatic admit score.

**Following are the minimum requirements for the  
three Regent Universities in Iowa:**

	<b>Minimum Requirements for Iowa State University</b>	<b>Minimum Requirements for the University of Iowa</b>	<b>Minimum Requirements for the University of Northern Iowa</b>	<b>Optimum Recommendations for Success</b>
<b>English</b>	4 years emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.	4 years with an emphasis on the analysis and interpretation of literature, composition, and speech.	4 years including one year of composition. Also may include one year of speech, communication, or journalism.	4 years with an emphasis on the communication skills of writing, reading, and 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>	3 years including one year each of algebra, geometry, and advanced algebra.	3 years including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Sciences. 4 years including two years of algebra, one year each of geometry and higher math (trigonometry, analysis, or calculus) for admission to the College of Engineering	3 years including the equivalent of algebra, geometry, and advanced algebra.	4 years, one in each year of high school. While advanced courses like calculus and statistics are good, it's more important that you gain a complete understanding of advanced algebra and trigonometry.
<b>Natural Science</b>	3 years including one year each from any two of the following: biology, chemistry, or physics.	3 years including One year each from any two of the following: biology, chemistry, or physics for admission to the College of Liberal Arts and Sciences. 3 years with at least one year each in chemistry and physics for admission to the College of Engineering.	3 years including courses in general science, biology, chemistry, earth science, or physics. Laboratory experience is highly recommended.	4 years, one in every year of high school. To be really well prepared, take at least one year each of biology, chemistry, and physics. These can be taken in any order and may be taught productively in either a separated or an integrated fashion, depending on your school's offerings.
<b>Social Studies</b>	2 years for admission to the Colleges of Agriculture, Business, Design, Engineering, or Human Sciences. 3 years for admission to the College of Liberal Arts and Sciences.	3 years with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years with U.S. history and world history recommended for admission to the College of Engineering.	3 years including courses in anthropology, economics, geography, government, history, psychology, or sociology.	3 years are essential, but four are better. Take at least one year of U.S. history and one year of world history. Additional courses in anthropology, economics, political science, psychology, and sociology provide an important understanding of our political, social, and economic institutions.
<b>Foreign language</b>	2 years 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.	2 years 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.	4 years of a single foreign language. By taking foreign language during all four years of high school, you'll go beyond the basic skills and begin to use the language and reinforce your fluency.
<b>Other Courses</b>	Specific elective courses are not required for admission.	Specific elective courses are not required for admission	2 years of additional courses from the required subject areas, foreign language, or the fine arts	Explore! Courses in fine arts, performing arts, computers, or technology will help round out your high school experience. Follow your interests, talents, and the strengths of your school. Remember to choose courses with high academic standards.

## **Definition of Terms**

- Units**..... Units are earned and applied toward graduation for passing a course. Generally, one-half unit is earned for each semester of successful study. (Often used interchangeably with credits)
- Required**..... Any course required for graduation by state law and the Board of Education. Sometimes, such as in mathematics, a certain number of units is required for graduation, but the student may select from a number of courses (since specific courses are not required). In addition, in order to have it stipulated on the transcript that the student as completed a college prep curriculum; the student must complete the course requirements of this program.
- Electives**..... Courses other than those specifically required for graduation.
- Pre-Requisite**..... A course that must be completed before an advanced course may be selected. (For example, Art II must be taken before Art III).
- Independent Study**..... Under certain circumstances, a student may complete the requirements for a course outside of the regular classroom. The student receives instructions and guidance from a faculty member, but assumes most of the responsibility for completing the course requirements.

## **Administrative Class Drop Policy**

The administration reserves the right to drop a class for the semester or year if fewer than five students are enrolled.

## **Add and Drop Procedure**

The Scheduling of classes for the entire student body is based on enrolling students in specific courses requested in the spring of each year. Some of these classes may be required. Therefore, the administration and school counselor reserve the right to deny adds or drops in the fall requested by students not accompanied by a teacher's request.

Students must not only obtain the signature of the teachers whose classes are being added or dropped, but must also obtain their parent's/guardian's signature before changes can be made to their schedule. By enacting this change, we hope to promote communication among students, teachers and parents/guardians regarding schedules.

## **Vocational Programs at Twin Cedars**

The state of Iowa now requires that each school district offer at least four of the six vocational programs. Each program has to offer six classes (semesters) of instruction. Twin Cedars offers programs in these vocational areas:

**Agriculture**  
**Health Occupations**  
**Business**  
**Family and Consumer Science**  
**Industrial Technology**

Classes in these programs can be taken consecutively from the 9<sup>th</sup> through 12<sup>th</sup> grade years. Some classes are pre-requisites for the next class and must be taken in sequential order. Others may be taken as the student's schedule permits.

These programs are in place to offer students some of the necessary skills to enter the job market in chosen vocational areas or to give the student the necessary background to enter a post-secondary facility with the skills needed for finding and keeping a job. Like the college prep program, the vocational programs at Twin Cedars allow students to have a head start, both in knowledge and in college credits, over the student who postpones any choice until after high school.

### **Sequential Units for Vocational Programs**

#### **Ag Sequence**

½	Year	Contemporary Ag
½	Year	Ag Issues
1	Year	Horticulture
½	Year	Natural Resources
½	Year	Ag Sales
½	Year	Vet Tech
½	Year	Animal Industry

Possible careers in this area include: Farmer, Forester, Landscape Gardener, Agricultural Supervisor, Animal Caretaker, Agricultural Grader/Sort Supervisor, Supervisor--Park Workers, Greens Keepers, Supervisor--Plant and Disease Inspection, Tree Surgeon, Weed Inspector, Harvest Contractor, Rancher, Poultry Field Service Technician, Supervisor—Fish Hatchery.

#### **Business Sequence**

½	Year	Introduction to Business
½	Year	Personal Finance
½	Year	Business Law
½	Year	Entrepreneurship

- 1 Year Accounting 1
- 1 Year Accounting 2

Possible Careers in this field include: Office Worker Supervisor, Legal Secretary, Administrative Assistant, Medical Secretary, Word Processor Keyboardist, General Office Clerk, Receptionist, Customer Service Representative, File Clerk, Bank Teller, Data Entry Operator, Court Clerk.

**FCS Sequence**

- ½ Year Foods 1
- ½ Year Life Skills
- ½ Year Family Studies
- ½ Year Child Development
- 1 Year Advanced Foods

Courses in this strand do not prepare for an occupation, but emphasize parenting skills, family living, and consumer skills. These courses will provide students with a background for further training. Possible careers in this field include: Childcare Provider, Dietitian/Nutritionist, Chef/Cook, Fashion Designer, Interior Designer, and Apparel Merchandiser.

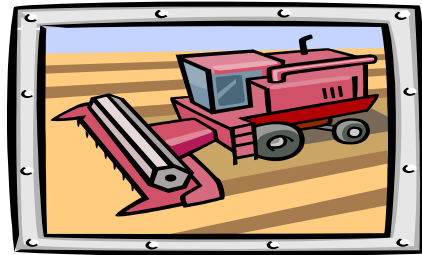
**Industrial Tech Sequence**

- 1 Year Into to Basic Woods
- ½ Year Machine Wood 1
- ½ Year Home Improvement
- 1 Year Ag Welding
- 1 Year Ag Construction

Possible careers in this area include: Electrical Motor Technician, Electrical and Electronic Equipment Mechanic, and Engineering Technician.

# **Available Courses at Twin Cedars High School**

## **Agriculture Science, Technology, and Marketing**



### **0504 Contemporary Agriculture**

Length: 1 Semester

Prerequisites: Entry level into the Agriculture Program

Unit: 0.5

Elective: 9-12

Contemporary Agriculture is a 2-semester course designed to introduce students to agriculture. The goal of this course is to expose students to the basics of livestock and crop production. This course will also cover the FFA, leadership, and basic record keeping. This course should be taken before other agriculture courses so the student can learn the basics of agriculture that he/she will need in the following agriculture courses. The student can expect to learn the common breeds of livestock, simple management techniques of livestock, and simple management techniques and knowledge of crops that they would need to know in the field of agriculture.

Students will use the book, *Modern Livestock and Poultry Production* by Delmar and *Crop Production* by Prentice Hall. The areas that the students will be exposed to are the following:

- History of the FFA
- Leadership
- Record keeping
- Importance of livestock
- Career opportunities
- Safety
- Beef cattle
- Dairy cattle
- Swine
- Sheep
- Goats
- Horses
- Poultry
- Soy beans
- Corn

- Food science

Some of the projects included in this course will be:

- Livestock and horse judging
- Research on careers
- Reports on breeds of different species
- Record books

### **0502 Agricultural Sales**

Length: 1 Semester

Prerequisites: Contemporary Agriculture (This is second of the 3-part program)

Unit: 0.5

Elective:

Agricultural Sales is a 1-semester course designed to focus on agribusiness. The goal of this course is to expose students to the agribusiness industry and how it works. Students will be challenged to examine the skills needed in the agribusiness industry. In order for students to understand how agribusiness function, they first have to be aware of the different components of agribusiness.

Students will use the book, Agricultural Sales and Agrimarketing Project by Acro Publishing. The areas that the students will be exposed to include:

- Careers in agribusiness
- Personal Development
- Marketing Approaches
- How to market specific products
- Developing marketing plans
- Selling and Distribution of agriculture products
- Advertising and displaying agriculture products
- Human Relations
- Record Books

Some of the projects included in this course will be:

- Report on agribusiness careers
- Choosing a commodity to research and follow for one month
- Ag sales presentation
- Resume
- Job interview
- Making an advertisement for an agricultural product
- Making a display for an ag product
- Develop an agrimarketing plan
- Record Books

### **0514 Agricultural Issues and Perceptions**

Length: 1 Semester

Prerequisites:

Unit: 0.5

Elective:



Course of student will involve the study of current agricultural and perception in the United States and World. This will include units in Biotechnology, , Commodity Marketing and Production Methods. Other units will be presented throughout the year as deemed necessary to the coursework. Research work, presentations and weekly assignments will be included in the grading of this course. Cooperative learning on agriculture issues and perceptions will be a necessary part of the course. Grading students will be evaluated on assignments, quizzes, presentations and class participation.

### **0508 Natural Resources**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Elective: 9-12

Natural Resources is a 1-semester course designed to focus on the environment. The goal of this course is to expose students to their impact and effect on the environment around them. Students will be challenged to examine how they can change the environment in their local, state, nation, and world. In order for students to be able to improve the environment around them, they first have to be aware of the different components of the environment and how they interact with each other.

Students will use the book Ecology of Fish and Wildlife by Delmar Publishing. The areas that the students will explore will include:

- Principles of ecology
- Understanding relationships between ecology and agriculture
- Wildlife resources
- Ecology of mammals and birds
- Ecology of fish, reptiles, and amphibians
- Conservation of natural resources
- Human connection to wildlife and natural resources
- Record books

Some of the projects included in this course will be:

- Reporting on a local natural resource problem
- Surveying of the local area to identify water and air pollution resources
- Presenting effects of the food chain when parts are removed
- Reporting on local habitat improvements
- Record keeping

### **0506 Horticulture**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Elective: 9-12

Horticulture is a 1-semester course designed to expose students to growing and how to care for plants. The goal of this course is to teach students the basics of growing and caring for plants. Students will be challenged to grow plants, put plants in a landscape, and to arrange plants in floral design. In order for students to appreciate plants, they first have to be aware of how to grow and care for them.

Students will use the book, Introductory Horticulture by Delmar. The areas that the students will be exposed to include:

- Careers in horticulture
- Parts of the plant and their functions
- Environmental requirements for good plant growth
- Plant reproduction
- Pesticides
- House plants
- Lawns
- Fruits and vegetables
- Flowers and trees
- Landscaping
- Flower arranging
- Record books

Some of the projects included in this course will be:

- Report on careers in horticulture
- Planting and growing flowers and vegetables
- Landscaping
- Flower arranging
- Establishing a business plan for managing a greenhouse
- Keeping effective records

### **0516 Agricultural Welding**

Length: 1 Year

Prerequisite:

Unit: 1

Elective:

In this course, students will be able to identify the safety procedures used for arc welding, MIG welding and project construction. Students will be able to identify the various types of metals. Each student will have to prepare metals for welding; cutting, grinding, and/or cleaning. Students are taught the four basic types of welding, including basic oxyacetylene welding, basic arc welding, oxyacetylene cutting and brazing. They will have to weld in all positions; flat, horizontal, vertical up, vertical down, and overhead position. Each student will select and design a project plan, be able to list the tools needed to complete the project and list safety precautions. They will also develop a bill of materials and projected cost list, determine a time frame for completion of a project. They will have to lay out and prepare materials for cutting and properly construct the project. Students will be encouraged to submit their project in Mahaska County Fair or the Iowa State Fair. This class satisfies the agricultural education credit needed to be a member of FFA.

### **0515 Agricultural Construction**

Length: 1 Year

Prerequisite:

Unit: 1

Elective:

During this course, students will be able to identify common woods used in agricultural construction. They will have to select the proper fastener for a specific job. They will list the safety procedures for wood working projects. They will have to list the actual and nominal dimensions of common construction lumber. They will use hand woodworking tools and sue proper power woodworking tools. Students will also select the correct preservatives depending on the project. Students will design, engineer and construct many small wood projects included, but not limited to: feed bunks, hay racks, gun cabinets, shelves, etc. Students will be encouraged to submit their project in Mahaska County Fair or the Iowa State Fair. This class satisfies the agricultural education credit needed to be a member of FFA.

### **0501 Survey of the Animal Industry**

Length: 1 Semester

Prerequisite: At least 1 year of agriculture classes and an FFA member

Credit: 0.5

Elective: 10-12

Survey of the Animal Industry is a 1-semester course designed to teach ag students about the animal industry. Students will lean anatomy and physiology of domesticate livestock.

Students will use the book Animal Nutrition and Animal Reproduction by IML. The areas that students will cover are as follows:

- Purpose
- Anatomy
- Physiology
- Judging of Livestock
- Uses

## **Health Occupations**



### **1200 Nursing Essentials I (ICN)**

Length: 1 Trimester (Winter Term)

Prerequisite: None

Unit: 1.5 High School Units/3 College Credits from Indian Hills

Elective: 10-12

This class will prepare the student to take the Certified Nurse Assistant (CNA) Exam for state licensure.

This course introduces the essential scientific knowledge, technical skills, and communication techniques, as specified by OBRA, to function as an accountable member of the health care team. Theory, laboratory practice, and clinical experience will be incorporated to prepare the student to address the biopsychosocial and spiritual needs of patients. This course includes four Friday clinicals and one all day lab for completion.

### **1201 Medical Terminology (ICN)**

Length: 1 Trimester (Fall Term)

Prerequisite: None

Unit: 1 High School Unit/2 College Credits from Indian Hills

Elective: 10-12

Suggested for students interested in pursuing a career in health care.

This course offers a study of the basic medical language to health occupations careers. Emphasis will be placed on word analysis and construction, definitions, pronunciation, spelling, and standard abbreviations.

### **1202 Nutrition (ICN)**

Length: 1 Trimester

Prerequisite: None

Unit: 1.5 High School Unit/3 College Credits from Indian Hills

Elective: 10-12

## **Business Education**



### **0311 Introduction to Business**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Elective: 9-12

This course is a one-semester survey course covering corporations, management, marketing, sales, and advertising. Students will gain general knowledge of the Business world in these major areas. The student will be engaged in projects to show understanding of concepts in marketing and management.

### **0313 Business Law**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Elective: 9-12

A 1-semester course covering the basics of the law pertaining to Business pursuits such as liability, tort law, Business Structure, contract law, and other law topics pertaining to Business.

**0314 Accounting I**

Length: 1 Year

Prerequisites: None

Unit: 1

Elective: 10 – 12

Accounting I is a one-year course. The goal of this course is to give students thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will serve as a background for employment in office jobs and preparation for studying business courses in college.

Students will use the text, Century 21 Accounting by South-Western Publishing Co.

Emphasis is placed on learning the fundamentals of the double-entry method of accounting as well as preparation of records involving journaling of transactions in various types of journals

**0315 Accounting II**

Length: 1 Year

Prerequisite: Accounting I

Unit: 1

Elective: 11-12

Accounting II is specifically vocational and career-oriented in nature. It is planned for the student who will become a bookkeeper upon graduation, major in business in college, work in business management, or work with data processing.

**0300 Introduction to Computers**

Length: 1 Semester

Prerequisite: None

Unit: 0.5

Elective: 9-12

Intro to Computers is a one-semester course. The goal of this course is to give students the background knowledge necessary to use various computer applications to complete assignments in the class and to utilize their skills in other activities during school. The class will cover Microsoft Word, Excel, Power Point, and Access.

**0302 Advanced Computers**

Length: 1 Semester

Prerequisite: Intro to Computers

Unit: 0.5

Elective: 9-12

Advanced Computers is a one-semester course designed to increase efficiency and productivity using the computer. The students will master their skills by completing advanced applications using Word, Excel, and Power Point. Projects are assigned at the end of each unit to extend learning of the three components. The students will also develop an electronic portfolio that will contain samples of their work. Students will continue to update this portfolio throughout their high school careers. This is a valuable tool for job and college applications.

**0310 Personal Finance**

Length: 1 Semester

Prerequisite: None

Unit: 0.5

Elective: 11-12

This one-semester course will inform students of their financial responsibilities as citizens, students, family members, consumers, and active participants in the business world. Topics that will be covered are: Money Management, Financial Security, Credit Management, Resource Management, and Risk Management.

After covering the budgeting and banking unit, we will explore the methods of enhancing one's financial position. Some of these would be savings, investments, and retirement planning. Credit plays an important part in everyone's life. Along with learning how to establish and maintain credit, we will explore the methods of making effective buying decisions. The semester wraps up with a unit on the different kinds of insurance.

### **0301 & 0303 Computer Applications 1 & 2**

Length: 1 Year

Prerequisite: Intro to Computers

Unit: 1

Elective: 10-12

This course covers the software program Microsoft Word Publisher which includes learning the design features of the program such as brochures, letterheads, newsletters, business information sets, etc.

The second semester covers the software program Adobe Photoshop and video design.

### **0309 Entrepreneurship**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Elective: 11-12

This class covers the basics of owning your own business and how to start, market, license, manage and keep records for the business. Getting money through loans and inventory for your stock of honing your service skills are subjects to be explored. Students will have a project of setting up their own sole proprietorship and running a virtual business.



# Family and Consumer Science



## **0806 Life Skills**

Length: 1 semester

Prerequisite: None

Unit: 0.5

Elective: 9-11

Life Skills is a one-semester course designed to introduce students to most areas of Family and Consumer Science. In this course, students study financial literacy, including using credit wisely, budgeting insurance, saving and investing, and students complete a checking account simulation. Students also study health and wellness, clothing selection and care, fabrics and clothing construction.

The primary text for this course is Creative Living by Glencoe. Coursework includes daily work, special projects, performance-based tests and written tests. Projects will include, but are not limited to constructing an apron that will be used in later food labs, and compiling a stain-removal chart. Students will be able to identify healthy food choices and practice healthy food preparation in food labs. Upon completion of this course, students will be better able to care for themselves in daily living, and will have a greater understanding of Family and Consumer Science, which could lead to an interest in higher-level courses.

## **0800 Family Studies**

Length: 1 Semester

Prerequisite: None

Unit: 0.5

Elective: 10-12

Family Studies is a one-semester course which studies the family. Major themes discussed in the course include the importance of families, family personalities, character, communication, conflict resolution, and problem-solving as they relate to interpersonal relationships. Family values of benefit to society are studied, including marriage. Divorce and other family challenges are discussed as well.

One major project included in the course is the “Wedding Project,” or an alternative “Family Budgeting Project.” Upon completion of this course, students will be better able to make personal decisions in their lives, and have a realistic idea of what skills are needed to build healthy relationships. The primary text used is Strengthening Family and Self by Goodheart-Wilcox.

## **0801 Child Development**

Length: 1 Semester

Prerequisite: None, but it is preferable to have taken Family Studies

Unit: 0.5

Elective: 10-12

This course is designed to help the student understand and value children, and present valuable parenting skills. Units of study include parenting skills, reproduction, prenatal development, birth and delivery, and mental, physical, emotional, and intellectual development of the newborn through age five.

Students enjoy getting a feel for what parenting is like by taking an electronic baby home for a night. Another highlight of the class is planning and conducting “preschool” sessions for toddlers.

This course is highly recommended for anyone who has parenthood in his/her future, or has contact with other people’s children. The course should also be taken by anyone interested in childcare occupations, nursing, and/or elementary education. The primary text is Children: The Early Years by Goodheart-Wilcox.

## **0804 Foods I**

Length: 1 Semester

Prerequisite: None

Unit: 0.5

Elective: 9-11

Foods I is a semester course designed to introduce students to the culinary arts, basic meal planning and preparation, nutrition, food purchasing and consumer issues, food safety and sanitation.

Those students who are interested in pursuing a food or hospitality-related career should take this course, followed by Advanced Foods.

## **0805 Advanced Foods**

Length: 1 Year

Prerequisite: Foods I required by students graduating after 2010

Unit: 1

Elective: 12

Advanced Foods is designed to give student knowledge and practice in nutrition, culinary arts, meal planning, and preparation. Student taking the course/courses will learn or review basic safety and sanitation procedures in food preparation, practice important culinary techniques, prepare items from all food groups, and plan, prepare and serve meals.

The course is set up so that necessary skills are developed in different types of food preparation. A highlight of the class is a cake decorating unit, which is taught by the instructor and Annie Dykstra, a local cake decorator. Another benefit is the development of a recipe file.

Upon completion of the course, students will have acquired the necessary skills for a lifetime of food preparation at home, or knowledge could be put to use in the Food Service Industry. The primary text is Introduction to Culinary Arts by Pearson Prentice Hall.

### **0807 Textiles**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Elective: 11-12

Textiles is a one-semester lab course which gets students on the sewing machines creating craft, home decorating, and clothing projects. The first few weeks of class are devoted to learning about fibers and fabrics. This basic fabric information is first presented to help the student make wise fabric choices for their projects, basic construction techniques are reviewed or taught, and then the fun begins!

All students will use the traditional sewing machine and/or Serger to make a variety of home décor and apparel projects. Then students will choose additional projects according to their interests.

Upon completion of the course, students should be better prepared to make wise clothing and home decorating choices, and should have gained skills, which could be used to bring them personal and economic satisfaction over a lifetime. Students should be prepared to supply some materials for individual projects. Costs should not exceed \$30.00. There is a limited textbook use of Simply the Best Sewing Book by Simplicity Pattern co, and Clothing by Glencoe.

### **0803 Housing and Interiors**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

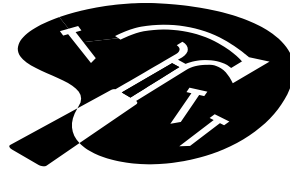
Elective: 10-12

This is a one-semester lab course designed to give students a broad overview of housing and interiors. Topics covered include:

- Analyzing career paths within housing, interiors, and furnishing industries
- Evaluating housing decisions in relation to available resources and options
- Evaluating the use of housing and interior furnishings and products in meeting specific design needs
- Evaluating client's needs, goals, and resources in creating design plans for housing
- Demonstrate design ideas through visual representation
- Demonstrate general procedures for business profitability and success

The primary text for this course is Homes and Interiors by Glencoe.

# **Industrial Technology**



## **0601 Introduction to Basic Woods**

Length: 1 Year  
Prerequisites: None  
Unit: 1  
Elective: 9-12

Basic Woods is a laboratory course. The major emphasis is to teach woodworking. The class is composed in a hands-on manner. The class is addressed throughout the year to ensure his or her participation. This course will have numerous activities; which include lab work, group activities, bookwork, shop safety, and clean up. Students will learn how to operate all power and hand tools by completing a safety test on each tool before they can use the power tools.

## **0611 Machine Wood 1**

Length: 1 Year  
Prerequisites: Intro to Basic Woods  
Unit: 1  
Elective: 10-12

Machine Woods is a course open to student who have successfully completed Basic Woods. This course will have numerous activities; which include lab work, group projects, bookwork and shop safety.

The major emphasis of study and activity is developed around the woodworking machines. The class will be assigned a project for each student to complete that entails the use of power machines in a safe manner. Student final projects will be one of difficulty and approved by the instructor. Safety is enforced at all times.

### **0613 Home Improvement & Repair (May be taken for DMACC credit)**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Elective: 10-12

Home Improvement is a laboratory course. The major emphasis is to teach basic house wiring. The class is composed in a hands-on manner. The class is addressed throughout the year to ensure his or her participation. The course will have numerous activities; which include lab work, group activities, bookwork, shop safety, and clean up. Students will:

- Learn How to work independently and in groups in an electrical environment
- Use schematics to build and analyze basic electrical circuits
- Gain ability to read meters
- Do several lab experiments
- Continue to build construction projects for the school

Students will be introduced to home electricity. The class is designed to help the students understand how electricity works in the home environment. The class will construct a mock room and wire it to Iowa code. The mock room will consist of a ceiling fan, overhead light, 220 hookup, circuit breakers, outlets, switches, doorbell, etc. Students will determine how to plan and calculate the materials used for simple house wiring. Students will also make a project on their own approved by the instructor.

# Art



*Students may enroll in only one art class per semester.*

## **0950 Art I**

Length: 1 Semester

Prerequisite: None

Unit: 0.5

Elective: 9-12

This is an introductory art course for high school students. This class is where the foundation of skills are built that will be needed to be successful in Art II, Art III, and Art IV. Assignments are both traditional and experimental to help beginners learn several aspects of art production, and some art history. The elements and principles of design are introduced. This is a drawing class using various media including, but not limited to: pencil, colored pencil, chalk, oil pastel, charcoal, markers, and calligraphy. This is a studio-based class that may involve some tests. A sketchbook is required that is turned in for a weekly grade.

## **0951 Art II**

Length: 1 Semester

Prerequisite: Art I

Unit: 0.5

Elective: 9-12

Student will continue to develop their skill sin two-dimensional artwork, as well as expand their knowledge of art history. Assignments will vary in media as well as subject matter (painting with tempera pain, acrylic paint, watercolors, and linoleum block prints. This is a studio-based class, with possible tests/quizzes. A sketchbook is required that is turned in for a weekly grade.

## **0952 Art III**

Length: 1 Semester

Prerequisite: Art II

Unit: 0.5

Elective: 10-12

Technical skills are pushed to the test in this studio-based class. Drawing and technical skills are emphasized and technique is refined to a higher level. Study of art history also becomes more intense than previous courses. Students will create work that is worthy of being in a portfolio. A sketchbook is required that is turned in for a weekly grade.

**0953 Art IV**

Length: 1 Semester

Prerequisite: Art III

Unit: 0.5

Elective: 10-12

Students will have the opportunity and responsibility to create self-inspired work as well as various assignments from the teacher. Responsibility, independence, originality, and problem-solving are all emphasized in this studio-based class. The option of painting a brick in the room is available to students after the teacher approves a design. Technical skills acquired during the previous art classes are essential for success in this class. Exploring the use of clay (previously ceramics class) is now offered in this class. A sketchbook is required that is turned in for a weekly grade.

**0954 Ceramics**

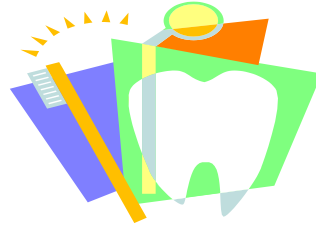
Length: 1 Semester

Prerequisite:

Unit: 0.5

Elective:

# Health



## **1100 Health I**

Length: 1 Semester  
Prerequisites: None  
Unit: 0.5  
Required: 9<sup>th</sup>

Health I is a required course to be taken by all ninth grade students. This class meets every day for one semester. The goal of the course is to focus on the challenges that young people face in our society and how an individual should properly approach each one. The text being used in Prentice Hall Health. Topics to be discussed are units on wellness, mental health, social health, nutrition, physical fitness, and substance abuse.

## **1101 Health 2**

Length: 1 Semester  
Prerequisites: Health I  
Unit: 0.5  
Elective: 10-12

Health 2 is an elective class. This class meets every day for one semester. The goals of the course is to focus on the challenges that young people face in our society and how an individual should properly approach each one. The text being used in Prentice Hall Health. Topics to be discussed are unites on wellness, human development, preventing disease and community health and safety.



# Foreign Language



## **1150 Spanish I**

Length: 1 Year  
Prerequisites: None  
Unit: 1  
Elective: 9-12

This yearlong course is designed to introduce the students to a foreign language and to foreign cultures. The main language objectives of the book Realidades are to introduce the students to basic Spanish construction, to master a usable, elementary vocabulary, and to read and speak introductory Spanish. Through the book, outside materials, and videos, the students are also given information about cultural differences, Hispanic holidays, and prominent Spanish-speaking people. Group work, interviews, labeling, picture description, many worksheets, and class “discussion” are utilized to provide students with practice, practice and practice. There will be minor projects throughout the year.

## **1151 Spanish II**

Length: 1 Year  
Prerequisites: Spanish I  
Unit: 1  
Elective: 10-12

The students in this yearlong course quickly review what was covered in Spanish I and continue through the book Realidades. They do more speaking, more reading, and more writing. They will study El Dia De Los Muertos, La Navidad, and Cinco De Mayo. There will also be some projects throughout the year.

## **1152 Spanish III**

Length: 1 Year  
Prerequisites: Spanish I & II  
Unit: 1  
Elective: 11-12

Spanish III is a continuation of Spanish II. Basically, the class will move on to the next book and learn more vocabulary and grammar concepts. Speaking skills will be emphasized. Students should have advanced mastery of Spanish concepts presented in Spanish I and II.

### **1153 Spanish IV**

Length: 1 Year

Prerequisites: Spanish I, II, & III

Unit: 1

Elective: 12

Spanish IV will be similar to Spanish III. The students will read shorts stories and dialogues, along with writing their own. Vocabulary will again be stressed as well as speaking skills.

## **Instrumental & Vocal Music**



### **0900 HS Band**

Length: 1 Year  
Prerequisite: None  
Unit: 0.5/year  
Elective: 9-12

High School Band is a two-semester course, which emphasizes performance. The goal of this course is to further the musical development of each individual and stresses their involvement and commitment to the group. Band is an individual and team effort. Because of the performance and team emphases, all performances are required and receive grades equivalent to a test grade. Performances, which are required, are listed below.

High School Band has added goals of exposing the student to advanced literature and many styles of music. Students will be encouraged to explore and continue musical participation in their communities after graduation. Students will also be encouraged to participate in college music activities regardless of their major.

High School Band consists of two “seasons” which may overlap. The first semester emphasizes marching and pep band. During marching season, extra rehearsals outside of school hours will be required. The second semester emphasizes concert band. The seasonal overlaps include the Christmas concert during first semester and pep band during basketball games at the beginning of second semester. There may also be required parades during second semester.

#### **Required Performances:**

- Christmas Concert
- Spring Concert
- Graduation
- Assigned Half-time Shows at Football Games
- Assigned Pep Band at Basketball Games
- Assigned Parades
- Large group contests/competitions

(Assigned means that director will decide and post the performances, shows, and parades that the large group is participating in for the semester.)

### Lettering in Band

A student may letter in band by completing the point requirements. Students receive points for participation and all required performances. Students may earn extra points by participation in solo/ensemble contest, honor bands, and jazz band. Honor bands are by audition and recommendation, anyone may enter solos and ensembles at contest, and jazz band is a small group with rehearsal and performance requirements outlined by director. Jazz band has specific instrumentation.

### **0910 HS Chorus**

Length: 1 Year

Prerequisite: None

Unit: 0.5/year

Elective: 9-12

High School Choir is a two-semester course that emphasizes performance. The goal of this course is to further the musical development of each individual and stresses their involvement and commitment to the group. Choir is an individual and team effort. Because of the performance and team emphases, all performances are required and receive grades equivalent to a test grade. Performances, which are required, are listed below.

High School Choir has added goals of exposing the student to advanced literature and many styles of music. Students will be encouraged to explore and continue musical participation in their communities after graduation. Students will also be encouraged to participate in college music activities regardless of their major.

#### Required Performances:

Christmas Concert

Spring Concert

Graduation

Assigned concerts in the community

Conference Choir

Large Group Contest

(Assigned means that director will decide and post the performances that the large group is participating in for the semester.)

### Lettering in Choir

A student may letter in choir by completing the point requirements. Students receive points for participation and all required performances. Students may earn extra points by participation in solo/ensemble contest, honor choirs, and chamber choir. Honor choirs are by audition and recommendation, anyone may enter solos and ensembles at contest, and chamber choir is a small group with rehearsal and performance requirements outlined by director. Chamber choir is chosen by audition.

### **0906 Music Composition I**

Length: 1 Semester

Prerequisite: Currently in band/choir

Unit: 0.5

Elective: 9-12

This is a one-semester course in which students can learn how to compose music. The goal of the course is to further the musical development of the individual as well as expose them to more advanced musical topics.

The student will learn about composers and different styles of music. They will study score and analyze the composer's style. Students will learn basic theory and learn several compositions by the completion of the course.

### **0907 Music Composition II**

Length: 1 Semester

Prerequisite: Currently in band/choir

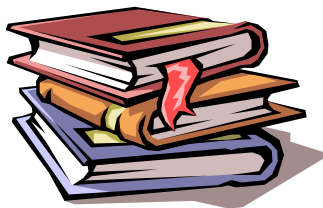
Unit: 0.5

Elective: 10-12

This is a one-semester course in which students can learn advanced composition skills. The goal of the course is to further the musical development of the individual as well as expose them to more advanced musical topics.

The student will learn more advanced composition and music pedagogic skills. As in Music Composition I students will write several compositions upon completion of the course.

## Language Arts



### **0101 English I**

Length: 1 Year  
Prerequisites: None  
Unit: 1  
Required: 9<sup>th</sup>

English I is a two semester course providing students with further practice in the basic skills of reading, writing, speaking, listening, viewing, and thinking. The basic text, Elements of Literature, includes an introduction to Shakespeare as we study "Romeo and Juliet". Several plays and a novel are read and analyzed by students. A variety of classical and contemporary short stories, poems, essays, and biographies are studied as well. Questions over the literature encourage students to develop and master higher level thinking skills. Basic principals of grammar are reviewed and expanded upon in conjunction with the writing of narratives, summaries, reviews, persuasive papers, business letters, essays and poetry. Students add to knowledge of vocabulary and spelling with weekly lists of words. Informative, persuasive, and demonstrative speeches are prepared, presented, and critiqued.

### **0102 English II**

Length: 1 Year  
Prerequisites: English I  
Unit: 1  
Required: 10<sup>th</sup>

In this course, you will read, study, and analyze various pieces of literature. Our focus will be improving reading, writing, and listening skills by reading and responding to various texts. The ability to express oneself through writing, speaking, comprehension, and higher level thinking processes are developed and practiced in this course. I hope to make the material applicable to your life.

The basic structure of the course will consist of various reading and writing assignments and activities. There will also be various lessons designed to improve basic grammar skills.

### **0103 English III**

Length: 1 Year  
Prerequisites: Successful completion of English I and II  
Unit: 1  
Required: 11<sup>th</sup>

This course is a one-year “ two semester” class designed as a general English class to help students with their speaking, writing, viewing, and reading skills. Students are required to give three formal speeches as well as completing other speaking activities. Each formal speech involves doing research and writing an outline. This unit will concentrate on improving students’ oral communication skills. Students read one novel where we examine Steinbeck’s classic *Of Mice And Men*, which emphasizes such themes as friendship and individual differences. Students will also explore various types of journalistic writing.

### **0112 Short Stories**

Length: 1 Semester

Prerequisites: Successful completion of English I - II

Unit: 0.5

Elective: 11-12

This course is designed to take a deeper look into the elements of the short story. Students will read and discuss stories written by Hawthorne, Poe, O. Henry, Twain, London, Bradbury, Harte, and others. With some short stories as foundations, students will write shorts stories of their own, focusing on particular methods or styles of specific authors. The goal of this course is to provide practice reading for details, to contemplate, to analyze, to participate in deeper thinking, and to learn to love reading.

### **0111 Novels**

Length: 1 Semester

Prerequisites: Successful completion of English I - II

Unit: 0.5

Elective: 11-12

This course is designed to take a deeper look into the history and elements of a novel. Students will read and discuss the following novel; *To Kill a Mockingbird*, *The Great Gatsby*, *Lord of the Flies*, *Staying Fat for Sarah Byrnes*, and *Flowers for Algernon*. After completion of each novel, students are assessed with tests and written exams. Through discussion and written reflections, students gain a rich meaning of the texts. Students will also be expected to complete three novels of their choice. The goal of this course is to provide practice reading for details, to contemplate, to analyze, to participate in deeper thinking, and to learn to love reading.

### **0120 Composition**

Length: 1 Year

Prerequisites: Successful completion of English I - III

Unit: 1

Elective: 12

This course will incorporate reading, writing, and discussion in order to evoke a higher-level thinking and prepare you for future endeavors. This course’s purpose is to make you a better writer. Each writing assignment will be based on the writing process of pre-writing, writing, revising, and proofreading various of types of essays and research papers.

**0132 & 0133 Non-Fiction 1 & 2**

Length: 1 Year

Prerequisite: Completion of English I - II

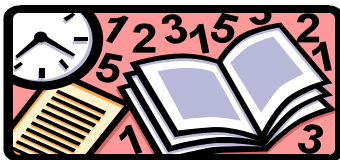
Unit: 1

Elective: 11-12

Students will analyze a variety of non-fiction materials including magazines, newspapers, biographies, narratives, documentaries, films, reality television, and online sources. This course evaluates credibility, purpose, audience, tone, perspective, bias, and explores implications on self and society. Additionally, students will analyze two non-fiction narrative novels and complete a career research project during the course of the semester.



## Mathematics



### **0206/0207 Algebra IA/IB**

Length: 2 Years

Prerequisite: None

Unit: 2

Required Elective: 9-11

Text: Algebra Concepts and Applications (Pub: Glencoe)

Algebra IA/IB is a two credit course that covers the Algebra I curriculum over a period of 2 years. The course is designed for students that may not be ready for the fast pace of the regular Algebra I class. It is also a **2-year commitment** from the students. It is **required to take both sections** of this course. Topics in this course run parallel to the topics covered in the regular Algebra I textbook. Topics included are: Properties, Integers, Equations, Proportionality, Statistics, Functions and Graphs, Linear Equations, Powers and Exponentials, Polynomials, Factoring, Quadratic and Exponential Functions, Inequalities, Systems, and Radical Expressions and Equations.

### **0201 Algebra I**

Length: 1 Year

Prerequisite: None

Unit: 1

Required Elective: 9-11

Text: UCSMP Algebra

The Algebra I course is recommended for those students who intend to further their education after high school, whether it be community college, trade school, a 4 year college, etc., as well as those who wish to develop their reasoning powers and communication skills, broaden their algebraic concepts, use appropriate technology and use a variety of real world applications. Topics include: real numbers and their properties, solving 1 or 2 variable equations, the four operations of polynomials, factoring polynomials, algebraic fractions, functions, solving and graphing linear equations and inequalities, rational and irrational numbers, quadratic equations, and problem solving in each of these areas. This course is also open to 8<sup>th</sup> grade students only by recommendation of 7<sup>th</sup> grade math teacher and scores on Algebra Aptitude tests and TBS math scores. Eighth grade students must maintain an 80% average throughout the course or they will have to return to the eighth grade math class anytime during the year.

### **0212 Select Geometry**

Length: 1 Year

Prerequisite: Successful Completion of Algebra I

Unit: 1

Grades: 10-12

Text: UCSMP Geometry

Geometry is the study of visual patterns, shape and size. Students will develop the ability to gather data, test, and make conclusions in the form of inductive and deductive reasoning and formal proofs. Drawing and constructions will be made; therefore, students are required to have a compass, protractor and straightedge as well as a scientific calculator for this class. Topics included are: Language and Logic of Geometry, Angles, Lines, congruence, reflection, polygons, symmetry, perimeter, area, volume, similarity, circles and proofs.

### **0211 Geometry**

Length: 1 Year

Prerequisite: Algebra 1 or Algebra 1A and 1B

Unit: 1

Grades: 9-12

This Geometry course covers core topics that can reach all students with reinforcements and objective assessment. The class works at a slower pace than Select Geometry. Topics include, but are not limited to: reasoning, inductive and deductive; measurement, angles, lines (parallel and perpendicular), triangles, congruence, theorems, inequalities, proportion and similarity, polygons, perimeter, area, surface area, volume, circles, right triangle trig, proofs and coordinate transformations. Drawing and constructions will be made as will, therefore students will be required to have protractors, compasses, and a straight edge as well as a scientific calculator for this class.

### **0202 Algebra II**

Length: 1 Year

Prerequisite: Successful completion of Algebra I and Geometry

Unit: 1

Grades: 11-12

Text: UCSMP Advanced Algebra

This course is recommended for Junior and Senior students who intend to further their education toward a 4 year college. Content deals with more complicated theory, problem solving, and advanced concepts as well as develop in depth reasoning skills, problem solving strategies, and solving real world applications.

Topics include: linear equations, their graphs and functions, advanced factoring of polynomials, real numbers, imaginary and complex numbers, quadratic equations and their graphs and applications, variation, analytical geometry, exponential and logarithmic

functions, triangle trigonometry, trigonometric graphs, identities, and applications, matrices and determinants and statistics.

### **0210 Advanced Mathematics**

Length: 1 Year

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II

Unit: 1

Elective: 11-12

Text: UCSMP Functions, statistics and Trigonometry

This course is an advanced mathematics course for college-bound students. It is recommended for students who intend to further study mathematics, computer, engineering, or other related fields in college. Calculators and, graphing calculators, are used extensively through this course to facilitate learning and save time.

Topics include: coordinate geometry, higher degree polynomial equations and roots, inequalities, functions, exponents and logarithms, trigonometric functions, triangle trigonometry, advanced graphing, conics, determinants, sequences and series, permutations and combinations, statistics, and matrices.

### **0213 Trigonometry**

Length: 1 Year

Prerequisite: Successful completion of Algebra I and Select Geometry. Completion of Algebra II highly recommended, but not necessary.

Unit: 1

Elective: 11-12

This is an advanced mathematics course solely based on trigonometry and its functions. It is recommended for students who intend to further study in mathematics, and may be overwhelmed by Advanced Mathematics (or Algebra II). Calculators and graphing calculators are used extensively through this course to facilitate learning and save time.

Topics include: Angles, trigonometric functions, right triangle trigonometry, bearing, radian measure, the unit circle, graphing trigonometric functions, trigonometric identities, inverse circular functions, trigonometric equations, vectors, Laws of Sine and Cosine, complex numbers, polar equations, and parametric equations.

### **1204 Statistics (ICN)**

Length: 1 Trimester (Fall Term)

Prerequisite: Algebra 2

Unit: 1.5 High School/3 College Credits through Indian Hills

Elective: 11-12

### **1211 College Algebra (ICN)**

Length: 1 Trimester (Winter Term)

Prerequisite: Algebra 2

Unit: 1.5 High School/3 College Credits through Indian Hills

Elective: 11-12

**1212 Pre-Calculus (ICN)**

Length: 1 Trimester (Spring Term)

Prerequisite: Algebra 2

Unit: 1.5 High School/3 College Credits through Indian Hills

Elective: 11-12

# Physical Education



## **1000 Phys Ed 9**

Length: 1 Year  
Prerequisites: None  
Unit: 0.25  
Required: 9th

Meets for 1 semester daily (meets the yearly requirement)

Personal Fitness I is a fitness focused class. It will focus on improving muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition. This class will introduce students to proper strength training techniques and principles. Plyometric training will be utilized. Cardiovascular fitness training will be another core component of this class. Students will learn how to take their own heart rate, and how to keep their heart rate in a target zone. Students will monitor their progress throughout the semester in a journal, and be able to take steps toward improved physical fitness.

## **1001 Physical Education**

Length: 1 Year (Even or Odd days)  
Prerequisites: Personal Fitness 9  
Unit: 0.25  
Required: 10-12

Physical Education is required of all students. It meets every other day for the entire school year. This is part of the Physical Education requirement and will be included in the nine-week grade. Since physical education is a state requirement, the only acceptable excuses will be based on medical or religious beliefs. If a student fails the course, it must be repeated.

All classes will be co-educational. High school classes will be lifetime sport oriented. Units include volleyball, badminton, tennis, softball, golf, archery, soccer, roller skating, fitness, flag football, and other team and individual sports. Physical education can contribute to the overall development of the student. It provides an opportunity to learn worthwhile leisure time activities and an opportunity to develop such characteristics as cooperation, sportsmanship, leadership, and self-control.

All classes will be co-educational. High school classes will offer a balanced curriculum, which will include lifetime activities, team sports and games, and health and fitness concepts. Physical education can contribute to the overall development of the student. Besides participating in fitness activities that promote wellness, physical education provides

an opportunity to learn worthwhile leisure time activities, and develop characteristics such as cooperation, sportsmanship, leadership, and self control.

### **1002 Personal Fitness**

Length: 1 Semester (daily)

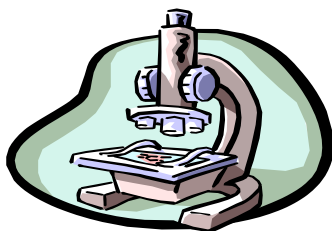
Prerequisites: Personal Fitness 9

Unit: 0.25

Elective 10-12

Personal Fitness will focus on improvement in the 5 areas of physical fitness – Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility and Body composition. This class will provide an opportunity to assess one's own health, design a fitness program to improve, and take steps to work towards that improvement. An improved quality of life is the ultimate goal.

## Science



### **0402 Earth Science**

Length: 1 Year

Prerequisites: None

Unit: 1

Required: 9<sup>th</sup>

Earth Science is a two-semester course, which utilizes basic scientific principles to examine the Universe, the Solar System, and the Earth. Common themes throughout the duration of the course will include scientific process, energy cycles, matter interactions, and scientific measurement. Current issues in science will also be discussed as they arise.

The basic units in Earth Science are as follows:

- The Universe and Galaxies
- The Solar System
- The Earth and Moon System
- Earth Structure
- Plate Tectonics
- Earth Chemistry
- Rocks and Minerals
- Humans and the Environment

The textbook used is Physical Science and Earth Science, published by Glenco.

### **0401 General Biology**

Length: 1 Year

Prerequisites: Earth Science

Unit: 1

Required: 10<sup>th</sup>

This is a two-semester course with a focus on the biology in everyday life. The major goals of General Biology is for the student to gain a basic understanding of the biological world they live in. Every human being must possess a minimum competency in biology in order to better understand how the environments they live in and their behavior may affect their lives.

The primary text for this course is Biology, the Dynamics of Life, published by Glencoe Science

The major units covered are:

Biology as a Science  
Taxonomy and the Kingdoms  
Genetics  
Ecology  
Biodiversity  
Human Anatomy

Sample Projects for this course include:

Entomology Collection  
Using a microscope to view and describe cellular structures  
Human disease research projects  
Dissection  
Ecosystem Presentation  
Biome Project  
Science Fair Project

### **0406 Physical Science**

Length: 1 Year

Prerequisites: Earth Science and Biology

Unit: 1

Elective: 10-12

Physical Science is a two-semester course focused on the physical sciences. Intended as an alternative for those who do not wish to take chemistry and physics, students will survey topics of both subjects with less focus on theory and more on application. Applied science is presented in a way that involves less mathematics than either chemistry or physics.

The first semester of applied science will be spent on physics-related topics including, but not limited to the following:

- The study of science
- Energy
- Force and motion
- Sound
- Electricity
- Heat

The second semester of Physical Science will be spent on chemistry-related topics including, but not limited to the following:

- Classifying matter
- Properties of matter
- Mixtures
- Substances
- Chemical changes

The textbook used is Physical Science with Earth Science, published by Glencoe.



### **0404 Chemistry**

Length: 1 Year

Prerequisites: Algebra I (Biology = recommended)

Unit: 1

Elective: 11-12

Chemistry is a two-semester course, which focuses on the study of matter and its composition. The students will be challenged to develop their problem solving abilities and broaden their knowledge of the chemical makeup of matter. This is a college preparatory class, which will strive to prepare the student for further education in a science-related field and to develop critical thinking abilities. Students interested in this course should show an interest in and aptitude for the sciences and also have a minimum of one year of Algebra.

The text used for this course is Chemistry: Matter and Change, by Glencoe. This book is broken down into many small units, which will cover a wide variety of topics, such as:

- Atomic Structure
- Stoichiometry
- Chemical Behavior
- Electron Configuration
- Aqueous Systems (i.e., Acids and Bases)
- Introduction to Organic Chemistry

There will be a variety of assessments used for the course, which will include: traditional testing, laboratory practical exams, project portfolios, and lab reports.

### **0405 Physics**

Length: 1 Year

Prerequisite: Algebra I (Chemistry and Algebra II recommended)

Unit: 1

Elective: 12

Physics is a two-semester course, which has a strong emphasis on problem solving and deductive reasoning skill development. The study of motion at both the macroscopic and microscopic levels will be explored. This course is designed as a college preparatory course for any student that shows interest and aptitude in any science related field.

The text used for this course is Giancoli Physics Sixth Edition, by Pearson.

The seven major units covered are:

- Kinematics and Vectors
- Dynamics (Newton's Laws)
- Work and Energy
- Internal Energy and Heat
- Wave Phenomena
- Electricity and Magnetism

There are numerous projects for this course, which include:

- Linear motion exploration.
- Velocity and Acceleration of falling objects.

- Friction, how does it figure in to motion?
- Wave models.

The assessment for this class will be mostly on a day-to-day productivity basis, although there will be traditional problem solving exams, portfolios, and laboratory practical exams.

## **Social Studies**



### **0704 & 0702 World History A/B**

Length: 1 Year  
Prerequisites: None  
Unit: 1  
Elective: 9-12

World History has been separated into two classes, alternating every other year. World History A covers ancient world history, from Mesopotamian to exploration. World History B covers the French Revolution to present.

### **0703 American History 11**

Length: 1 Year  
Prerequisite: None  
Unit: 1  
Required: 11<sup>th</sup>

This survey of American History is developed over a period of two years. The first year is offered at the junior high level covering the period from 1492 to 1865. The second year, offered at the high school level, is an in-depth study of the last one-hundred years of our country's national development covering the period 1865 to the present. The basic purpose of the course is to offer an opportunity to obtain a true appreciation of what it means to be an American by relating past events, present developments, and future possibilities. Such a course will concentrate on developing a historical perspective in the fields of social, economic, political, military, and diplomatic United States history.

Upon completion of this course, the students should have:

- Fuller understanding of their country's present by relating to past developments
- Acceptance of the United States' future by an awareness of all alternatives taught by her past
- An explanation of how and why America has assumed a position of world leadership today
- Each individual's role in their country's continued success through understanding, pride, and desire to continue our past traditions

### **0739 ILO Psychology I**

Length: 1 Semester  
Prerequisites: None  
Unit: 0.5  
Elective: 11-12

### **0736 Economics**

Length: 1 Semester

Prerequisites: None

Unit: 0.5

Required: 12<sup>th</sup>

Economics is a one-semester course designed primarily for college-bound students. Emphasis is placed on macro-economics. It presents to high school students the most important elements of our economy and the processes by which economic forces operate. The course starts with a comparison of economic systems and proceeds to an in-depth study of capitalism. This includes:

- An examination of the market system
- Demand and supply
- Prices
- Inflation
- Income distribution
- Money and banking
- The Federal Reserve and monetary policy
- Fiscal policy
- Government regulation

If time permits, international trade will also be explored. Projects will include handouts that will supplement the study of each aspect of the economy, a weekly paper concerning current economic happenings, questions covering every aspect of the economy and a term paper concentrating on the stock market. When the course has been completed, the student should have working knowledge of the American economic system, which will be a basis for further education.

### **0701 American Government**

Length: 1 Semester

Prerequisite: None

Unit: 0.5

Required: 12<sup>th</sup>

American Government is a one-semester course that will include a study of the constitution, the Bill of Rights, and the three branches of the Federal Government. The purpose of this course is to give each student in-depth knowledge of how the American system of government works, the concepts that led to developing the system, the principles behind our type of government, and how we, as citizens, affect and are affected by the government everyday.

To achieve this, handouts, audiovisual materials, lecture and discussion will be used to encourage students to think about their relationship with their government and how they can become involved in its processes. A term paper will also be required to emphasize one aspect of the government.

By the conclusion of this course, the student should understand how American Democracy works and their role in its processes.

**0711 Contemporary Issues I**

**0712 Contemporary Issues II**

Length: 1 Semester (or together, 1 Year)

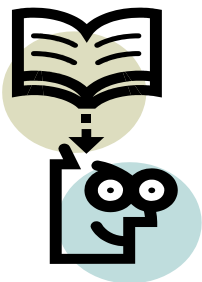
Prerequisite: None

Unit: 0.5 per semester

Elective: 10-12

Contemporary Issues is a two-part class dealing with both current events and individual concerns. This course shall concentrate on enriching students with a deeper appreciation of the modern world around them and their separate roles in such a world. To achieve this, four days of every week will be used to discuss current events and popular concerns of the country based on a thorough reading of weekly news magazines and other media sources. The remaining day will be devoted toward assessment and group discussion of personal issues concerning our individual lives selected by the students or teacher.

## Other Electives



### **0045 Gifted Education**

Length: 1 Year

Prerequisites: Must meet eligibility requirements

Unit: 0.5

Elective: Students who met requirements to be eligible 9-12

Gifted Education is a semester or yearlong course of study that allows students to develop their abilities in the areas of creative problem solving, logic skills, autonomous learning, and career decision-making. It will be offered on a pass/fail basis.

Class activities may include guest speakers, field trips, large group, small group, and individual activities, knowledge bowl, and other academic pursuits.

This class may be offered for credit or taken for no credit. This must be agreed upon before the student is registered and the expectations are clear either way. The expectations will not be as high if it is taken for no credit, but it will also not be a case of just showing up for the “fun” activities. The no credit option will be for those students who have a full schedule and are taken out of class to come to Gifted Education. They are only released when their classroom teacher permits it and their attendance is not sporadic.

### **0737 Character and Leadership**

Length: 1 Year

Prerequisite: None

Unit: 1

Elective: 9-12

This class is different from other classes you take in high school. We will not be studying history, math, or learning a foreign language. You will not be required to memorize facts or learn complicated theories. This class is about becoming successful now and in the future. This means you will be learning what it takes to become a success. You will be required to think, analyze and apply these class concepts into your daily life. You will read about people who have become successful and also meet people from the community who have become successful. You will learn some skills that will help you become successful, and you will be asked to think your way through some ethical dilemmas.

What Makes this class cool and different:

- This class is all about helping you become successful at school, in your relationships and in your future career
  - Business leaders, coaches and educators spend thousands of dollars each year to learn about these topics (leadership, ethics and success)
  - You get to learn about these topics right now, improving the chances of your own success
- You will read about a different role model for each of our 18 themes, who have become successful and also demonstrated great character
- Cool movies after each theme.
- Everybody has the potential to earn an A.
  - Read 1 chapter per theme
  - Complete 1 written assignment per theme
  - Demonstrate good character
  - Complete a blog entry for each theme
  - Participate during in-class discussion
  - Serve as a volunteer
  - Serve as a role model to others

### **0408 Forensic Science**

Length: 1 Semester

Prerequisite: None

Unit: 0.5

Elective: 10-12

### **0407 ILO Anatomy & Physiology**

Length: 1 Year

Prerequisite: Earth Science & General Biology

Unit: 0.5

Elective: 11-12

## **Credit Recovery**



Twin Cedars is now utilizing an internet-based program called Plato (or Edmentum) for credit recovery. Plato consists of courses that are taught online, but monitored by staff at Twin Cedars. A student is eligible to take Plato if he or she has signed parent/guardian approval AND one of the following:

- Failed a required class after the second attempt in the classroom.
- Must complete more courses than are allowed by the 8-period schedule during the current school year in order to graduate with their cohort.
- Is unable to take a core course due to scheduling conflicts.
- Is unable to attend a core course in the classroom due to sickness, suspension, removal, or other legitimate reasons.
- Is in the gifted and talented program and wishes to take a class that is not offered in a classroom.
- Needs the course for test preparation.
- Is completing coursework during the summer (summer school) to catch up with cohort.

### **Rules and Regulations:**

- All tests and quizzes will be taken on a computer at school under supervision.
- Students may use computer in the at-risk room, special education room, or gifted and talented room at school. Written approval must be provided to use computer elsewhere in the school building.
- Students may work on courses at home, if they have a computer with an Internet connection. However, as stated above, tests and quizzes will be blocked and may not be taken at home.
- Other issues concerning note-taking, essay-writing, and course projects will be left to the discretion of the supervising teacher for that course.
- Progress reports may be sent home at the same intervals as other classes – i.e., midterm, quarter, semester.
- The supervising teacher will decide the work to be assigned in each course.
- The student, supervising teacher, and school counselor will meet to decide on a course end date and whether the student will use the calendar mode for assignments.
- Students will be removed from a course if caught cheating or using computer inappropriately.



## **Pella Career Academy**

Courses offered at the Pella location through DMACC and Central College

### **PROJECT LEAD THE WAY**

**EGT 410 – Principles of Engineering (DMACC)**

Credits: 3

**EGT 400 – Introduction to Engineering and Design (DMACC)**

Credits: 3

**EGT 420 – Digital Electronics (DMACC)**

Credits: 3

### **COMPUTER TECHNOLOGY**

**COSC110 – Introduction to Computer Science (Central College)**

Credits: 3

### **CRIMINAL JUSTICE**

**CRJ100 – Introduction to Criminal Justice (DMACC)**

Credits: 3

### **TEACHER ACADEMY**

**EDUC213 Foundations of Education (Central College)**

Credits: 3

**ECE170 Child/Growth & Development (DMACC)**

Credits: 3

### **WELDING**

**WEL111 Welding Blueprint Reading (DMACC)**

Credits: 3 (Fall Term)

**WEL181 Metal Arc Welding 1 (DMACC)**

Credits: 2 (Fall Term)

**WEL203 Gas Metal Arc Welding 2 (DMACC)**

Credits: 2 (Spring Term)

**WEL208 Intro to Fabrication (DMACC)**

Credits: 2 (Spring Term)

### **AGRICULTURE**

**AGB331 Business Management (DMACC)**

Credits: 3

**AGA157 Soil Fertility (DMACC)**

Credits: 3

### **CONSTRUCTION TRADES**

**CON336 Care/Use of Hand/Power Tools (DMACC)**

Credits: 1

**CON333 Materials/Construction Theory (DMACC)**

Credits: 5

**CON338 Materials Takeoff (DMACC)**

Credits: 1

**FASHION & DESIGN****APP260 Fashion Analysis & Design (DMACC)**

Credits: 3

**APP211 Textiles (DMACC)**

Credits: 3

**CULINARY ARTS****HCM143 Food Prep 1 (DMACC)**

Credits: 3

**HCM144 Food Prep 1 Lab (DMACC)**

Credits: 3

**HCM100 Sanitation & Safety (DMACC)**

Credits: 2

**HCM104 Sanitation & Safety Lab (DMACC)**

Credits: 1

**HCM152 Food Prep II (DMACC)**

Credits: 2

**HCM153 Food Prep II Lab (DMACC)**

Credits: 2

**HCM320 Introduction to Hospitality (DMACC)**

Credits: 2

**HEALTH OCCUPATIONS****HSC102 Emergency Care (DMACC)**

Credits: 1

**HSC109 Intro to Health Careers (DMACC)**

Credits: 3

**HSC120 Medical Terminology (DMACC)**

Credits: 3

**HSC105 Survey to Health Careers (DMACC)**

Credits: 1

**HSC172 Nurse Aide (DMACC)**

Credits: 3

**HSC182 Nurse Aide Advanced (DMACC)**

Credits: 3

# **DMACC Online Career Academy**

## Course Descriptions for ONLINE courses

**Fall 2016**

### **ACC 111 – Introduction to Accounting**

**Credits: 3**

An introductory course in accounting fundamentals and procedures. Includes capturing and analyzing business data and financial statement preparation.

### **BUS 102 - Introduction to Business**

**Credits: 3**

An overview of the ever-changing world of business. Provides information in the areas of ownership, management, marketing, insurance, economic systems and finance, as well as the role of government.

### **BUS 148 - Small Business Management**

**Credits: 3**

Examines introductory business applications and strategies needed to start and operate a small business. Topics include entrepreneurship preparation, idea feasibility, business plan content, introductory marketing, management and finance concepts for small business.

### **CRJ 100 – Intro to Criminal Justice**

**Credits: 3**

An in-depth examination of the three components of the criminal justice system and the roles they play in society.

### **CRJ111 – Police and Society**

**Credits: 3**

An examination of the role of the police and corrections in American society, and a discussion of prominent issues. The course will examine the various eras of policing and correctional agencies. The structure and style of various policing and correctional agencies will also be covered. Agency application of internal and ethical issues including use of force will be examined. Strategies and policies to improve policing and correctional work environment will also be discussed.

### **DRA 101 – Intro to Theatre**

**Credits: 3**

A survey of the elements and techniques of theatre with emphasis on acting, directing and playwriting. Attendance at dramatic productions required.

### **ECE103 – Intro to Early Childhood Education**

**Credits: 3**

Gives students a historical and philosophical foundation of the field of early childhood education. Includes an overview of assessment and trends that influence best practices. Explores careers in the field. Addresses influences of families and diversity.

**ECN 120 – Principles of Macroeconomics****Credits; 3**

This course is an introduction to basic macroeconomic concepts and principles. It deals with problems of resource allocation, supply and demand, national income, employment, price levels, fiscal and monetary policy, money and banking systems and elements of global finance. ECN 120 is not a prerequisite for ECN 130.

**ECN 130 – Principles of Microeconomics****Credits: 3**

Course covers survey of demand and supply conditions, cost structure, market structure and how these elements affect individual household, business firms, government and global trade. ECN 120 is not a prerequisite for ECN 130.

**ENG 105 - Composition I****Credits: 3**

Designed to help students read and write effectively. Exploration of the relationship of audience to writer and material. Emphasis on developing concrete detail to support main ideas. Prerequisite: Satisfactory writing skills

**ENG 106 - Composition II****Credits: 3**

Expository and persuasive writing developed through critical reading. The course explores structure, style, research and documentation. Prerequisite: ENG 105

**ENV 103 – Sustainable Living****Credits: 1**

This class provides an up-close-and-personal look at the sustainability movement. Develop an understanding of the environment you live in. Learn more about the role you can play in creating a sustainable lifestyle for yourself and your family at home, work and school.

**FIN 121 - Personal Finance****Credits: 3**

This course emphasizes family financial planning including financial statements, budgeting, taxes, risk management and retirement.

**GEO 111 – Intro to Geography****Credits: 3**

This course utilizes the basic concepts of cultural geography (area, landscape, ecology, diffusion and integration) in a systematic examination of the contemporary world. The course is intended to provide an elementary acquaintance with the field of geography.

**HIS 112 - West Civ: Ancient to Early Modern****Credits: 4**

The student surveys the great civilizations from Greece and Rome through the rise of Christianity, to Europe in the Middle Ages, the Renaissance and Reformation, the modern state, the new science and the secular outlook, parliamentary government in England and political absolutism in France and Eastern Europe.

**HIS 113 - West Civ: Early Modern to Present****Credits: 4**

Survey of political, economic, social and intellectual developments from the 18th century to the present. Enlightenment, revolutions and reactions, national unifications, national rivalries, world wars and post-war developments.

**HIS 150 - U.S. History to 1877****Credits: 4**

A survey of main themes of American history from 1492 to 1877 with emphasis on the political, social, economic, religious and intellectual aspects of the presettlement, Colonial, Revolutionary, Antebellum Civil War and Reconstruction eras.

**HIS 153 - U.S. History since 1877****Credits: 4**

A survey of main themes of American history from 1877 to the present with emphasis on political, social, economic, religious and intellectual aspects of the Gilded Age, the Progressive Era, WWI, the Roaring Twenties, the Great Depression, WWII and post WWII Era.

**HSC 120 - Medical Terminology I****Credits: 3**

Builds a medical vocabulary through an understanding of anatomic roots for words denoting body structures, prefixes, suffixes and body functions.

**HSC 121 - Medical Terminology II****Credits: 3**

Continues to build a medical language vocabulary by studying body systems such as musculoskeletal, endocrine, nervous and integumentary systems. Prerequisite: HSC 120 with a grade of "C-" or better.

**HUM116 – Encounters in Humanities****Credits: 3**

An interdisciplinary course exploring the human condition through literature, painting, sculpture, architecture, music and dance. The course examines the cultural context of individual works and movements, the thematic relationships between the arts and the relevance of the arts in our lives today.

**LIT 101 - Intro to Literature****Credits: 3**

Introduction to the study and appreciation of poetry, fiction and drama. Basic critical approaches are emphasized, and a broad range of authors from a variety of cultural and ethnic groups and a wide span of historical periods is presented.

**MAT 110 – Math for Liberal Arts – (Need to have ALEKS score on file)****Credits: 3**

The student will begin to think critically by studying logic, sets and statistical reasoning. The student will examine problem solving and decision making by studying probability, application of statistical data, modeling, and financial mathematics. The student will become aware of possible abuses of mathematics. Finally the student will understand the broad

usefulness of mathematics by studying history of mathematics and application of mathematics in art, music, business and/or politics. Prerequisite: 1 year of high school algebra or MAT 064

**MAT 141 - Finite Math - (Need to have ALEKS score on file)**

**Credits: 4**

A general education course in practical mathematics for those students not majoring in mathematics or science. This course will include such topics as set operations and applications, methods of counting, probability, systems of linear equations, matrices, geometric linear programming and an introduction to Markov chains. Prerequisite: One year H.S. Algebra or MAT 063.

**MAT 157 – Statistics – (Need to have ALEKS score on file)**

**Credits: 4**

Tabular and graphical presentation, measures of central tendency and variability, standard elementary procedures involving the binomial, normal, student's T, chi-square and F distributions, correlation, regression, analysis of variance and several nonparametric procedures. Students will not receive credit for both MAT 157 and BUS 211 Prerequisite: Two years H.S. Algebra, department permission or MAT 073

**PEC 110 – Coaching Ethics**

**Credits: 1**

Course covers

techniques and theory of coaching, sports physiology, preparation for competition and issues in coaching.

**PEH 110 – Personal Wellness**

**Credits: 1**

This course will aid in the enhancement of knowledge, skills, and attitudes necessary to promote positive lifelong wellness decisions. Students will look at the physical, social, intellectual, emotional, occupational and spiritual components of wellness.

**PEH 190 – Sports Nutrition**

**Credits: 2**

Basic principles of human nutrition and nutritional needs for athletes and/or physically active populations. Issues discussed include ergogenic aids, carbohydrate loading/manipulation, eating disorders, protein supplements and hydration. Practical application will include dietary analysis and composition for people in various activities and conditions.

**PHI 101 – Introduction to Philosophy**

**Credits: 3**

Exploration of basic questions in epistemology, metaphysics and ethics. Emphasis on western philosophy tradition.

**POL 111 – American National Government**

**Credits: 3**

A study of the American political system and how and why the citizenry relate to the government as they do. Emphasis is placed upon the organization and functioning of the presidential, legislative and judicial subsystems.

**PSY 111 - Introduction to Psychology**

**Credits: 3**

A survey of psychology including theoretical and experimental findings and applications from areas such as neurobiology, learning, memory, personality, social, abnormal, and therapy.

**PSY 121 – Developmental Psychology**

**Credits: 3**

The study of factors that affect human development from conception to death, with emphasis on topics such as physical, cognitive, and social changes, methods of study and current issues.

**SDV 115 – Study Strategies**

**Credits: 2**

Provides students with study/reading strategies for independent learning and academic success. An examination of college policies and procedures is also included.

**SOC 110 - Introduction to Sociology**

**Credits: 3**

The study of human interaction, groups and society. Topics included are culture, socialization, organizations, deviance, inequality, institutions, health, population, ecology, social change and research methods.

**SOC 115 – Social Problems**

**Credits: 3**

An analysis of the nature, dimensions, causes, and characteristics of selected social problems of major interest. Consideration is given to theories, research and programs for prevention and treatment.

***NEW for Fall 2016!***

***Career and Technical Online Academy –  
Medical Office/Clinic Support Assistant Certificate***

Help your career and technical students get a job as soon as they graduate! Offer your students the opportunity to be an office professional in the fastest growing segments of today’s employment market—business and medical. The **Office/Clinic Support Assistant Certificate from DMACC** is perfect for full-time skilled work or for part-time work as students continue their formal education. Students learn basic entry-level workplace skills: keyboarding, computers, medical terminology, HIPAA, customer service, job-seeking skills, and hands-on front office simulation.

*\*A GPA of 2.0 or better is recommended.*

*\*Students will take 4 online classes over the course of 1 year. If any of the below courses have already been completed through concurrent enrollment at home high schools, only the remaining courses will need to be completed in order to earn the certificate.*

<b>Credits</b>	<b>Acronym</b>	<b>Course</b>	<b>Term</b>
1	ADM105	Keyboarding	Semester 1 –

			1 <sup>st</sup> 8 weeks
2	MAP106	Medical Office Essentials	Semester 1 – 2 <sup>nd</sup> 8 weeks
3	BCA212	Intro to computer Business Applications	Semester 2 – full 16 weeks
2	ADM221	Career Development Skills	Semester 2 – Full 16 weeks

**\*The Fall semester, ADM105 and MAP106, will be billed as 1 course.**