



SOUTHEAST VALLEY HIGH SCHOOL COURSE REGISTRATION BOOK
2023-2024

SCHEDULE OF COURSES

PREFACE

The subjects outlined in this guide will make it possible for each individual student to select a program of studies determined by his/her interests/aptitudes.

The courses outlined will be presented and discussed in the eighth grade and reviewed each succeeding year. Students will be assisted in selecting their four-year program on the basis of their aptitude and achievement test scores, grades, teacher recommendations and parental guidance.

It should be understood that some courses that are listed in this book may not be offered due to enrollment, schedule or room limitations. Courses are filled in the order students register, with seniors having the first opportunity; followed by 11th, 10th, 9th grades.

PUBLIC NOTICE

The Prairie Valley School District and the Southeast Webster Grand School District do not discriminate on the basis of sex, race, national origin, creed, age, marital status, or physical disability in its education programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title I of the 1965 Elementary and Secondary Education Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the K-12 curriculum will use instructional material that reflects the cultural and racial diversity present in the United States. A positive effort will be made to show students the achievements and job opportunities for women, minority groups, and all others who may have been ignored by reasons of race, sex, age, religion, physical disability, or ethnic background.

Inquiries regarding compliance with Title IX may be directed to Mr. Brian Johnson, Southeast Valley High School, Gowrie, Iowa, 352-5575, or to the Director of the Region VII Office of Civil Rights, Department of Health, Education and Welfare, Kansas City, Missouri.

COURSE DESCRIPTION BOOK and STUDENT HANDBOOK are available online under the heading HS Guidance.

Dear Parents:

The information on the following pages is designed to help you work with your son or daughter in determining how to meet his or her academic needs.

As your student proceeds through high school, he or she will be shaping opportunities and creating a

history at the same time. The student's personal strengths and interests are key aspects in helping to guide the decisions which will ultimately create that future and legacy. The main resource that your child has in determining their personal direction is you, the parent. Your guidance and knowledge are essential in supporting the educational goals and individual interests of your son or daughter. It is very important to understand and consider early in the process that the more times your path changes directions, the longer it takes to get to the ultimate goal.

This booklet provides key information to help you and your student prepare for the daunting task of structuring a plan for success, but like many things it is only a tool when used. Additionally, conversations with your student's teachers, counselor, and/or the principal may provide other insights and perspectives in order to support his or her direction.

On behalf of the Southeast Valley High School faculty and staff, please let me wish you the best as we work together to meet the needs of your student and all students at Southeast Valley.

Kerry Ketcham
Principal

FROM THE COUNSELOR

Dear Students and Parents,

Within this booklet you will find important information concerning your present status as a student at Southeast Valley High Schools *and* your future education/occupational goals. Although your first priority would be to design a schedule for the upcoming school year, it is also imperative that parents and students work together to devise a four-year plan leading toward their educational/occupational goals upon graduation from our system.

Information regarding minimum graduation requirements, total credits for graduation, and information regarding regent university requirements is provided to help students make informed decisions for their future. In the front is a listing of the classes offered in each department with data stating prerequisites, restrictions, and class maximum size. Toward the end of the book please note the descriptions of classes. This information is provided so students will be aware of the expectations for each class.

Every 8th, 9th, 10th, and 11th grade student completes an enrollment sheet before the end of this school year. Between March and April all students fill out a pre-enrollment form. The final class list will be distributed to students before the beginning of the next school year. However, their actual schedule will not be completed until final registration.

All students have the responsibility to schedule an appointment with me so that we can work together toward their educational/occupational goals. The student and I will work out a four-year plan that will include an interest area analysis, college entrance requirements, and college entrance testing preparation. Those students not wishing to pursue post-secondary education will work on transition planning to the world of work.

Devising a plan of study will help students make sure they are prepared for future decisions.

Jenny Eckert
School Counselor

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CONCURRENT ENROLLMENT COURSES

Students taking concurrent enrollment courses receive high school and college credit. Each course gains one high school credit and up to four college credits (depending on the class.) Each course is taught by a Southeast Valley instructor or a college instructor during the regular high school day. Concurrent enrollment courses offered and taught at Southeast Valley include: (by department)

| | | | |
|---------------------------------|----------------------|--------------------------|--------------------|
| AGRICULTURE | Intro to Ag Business | Intro to Nat. & Ren. Res | |
| FAMILY & CONSUMER SCIENCE | | | |
| HEALTH | Medical Terminology | Nurse Aide (CNA) | Health Occupations |
| INDUSTRIAL ARTS | Beginning Welding | | |
| BUSINESS | Business Math | Intro to Accounting | Human Relations |
| | Computer Accounting | Intro to Business | |
| ENGLISH | | | |
| MATH | | | |
| SCIENCE | | | |
| SOCIAL SCIENCE | Intro to Psychology | Developmental Psych | |

WHO CAN TAKE CONCURRENT COURSES?

Concurrent courses are open to high school students who are ranked as proficient in Reading, Math, and Science on the most recent results of the Iowa State Assessments of Student Progress AND have a GPA of 2.8 or higher or achieve placement scores on ALEKS and/or ACCUPLACER tests as specified by Iowa Central Community College.

HIGH SCHOOL SURVIVAL WORDS

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

Class Rank: compares your cumulative grade point average to other members of your class. Class rank is often used as a college admissions and scholarship standard.

Credit: granted upon successful completion of a course.

Elective: a course you may *choose* to enroll in.

Required Course: any course required for graduation. Failure of a required course will deter a student from graduation with his/her class. A failed required course must be taken again with a passing mark to gain credit for graduation.

Graduation Requirements: courses that are established by your local school district and must include state standards.

Prerequisite: a course that must be taken *before* you enroll in another related course. (Example: Algebra I is a prerequisite for Computer Science.)

Regent Admission Index (RAI): Freshman applicants who wish to enter any of the three Iowa public universities (Iowa, Iowa State, or UNI), will be held to the Regent Admission Index (RAI) requirement. The RAI score is based upon four factors: ACT composite score, high school class rank, cumulative high school grade point average, and the number of years of high school courses completed in the core subject areas of English, mathematics, science, social studies, and foreign language.

Required Elective: a course you may select to meet a graduation requirement. (Example: You may choose to enroll in English 105 or Business English to meet an English requirement.)

YOUR COURSES COUNT!

Many colleges and universities have minimum course requirements for admission. The sooner you know where you want to go and what you want to do, the easier it will be to determine what courses you should take. On the following pages are admissions requirements for the three Iowa public universities – The University of Iowa, Iowa State University, and the University of Northern Iowa. Along with the requirements listed, students must achieve an RAI score of 245 to be guaranteed entrance into these schools. If you don't know yet what your future plans will be, there are some recommendations for success at getting into whatever college or university you may be interested in. For more information on RAI scores, see www.regents.iowa.gov/RAI/index.

SOUTHEAST VALLEY GRADUATION REQUIREMENTS (All students)

| Mathematics | Language Arts | Social Studies | Science | Health | PE | Elective | Total |
|--------------------|----------------------|-----------------------|----------------|---------------|-----------|-----------------|--------------|
| Credits | Credits | Credits | Credits | Credits | Credits | Credits | Credits |
| 6 | 8 | 6 | 6 | 1 | 4 | 21 | 52 |

COURSE REQUIREMENTS**9TH GRADE**

English 1A & B

Integrated Science A & B

Math 9/Math Sequence

World Area Studies (1 tri.)

Health I (1 tri.)

Physical Education

High School Experience (1 tri.)

11TH GRADE

American History A & B

English Electives

Math Sequence

Science Requirement

Physical Education

Electives

10th GRADE

English 2 A & B

Biology A & B

World History A & B

Math Sequence

Physical Education

Electives

12TH GRADE

American Government

Finish English Requirements

Science Electives

Math Requirements/electives

Physical Education (if needed)

Financial Literacy

Electives

FULL TIME STUDENTS

All students must be enrolled in at least **four and a half (4.5) credits** each trimester.

PART TIME STUDENTS

Any student who is enrolled in less than **four and a half (4.5) credits** (4.0 credits for seniors who do not need additional PE credits) will not be considered a full time student and thus will not be eligible for participation in extracurricular activities.

205 HIGH SCHOOL EXPERIENCE**Required: 9TH**

High School Experience is a one trimester course that meets every other day focusing on creating a successful positive transition to high school. Topics will center around foundational academic and social skills that will not only assist students but also make the transition to postsecondary opportunities.

15 MATH 9**Required: 9TH**

Math 9 is a one trimester course that meets every other day focusing on assessing and reinforcing math skills to determine best placement in high school math courses. Students will come to understand their own relative strengths and needs in math and will become more confident in their ability to be successful in a high school sequence of math classes.

Course Offerings

Agriculture Education

| Course Name and # | | Gr. level | Credit | Class length | Recommended previous coursework |
|--|--|-----------|---------------------|--------------|---------------------------------|
| 177 Small Animal Science | | 9-12 | 1 | 1 Trimester | |
| 178 Livestock Science Prod. | | 9-12 | 1 | 1 Trimester | |
| AFNR a | | 9-12 | 1 | 1 Trimester | |
| AFNR b | | 9-12 | 1 | 1 Trimester | |
| 227 Natural Resources a | | 9-12 | 1 (see note 2) | 1 Trimester | |
| 402 Natural Resources b | | 9-12 | 1 (see note 2) | 1 Trimester | |
| 138 Soil Science & Mgt. | | 10-1 2 | 1 (see note 2) | 1 Trimester | |
| 139 Ag Leadership & Comm. | | 10-1 2 | 1 | 1 Trimester | |
| 162 Crop Production | | 10 | 1 | 1 Trimester | |
| 194 Agri Science | | 9-12 | 1 | 1 Trimester | |
| 140 Ag. Business and Farm Management | | 10-1 2 | 1 | 1 Trimester | |
| 165 Horticulture/ Landscaping Principles and Design | | 10-1 2 | 1 | 1 Trimester | |
| 281 Intro to Agricultural Business AGB133 | | 11-1 2 | 1 (see note 1) | 1 Trimester | (see note 1) |
| 142 Intro to Natural and Renewable Resources AGA390 | | 11-1 2 | 1 (see notes 1 & 2) | 1 Trimester | (see note 1) |

Notes:

1. This is an Iowa Central Community College concurrent enrollment college course. You will receive three college credits upon successful completion of this class.
2. This class may be considered as an elective science credit.

Art

| Course Name and # | Gr. level | Credit | Class length | Recommended previous coursework |
|--------------------------|------------------|---------------|---------------------|--|
| 1 Intro to Art | 9-12 | 1 | 1 Trimester | |
| 2 Drawing | 9-12 | 1 | 1 Trimester | Intro/Art |
| 3 Painting | 9-12 | 1 | 1 Trimester | Intro/Art |
| 4 Ceramics | 9-12 | 1 | 1 Trimester | Intro/Art |
| 5 Painting II | 9-12 | 1 | 1 Trimester | Painting |
| 9 Sculpture | 9-12 | 1 | 1 Trimester | Intro/Art |
| 7 Photography | 9-12 | 1 | 1 Trimester | |
| 183 Graphic Design | 9-12 | 1 | 1 Trimester | Intro/Art |
| 8 Studio Art | 11-12 | 1 | 1 Trimester | All art classes |

Business

| Course Name and # | Gr. level | Credit | Class length | Recommended previous coursework |
|---------------------------------|------------------|---------------|---------------------|--|
| 201 CAREERS MOCE A MOCE B | 11-12 | 3 | 3 trimesters | |
| 186 Marketing | 9-12 | 1 | 1 Trimester | |
| 187 Sales | 9-12 | 1 | 1 Trimester | |
| 188 Management | 9-12 | 1 | 1 Trimester | |

| | | | | |
|------------------------------|-------|---|-------------|--------------|
| 189 Entrepreneurship | 9-12 | 1 | 1 Trimester | |
| 193 Business Math (ICCC) | 11-12 | 1 | 1 Trimester | (See note 1) |
| 191 Intro/Accounting (ICCC) | 11-12 | 1 | 1 Trimester | (See note 1) |
| 192 Comp. Accounting (ICCC) | 11-12 | 1 | 1 Trimester | (See note 1) |
| 195 Intro to Business (ICCC) | 11-12 | 1 | 1 Trimester | (See note 1) |
| 199 Human Relations (ICCC) | 11-12 | 1 | 1 Trimester | (See note 1) |

Notes:

1. This is an Iowa Central Community College concurrent enrollment college course. You will receive three college credits upon successful completion of this class.

Family and Consumer Science

| Course Name and # | Gr. level | Credit | Class length | Recommended previous coursework |
|--|------------------|---------------|---------------------|--|
| FCS A FCS B | 9-12 | 2 | 2 Trimesters | |
| Financial Literacy | 11-12 | 1 | 1 Trimester | |
| 45 Food & Nutrition | 9-12 | 1 | 1 Trimester | |
| 46 Food Applications | 9-12 | 1 | 1 Trimester | |
| 54 Food Science and Technology | 10-12 | 1 | 1 Trimester | Integrated Science |
| 65 Food Fundamentals (ICCC) | 11-12 | 1 | 1 Trimester | Food & Nutrition OR Food Applications (see note 2) |
| 43 Culinary Arts | 10-12 | 1 | 1 Trimester | |
| 44 Interior Design | 9-12 | 1 | 1 Trimester | |
| 47 Fashion Strategies | 9-12 | 1 | 1 Trimester | |
| 176 Parenting Skills | 9-12 | 1 | 1 Trimester | |
| 48 Child Development | 11-12 | 1 | 1 Trimester | |
| 51 Life & Relationships | 11-12 | 1 | 1 Trimester | (see note 1) |
| 203 Cadet | 12 | 1 | 1 Trimester | Parenting & Child Dev. |
| 49 Intro/ Hospitality (ICCC) | 11-12 | 1 | 1 Trimester | (see note 1) |
| 40 Adv. Child Development | 11-12 | 1 | 1 Trimester | Parenting & Child Dev. |
| 178 Event Reporting 1 179 Event Reporting 2 | 9-12 | 2 | 2 Trimesters | |
| 179 Bakery | 10-12 | 1 | 1 Trimester | |

| | | | | |
|---------------------|-------|---|-------------|--|
| 40 Sports Nutrition | 10-12 | 1 | 1 Trimester | |
|---------------------|-------|---|-------------|--|

Notes:

1. Tenth grade accepted with instructor approval only. Preference given to upper class students.
2. This is an Iowa Central Community College concurrent enrollment college course. You will receive two college credits upon successful completion of this class.

Health Occupations

| Course Name and # | Gr. level | Credit | Class length | Recommended previous coursework |
|------------------------------------|------------------|---------------|---------------------|--|
| 220 Med. Term (ICCC) | | 1 | 1 Trimester | (see note 1) |
| 221 Nurse Aide (ICCC) | 11-12 | 2 | 1 Trimester | (see note 2) |
| 222 Intro to Healthcare Occ (ICCC) | | 1 | 1 Trimester | (see note 1) |

Note:

1. This is an Iowa Central Community College concurrent enrollment college course. You will receive college credits upon successful completion of this class. Med Term and Intro to Healthcare -2 sem. credit hrs. each.
2. This is an Iowa Central Community College concurrent enrollment college course. You must be at least 16 to enroll in this course. You will receive college credits upon successful completion of this class. Nurse Aid-3 sem. credit hrs.

Industrial Arts

| Course Name and # | Gr. level | Credit | Class length | Recommended previous coursework |
|-------------------------------------|------------------|---------------|---------------------|--|
| 55 Beginning Drafting | 9-12 | 1 | 1 Trimester | |
| 61 Intro to Shop | 9-12 | 1 | 1 Trimester | Beg. Drafting |
| 53 Basic Construction | 10-12 | 1 | 1 Trimesters | Beg. Drafting, Intro. to Shop |
| 56 Woods I | 10-12 | 1 | 1 Trimester | Beg. Drafting, Intro. to Shop |
| 58 Woods II | 11-12 | 2 | 2 Trimesters | Woods I |
| 260 Engines | 10-12 | 1 | 1 Trimester | Beg. Drafting |
| 60 Basic Mechanics | 10-12 | 1 | 1 Trimester | Engines |
| 52 Intro to Welding | 9-12 | 1 | 1 Trimester | |
| 63 Welding I | 10-12 | 1 | 1 Trimester | Intro to Welding, Beg. Draft |
| 263 ICCB Beg. Welding (ICCC WEL122) | 11-12 | 1 | 1 Trimester | Intro to Welding, Welding I (See note 1) |
| 67 Industrial Tech Project | 11-12 | 1 | 1 Trimester | Beg. Drafting |
| 57 CAD I | 10-12 | 1 | 1 Trimester | Beginning Drafting |

Notes:

1. ICCB Beginning Welding is an Iowa Central Community College Concurrent enrollment course. You will receive 2 semester hour college credits upon successful completion of this class.

Language Arts

| Course Name and # | | Gr. level | Credit | Class length | Recommended previous coursework |
|-------------------|--|----------------|--------|----------------------------|-------------------------------------|
| 36 35 | English 1A English 1B | 9 | 2 | 2 Trimesters | |
| 24 25 | English 2A English 2B | 10 | 2 | 2 Trimester | English 1 A&B |
| 26 27 | College Prep Eng A College Prep Eng B | 11-12 | 2 | 2 Trimesters | English 1 A&B English 2 A&B |
| 34 | Conventions of English | 11-12 | 1 | 1 Trimester | English 1 & English 2 |
| 28 | Business English | 11-12 | 1 | 1 Trimester | English 1 & English 2 |
| 202 | Basic Literature | 11-12 | 1 | 1 Trimester | English 1 & English 2 |
| 31 | Creative Writing | 11-12 | 1 | 1 Trimester | English 1 & English 2 |
| 32 | World Lit A World Lit B | 11-12 11-12 | 1 1 | 1 Trimester 1 Trimester | English 1 & English 2 |
| 29 | ENG 105 (ICCC) | 12 | 1 | 1 Trimester | (see note 1) |
| 30 | ENG 106 (ICCC) | 12 | 1 | 1 Trimester | English 105 (see note 1) |
| 37 | Reading 9 | 9-12 | 1 | 1 Trimester | Recommendation by teacher/principal |
| 33 | LIT 101 (ICCC) | 11-12 | 1 | 1 Trimester | (see note 1) |
| 170 | Novels I | 11-12 | 1 | 1 Trimester | English 1 & English 2 |
| 171 | Novels II | 11-12 | 1 | 1 Trimester | English 1 & English 2 |
| 206 | Speech | 11-12 | 1 | 1 Trimester | English 1 & English 2 |

Notes:

1. This is an Iowa Central Community College concurrent enrollment course. Students will be required to take the ACCUPLACER test or have a 2.8 GPA in order to qualify for this class **as well as** meet proficiency on the ISASP.

Mathematics

| Course Name and # | Gr. level | Credit | Class length | Recommended previous coursework |
|--|------------------|---------------|---------------------|--|
| 15 Math 9 | 9 | .5 | 1 Trimester | |
| 68 Basic Math A 69 Basic Math B | 9 | 1 1 | 2 Trimesters | |
| 76 Personal Finance | 11-12 | 1 | 1 Trimester | 11 th or 12 th grade |
| 70 Intro to Algebra A 71 Intro to Algebra B | 9-12 | 1 1 | 2 Trimesters | |
| 72 Algebra I A 73 Algebra IB | 9-12 | 1 1 | 2 Trimester | |
| 216 Geometry A 217 Geometry B | 10-12 | 1 1 | 2 Trimesters | Algebra I |
| 66 Algebra II A 67 Algebra II B | 10-12 | 1 1 | 2 Trimesters | Algebra I, Geometry *highly recommended |
| 196 Trigonometry | 11-12 | 1 | 1 Trimester | Algebra II, Geometry, or Teacher Recommendation |
| 197 Pre-Calculus | 11-12 | 1 | 1 Trimester | Algebra II, Geometry |
| 77 Calculus A | 11-12 | 1 | 1 Trimesters | Trig, Pre-Calc |
| 78 Calculus B (ICCC) | 11-12 | 1 | 1 Trimester | CALCULUS A Note 2 |
| 198 MAT157 Stat I | 11-12 | 1 | 1 Trimester | Algebra II, Geometry, minimum ALEKS scores required |
| 298 MAT158 Stat II | 11-12 | 1 | 1 Trimester | Stat I, minimum ALEKS scores required |
| 312 MAT111 Math for Liberal Arts | 11-12 | 1 | 1 Trimester | Algebra I, Geometry suggested, minimum ALEKS scores required |

Notes:

1. Refer to the Math sequence chart to help you decide your Math sequence.
2. This is an ICCC concurrent enrollment course. Placement scores are based on an ALEKS score of 76%.. You will receive both SVHS and ICCC credit (4 semester hours).

Music

| Course Name and # | Gr. level | Credit | Class length | Recommended previous coursework |
|---|------------------|---------------|----------------------------|--|
| 97 Concert Band A 98 Concert Band B 99 Concert Band C | 9-12 | 1.5 | 3 Trimesters | |
| 91 Mixed Choir A 92 Mixed Choir B 93 Mixed Choir C | 9-12 | 1.5 | 3 Trimesters | |
| 228 Music Theory I | 10-12 | 1 | 1 trimester | |
| 88 Basic Guitar 1 89 Guitar 2 | 9-12 | .5 | 1 trimester 1 trimester | |
| 90 Piano Techniques | 9-12 | 1 | 1 trimester | |

Physical Education

| Course Name and # | Gr. level | Credit | Class length | Prerequisite (must pass) |
|--|------------------|---------------|---------------------|---------------------------------|
| 100 Physical Education A 101 Physical Education B 102 Physical Education C | 9-12 | .5 | 3 Trimesters | |
| 103 Personal Fitness A 104 Personal Fitness B 105 Personal Fitness C | 9-12 | .5 | 3 Trimesters | |
| 109 Health I | 9-12 | 1 | 1 Trimester | |
| Contemporary Health Issues (PEH 185) | 10-12 | 1 | 1 Trimester | Health I |

Science

| Course Name and # | Gr. Level | Credit | Class length | Prerequisite (must pass) |
|--|-------------------|---------------|---|---------------------------------------|
| 114 Integrated Science A 115 Integrated Science B 190 Integrated Science C | 9 elective | 1 1 1 | 1 Trimester 1 Trimester 1 Trimester | |
| 118 Biology A 119 Biology B | 10 | 1 1 | 2 Trimesters | Integrated Science A and B |
| 54 Food Science & Tech | 10-12 | 1 | 1 Trimester | Integrated Science A and B |
| 126 Anat. & Phys A 127 Anat. & Phys B | 11-12 | 1 1 | 2 Trimesters | Biology A and B |
| 120 Chemistry A 121 Chemistry B | 11 | 1 1 | 2 Trimesters | Algebra IB |
| 149 Chemistry 2A 149 Chemistry 2B | 12 | 1 1 | 2 Trimesters | Chemistry A and B |
| 124 Physics A 125 Physics B | 11-12 | 1 1 | 2 Trimesters | Algebra II, or Instructor approval |
| 143 Environmental Sci. A 155 Environmental Sci. B | 11-12 | 1 1 | 2 Trimesters | Integrated Sci. & Biology |
| 475 Forensic Science 535 Forensic Science B | 11-12 | 1 1 | 1 Trimester 1 Trimester | Chemistry A and B |

Social Studies

| Course Name and # | Gr. Level | Credit | Class length | Prerequisite (must pass) |
|--|------------------|---------------|---------------------|---------------------------------|
| 131 World Area Studies | 9 | 1 | 1 Trimester | |
| 130 World History A 173 World History B | 10 | 1 1 | 2 Trimester | |
| 128 American History A 129 American History B | 11 | 1 1 | 2 Trimesters | |
| 132 American Government | 12 | 1 | 1 Trimester | |
| 18 Contemporary. U.S. History | 11-12 | 1 | 1 Trimester | American History B |
| 172 History Through Film | 11-12 | 1 | 1 Trimester | |
| 157 Current Events | 11-12 | 1 | 1 Trimester | |
| 466 Holocaust Studies | 11-12 | 1 | 1 Trimester | |
| 467 History of Sports | 11-12 | 1 | 1 Trimester | |
| 236 Introduction to Psychology (PSY111) | 11-12 | 1 | 1 Trimester | See note 1 |
| 259 Developmental Psychology (PSY121) | 11-12 | 1 | 1 Trimester | See note 1 |
| 470 Genealogy | 11-12 | 1 | 1 Trimester | See note 2 |

1. This is a dual enrollment class taught at Southeast Valley. Students will receive both high school grade/credit and college grade/credit (3 credits ICCC).
2. Offered Independent Study

World Languages

| Course Name and # | Gr. level | Credit | Class length | Required previous coursework |
|--------------------------|------------------|---------------|---------------------|-------------------------------------|
|--------------------------|------------------|---------------|---------------------|-------------------------------------|

| | | | | |
|--------------------------------------|-------|--------|--------------|-------------|
| 80 Spanish I A 84 Spanish I B | 9-12 | 1 1 | 2 Trimester | |
| 81 Spanish II A 85 Spanish II B | 10-12 | 1 1 | 2 Trimesters | Spanish I |
| 82 Spanish III A 86 Spanish III B | 11-12 | 1 1 | 2 Trimesters | Spanish II |
| 83 Spanish IV A 38 Spanish IV B | 12 | 1 1 | 2 Trimesters | Spanish III |

9-12 Talented and Gifted Program—possible credit options

The program goals are:

1. To encourage students to become self-directed learners.
2. To help each student gain a positive, realistic concept of abilities, limitations, areas which need improvement, and potential talent areas.
3. To provide and facilitate the study of advanced content available from courses available through the charter school or PSEO (Post-Secondary Enrollment Options Act.)
4. To provide opportunities, procedures, and formats for high level independent studies based on the student's abilities and interests.
5. To provide an opportunity for students to interact with others who have similar interests and abilities.
6. To provide opportunities for carry-over into the regular classroom such as through peer tutoring.
7. To conduct semi-annual interviews with students who have been identified as Talented and Gifted with the purpose of helping them achieve high level goals while in high school and thereafter.

This program should provide for an opportunity for each student to advance toward his/her fullest potential. Activities and opportunities such as seminars, career awareness activities and in-depth explorations through research will be designed to assist the student to capitalize upon their abilities, talents, and interests.

Course Descriptions

AGRICULTURE EDUCATION

STRAND: Natural Resource Systems:

STRAND: Ag. Business Systems

| | |
|---|---|
| 194 Agricultural Science 138 Soil Science and Management OR 400, 401 AFNR A/B | 177 Small Animal Science 178 Livestock Science OR 194 Agricultural Science OR 400,401 AFNR |
| 162 Crop Production 227, 402 NRE (Natural Resources & Ecology) | 138 Soil Science and Management 140 Ag. Business and Farm Management OR 227, 402 NRE (Natural Resources & Ecology) |
| 142 Intro to Renewable Resources (AGA39) 165 Horticulture and Landscaping OR 139 Ag Communications | 281 Intro to Ag. Business (AGB133) 139 Ag. Leadership & Communication |

When you take Agricultural Education in the Southeast Valley School, you not only will acquire skills for production agriculture (farming), but you will acquire skills for many of the 100 or more careers in agriculture. A variety of practical teaching methods are used in the teaching of Agricultural Education. There is the classroom of course, but it goes further; Ag. Ed. Shop, an area farm, an area ag-business, judging contests, fairs, banquets, field trips, etc. There is one important requirement of any of the courses, **you** must be interested and willing to learn and advance yourself. Also, you are required to have and carry out an ag-related job experience. Those experiences could be livestock, grain, ag-business, ag-placement, ag-ownership or any other project approved by the local instructor.

Related closely to Agricultural Education is the student organization called FFA, well known throughout the state and nation as the largest organization of high school students and is completely student operated. All Ag-Ed students are “highly urged” to be part of the Central Plains FFA Chapter. The major aim of the FFA is to develop leadership, cooperation, and citizenship. Some of the FFA activities include monthly meetings; attendance at district, state and national conferences; a variety of judging contests; parliamentary procedure and speaking contests; a chapter mini-farm; community service programs; fairs; and the joy of belonging to something worthwhile.

The following course offerings in Agricultural Education are categorized by suggested grade levels and listed in course offerings.

SKILLS NEEDED FOR SUCCESS

1. Willing to become actively involved in student inter-curricular activities.
2. Expressing thoughts and opinions in written and verbal forms.
3. Investigating many different aspects of the agricultural industry.
4. Taking risks through trying new experiences.

EXPECTATION: Students will:

1. Use vocabulary consistent with the agriculture industry.
2. Recognize careers available in the small animal industry.
3. Prepare and present oral communications on agricultural related topics.
4. Gain self-confidence through participation in agricultural competitions and contests.

162 CROP PRODUCTION

Description: People require food, clothing, and shelter to live. As the earth's population continues to grow, we will have to use our resources more efficiently to meet human needs. This course is an attempt to teach students the importance of plants in meeting those basic human needs. A variety of resources such as textbooks, internet sites, and USDA publications will be used to supplement the class. This course will focus on Iowa's major crops. Topics covered will be the role of plant and soil science, fundamentals of plant science, meeting human needs with plants, and some soil science.

Considerations: Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Plant Systems

178 LIVESTOCK SCIENCE

Description: Modern Livestock and Poultry Production paints a very vivid picture of the animal agriculture industry and provides the information necessary to pursue a career in the field. Readers will appreciate the industry overview and the detailed discussions of specific species. This course will allow the student to explore a variety of major and minor farm animal species, including such topics as breeds, marketing, feeding and management of the species and common diseases and parasites. This course takes a close look at career opportunities and job expectations in the field. Additionally, the reader will find this book useful on a long-term basis as it addresses very specific nutrition needs and feeding requirements of such animals as horses, ponies, goats, sheep, beef cattle, swine, rabbits, hens, ducks and more.

Considerations: Membership in the FFA Organization is highly encouraged. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program. This elective course is offered annually.

Career Pathway(s) Related to Content: Animal Systems

177 SMALL ANIMAL SCIENCE

Description: This second course explores the care and management of small or companion animals. It includes units on history, characteristics of different species, housing, equipment, handling, reproduction, diseases, and

ailments. Key words, discussion questions, and activities engage readers and help them monitor their progress. Full-color photos help readers easily identify different species.

Considerations: Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Animal Systems

138 SOIL SCIENCE & MGT.

Description: Soil Science and Management, 4E emphasizes the human interaction with and effect on soils, rather than treating the soil as an independent element. Comprehensive, yet not intimidating, you will find this text has been revised to encompass more ecological themes within the established topics of soil science and use. Non-technical, and easy-to-understand, the fourth edition of this popular text teaches the essentials of soils from the perspective of farmers, horticulturists, environmentalists, and others who are concerned about how soils work and how they are used most effectively. An emphasis on management and the sustainable use of soils and water resources make it especially relevant to these audiences. Nutrient management, best practices and relevant legal issues and government programs make this text a practical application for agricultural and horticultural students.

The students will learn about Iowa Soils and have the knowledge to participate in the Iowa FFA Soils Career Development Event held in the fall.

Considerations: Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Natural Resources Systems

140 AG. BUSINESS AND FARM MANAGEMENT

Description: An important key to the survival of the farm and agri-businesses is good business management. Financial management is important to everyone in every career. Materials from Farm and Ranch Business Mgt. and Agribusiness: Decisions & Dollars will provide the students a basis for making effective decisions, setting goals, assessing and solving problems, valuing financial progress and success, evaluating the management of resources and gaining skills useful in everyday life. The students will have the opportunity to work with their own records on a computerized system.

Considerations: This course is geared for junior and senior level students. Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Agri-business systems.

165 HORTICULTURE – (Landscaping Principles and Design)

Description: Succeeding as a landscape professional requires not only mastery of horticultural skills but also of the business aspects of the industry. Landscaping: Principles and Practices thoroughly examine both sides of the business, providing the knowledge necessary to perform multiple skills expertly, efficiently and profitably. It teaches such skills as graphic design, installation, maintenance, pricing, human resource management, contract

development and the use of industry-specific technology. The student will find that the list of industry organizations and related Web sites provide leads to further sources of in-depth information.

Considerations: Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Plant Systems

194 *AGRI-SCIENCE* – Fundamentals and Application

Description : Agri-science Fundamentals and Applications is an effective course for introducing agricultural education. It addresses the full spectrum of the agricultural industry and introduces science as the basis for higher productivity and for the safest food system in the world. Readers also gain knowledge about agricultural careers and opportunities through the Agri-Profile feature. The text successfully convey the principles of integrating science into the agricultural curriculum, and they educate readers about accessing related material on the Internet and about National FFA programs related to agri-science and technology.

Considerations: Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Plant and Animal Systems

227 *NATURAL RESOURCES AND ECOLOGY A*

402 *NATURAL RESOURCES AND ECOLOGY B*

Description: NRE (Natural Resources and Ecology) course is a foundation course within the CASE sequence of courses. The course provides students a variety of experiences in the field of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem. The lessons in Natural Resources and Ecology include the following: Conservation, Preservation, and Exploitation; Mother Earth; Water Works; Lighter than Air; Earth's Energy; Flora and Fauna; Farming, Forestry, and Ferrous; We the People; and Past, Present, and Future.

Career Pathway(s) Related to Content: Natural and Environmental Systems and Ag Business Systems

400 *AFNR (INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES) A*

401 *AFNR (INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES) B*

Description: AFNR (Introduction to Agriculture, Food, and Natural Resources) introduces students to the range of agricultural opportunities and pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE curriculum. Students participating in this class will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. The AFNR

course includes: Agriculture, FFA, and SAE (Supervised Agricultural Experiences), Communication Methods, Science Processes, Natural Resources, Plants and Animals and Agricultural Mechanics.

Career Pathway(s) Related to Content: Natural and Environmental Systems and Ag Business Systems

281 INTRODUCTION TO AGRICULTURAL BUSINESS Concurrent Enrollment w/ICCC (AGB:133)

3 semester credits

Description: This course is an introduction to agribusiness management. It will emphasize the application of basic, practical business management skills in marketing, demand analysis, forecasting, production, finance, and leadership with a global perspective.

142 INTRODUCTION TO RENEWABLE RESOURCES Concurrent Credit w/ ICCC (AGA:390)

3 semester credits

Description: This is an introductory resource conservation course. It is designed to provide comprehensive coverage of a variety of local, regional, national, and global resource and environmental issues from population growth to wetlands to sustainable agriculture to global air pollution.

Special Note: It would be beneficial for the student to have taken in Soils or Natural Resource Management.

Considerations: Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Natural and Environmental Systems

139 AG. LEADERSHIP & COMMUNICATION

Description: This course will introduce students to the fundamentals of communication and leadership. Elements in this course will include: providing experiences to demonstrate characteristics of good leadership; demonstration of parliamentary procedure principles; job seeking skills, understand and apply ethical practices and responsibilities, develop and demonstrate skill in planning and organizing work, writing articles, basic principles in photography, public speaking and SAE record keeping. Providing instruction and hands-on activities, this course will cover a wide range of media topics and industry employment opportunities.

Considerations: Membership in the FFA Organization is highly encouraged. This course is offered annually. The course will also allow students to develop and expand their SAE (Supervised Agricultural Experience) program.

Career Pathway(s) Related to Content: Agri-business Systems and FFA

ART

1 INTRODUCTION TO ART

The first class to be taken for students interested in taking art classes in high school. This introductory class will study a broad range of subjects and materials related to art. We will also cover a broad range of art mediums including ceramics, paint, drawing, and even sculpture. Topics being explored during the trimester will prepare students for future art classes. This class is for the student wanting to go into an art related field while also any student looking for a fun class to participate in.

7 PHOTOGRAPHY

In this course, students will explore the fun and addictive art of photography. The class will begin with learning about the parts and function of film cameras and how to take captivating photos. At midterm, students will then switch from film cameras to modern digital cameras. Students will also learn how to manipulate their photos using Photoshop. Students taking this class should enjoy taking pictures or be thinking about photography as a career.

2 DRAWING**Prerequisite: Intro to Art**

Students who take this class should be interested in drawing and looking to improve their drawing skills. This class deals mainly with graphite pencil; however, materials such as ink, colored pencil, and charcoal will also be used. Students will explore line, value, shape, realism, and even cartooning. The first half of the class centers on drawing basics while the second half will center on using those basics on student-driven projects.

3 PAINTING**Prerequisite: Intro to Art**

This class is designed for students who enjoy the art medium of paint. Students use acrylic paint for most projects but will explore others such as watercolor paint. Different styles of painting will be studied while also learning new techniques to improve a student's skill in painting. All students are expected to buy their own canvases throughout the trimester with the total amount of canvases at an anticipated six canvases.

5 PAINTING II**Prerequisite: Intro to Art**

Students who have completed painting class and wish to continue painting would be the perfect fit for this class. Taken alongside other art classes, students in the class will be given a theme, which they will then choose the images in the painting. Not quite a studio class but still students will be more self-directed than a normal art class. Students will need to buy their own canvases just the same as painting.

4 CERAMICS**Prerequisite: Intro to Art**

Students interested in taking ceramics should enjoy working on projects with their hands. Pottery students learn about the tools necessary to make their projects while also learning about the properties of clay. They will learn the process of molding the clay, firing the clay, and finally glazing the clay. Projects include coil pots, slab boxes, throwing pottery on the wheel, and many more. Half of this course is teacher-chosen assignments; the second half is student-favored assignments.

9 SCULPTURE & PRINTMAKING**Prerequisite: Intro to Art**

Trimester will be split into first half sculpture, second half Printmaking. This class will focus on other areas of art other than the normal drawing and painting. Projects include shadow boxes, giant letters, cardboard sculptures, and mold making. Students should be looking forward to having more hands-on projects than most art classes. If you like building or designing things this class will be right up your alley.

183 GRAPHIC DESIGN**Prerequisite: Intro to Art**

Way different than any other art class, all projects will be created and manipulated using computer programs. Class will be held mostly in the computer lab with ideas being drawn and created in the art room. Students in this class should enjoy working with computers and have an eye for designing objects. Projects include logo designs, website headers, icons, and animation.

8 STUDIO ART

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Prerequisite: Intro to Art, 11th or 12th grade

Students who have completed Intro to Art and are a junior or senior are qualified to take studio art. Taken alongside other art classes, students will work independently on projects of their choosing with certain projects being required depending on grade level. A total of six projects will be required each trimester being inspired by original and creative ideas. No sketchbooks are required for this class.

Business

| |
|-------------------------|
| Marketing |
| Sales |
| Management |
| Entrepreneurship |
| Careers |
| MOC 1 |
| MOC 2 |

186 MARKETING

Students enrolled in marketing will have the opportunity to combine classroom learning with applied learning opportunities to obtain an understanding of the marketing concept. Units studied will include promotions, pricing, production, and distribution of goods/services.

187 SALES

Students enrolled in Sales will have the opportunity to obtain an understanding of the selling concept. Units studied will include: What is Selling?, The Sales Process, Determining Needs and Product Presentation, Handling Customer Questions and Objections, Closing the sales and Following Up, and Math for Retail Sales. Students will understand the sales and buying aspects from the business and consumers' eyes.

188 MANAGEMENT

This class will explore different types of management structures and be able to explain what managers do. You will learn about basic management functions planning, organizing, and controlling a business. The marketing research and competition are all a part of product planning which is a must for all businesses.

189 ENTREPRENEURSHIP

This class will study decisions that affect the ownership and management of a business enterprise. This course will give students information into the free enterprise system and the economy. Students will learn about the process to start a new business enterprise or become an owner of some type of existing business.

191 INTRODUCTION TO ACCOUNTING - ICCC Concurrent enrollment (ACC 111)

3 semester hour credits

Students will receive instruction in analyzing and recording various business transactions and in completing the accounting cycle by journalizing, posting, preparing worksheets, making adjusting and closing entries, and preparing financial statements.

192 COMPUTER ACCOUNTING – Concurrent enrollment (ACC 330) prerequisite: ACC 111*3 semester hour credits*

This course is designed to provide the student experience in handling automated accounting in a number of areas. These include General Ledger, Accounts Receivable, Accounts Payable, Payroll, Depreciation, Inventory and Accounting Statement Analysis. Simulation of business and its activities are processed through the entire accounting cycle culminating in the various accounting reports. The application will be done on a computer utilizing program software (Peachtree/General Ledger).

193 BUSINESS MATH – ICCC Concurrent enrollment (BUS 112) 3 semester hour credits

The student applies basic mathematical skills used in personal and business operations. This course includes fractions, decimals, percents, trade and cash discounts, markups, markdowns, interest, depreciation, investments, insurance, payroll, and annuities.

195 INTRODUCTION TO BUSINESS – ICCC Concurrent enrollment (BUS 102) 3 semester credits

This survey course explores the various fields within the world of business, how they differ, and how they are interrelated. Topics include business in a global environment, starting and growing your business, management, marketing management, managing technology, and managing financial resources. Students who are interested in a career in business or want to further their knowledge of the business world would benefit from this course.

199 HUMAN RELATIONS – ICCC Concurrent enrollment (BUS 161) 3 semester hour credits

This course introduces students to the importance of people skills and personal strategies needed for anyone working in business today. By focusing on working with others in a business setting – co-workers, consumers, and vendors, the students will learn the dynamics occurring at every level of organizations by examining the people, practices, and events that make the world of business what it is today and will be tomorrow.

201 CAREERS

Through the use of various multimedia resources, we will discuss various life skills, abilities, and social and work related problems. We will research different career options through interest inventories and aptitude testing. We will analyze decision making goals, and look at finding, getting, and keeping a job. The students in this class will learn skills that a productive person in society needs including: budgeting, credit, insurance, payroll taxes, time management, and the financial duties one will need as an adult.

184 MULTI-OCCUPATIONS COOPERATIVE EDUCATION PROGRAM 1 Prerequisite - Careers**185 MULTI-OCCUPATIONS COOPERATIVE EDUCATION PROGRAM 2**

All students must enroll for a minimum of two consecutive trimesters in the same academic year. Multi-Occupations Cooperative Education On-The-Job Training will provide the students with the opportunity to put into practice those aptitudes, attitudes and skills which will assist them in becoming a successful employee. This on-the-job training also provides the opportunity to secure work experience and possible employment in their chosen career field. Students will be employed for a minimum of twelve hours per week in a community or local area business. The employer and program coordinator will use a specific rubric-type evaluation instrument to measure the student's success on the job.

FAMILY AND CONSUMER SCIENCE**Strand: Family consumer Sciences****1.**

| | |
|--|--|
| Family Consumer Science (year) | |
| Parenting & Child Development | |
| Life & Relationships | |

2.

| | |
|---------------------------------------|--|
| Family Consumer Science (year) | |
| Interior Design | |
| Fashion Strategies | |

3.

| | |
|---------------------------------------|--|
| Family Consumer Science (year) | |
| Food & Nutrition | Food Fundamentals (ICCC HCM148) |
| Food Applications | Culinary Arts |

41 FAMILY AND CONSUMER SCIENCE A**42 FAMILY AND CONSUMER SCIENCE B**

This class is a comprehensive program of study for the first year student of the family and consumer sciences department in high school that will provide the student with an adequate background in areas of family and consumer sciences and create possible interest for further study of a particular area. The areas covered include: clothing, interior design, food and nutrition, relationships, and child development.

44 INTERIOR DESIGN

Students will study the past, present and future construction and decoration of homes. Emphasis is placed on selecting housing that meets an individual's needs, and making informed consumer decisions to achieve housing goals. Students are given opportunities to apply the concepts learned in class to hands-on-projects. Units studied include: selecting a place to live, housing styles, analyzing floor plans, elements and principles of design, and furniture styles and construction.

45 FOOD & NUTRITION

The focus on this class will be nutrition. This is basic fundamental learning of what food and nutrition does for the body, how to eat well, and how to live a healthy lifestyle with food. This course will look at nutrients, nutrition, and the basics of food preparation. This course will include some food cooking labs but is not the main focus of the class.

46 FOOD APPLICATIONS

Students will be expected to have completed FCS A or Culinary Arts.. The course involves baking units like pastry, foam cakes, and yeast breads. Poultry and seafood will be addressed. Meal planning, consumer shopping skills, and food presentation will also be studied.

54 FOOD SCIENCE AND TECHNOLOGY

Description: This class will incorporate the principles of food and how science relates to the creation of certain foods. This course will be a lab class and also a food class bringing attention to science principles through the creation of food. The class will also focus on technology in both the FCS and science areas.

65 FOOD FUNDAMENTALS - ICCC Concurrent Enrollment (HCM 148) (3 semester hours)

This course is aligned with Iowa Central Community College. This course is designed for students who are seriously considering culinary arts as a possible career. This course focuses on the skills and abilities needed for work in the food service industry. Students will learn preparatory skills to help them in the restaurant business. This is a 3 credit course for ICCC.

49 INTRO TO HOSPITALITY- ICCC Concurrent Enrollment (HCM) (3 semester hours)

A detailed look at restaurant and institutional food service operations, hotel and motel management, travel, tourism and international hospitality. Students will learn to better evaluate career opportunities, learn the level of quality and service necessary in an ever-changing industry.

43 CULINARY ARTS

This course runs the Jaguar Café. It is suggested that students have at least taken Foods I, but special permission of the instructor is allowed. In this course the students plan, prepare, and run the Jaguar Café. Emphasis is put on organization, planning, execution of a restaurant meal. The students will shop for supplies, plan meals, and serve the meal to patrons. The students will also learn the business aspects of the restaurant and also learn many culinary applications.

47 FASHION STRATEGIES

This course will allow students to learn the basics of clothing and textiles while learning about fashion and wardrobe. Students will learn about clothes and fashion, apparel industries, the “science” of apparel, art principles, consumerism, and clothing and textile careers. Sewing projects will be a part of this class.

176 PARENTING SKILLS

This class can be taken independently from Child Development and does not need to follow the sequence of the Child Development classes, but students will find this helpful. This class is intended for ALL students in the fact that most all students will eventually become parents someday. The class structure will revolve around the rewards and responsibilities of parenting. Topics will include the role of parents in the family, personal readiness, parenting skills, how to nurture and guide children, and how to use family resources. (this course will NOT have the baby think it over simulation!) Students in all grades will find this course beneficial to their future!

48 CHILD DEVELOPMENT

This course focuses on the developing child from prenatal to beyond. Students will learn the process of the developing child, labor and birth, plus learn about the child and the four areas of development from physical, social/emotional, and intellectual development. Parenting issues will be discussed as well as practical learning aspects of being a parent. Roles and responsibilities of being a good parent will be central in this course.

51 LIFE AND RELATIONSHIPS

This course will focus on the process of becoming a responsible person in today's society. This course will cover such topics as personal knowledge of self, dating, marriage, lifestyle trends, ongoing life situations, and the business of living from learning how to budget to death and dying. This is an upper level class, mainly for juniors and seniors, but special permission of the instructor is allowed.

203 CADET Arranged by Instructor Prerequisite: Parenting & Child Development

This is an on-job-site experience at the elementary education building. Students set up a schedule with the instructor and the Elem. principal to reflect the time spent at the elementary building. The student meets once a week with the instructor to turn in materials and discuss the experience. The student is to experience each of the following: classroom, special areas, and title programs. All aspects of teaching will be experienced from one-on-one, to small groups, to behind the scenes preparations; such as, running off materials. Students are expected to display positive behavior and morals while at the elementary. **You are a positive role model.**

179 BAKERY I Prerequisite: FCS A or Food and Nutrition

This will be a course where students will learn how to create simple bakery items, run a bakery business, and execute challenges in preparing bakery items. The students come up with a menu which is different each week. The class is split to come in early (7:30 A.M.) to prepare for the bakery. Students prepare the days before bakery and the 'off' days are trying new items for use in the bakery. Grading is based on the preparation for the bakery and also the labs.

443 BAKERY II Prerequisite: Bakery I

Students will be running the student run bakery while preparing more difficult challenges and lab work. Early mornings will be required on bakery days.

HEALTH OCCUPATIONS**Strand: Health and Medical Administrative Services**

| |
|--|
| Family Consumer Sciences (year) |
| Medical Terminology |
| Intro to Nurse Aide CNA (2 credits) |

220 MEDICAL TERMINOLOGY—ICCC Concurrent Enrollment (HSC 113) 2 semester hour credits

This course will study terminology of the human body systems in depth. The emphasis will be on recognition and functional vocabulary related to medical science. Definitions, standard abbreviations, pronunciations, correct spelling, will be included.

221 INTRO TO NURSE AIDE—ICCC Concurrent Enrollment (HSC 172) 3 semester hour credits

This course provides students with a basic level of knowledge and skills to provide safe, effective resident care. This nurse aide course meets the training requirements for aides working in nursing facilities and skilled nursing facilities. The class schedule will be built on the basis of two periods per day. Successfully completing this course will enable the student to take the 75-hour Nurse's Assistant written and skills competency test to become certified and on the Registry. Students may also need to provide their own transportation to the clinical location.

INDUSTRIAL TECH**Strand: Construction Trades**

| | |
|---------------------------|------------------------|
| Beginning Drafting | Intro to Shop |
| Woods I | Woods II (year) |
| Basic Construction | |

Strand: Manufacturing

| | |
|---------------------------|-------------------------|
| Beginning Drafting | Intro to Welding |
| Welding I | Welding II |

55 BEGINNING DRAFTING/CAD

Every student should take both Beginning Drafting and Intro to Shop as they are designed to cover the basic fundamentals necessary for living in this day and age as well as the foundation for taking other courses offered in the Industrial Arts curriculum. Units in this class include types of blueprints and beginning drawing which include mechanical drafting with 3D views and architect drafting which includes a floor plan and all 4 views of their home. This course provides an opportunity for the student to explore and gain some skills at the fundamental level.

61 INTRODUCTION TO SHOP

Units in this class include basic wood identification, hand tools, hand power tools, and power machines. Students will learn about and use different kinds of tools, hardwares, materials and operations. They will complete one project. **Safety glasses required.**

56 WOODS I

Students will be involved in the construction and finishing of a fine wood project. The student will draw plans, get estimates, materials and complete their project. Units on wood identification, tools and hardwares will be covered. Students are responsible for the cost of their own materials. **Safety glasses required.**

58 WOODS II A**59 WOODS II B**

This course is an extension of Woods I. It is designed to give a more in depth look into the area of woodworking. Students will be involved in design features and project construction through guided and independent practical experiences within the classroom and laboratory.

Students will be required to build one or two large projects of their choice. The project's difficulty should test their skill in the area of advanced woodworking. **Students are required to have a pair of safety glasses.**

53 BASIC CONSTRUCTION

Students enrolled in this course will be involved in the ever-building world of construction. Each student will be instructed on the proper ways of estimating and figuring for building structures and all that a single home includes: ex. floor plan designs and specifications, building figures, and the costs involved with each. Students will also have the opportunity to build projects of their choice, along with projects for members of the community (ex. storage shed). **Students are required to have a pair of safety glasses.**

260 ENGINES

Students will be introduced to the repair and service of gas engines. Each student will be able to work on and service all of the different varieties of gas engines. They will be working on 2-and 4-cycle small gas engines, along with a 4 cylinder and a v-8 engine.

Students will have the choice of working on their own engines or an engine provided for them. **Students are required to have a pair of safety glasses.**

60 BASIC MECHANICS

This course is open to all students, male and female, who own or will own a car. The basic systems of the car including ignition, charging, lubrication, fuel systems, and the power train comprise the basis of this course. Shop work experience will be limited to simple service and repair of these basic systems.

52 INTRODUCTION TO WELDING

This course is an introduction to welding based on careers and occupations, shop safety and arc and wire welding safety. Students develop skills in Arc welding and Wire welding. Students will be expected to perform a variety of different welds including Stringer-Butt-Corner-Edge-Lap-Tee-Pipe. **Safety glasses are required.**

63 WELDING I

This course is an introduction to welding based careers and occupations, shop safety, Arc, Wire, Tig and Oxyacetylene welding safety. Students develop skills in arc stick welding, oxyacetylene welding and oxyacetylene cutting. Students will be expected to perform a variety of different welds. Students may have the opportunity to create a metal/welding project of their choice. **Safety glasses are required. Students are encouraged to designate old heavier clothing to wear knowing that burn holes are likely.**

263 WELDING II (ICCC BEGINNING WELDING WEL 122) - 2 semester hour credits

This course is designed to introduce students to the world of manufacturing in metal technology. Each student will become aware of the tools and machines used in the manufacturing area as it pertains to welding principles. Students develop skills in Arc, Wire, Oxyacetylene and Tig welding in the Vertical and Overhead positions. Emphasis will be on student projects, design features and stresses that occur to metal. **Students are required to have a pair of safety glasses.**

67 INDUSTRIAL TECH PROJECT

This class would be set up cooperatively between the student and instructor.

LANGUAGE ARTS

The following chart shows the recommended Language Arts courses students should take determined by the post-secondary path they are planning to pursue. Classes listed are recommendations. Students should meet with the counselor to determine what classes are best for specific post-secondary programs they are interested in.

| | College Path: 4 Year Program | College Path: 2 Year Degree | Career Path |
|--------------------|---|---|--|
| First Year | English 1A/English 1B | English 1A/English 1B | English 1A English 1B |
| Second Year | English 2A/English 2B | English 2A/English 2B | English 2A English 2B |
| Third Year | College Prep A/College Prep B | College Prep A/College Prep B | Choose four: World Literature A World Literature B Basic Literature Novels 1 Novels 2 Creative Writing Speech Business English Conventions of English |
| Fourth Year | Composition 1 (ENG 105) Composition 2 (ENG 106) Online ICCC English classes | Composition 1 (ENG 105) Composition 2 (ENG 106) Online ICCC English classes | |

36 ENGLISH 1A**35 ENGLISH 1B**

Required-must pass both trimesters

This course covers all of the basics of language and literature. Students will gain experience with grammar, mechanics, speeches, essays, poetry, and popular literature such as Of Mice and Men by Steinbeck and Shakespeare's Romeo and Juliet.

24 ENGLISH 2A**25 ENGLISH 2B**

Required-must pass both trimesters

This course gives students insight into poetry, short stories, novels (including Harper Lee's To Kill a Mockingbird), and much more. The composition aspect of the class delves into research papers, résumés, journaling, and public speaking.

26 COLLEGE PREP ENGLISH**27 COLLEGE PREP ENGLISH**

College Prep will be a preparatory course for Concurrent Enrollment classes such as English 105, English 106, and other college-level courses. Attention will be paid to the writing process, especially revision and editing, and we will read a number of works critically, to prepare for the close reading required in college.

29 COMP I/ENGLISH 105—ICCC Concurrent enrollment (ENG 105 - 3 semester hour credits)

Students are recommended to successfully complete College Prep English to enroll in this class

This is an ICCC course taught at Southeast Valley for which students also receive high school credit. The purpose of this class is to allow students the opportunity to experience the writing process as they craft essays and research papers. Reading and analyzing model essays is a part of the process as is cooperative learning.

ICCC description follows: This course focuses on the process of writing expressive and informative prose incorporating oral, visual, and electronic modes. It introduces research skills and critical thinking skills.

30 COMP II/ENGLISH 106—ICCC Concurrent enrollment (ENG 106 - 3 semester hour credits)

Students must successfully complete English 105 with a “C” grade or higher to enroll in this class.

This course is a continuation of English 105 with advanced work in research techniques. The major focus is on persuasive and argumentative writing incorporating oral, visual, and electronic modes with an emphasis on critical thinking skills.

28 BUSINESS ENGLISH

The purpose of this class is to allow students the opportunity to put reading, writing, speaking, and listening to use in career-oriented ways. For example, students will read material written for their prospective career fields. In addition, the students will prepare and deliver several career-oriented speeches. These, and other assignments, will encourage students not only to apply their communication skills in the areas of their career interests, but they will also encourage the students to explore what that career will demand of them.

31 CREATIVE WRITING

This class is for students interested in broadening and improving their writing skills. Students should expect to write every day. The class will follow a “read to write” approach by studying representative models as part of the prewriting process. The first half of the trimester will be dedicated to writing fiction pieces: narratives, drama, and poetry. The second half of the trimester will involve developing non-fiction pieces: travel writing, personal essay, and a literary program. Students will be required to present their group play and their individual literary programs for the class.

32 WORLD LITERATURE A**20 WORLD LITERATURE B**

Although this class is of benefit to any student, it is strongly recommended for all college-bound students. Because oftentimes college freshmen find themselves faced with reading different types of works with which they have had little contact, the purpose of this class is to form a strong background in the types of literature found commonly in freshman English and humanities courses in college. This class will study Greek and Roman

mythology before reading a Greek epic and a tragedy. Next, the class will read several medieval and Renaissance works as they travel through history, ending with a Shakespeare play. Throughout the semester the class will be working with poetry written by various authors as well. Although students should be prepared to do a good deal of reading, they will also learn techniques to help them understand good literature and to write about it.

34 CONVENTIONS OF ENGLISH

This class is designed to review and apply the mechanics of grammar to written English.

202 BASIC LITERATURE

This class is designed to explore a variety of reading materials. Some of the possible topics could include short stories, newspaper articles, magazine articles, and novels. The class' interest and needs will be a determining factor of the class content.

170 NOVELS 1

Allows the student the privilege of reading one novel as a class, Sue Monk Kidd's The Secret Life of Bees and then students will choose 3 books to read in a small group setting from a pre-selected list. We take the opportunity to come together and talk about literary devices, symbolism, and famous quotes provided by the authors.

171 NOVELS 2

Students NEED NOT have taken Novels 1. We read The Outsiders by S.E. Hinton together as a class, and then students will choose 3 books to read in a small group setting from a pre-selected list. We take the opportunity to come together and talk about literary devices, symbolism, and famous quotes provided by the authors.

206 SPEECH

This course is designed to enhance public speaking skills. Both verbal and nonverbal communication skills will be learned. Competence in effective oral presentations will be the focus of this course. However, listening-skills, techniques of interpretation and evaluation, and group dynamics will be emphasized. Research skills are also a part of this course.

179 EVENT REPORTING 1 (YEARBOOK)

180 EVENT REPORTING 2 (YEARBOOK)

Students will utilize technology in design and creativity. Various computer software programs will be used to create graphic images. The basic elements of design will be used by students to complete advertisements, logos, cartoon slide shows, and original art. Students will use the internet to research graphic artists. Students will critique their own work and the work of other graphic artists. All of the project's skills will be used to create a school yearbook. This class is elective credit only.

MATHEMATICS SEQUENCE CHARTMath chart reads **DOWN**

| | Path One | Path Two | Path Three | Path Four |
|--------------------|--|--|---|--|
| First Year | Basic Math | Intro to Algebra | Algebra I | Geometry |
| Second Year | Intro to Algebra | Algebra I | Geometry | Algebra II |
| Third Year | Algebra I A <u>AND</u> Geometry A | Geometry | Algebra II (can be taken concurrently with Statistics—after meeting Proficiency scores) | Pre-Calculus <u>And/or</u> Statistics I, II |
| Fourth Year | Algebra IB <u>Or</u> Geometry B <u>Or</u> Personal Finance | Algebra II (can be taken concurrently with Statistics – after meeting proficiency scores) <u>OR</u> Math for Liberal Arts | Trigonometry (one trimester) Pre-Calculus (one trimester) <u>And/or</u> Statistics | Calculus A & B <u>And/or</u> Statistics I, II <u>And/or</u> Trigonometry |

*If a student fails any trimester of math, the student must have the math department's recommendation before enrolling in the next math course.

15 MATH 9 (.5 credits)

Math 9 is a fall trimester course for incoming freshmen that will meet every other day. The course has two goals: to assess the math skills of each student so that accurate placement is made into the high school math sequence; and, to strengthen the student's collaboration skills through group work. At the conclusion of the course, students

will be placed into the math course that best suits their ability for the remaining two trimesters of their freshman year.

68 BASIC MATH IA

“Specific recommendation by the teacher”

69 BASIC MATH IB

A. Objective

This course is designed for those students who will probably end their formal education with high school education or allow for another year/years of maturity before taking Algebra IA. A review of computational skills initiates the course with later emphasis on mathematics needed in consumer and career situations. The main objective is to help the students meet basic mathematical needs for everyday living.

B. Content—continuous use of computational skills.

1. Place value, rounding, estimating, and using exponent.
2. Adding, subtracting, multiplying, and dividing whole numbers, decimals, fractions, and mixed numbers.
3. Using and converting between customary and metric measurement systems.
4. Computing area, perimeter, circumference, and volume of basic shapes.
5. Using ratio, proportion, and percent.
6. Introduction of the concept of signed numbers and where they occur.
7. Method -- Brief group discussion, followed by extensive one on one instruction for the remainder of the period
8. Evaluation
9. Daily homework assignments
10. Class participation, effort, and attitude of individual

76 PERSONAL FINANCE

This trimester long course focuses on topics preparing students for common financial situations. This class reinforces arithmetic operations and relates them to each of the units covered in class. Topics include planning a budget, buying/renting a home, buying/leasing a car, paying taxes, managing insurance, saving and borrowing money, and investing (bonds, stocks, mutual funds, and real estate). This class is intended for JUNIORS and SENIORS only unless recommended by a teacher in the math department.

The method will range from informal lectures where students will need to take notes, work time for one-on-one help, hands-on activities and individual projects.

Evaluation

- Daily homework assignments
- Tests at the end of each unit
- Class participation, effort, and attitude of individual
- Individual/Class Projects
- Trimester Exam

70 INTRO TO ALGEBRA A

Placement as determined by the Math 9 course.

71 INTRO TO ALGEBRA B

The objectives, methods of instruction and evaluation procedures for Intro to Algebra will be the same as those for the regular Algebra I course. The course will be approximately the same as the first semester of Algebra I. Students should be able to add, subtract, multiply and divide whole numbers, decimals, fractions and mixed numbers accurately before taking this course.

72 ALGEBRA IA**73 ALGEBRA IB****A. Objectives**

1. Development and extension of certain algebraic skills and processes needed for success in future math courses

B. Content—Emphasis on problem solving

Introduction to Algebra—Equations
Working with Real Numbers—Properties
Solving Equations
Polynomials and Problem Solving
Factoring Polynomials Fractions
Applying Fractions—Algebraic

Linear Equations and Systems
Introduction to Functions
Inequalities
Rational and Irrational Numbers
Quadratic Functions

C. Method

1. An informal lecture method is used to relate new materials to previous knowledge.
2. Students will have specific assigned course content and problems to be done.

D. Evaluation

1. Homework assignments completed
2. Quizzes and chapter tests.
3. Class participation, effort, and attitude of the individual.

216 GEOMETRY A**217 GEOMETRY B****A. Objective:**

The objective of this class is to give students the basics of geometry including shapes (area, surface area, volume, and characteristics), practice in measurement and geometric constructions, applications of geometry and the development of logical processing skills.

B. Content:

Basic definitions and theorems of shapes; being able to apply formulas, theorems and measurements; Pythagorean Theorem; basic Trigonometry; coordinate Geometry; applying Geometry to a variety of real-life applications; inductive and deductive reasoning.

C. Method:

The methods used will include teacher led discussions and notes; group work; one on one work time; hands on construction techniques.

D. Evaluation:

Homework (Practice) assignments, Unit Assessments, Class participation, effort, and the attitude of the individual, Trimester Exam

66 ALGEBRA IIA**67 ALGEBRA IIB**

This course provides students with many mathematical concepts and tools to better solve problems and communicate information that contains mathematical ideas. Much time will be needed by students outside of class to develop and practice their reasoning skills.

Course Content:

The language of algebra and problem solving

Linear and Quadratic Functions and Graphing Polynomial equations of degree 3 or higher Systems of Equations and Inequalities.

Rational Expressions and Equations

Exponents, Exponential and Logarithmic Functions

Sequences and Series

Probability

The structure of the class is set up much like that of a typical college math course. Students must be able to complete daily assignments and duplicate their work on weekly homework quizzes. The major evaluation tool is a test given at the conclusion of a unit and will reflect a majority of the student's grade. A comprehensive test will be given at the conclusion of each semester.

196 TRIGONOMETRY Prerequisite: Algebra II, Geometry, or Teacher Recommendation.

This course contains an orderly development of the trigonometric functions and their inverses. Topics included in the course are identities, trigonometric equations, graphs, and solutions of triangles.

197 PRE-CALCULUS Prerequisite: Algebra II

College Algebra is a study of functions, their inverses and composites, topics of analytic geometry and other topics important to the study of calculus.

198 STAT I - ICCC MAT157 (Recommended: Algebra II) 4 semester hour credits**298 STAT II - ICCC MAT158 Prerequisite - STAT I 3 semester hour credits**

This is the first and second course in basic probability and statistics which includes the study of frequency distributions, measures of central tendency and dispersion elements of statistical inference, regression and correlation. **Mandatory Assessment for placement: ALEKS test: >30%.**

77 CALCULUS A**78 CALCULUS B (ICCC MAT 210) Recommended: Trig. and PRE-CALC. 4 semester hour credits**

This is a first course in integrated calculus and analytic geometry. The concepts of analytic geometry are studied as they apply to calculus. The calculus concepts covered include the rate of change of function, limits, derivatives of algebraic, logarithmic, trigonometric and inverse trigonometric functions, applications of the derivative and an introduction to integration and its applications. This course is taken for two consecutive trimesters. Students must successfully complete both trimesters to receive high school or college credit. **Mandatory Assessment for placement: ALEKS test: 76%-100%.**

312 MATH FOR LIBERAL ARTS (ICCC MAT111)

This course is designed to introduce a student in non-math related majors to some of the basic uses of mathematics in society today. Topics covered include set theory, probability, statistics, geometry, logic, personal finance, and voting and apportionment. This course will also help students gain mathematical literacy which will

be of vital significance when making important life decisions. In addition, this course will help with any career that involves mathematics, decision making, or problem solving. This course satisfies a general education requirement in the Math/Science area. **Mandatory Assessment for placement: ALEKS test: >30.**

VOCAL AND INSTRUMENTAL MUSIC**97 CONCERT BAND A****98 CONCERT BAND B****99 CONCERT BAND C**

Open to all 9-12 grade students. (.5 credit)

Activities of the high school instrumental music department include:

| | |
|---------------|--|
| Concert Band | Fall, Winter and Spring Concerts; Solo/Ensemble Contest; Large Group Contest; Commencement |
| Marching Band | Home football games. |
| Jazz Band | Rehearsals outside the regular school day. Saturday competitions |
| Pep Band | Home basketball games and Pep Assemblies |
| Honor Bands | Opportunities for qualified students to take part in honor bands. |
| Lessons | A weekly lesson is required. |

Regular practice time may occasionally be used for other groups when necessary.

88 BASIC GUITAR 1 (.5 credit)

This beginning guitar course is designed to get students excited about playing guitar by serving as an introduction to the instrument. Students will learn how to play the guitar properly and how to read standard notation and tablature, chord diagrams, and chord charts.

89 BASIC GUITAR 2 (.5 credit)

This beginning course builds upon the ideas and concepts taught in Basic Guitar 1. They will learn to play a variety of chords and scales, and use different strum patterns. They will challenge their coordination and timing as they learn how to play in 3/4 time signature and explore many different genres. You must complete Basic Guitar 1 before enrolling in this class.

90 PIANO TECHNIQUES (1 credit)

Explore the basic techniques of playing the piano. Learn to read multiple forms of music notation, construct basic harmonic structures, and perform a variety of different songs and genres. Music literacy skills are recommended, but not required.

91 MIXED CHOIR A**92 MIXED CHOIR B****93 MIXED CHOIR C**

Open to all students. This class covers, among other things, foundations of healthy singing, music reading, and sight singing. Participants will sing a varied repertoire of music from the easy to medium-advanced levels of music. (.5 credit)

Activities of the high school vocal department include:

| | |
|--------------|--|
| Mixed Choir | Musical; Winter Concert; Music Carnival; Solo/Ensemble Contest; Large Group Contest; Spring Concert, and Graduation. |
| Jazz Choir | Rehearsals outside the regular school day. Concerts and Large Group Contests |
| Honor Choirs | Opportunity for qualified students to take part in Honor Choirs throughout Iowa |

228 MUSIC THEORY I (1 credit)

The main purpose of this class is to connect what is heard in music to what is seen in music. The basics of rhythm, harmony, and melody are at the forefront with the techniques behind written music notation being developed daily. Open to grades 10-12.

PHYSICAL EDUCATION

Students may be exempted from physical education at parent request for several reasons:

1. Religious exemption (one request covers the entire 4 years)
2. Health exemption (temporary or permanent)
3. Full academic schedule (new request required each trimester)
4. Participation in another activity of equal or greater physical intensity (new request required each trimester)

100 PE A**101 PE B****102 PE C**

Physical education is an instructional course built around basic motor activities which help achieve the goal of physical, emotional, and mental well-being for every student. The course provides the opportunity for students to learn skills in physical education, experience competition, improve their overall fitness and increase their social skills.

Fall Activities

Winter Activities

Spring Activities

Outdoor activities, volleyball, wiffleball, basketball, trench-ball

Badminton, indoor golf, quad ball, trench ball

Golf, pickleball, Frisbee golf, trench ball, outdoor activities

103 PERSONAL FITNESS A**104 PERSONAL FITNESS B****105 PERSONAL FITNESS C**

Personal fitness is a course in which the students can choose to focus on either weight training or aerobics. For weight training, emphasis will be on proper warm-up, lifting technique, safety, and cool down. Participants will be required to work on a 10-week lifting program including fitness testing, plyometrics, agility drills and form running. Written records of training will be maintained. For the aerobics component, emphasis will be on proper warm-up, improving flexibility, increased strength and improved cardiovascular fitness. This course will utilize commercial programs providing high impact as well as low impact aerobics.

Intro to Athletic Training;**274 PEC 111 Techniques and Theories of Coaching****294 PEC 127 Care & Treatment of Athletic Injuries****273 PEC 121 Body Structure and Function**

These courses may be taken individually or as a sequence. The full sequence leads to a coaching endorsement.

These classes are dual credit (1 high school credit each and 2 or 3 college credits). These credits may not transfer to a 4-year university.

109 HEALTH 1

This is a required course offered to 9th grade students. The purpose of this course is to provide students with factual information concerning the mental, physical, emotional, and social aspects of health—the scientific basis for intelligent self-help preventative medicine. Such information will enable young people to make informed decisions regarding the health problems they face from day to day.

Contemporary Health Issues (PEH 185 FN01-3 semester hours) 1 HS Credit

This course presents a basic understanding of the relationship between the human body and the environment in which it exists. This course addresses principles and practices of personal health and disease prevention. The course also develops an appreciation of the social, economic and medical aspects of man and disease as it relates to personal and community living. Topics include dimensions of health; making consumer and health care choices, emotional maturity and stress management; physical activity; diet, nutrition, and weight management; consequences of drug, alcohol, and tobacco use; sexuality; responsible sexual behavior.

SCIENCE

| Suggested Science Sequences | | | | |
|------------------------------------|--|---|--|---|
| | Path 1 | Path 2 | Path 3 | Path 4 |
| 1st Year | Integrated Science A & B | Integrated Science A & B | Integrated Science A & B | Integrated Science A & B |
| 2nd Year | Biology A & B | Biology A & B | Biology A & B | Biology A & B |
| 3rd Year | Soil Science or Natural Resources or Integrated Science C | Environmental Science A & B or Integrated Science C and Food Science | Chemistry A & B or Anatomy and Physiology or Forensics | Chemistry A & B and Anatomy and Physiology or Forensics A |
| 4th Year | Environmental Science A & B or Natural Resources or ICCC Natural Resources | Chemistry A & B or Environmental Science A & B | Physics and/or Chemistry 2 A & B | Chemistry 2 A & B and/or Physics or Forensics B |

114 INTEGRATED SCIENCE A**115 INTEGRATED SCIENCE B**

The Integrated Science series is designed to introduce students to beginner level science concepts. The course stresses written/verbal communication and the interpretation of data through a scientific lens. Students learn the scientific method, lab safety, and other practices utilized in future science courses. An overview of Introductory Science concepts, Physics concepts, and Chemistry concepts are covered. Integrated Science A & B are required for graduation.

190 INTEGRATED SCIENCE C - EARTH AND SPACE Prerequisite: Integrated Science A & B

This is a one trimester course that extends Integrated Science for those who are interested in learning more about the physical sciences.. Students will explore geological and astronomical concepts. This may include exploration and discovery. Concepts in chemistry and physics from Integrated Science will be used to understand and explore the rocks and soils of Earth and components and structures in space. May be taken at the same time as Integrated Science B.

118 BIOLOGY A**119 BIOLOGY B**

This course is required for all students. It also fulfills all of the life science standards. Biology is a course following a phylogenetic approach that allows the student to learn of the diversity in life forms, while at the same time revealing their relationships and their fundamental unity in form and function. Emphasis is placed on six themes: Unity within Diversity, Evolution, Energy, Homeostasis, Systems & Interactions, and the Nature of Science.

This class involves lectures, lab work, use of a microscope and dissection.

120 CHEMISTRY A**Prerequisite: pass Algebra IB****121 CHEMISTRY B**

A lab-based Chemistry course is offered in preparation for college Chemistry. Topics include: Scientific Notation and Dimensional Analysis; Solids, liquids, and gasses; Atomic structure; Chemical formula and equations; Chemical reactions; Mole Mass/Molecular Formulas; Matter-Properties and Changes; Stoichiometry; Types of Bonds; Periodic Table and Properties.

Laboratory investigation to aid in the discovery of chemical concepts is used throughout the course. The computer is used when appropriate. A good math base in problem solving is very beneficial.

149 CHEMISTRY IIA**Prerequisite: Chemistry****150 CHEMISTRY IIB**

This class uses the same book as Chemistry I. Topics covered include molarity, molality, nonnality, acid/base studies, salts, pH, titrations, chemical equilibrium, organic chem., quantitative chem., and other topics.

124 PHYSICS A**Prerequisite: Algebra II****125 PHYSICS B**

Topics covered are: Mechanics, Heat, Energy, Particle Physics, Vectors, Forces, Waves, Sound, Light, Electricity, and Magnetism. The primary purpose of this course is to introduce the physical laws that are fundamental to all sciences. Students will use a mix of lab techniques and math problem solving. This will allow them to relate to many book situations directly. Class discussions will often be used as a means of processing the concepts.

Because most physical law is computational, a good mathematical background is necessary. Use of computers will also be employed where applicable and possible. SI units and scientific notation are used exclusively throughout the text and course.

126 ANATOMY & PHYSIOLOGY A**Prerequisite: Biology****127 ANATOMY & PHYSIOLOGY B**

Students must be juniors or seniors and have attained a "B" or higher in Biology or have instructor's approval. Anatomy and Physiology is a study of the human body structure and function. Major topics are systems, functions, diseases, and disorders. Students will participate in an animal dissection. This course is recommended for students who may pursue life science courses in college, especially those students anticipating careers in the health science field.

143 ENVIRONMENTAL SCIENCE A**Prerequisite: Integrated Science & Biology****155 ENVIRONMENTAL SCIENCE B**

Make students aware of their fragile environment and empower them with the knowledge to become responsible conservators of their planet. Units of study include environmental science; a global perspective, living things in ecosystems, how ecosystems work, kinds of ecosystems, water, air, land, biodiversity, and Iowa's resources. Besides worksheets, demonstrations and written papers, there will be labs, a research paper and a field trip.

161 ENERGY AND MAGNETISM**Prerequisite: Integrated Science**

This is a one trimester course. Students will explore sources and uses of energy and magnetism. Some emphasis will be on alternative sources of energy and sustainable uses.

475 FORENSIC SCIENCE A**Prerequisite: Integrated Science & Biology**

Forensic Science is a laboratory-based course in which students will apply their prior knowledge of biology, chemistry, physics and mathematics to the popular field of crime scene investigation. It includes an introductory to crime scene investigations and to include exploratories in DNA, fingerprinting, hair and fiber analysis, trace evidence, and blood spatter through case studies and crime scene evaluations. Laboratory activities will give students the opportunity to demonstrate forensic science techniques presented in lecture.

Due to the graphic nature of the content covered this class is reserved for Junior and Seniors.

535 FORENSIC SCIENCE B**Prerequisite: Forensic Science**

Forensic Science B is a continuation of the application of laboratory skills to include investigations into ballistics, arson, drugs, and poisons. In addition students will perform case studies and survey careers in forensic science.

Due to the graphic nature of the content covered this class is reserved for Junior and Seniors.

COMPUTER SCIENCE**471 INTRO TO COMPUTER SCIENCE A****(formerly INTRO TO CODING)****472 INTRO TO COMPUTER SCIENCE B****Prerequisite: COMPUTER SCIENCE A****473 INTRO TO COMPUTER SCIENCE C****Prerequisite: COMPUTER SCIENCE B**

These sequential courses will provide a foundation of knowledge around computer hardware and networking.

SOCIAL STUDIES**131 WORLD AREA STUDIES****(required) 9th grade**

This is a required one trimester course. The course will review basic geographic skills and apply them to various parts of the world. Physical geography and human geography concepts will be addressed. Various areas of the world will be studied according to student interest and world events. Current events will also be a part of the course as they apply to the world today.

130 WORLD HISTORY A**Prerequisite: World Area Studies****173 WORLD HISTORY B**

This is a one trimester course that focuses on historical content and skills to have a better understanding of our world and the events that have shaped human history. The content starts with early foraging groups and progresses through great civilizations of the ancient world. Topics also include world religions and how newer empires rose to power and their lasting achievements.

World History B is a one trimester course that begins with a review of World History A concepts and the progression of world history from the Global Age and its influencing factors through the age of revolutions around the world.

128 AMERICAN HISTORY A**Prerequisite: World History**

In this 1 trimester course students will delve into American history ranging from the first English colonies, to the end of the Reconstruction Era following the American Civil War. Students will come to understand the creation of the United States, and its early challenges and development in order to be able to apply the lessons learned from the past to take on the challenges facing the United States today, and tomorrow.

129 AMERICAN HISTORY B

In this 1 trimester course students will delve into American history ranging from the rise of America as a global power in the late 19th century, to the struggle of the Cold War during the 1950s & 60s. Students will come to understand the achievements made by the United States during the Progressive Era and Civil Rights Movement, and the hurdles it had to overcome, such as the Great Depression and World Wars.

132 AMERICAN GOVERNMENT**Prerequisite: American History A**

In this 1 trimester course students will come to understand how and why the American government system is structured the way it is at all levels, its various powers & responsibilities, as well as the individual role they each have to play in it.

18 CONTEMPORARY AMERICAN HISTORY**Prerequisite: American History B**

In this 1 trimester course students will delve into American history ranging from the Vietnam War & Watergate to the end of the Cold War & the push for Globalization. Students will come to understand how we got to where we are today, so they will be better equipped to effectively lead the country to where we want to go tomorrow.

172 HISTORY THROUGH FILM**Prerequisite: 11th or 12th grade or teacher approval**

This one trimester course examines Hollywood feature films and historical dramas as historical evidence. Students view movies on various topics, participate in class discussion, complete projects and write essays comparing the film evidence to information in more traditional sources. Grading will be based on previewing and post-viewing activities as well as participation in discussion.

157 CURRENT ISSUES**Prerequisite: 11th or 12th grade or teacher approval**

Current Events is a student-driven, project based, one trimester course focused on students analyzing the events happening in the world around them. Students will work in a group to research, analyze and present the events of the world, week by week, as they are happening.

466 HOLOCAUST STUDIES**Prerequisite: 11th or 12th grade or teacher approval**

This course will examine efforts to systematically eliminate people, most specifically people labeled as Jewish. The central focus will be the Holocaust and Nazi Germany, with minimal mentioning of other genocides. The course will consider the causes of genocide, the victims' experience, the mindset of the perpetrators, and its relevance for you today, among other issues. This is an intense course that will require us to not simply study a historical period, but attempt to understand people and events. Throughout the course we will analyze many short readings with extensive discussion and reflective journal writing. It is important that you actively participate in class discussions and take the time to do the reading and writing assignments. All of this will require us to consider who we are and what responsibilities we have. Furthermore, we will be watching several documentaries and films. The viewings will be required and be accompanied with questions.

***THIS IS DIFFICULT MATERIAL THAT REQUIRES A HIGH LEVEL OF EMOTIONAL MATURITY.

467 HISTORY OF SPORTS IN AMERICA**Prerequisite: 11th or 12th grade or teacher approval**

This history elective class will examine the development of sport(s) in America. Our historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural and political forces that are at work in the United States as well as the world. We will examine the historical context as well as the significance of gender, race, ethnicity and social class.

Students will:

- a. Gain historical knowledge about the origins and development of various sports in America as well as worldwide, major political, social, cultural, economic, and intellectual concepts through the chronological history of sport.
- b. Understand why and how sports have become a popular cultural phenomenon.
- c. Learn a greater appreciation for the issues that have affected sports such as gender, discrimination, race bias, and class economics.
- d. Begin to recognize the influence that commercialization has within the sports world.

236 Intro to Psychology (PSY 111) 3 Semester hour credits

This course includes the tools for the study of psychology, basic psychological processes, personality and social behavior, contemporary knowledge of motives, intelligence, learning and emphasis on the language of modern psychology.

259 Developmental Psychology (PSY 121) 3 Semester hour credits

This course traces the fundamental patterns of normal health development from conception to death. Each developmental period is examined in light of the characteristics of the period and the demands of American culture. Recent research in the studies relating to different ages is reviewed.

470 Genealogy (Elective)**Prerequisite: 11th or 12th grade or teacher approval**

In this 1 trimester course students will delve into their own families history. Students must be self-motivated as they independently organize their family's history. This course is research based and students must have a willingness to dig into primary sources from the past to understand and appreciate what those who came before them endured in order to bring us to where we are today. Strong reading and writing skills are a must. A permission slip must also be signed by the students parents/guardians agreeing to their student taking this course.

WORLD LANGUAGE**80 SPANISH IA****84 SPANISH IB**

Spanish I is a very basic, beginning course that will introduce you to a new set of sounds, words, structures, and symbols. Modern languages will give the student the opportunity to expand horizons to a new group of people, cultures, and ideas.

Some of the major areas studied are:

Reading: The student reads a "reader" book in each section.

Writing: The student writes sentences in simple present tense using regular and irregular verbs.

Listening: The student can understand and interpret simple words, phrases and simple questions.

Speaking: The student can express simple vocabulary, phrases, sentences, and questions.

Culture: Culture is introduced at all levels in Spanish. Cultural notes are in every lesson of Spanish I, II, III, and IV. Hispanic artifacts are on display throughout the Spanish Department.

Grammar: Simple Present, Simple Present Irregulars, Simple Present Reflexive, Present Progressive.

81 SPANISH IIA**Prerequisite: Spanish I****85 SPANISH IIB**

Spanish II includes a continuous review of the first year of Spanish. Students will be acquiring more ability to converse in Spanish, as well as adding many words to their vocabulary and becoming more familiar with sentence structures and their formation. Nearly all the activities started from the previous year will be continued, but on an increasingly advanced level.

After having successfully completed Spanish I and Spanish II, the student will have acquired nearly all the basic, elementary principles of the language. It is, however, recommended that a student should continue on with Spanish, where he/she will be able to reinforce material already covered by its application to studying culture, geography, literature, and learn tenses to facilitate speaking.

Grammar: Preterite (simple past), Imperfect, Past Progressive, Present Perfect, Past Perfect.

82 SPANISH IIIA**Prerequisite: Spanish II****86 SPANISH IIIB**

Spanish III will continue to review those concepts already learned in Spanish I and II. Additionally, students will sequentially expand upon grammatical structure, tense, writing, and reading; through stories, poetry, and literature. After having successfully completed Spanish I, II, and III, students will have all the basic fundamentals and principles of the language.

Grammar: Commands, Conditional, Future, Subjunctive

83 SPANISH IV A**Prerequisite: Spanish III****38 SPANISH IV B**

This course reviews all the tenses learned from Spanish I - Spanish III. Vocabulary in the final unit is personalized and chosen by each student.

Grammars Reviewed: All Present Tenses and Estar Tenses, Preterite and Imperfect, Future / Conditional / Present Perfect.

ONLINE COURSES

INTERNET BASED SENIOR YEAR PLUS COURSES AVAILABLE THROUGH IOWA CENTRAL DISTANCE LEARNING

ICCC online courses are taught via the internet using iNET. Any student identified as who is ranked as proficient in Reading, Math, and Science on the most recent ISASP and has a GPA of 2.8 or greater may enroll in an online course to add to the depth and breadth of their learning.

ICCC policy states that students *must* login to the course within the first two days of their start date, or they will be dropped and receive an *F*. Online courses have weekly deadlines; students are required to stay on track. *Students must print their course grade* at each of Southeast Valley's grading periods and give them to the counselor.

OTHER IMPORTANT INFORMATION FROM ICCC

A successful Distance Learning Student...

- is highly motivated and committed to learning.
- possesses excellent time management skills.
- has unlimited access to the internet.
- is familiar with computers and technology.
- can commit at least 5 to 10 hours per week per course.
- is willing and able to login to their course at least 3 to 5 days per week or more.
- is able to communicate through writing.

TritonPass is a portal system that allows students to access all internet resources such as the Iowa Central student email account, iNET, and WebAdvisor, in one location. It eliminates the hassle of logging in multiple times to access different services. For login information go to www.iowacentral.edu, and click on "TritonPass", follow directions on the left side of the page in order to find your username and password.

Iowa Central Student Email

All high school students enrolled in Iowa Central courses are given an Iowa Central student email account, which can be accessed via TritonPass. Course access information for FlexNet and Online courses is sent to this email account.

Drop/Withdraw Policy

Students may drop or withdraw from internet-based courses during certain times in the semester. A Withdraw affects the transcript and billing (including financial aid) differently than a Drop. There are limits as to when you may drop or withdraw. High school students also need to check with their local high schools to follow their policies on dropping a course. Contact your principal or school counselor for more information on these policies.

Student Grade Appeal- Iowa Central Community College

Appeals of ICCC grades are out of the control or influence of staff at SVHS. Responsibility for the appeal rests with the student. Final decisions are the responsibility of ICCC as described below. A student who believes a course grade he/she has received is inaccurate may seek an appeal as follows:

1. Within 60 calendar days following the end of a course, the student will inform the instructor in writing of questions concerning course grade. The writing will address questions concerning the criteria and procedures the instructor used in determining the grade, the process by which it was assigned, and to request error correction, if any, in the grade.
2. Within 14 calendar days after the instructor's receipt of the student's written questions, the instructor will offer to meet with the student to attempt to resolve the questions concerning a grade.
3. If after the discussion with the instructor, the student believes that the grade is still inaccurate, the student will meet with the department Dean. This meeting must be scheduled within 10 calendar days after the instructor has offered to meet with the student. Before meeting with the Dean, the student will submit in writing to the Dean his/her questions regarding the grade. The Dean shall meet with the instructor and the student separately and/or together in an effort to resolve the questions regarding the grade.
4. If the steps above do not resolve the questions concerning the grade, the student may submit his/her written questions concerning course grade to the Vice President of Instruction no later than 10 calendar days after meeting with the Dean. Within 14 calendar days after receipt of the written questions from the student, the Vice President of Instruction will submit to the student, the instructor, and to the Dean a written decision concerning the appeal of the grade.
5. If the appeal is not resolved to the student's satisfaction, the student may within 10 calendar days of the receipt of the Vice President of Instruction's findings request, in writing, that the College President review the appeal. The President will review the appeal and take such action as he/she deems appropriate including, but not limited to, the recommendation of action to the Board of Directors.

For more information, visit Iowa Central on the web at: www.iowacentral.edu