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Waterloo, IA 50702

www.WaterlooSchools.org
319-433-1800



Waterloo Schools High School Program of Studies

Course Catalog

2023-2024

**STATEMENT OF NON-DISCRIMINATION IN PROGRAMS
AND EMPLOYMENT**

It is the policy of the Waterloo Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

If you have questions or a grievance related to these policies, please contact the district's Equity Coordinator:

Anthony Spurgetis, Chief Officer of Human Resources and Equity
1516 Washington Street, Waterloo, IA 50702
Phone: 319-433-1800
Email: spurgetisa@waterlooschools.org



Dear Student and Parents,

High school is a critical time in a student's life. It's a transitional time when students are finishing their PK-12 learning experience and preparing to enter the next phase of their lives. Students are preparing for the opportunities and challenges they will experience their whole lives. They'll need to think globally, whether they stay in the Cedar Valley or choose a career across the United States or around the world. Our goal is to guide students in unfolding their future by providing a wide spectrum of programs, opportunities and services.

We are not a one-size-fits-all district. We work diligently to add and adjust courses so students have a variety of options—a *continuum of course offerings*. To prepare our students for success:

- We have a broad and deep range of **challenging classes**, taught by great teachers. Our curriculum encompasses extensive college-credit options (Advanced Placement and dual credit courses), STEM (Science, Technology, Engineering & Mathematics), International Baccalaureate®, Career-Based Pathways, cross-curricular opportunities and project-based learning. These classes and programs all use advanced technology to engage students in active learning.
- Our students learn **leadership** and experience hands-on, real-world situations beyond the traditional classroom.
- Our schools are **welcoming, supportive environments**.
- Our **diversity** prepares students for success in the national community and global economy.
- Our **parent and community involvement** has led to even greater educational opportunities for our students.
- Our students have **Limitless Choices** for college, career and citizenship.
- We continue to enhance our **Career Technical Education** offerings and are currently in the process of adding an expansion building to the Waterloo Career Center (WCC) located at Central Middle School. At the WCC, we offer exposure to multiple business partners through participation in a variety of career pathways.

We are pleased to provide you with this **High School Planning Guide/Course Catalog** which details all of the options for coursework in our high schools. As always, some courses are required, while others can be chosen by students and parents based on need and/or interest. We are confident the courses offered in this catalog provide a spectrum of options that will meet the needs of all students.

We continue to work with post-secondary institutions, like Hawkeye Community College and the University of Northern Iowa, to ensure our courses prepare students for education after high school. Again, we are creating increased opportunities for students to take higher level classes and earn college credit while they are still a part of our student body.

As we plan our continuous cycle of improvement we look forward to providing you with an educational experience that exceeds state requirements, leads to success after graduation, and makes the high school years meaningful, engaging, and personalized. We also encourage students to be part of sports teams, fine arts and any other extra-curricular activities that are so important to high school life. For additional information about new programs and to stay up-to-date on district events, visit our web page (www.waterlooschools.org), *like us* on Facebook, *follow us* on Twitter and look for us on YouTube.

As you create the 4-year plan of high school courses with your guidance counselor, teachers, and family, **you will be making important choices that will impact your future**. I urge you to take this task very seriously. Please let us know how we can assist you in this process. We wish you every success now and in the future, and **thank you** for choosing Waterloo!

A handwritten signature in black ink that reads "Jared R. Smith". The signature is written in a cursive, slightly slanted style.

Dr. Jared Smith, Superintendent
Waterloo Community Schools



Waterloo Community School District

<http://www.waterlooschools.org>

Mission

The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every Waterloo student will graduate ready for college, career and citizenship as evidenced by continuing education, pursuing a career path and contributing to a community.

Goals

(SY 23-24)

People

Secure and develop a highly trained, diverse staff in all employee groups; foster a high level of professionalism and ethics; and ensure the well-being of our staff.

Achievement

Increase equity in achievement, cultivate leadership, ensure district curriculum and instruction is highly rigorous and aligned to the core, and utilize a balanced assessment system.

Community

Develop and utilize communications strategies to positively impact public image; foster trust in Waterloo Schools; and increase family, student, and community engagement.

Environment

Ensure a safe environment for students and staff, develop learners who are engaged and involved in school, and maintain appropriate use of resources to support implementation of the Waterloo Schools strategic plan.

Board of Education

- Sue Flynn, President
- Endya Johnson, Vice President
- Jesse Knight
- Stacie Mills
- Lyle Schmitt
- Astor Williams
- Janelle Ewing

Waterloo School District Administrative Staff

- Superintendent.....Dr. Jared Smith
- Associate Superintendent for Educational Services Dr. Stephanie Mohorne
- Chief Officer of Human Resources and Equity.....Anthony Spurgetis
- Chief Financial Officer.....Michael Coughlin
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- Director of Elementary Education..... Jennifer Hartman
- Director of School and Community Relations Akwi Nji
- Director of Special Education Dr. Sandra Schmitz
- Director of Technology Matt O'Brien
- Director of Operations..... Zach Kelly
- Educational Technology Specialist Ron Morlan
- Director of K-12 Career Development.....Amy Schmidt

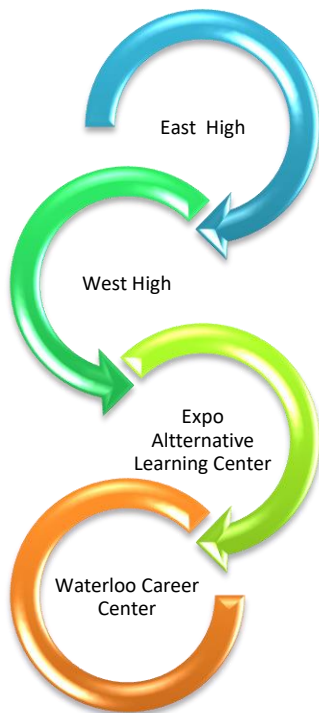
Welcome to the High School Program of Studies /Course Catalog School Year 2023-2024

The High School Program of Studies reflects the Waterloo Community School District belief that every student should be on a path that leads to career success and college preparedness through seamless plans of study that foster academic and technical achievement. The goal is to develop a globally competitive workforce for Iowa and more importantly connect students to rigorous and relevant curriculum. Engagement in the courses outlined in this Program of Studies will enhance our students' ability to compete competitively in the world economy.

Our high school programming includes not only career and technical programs at the Waterloo Career Center, but also includes pathways for military sciences, International Baccalaureate, performing arts, and liberal arts. The desire is to address student interests and passions in as many ways as possible through comprehensive programming.

Academic and career pathways are defined as an integrated collection of programs and services intended to:

- develop students' core academic, technical, and employability skills,
- provide students with continuous and sequenced rigorous education and training,
- place students in high-demand, high opportunity employment, and,
- prepare students for success as college students.



The High School Program of Studies is structured to help students create their individual career option plans and empower them to choose the educational pathway aligned to their interests and passions.

The six *Service Areas* are defined by the State of Iowa as areas where school districts are required to offer career classes in four of the six areas.

1. Applied Sciences, Technology, Engineering, and Manufacturing
2. Business, Finance, Marketing, and Management
3. Health Sciences
4. Human Services
5. Information Solutions
6. Agriculture, Food, and Natural Resources

Our targeted purpose is that every single student in our district graduates prepared for postsecondary choice of work, college, and citizenship—their choice! We are committed as educators to do everything in our power to make that happen for each of our students.

High School Administrative Teams

East High School Administration

Phone: 319.433.2400

<http://www.easthigh.waterlooschools.org>

Principal	Joe Parker
Assistant Principal	Vimarys Caya
Assistant Principal	Sharrie Wright
Assistant Principal	Tim Moses
Assistant Principal	Melissa Steggall
PBDA Coordinator.....	Mike Penning

East High School Counseling Services

Counselor, 9.....	Stephen Anderson
Counselor, 10–12, IB.....	Allison Peach
Counselor, 10–12, ELL	Nykole Miller
Counselor, PBDA.....	Shannon Prehm

West High School Administration Center

Phone: 319.433.2700

<http://www.westhigh.waterlooschools.org>

Principal	Andy Mieke
Assistant Principal	Allison Hildman
Assistant Principal	Brian Ortman
Assistant Principal	Byron Phillips
Assistant Principal	Steve Winters
PBDA Coordinator.....	Trent Duniven

West High School Counseling Services

Counselor	Noelle Iben
Counselor	Kisha Smith
Counselor	Brooke Hottle
Counselor, IB.....	Jessica Wass
Counselor	Marsha Watters
Counselor, ELL	Sheila Houston

Expo Alternative Learning Center

Phone: 319.433.1930

<http://www.expo.waterlooschools.org>

Principal	Cary Wieland
Assistant Principal	Henry Shepherd
Counselor A-G	Paige Burke
Counselor H-O	Whitney Robbins
Counselor P-Z.....	Brad Hamlyn

Table of Contents

Graduation Requirements	
Graduation Diplomas	10
Scheduling Classes	
Planning Schedules	11
Academic Load/Academic Probation	11
Schedule Changes	11
Dropping a Course	11
Withdrawing from a Course.....	11
Zero Hour Classes.....	11
Attendance Policy	11
Grade Level Placement.....	11
Learning Support	
Educational Alternatives.....	11
Credit Recovery	11
Tutoring and Academic Support.....	11
Additional Options for Learning	
Weighted Grades.....	12
Auditing a Class.....	12
Acceleration Option	12
Independent Study Coursework.....	12
International Baccalaureate Program.....	12
Outside Credits	12
Pass/No Credit Option	12
Physical Education Exemption	13
Retaking a Course.....	13
Shared Coursework with East or West	13
Summer Courses/Academic Eligibility.....	13
Transfer Credit/Enrollment.....	13
Students Re-Entering High School	13
Graduation	
Commencement	14
Early Graduation.....	14
Midyear Graduates.....	14
Special Graduation Recognition	14
Thinking about the Future	
Testing	14
Advanced Placement Courses/Testing.....	14
Post-Secondary Enrollment Options.....	14
Dual Enrollment.....	14
Scholarships	14
Entering College or University	14
Tips for Taking College-Level Courses in High School	15
Sports and Learning	
NCAA Clearinghouse/Athletic Requirements	15
NCAA Academic-Eligibility Requirements	15
NCAA Division I-Sliding Scale.....	15

Taking College Classes while in High School..... 18

Building Your Future: Preparing for Academic Success at Iowa’s Regent Universities.....20

Regent Admission Index21

Performance Based Diploma Academy23

Iowa’s Career and Technical Education Service Areas.....24

Waterloo Career Center Program/Service Areas chart25

Waterloo Career Center Content Departments and Course Descriptions.....26

Center for Advanced Professional Studies (Cedar Falls)38

International Baccalaureate Diploma Program40

Art.....44

Business and Computers.....46

English.....49

English Language Learners.....56

Human Services62

JROTC64

Mathematics.....69

Music73

Physical Education76

Science78

Social Sciences.....84

Specialized Offerings.....90

World Languages92

WCSD Graduation Requirements

Students with IEPs or 504 plans may be exempt from these requirements.

Standard Diploma Requirements

	<u>Credits</u>
English	8 (must include English 9, 10, Am. Lit./Comp)
Mathematics	6 (must include Algebra I or equivalency)
Science	
Earth & Space Science	2
Biology	2
<i>and <u>one</u> of the following combinations:</i>	
Physical Science A & B	2
Physical Science A & Chemistry A/B	3
Physical Science B & Physics A/B	3
Chemistry A/B & Physics A/B	4
Social Sciences	
U.S. History	2
World History	2 (or satisfied by taking IB History/IB Econ)
U.S. Government	1
Geography	1 (can be satisfied by taking WCSD Pre-IB Advanced World History, AP or IB History or Econ)
Economics	1 (Econ, Personal Finance/WCC Personal Finance, IB Econ, IB History)
C ³ Foundations	1 (can be earned in 8th gr. or by taking ELP, IB DP, JROTC, or Strategies)
Health	1
Physical Education	4 (or equivalent exemptions)
Electives	9-11+

Credits for Graduation with a Standard Diploma 44+

WCSD Graduation Requirements

Honors Diploma Requirements

	<u>Credits</u>
English	8 (must include English 9, 10, Am. Lit. /Comp)
Mathematics	6 (must include Algebra I or equivalency)
Science	
Earth & Space Science	2
Biology	2
<i>and <u>one</u> of the following combinations:</i>	
Physical Science A & B	2
Physical Science A & Chemistry A/B	3
Physical Science B & Physics A/B	3
Chemistry A/B & Physics A/B	4
Social Sciences	
U.S. History	2
World History	2 (or satisfied by taking IB History or Econ)
U.S. Government	1
Geography	1 (can be satisfied by taking WCSD Pre-IB Advanced World History, AP or IB History or Econ)
Economics	1 (Econ, Personal Finance, IB Econ, IB History)
C ³ Foundations	1 (can be earned in 8th gr. or taking ELP, IB DP, JROTC)
Health	1
Physical Education	4 (or equivalent exemptions)
Career Technical Courses/Electives	18-20+

Credits for Graduation with an Honors Diploma 53+

Students must also successfully complete ten credits of college courses from PSEO (Post-Secondary Enrollment Option), AP (Advanced Placement), IB (International Baccalaureate), and/or Concurrent Courses, which can include CTE (Career Technical Education) courses. A GPA of 3.0 or higher, either weighted or unweighted, required.

Core Diploma Requirements

	<u>Credits</u>
English	8 (must include English 9, 10, and a writing course)
Mathematics	6 (must include Algebra I or equivalency)
Science	6 (must include Earth and Space Science, Biology and Physical Science)
Social Sciences	6 (must include US History, World History, US Gov't, Geography)
Economics	1 (Economics, Personal Finance)
C ³ Foundations	1 (can be earned in 8th gr.)
Health	1
Physical Education	4 (or equivalent exemptions)
Career Technical Courses/Electives	2-10+

Credits for Graduation with a Core Diploma 35-43

SCHEDULING CLASSES

Planning Schedules

Course offerings, staff assignments, and the master schedule for the following school year are determined by students' initial course requests. Based on those requests some courses may not be offered in the "final" master schedule. Four-year academic plans are created in 8th grade that incorporate appropriate course selections for students' future career interests. In addition to core requirements identified in the plan, electives are also chosen and should be selected to strengthen a student's area of career interest. The four-year plans are reviewed annually throughout high school.

Only students with senior status will be allowed to arrive late and/or leave early during the school day. This is a special request and granted on the basis of need. Final approval is given by the building principal.

Academic Load/Academic Probation

Students are required to carry a minimum academic schedule of 5 courses (excluding PE) each semester. Students may request a voluntary schedule reduction to fewer than 5 courses per semester, which results in academic probation. This process is initiated with the counselors and requires administrator, parent, student, and counselor approval. Students may be placed on academic probation by administrators for disciplinary, behavior, or attendance reasons. This process is initiated with the assigned administrator. Course enrollment includes dual enrollment, work experience, and post-secondary courses. (Policy 603.2)

Schedule Changes

All schedule changes are initiated through the counselors. Schedule changes for reasons other than inappropriate or incorrect course placement are kept to a minimum and made on a "space available" basis. Changes must be completed prior to the first day of classes in each semester.

Dropping a Course

Students may drop a course prior to the fifth school day of class in any semester. The dropped course will not affect the student's grade point average (GPA). For students who are academically exempt from PE, dropping a course rescinds the PE exemption, and PE will be added to the students' schedules. Students who are removed from a class as a result of their behavior or attendance or those who voluntarily drop a class after the fifth day of the semester will lose credit for the class and receive a failing grade. Students who are administratively "withdrawn" from a course will receive no grade, and it will not affect the GPA.

Withdrawing from a Course

Students currently earning an "F" at the end of the first and third quarters may request to withdraw from the course. A student taking seven or more classes may withdraw from up to two classes and a student taking five or six courses may withdraw from one class. This option only applies to students taking five

or more academic classes. A request to withdraw from a course can occur five school days after the end of the first and third quarters. Approval is required from the parents and the building principal/administrator. The withdrawn course will not affect the student's grade point average (GPA). A student who is taking an academic course as pass/fail and receives an "F" or "NC" at the end of the semester will still be considered as an "F" for eligibility purposes.

Zero Hour Classes

Zero-hour classes meet from 6:45–7:30 AM and may be offered for selected classes. After students have completed course requests, teacher availability and student interest are considered, and decisions are made about which classes will be offered for Zero hour. The school day for students who attend Zero-hour classes ends after seventh period, but students have the option of taking a ninth class. Students are responsible for their own transportation if they register for a Zero-hour class. Zero-hour classes **will not** meet on inclement weather days when the start of the school day is delayed.

Attendance Policy

There is a strong correlation between consistent attendance and successful completion of high school courses. Students who accumulate excessive excused absences can expect that their achievement will be affected even though work may be made up. Excessive absences in a class will cause the administration to recommend a student be removed from the course. Interventions will be explored for excessive excused absences. (Policy 509.0 and 509.0-R)

Grade Level Placement

A student's grade level placement is determined by the number of completed credits. Students who have questions about their grade level placement are advised to check with their counselor.

At the beginning of the first semester of the school year:

Students who have earned 11 credits are classified as 10th grade.
Students who have earned 22 credits are classified as 11th grade.
Students who have earned 33 credits are classified as 12th grade.

LEARNING SUPPORT

Educational Alternatives

Students may apply and/or be assigned to various alternative education programs in our district. Various alternatives may be utilized to help students complete graduation requirements. Some alternatives include After Hours Program, GRAD Connect, and Virtual School. Students are advised to contact their administrator or counselor for more information.

Credit Recovery

Students who fail a required class will have the opportunity to recover the credit by retaking the course. This may be done by using the districts' on-line learning system facilitated by a teacher. On-line recovery is offered in the summer and during the school year.

Tutoring and Academic Support

It is our intent that all students will be successful and earn a diploma. Several options exist for academic help. Please contact your counselor/teacher/administrator for information about tutoring programs.

ADDITIONAL OPTIONS FOR LEARNING

Weighted Grades

Weighted grades are applied in Advanced Placement and International Baccalaureate courses. This recognizes the academic rigor of these courses and means students will be graded on a 5-point scale rather than a 4-point scale. Grades will be weighted as follows: A = 5.0; B = 4.0; C = 3.0; D = 2.0. Plus and minus will also be used when calculating the grade point average.

Auditing a Class

Students may retake a course in which previous credit has been earned on an “audit” basis. The student follows all classroom, course and attendance requirements. Completion of the course is recorded as “Audit” or no credit.

Acceleration Option

In accordance with WCSD Policy 602.3 and 602.3R, secondary students have the opportunity to test out of a core course through the acceleration option. Each content department will determine and administer the appropriate assessment(s) to determine mastery of the course. In addition, students may accelerate through completing online course assessments. Standards and content focus areas will be available to students prior to the testing. This option is exercised in the spring semester prior to fall enrollment upon written request from the student and parent. It is highly recommended that the policy be thoroughly reviewed and that the application to accelerate be made sufficiently in advance and no later than March 1 to ensure timely completion by June 1. The policy includes further explanation of how acceleration will be determined and lists how demonstration of mastery will be evidenced. If acceleration is granted, transcripts will be noted with an A and the course title. Students interested in this option should contact the appropriate counselor, department chair, or principal. (Policy 602.3 and 602.3-R2)

Independent Study Coursework

Independent study is available on a limited basis for eligible students with unique learning situations. Students may contact their counselor for information concerning independent study.

International Baccalaureate Program (IB)

The International Baccalaureate Diploma Program provides an international standard of excellence and intellectual rigor for college-bound students worldwide. The IB Organization aims to develop inquiring, knowledgeable, and caring young people to help create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and

lifelong learners who understand that other people, with their differences, can also be right.

This rigorous program provides high school students an opportunity to take college level classes while still in high school. Many colleges offer credit at their institutions for IB courses taken in high school. Students should be sure of the specific policies at colleges they are interested in attending.

The International Baccalaureate Program in Waterloo is a two-year course of study for juniors and seniors encompassing six curricular areas. Enrollment in the IB program requires an application through the IB coordinator at each school. For more information contact the Administrator for Advanced Learning Programs, at (319) 433-1800.

Outside Credits

In addition to credits earned in the Waterloo Community School District (WCSD), students who are residents of the WCSD may earn up to four (4) credits from another accredited institution or high school. This does not include credits for students: (a) placed in treatment programs and placements by Juvenile Court Services and the Department of Human Services, (b) participating in Post-Secondary Enrollment Options, or (c) attending an institution of higher learning through an articulation agreement, such as Hawkeye Community College or University of Northern Iowa.

Students may transfer more than four (4) credits under special circumstances approved by a building administrator. Credits from Waterloo alternative programs are not considered outside credits. These credits are recorded as letter grades for inclusion in the student’s grade point average.

In order to be transferred, outside credits must be taken at educational institutions approved by WCSD. These include schools approved by the Iowa Department of Education, or appropriate regional accrediting association, such as North Central Association of Colleges and Secondary Schools. A Waterloo Schools building administrator must approve the course before the student enrolls in the course. Questions concerning program approval/non-approval may also be directed to the Associate Superintendent for Educational Services. (Policy 502.3)

Outside credits count toward graduation requirements, but the grades do not count on the student’s GPA. The credits are recorded as “P” for passing or “F” for not passing.

Pass/No Credit Option

A high school student wishing to receive pass/no credit for a subject must:

1. Be enrolled in at least 6 courses, excluding physical education.
2. Have prior written approval of the student’s parent/guardian and counselor.
3. Make a final determination, no later than the end of the sixth week, to either continue in the course on a pass/no credit basis or take a letter grade. A pass/no credit form must be turned in to the Counseling Center by the end of the sixth week.
4. Complete all work required in the subject of students under the regular grading system.

The pass/no credit option is not available for required core

classes or AP/IB. Core classes are defined as academic subjects in the areas of English, Science, Mathematics, and Social Sciences. Required courses in the non-academic areas as well as electives may be taken pass/no credit. Students will have the opportunity of choosing one course per semester as pass/no credit, however, no more than 4 pass/no credit credits may be taken over the four-year high school career. A no credit will be recorded as "No Credit" and will not result in a penalty to the student's grade point average. (Policy 505.7R)

Alternatively, students on an Individualized Education Program (IEP) may take a course or courses using a modified course curriculum upon an IEP team decision. Under these circumstances, the course may be taken for pass/no credit.

Physical Education Exemption

Students not exempt are required to take Physical Education one semester each school year they are enrolled.

In accordance with Iowa State Law (Chapter 12) and the Waterloo Community School District Policy (Policy 602.9-R), students may exempt from Physical Education under the following conditions:

- Academic exemption (1) The student must be taking a full academic load (9th-12th grades). If a course is withdrawn/dropped, the exemption is rescinded. (2) The student is in an approved cooperative, work study, or other educational school authorized program which requires the student's absence from the school's premises during the school day (12th grade only).
- Athletic exemption (9th, 10th, and 11th grade students may exempt for one semester during their season of athletic participation; eligible participation includes those sports sanctioned by the Iowa High School Athletic Association and the Iowa High School Girls Athletic Association and/or activities recognized by the Waterloo Community Schools. Band, cheerleading, dance team, hockey, color guard, JROTC, and trapshooting are not included because they are non-sanctioned activities. 12th grade students may exempt both semesters if they are participating in eligible sports.)
- 1st semester athletic exemptions: Football, Volleyball, Boys Golf, Cross Country, Swimming, Basketball, Wrestling, Bowling
- 2nd semester athletic exemptions: Basketball, Wrestling, Boys Swimming, Bowling, Track, Girls Golf, Soccer, Tennis
- Medical exemption (medical doctor's permanent-medical excuse)
- Religious exemption (documented religious excuse). (Policy 602.9-R)

Retaking a Course

A student who earns a D or F in a course may retake the course. A subsequent higher grade will replace the previous D or F, but the student will not receive an additional credit for re-taking the course in which credit has already been earned. The new grade will be recorded as the grade for the course and will be included in computing the grade point average and class rank. The transcript will retain the course and title from the first effort.

Any student who retakes a course will not be considered for valedictorian status at the time of graduation. In addition, if a student fails a course with a score of 55-59%, the student may choose to take the Cumulative Exam through the corresponding Edgenuity course existing within the list of available courses. The student should request to take the Cumulative Test within 10 school days after the semester ends. If the student earns a 70% or above on the Cumulative Test, then the course grade will be a C. If the student earns a 60-69% on the Cumulative Test then the course grade will be a D. The results will be treated as noted above for retaking a course in regard to how the grade is recorded, how the grade is used in computing grade point average, and valedictorian status.

Shared Coursework with East or West

Students may enroll in a class at East or West if it is not offered to them at their home school. Students must see their counselor to enroll in these courses. Transportation is provided, if needed, for courses, I-JAG (Iowa Jobs for America's Graduates) courses, and/or other courses not offered at their home schools.

Summer Courses/Academic Eligibility

The Iowa Athletic Association does not allow a student to use summer courses to meet eligibility requirements. A student may repeat a failed course in summer school or at an approved institution; however, it will not be used to determine eligibility. The letter grade will be recorded for the spring semester after an official transcript has been received.

Transfer Credit / Enrollment

Students attending a Non-Accredited Educational Institution: Students who have attended a non-approved education institution may enroll in Waterloo high schools up to the last two (2) weeks of the school year. The records and transcripts of enrolling students will be reviewed and, if needed, an assessment will be given to determine placement in the most appropriate educational program. (Policy 502.2-R)

Students Re-Entering High School

At the discretion and approval of the building principal, students enrolling after the 10th day of the semester or who have not attended another school within a two-week transfer period can enroll either at the high school or in an alternative program. Alternative programs include enrollment in Expo Alternative Learning Center, enrollment in the Graduate with Required Academics and Diploma program (GRAD Connection), or a reduced academic load. Students entering an alternative program and earning credit may enroll in East High School or West High School the following semester.

English Language Learner (ELL) students and students with Individual Educational Programs (IEPs) will be considered individually. (Policy 502.2-R)

GRADUATION

Commencement

Students participating in commencement exercises must have met all graduation requirements by the published deadline date. In order for students to participate in commencement exercises, all graduation requirements must be met, all fees and fines must be paid, and students must attend commencement practice. Students are not permitted to participate in commencement if they have not met EVERY requirement. Students are not required to participate in the graduation ceremony.

Students who complete graduation requirements after the specified graduation deadline will graduate with the next year's class. (Policy 602.5 VI)

Early Graduation

Students have the option of graduating at the end of their junior year if all graduation requirements have been met. The appropriate Early Graduation Form may be obtained from the student's counselor. The request requires approval from the parent, counselor, Building principal, and Associate Superintendent for Educational Services. Students can only graduate early on a Standard Diploma or Honors Diploma.

Midyear Graduates

Students also have the option of completing graduation requirements at the end of the first semester of the senior year. Midyear graduates receive their diplomas at Commencement with their class. Students may schedule for this option with their counselors.

Special Graduation Recognition

Top graduates are honored during commencement exercises. Students who have demonstrated superior performance, such as a high-grade point average, an Honors Diploma, and other similarly high levels of achievement will be honored.

THINKING about the FUTURE

Testing

In preparation for entry into a post-secondary institution, students need to plan for additional testing beyond the required assessments completed in high school. Sophomores and juniors are encouraged to take the PSAT/NMSQT (Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test) if they are likely to qualify for National Merit standing or if they plan to enter a post-secondary institution that requires an SAT test.

ACT or SAT are optional tests, but are required by many colleges and universities for admission. These tests charge fees, which need to be paid by the student. If a chosen college or university requires the ACT or SAT, students should complete the application process well in advance of the time they wish to take the tests. Application deadline dates and test dates can be obtained from Counseling Services. Students who plan to attend a four-year college are encouraged to take the ACT or SAT Test in the spring of their junior year and re-take it in the fall of their

senior year, if necessary.

Advanced Placement Courses/Testing

Advanced Placement is a program of college-level courses and examinations available at the high school level. Many colleges and universities award AP college credits based on students' scores on the national AP exams. AP Examinations are given in May on a national test schedule. All students enrolled in Advanced Placement courses will complete the AP examinations. The exams will be paid for by the Waterloo Community Schools. Students who are not enrolled in AP courses may also pay to take the AP examinations. The Advanced Placement coordinator should be contacted for registration, payment, and testing information.

Post-Secondary Enrollment Options

Under the Post-Secondary Enrollment Options (PSEO), eligible juniors and seniors may attend a post-secondary 4-year institution while enrolled in high school. Freshmen and sophomores who have been identified for Talented and Gifted programming are also eligible for PSEO.

If a student enrolls in a course for which there is no comparable course offered in the Waterloo Community Schools, with prior approval from the Associate Superintendent for Educational Services, the school district may pay up to a maximum of \$250 per course for tuition. Post-secondary 4-year institutions require students to meet appropriate standards or requirements for entrance into a course. Students are expected to provide their own transportation.

The PSEO includes very specific and detailed guidelines. It is important that students consult with their counselors for specific important information, enrollment forms, and assistance with the PSEO registration process.

NOTE: Registration deadline for a PSEO fall course is May 15th and the registration deadline for a spring course is November 30th.

Dual Enrollment

Students may register for any course which is approved by the post-secondary institution and the Waterloo Community School District. Students/families are responsible for tuition payment.

Scholarships

Students interested in scholarships should be aware of the requirements early in their high school careers. Most applications must be completed early in the senior year. Schools maintain information about scholarship listings that all students may use.

West High: Scholarships are posted on the West High website under the Counseling Services tab

East High:

<https://sites.google.com/waterlooschools.net/ehscounseling>

Expo: see your counselor

Entering College or University

Students planning on entering either a college/university or technical school after graduation are advised to keep their scholastic record in excellent standing all four years for several reasons:

- Successful college work can ordinarily be done only by those who have learned to study
- The junior year GPA is used when applying to schools.
- Colleges review student performance for ALL four years.
- Certain colleges will not admit students who are too low in academic standing.
- Scholarships and grants are available to those with excellent high school records.

Tips for Taking College-Level Courses in High School

1. Before you take a college-level course, think about how it will affect your high school connections such as extra-curricular activities or a part-time job. You will want to have enough time for the course and the homework.

2. The grades you receive for these courses will not only be a part of your high school transcript but your college transcript as well.

3. Your high school and college academic calendars may be different. This means that even though you don't have to go to your high school classes, you may still have to go to your college classes

4. If you have to pay for some of the classes, make sure you know all of the costs (such as tuition, fees, books, and supplies) ahead of time. You don't want to get into the class and then realize you don't have enough money to cover the expenses

5. Make sure you set aside enough time for your college homework. You may get more than you are used to.

6. Find out how your college credits will transfer into your major at your next college or university.

For more information about taking college courses while in high school, contact your counselor.

Three common ways of earning college credit while in high school include concurrent courses, postsecondary education option courses and dual enrollment courses. Remember you are starting a college transcript when you take these classes

SPORTS and LEARNING

NCAA Eligibility Center/Athletic Requirements

Students who plan to participate in Division I or II college athletics and/or accept an athletic scholarship must register with and be certified by the NCAA Initial-Eligibility Center. Students should register with the NCAA Eligibility Center at www.ncaa.org during their junior year of high school. On

the following pages, you will find the standards of course work and test scores to be declared eligible by the NCAA. Eligibility Center procedures include very specific and detailed guidelines. It is very important that both athletes and parents understand these requirements. Planning for NCAA eligibility must start in the freshman year in order to ensure that the required academic standards are met. It is the responsibility of the student to consult with their counselor, athletic director, and coach if they intend to apply for NCAA eligibility.

Please remember to list the NCAA Eligibility Center to receive ACT or SAT scores. This is done by listing 9999 as one of the colleges when registering for either the ACT or SAT.

Following is a list of the classes at each school that are currently approved by the Eligibility Center. Only those courses may be used to meet core and to figure core GPA. This list may change from year to year.

Coursework from Edgenuity meets NCAA nontraditional core-course legislation and courses may be used in the NCAA initial-eligibility certification progress

*For more information go to: www.ncaaclearinghouse.net or www.ncaa.org

NCAA Approved District Courses

<p><u>English</u> Adv Composition WCSD Pre IB Adv English 9 WCSD Pre IB Adv English 10 AP Language/Composition AP Literature/Composition Am Literature/Comp WCSD Pre-IB Advanced American Literature WCSD Pre-IB Advanced Composition Composition I & II Contemporary Literature Creative Writing English 12B Film Studies as Literature Fund of Oral Comm IB Language & Lit HL Journalism Speech World Literature</p> <p><u>Mathematics</u> Algebra I A/B Algebra II A/B AP Calculus A/B Geometry A/B IB Math SL-Analysis and Approaches IB Math HL-Analysis and Approaches Intro to Statistics Pre-Calculus A/B Statistics Trigonometry WCSD Pre-IB Adv Algebra II WCSD Pre-IB Adv Geometry Math for Liberal Arts</p> <p>NCAA courses under review to be added. NOTE: Courses may be added or deleted during the school year. Please check the latest HS Program of Studies on the WCSD website.</p>	<p><u>Science</u> Adv Chemistry AP Physics I Biology A/B AP Biology A/B Chemistry A/B AP Chemistry A/B Earth & Space Science Ecology ELL Biology A/B ELL Physical Science A/B Human Anatomy & Physiology A/B IB Biology SL IB Biology HL IB Chemistry SL IB Chemistry HL IB Sports Exercise & Health Science Physical Science A/B Physics A/B</p> <p><u>World Language</u> Compacted Spanish Spanish I, II, III, IV A/B French I, II, III, IV A/B German I, II, III, IV A/B IB German SL IB Spanish SL WCSD Pre-IB Adv German I/II WCSD Pre-IB Adv Spanish II/III</p>	<p><u>Social Science</u> Adv US History Adv World History African American History and Culture AP Psychology AP US Government AP US History Contemporary Affairs Economics Geography IB Economics HL IB Economics SL IB History HL IB Theory of Knowledge International Relations Intro to Psychology Laws, Order & Society Psychology I: Perspectives in Psychology Psychology II: Disorders & Personality Sociology U.S. Government U.S. History U.S. History Since 1877 U.S. History to 1877 Western Civ. I Ancient & Medieval Western Civ. II Early Modern Western Civ. III Modern Period World History A/B Women's Studies</p>
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NCAA Academic-Eligibility Requirements

(source: www.eligibilitycenter.org)

If students want to participate in athletics or receive an athletic scholarship the first year, they must have graduated from high school and meet the following academic standards for either Division I or Division II. Note that only core courses that appear on the high school/district’s list of NCAA courses on the NCAA Eligibility Center website are used to calculate core-course GPA.

DIVISION I

- Sixteen (16) core courses
- Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science; these courses/grades are “locked in” at start of the seventh semester, which means they cannot be repeated for GPA improvement
- Must present a corresponding SAT or ACT test score and core-course GPA on Sliding Scale B
- Earn a minimum GPA of 2.300
- GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; 7 in English, math or science; “locked in”) and subject-area requirements

Core Course Requirements–Division I

- 4 years English
- 3 years math (Algebra I or higher)
- 2 years natural/physical science (1 year of lab if offered)
- 1-year additional English, math or natural/physical science
- 2 years social science
- 4 years additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION II

- Sixteen (16) core courses
- Must use the Division II Competition Sliding Scale to match test scores and core-course GPA (see www.eligibilitycenter.org)
- Earn a minimum GPA of 2.200

Core Course Requirements for Division II

- 3 years English
- 2 years math (Algebra I or higher)
- 2 years natural /physical science (1 year of lab if offered)
- 3-years additional English, math or natural/physical science
- 2 years social science
- 4 years additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION III

Contact your Division III college regarding its policies on financial aid, practice, and competition.

Sliding Scale B
Use for Division I beginning August 1, 2016

NCAA DIVISION I SLIDING SCALE

ACT: Sum of all four subject tests

Core GPA	SAT Verbal and Math Only	ACT
3.550 &	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61

Core GPA	SAT Verbal and Math Only	ACT
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

Taking College Classes while in High School

Students can get a jump start on college and post high school training and earn college credits by taking Concurrent, PSEO or Dual Enrollment classes. Each program is different and the chart explains the differences. (**Hawkeye* or HCC* also includes DMACC & Kirkwood CC even though not mentioned**)

	Concurrent	PSEO (Post-Secondary Education Option)	Dual Enrollment
What is it?	A concurrent course is a college credit course offered by Hawkeye Community College (HCC), DMACC, or Kirkwood. Students can select from a variety of core and/or CTE courses at East, West, WCC, or Lowell locations. Classes are taught by qualified high school teachers who serve as adjunct instructors for HCC. When students take agreed upon concurrent classes through the WCSD, the cost of the course and textbooks are paid through the district.	The Postsecondary Enrollment Options (PSEO) program allows eligible high school students to expand their academic course offerings by <u>taking college-level courses at 4- year institutes</u> . These are courses not available at the high schools. PSEO courses are paid for by the Waterloo District.	High school students may <u>enroll independently in college-level courses</u> as a tuition-paying student. These courses are considered Dual Enrollment courses.
Eligibility	Waterloo recommends concurrent classes for 11 th and 12 th graders. 9 th and 10 th graders will be scheduled for these classes in rare cases based on student need and demonstrated proficiencies. You must meet the following requirements to take a concurrent course: <ul style="list-style-type: none"> • Demonstrate proficiency in reading, math, and science to take liberal arts courses. ISASP scores have been used in the past to measure proficiency. In some cases, a combination of criteria based on a portfolio approach will be included. • Meet Hawkeye's* course requirements for any course requiring prerequisites or placement scores 	PSEO courses are open to 11th and 12th grade students who have not met high school graduation requirements and 9th and 10th grade students identified as talented and gifted through our district. You must meet the college's entrance requirements for any course requiring prerequisites or placement scores. You must meet the following requirements to take a PSEO course: <ul style="list-style-type: none"> • Demonstrate proficiency in three academic areas: reading, math, and science. This is primarily determined by the ISASP. • Meet the institution's course requirements for any course requiring prerequisites or placement scores <p>You may not take a course which is "comparable" to a course at your high school. A "comparable" course is one offered by East, West or Expo. See your counselor for accepted courses.</p>	Dual Enrollment courses are open to 11th and 12th grade students who have not met high school graduation requirements and 9th and 10th grade students identified as talented and gifted through their local district. You must meet the college's requirements for any course requiring prerequisites or placement scores.
Number of Courses	District have a significant role in advising and helping students enroll in appropriate coursework, including advice on maintain an appropriate course load. (SYP 2021, p.10)	You may take up to 23 credits per academic year (fall and spring semesters). Visit with your high school counselor for a list of available classes.	You may enroll in classes and become a part-time student. The number of courses you can take as a part-time student varies from one institution to another. Courses must be taken for college credit and you must meet the course requirements.
Credits	You will earn both high school credit and college credit for the courses taken. After successfully completing a course, it will be recorded on your high school and Hawkeye* transcripts. If you are attending a college other than Hawkeye after graduation, contact that college to be sure your Hawkeye* courses will transfer.	You will earn both high school credit and college credit for the courses taken. After successful completion of a class, it will be recorded on your high school and college transcripts.	You will earn college credit for the courses taken. You do not earn high school credit. After successful completion of a class, it will be recorded on your college transcript.

	Concurrent	PSEO (Post-Secondary Education Option)	Dual Enrollment
Costs	If the course is agreed upon, the district pays Hawkeye for the cost of tuition. If the course is taken at one of four WCSD locations, the cost of books is paid by the district. You or your family will be responsible for the cost of transportation to and from class, field trips, and other out-of-class activities.	The district will pay for the cost of tuition, textbooks, materials, and fees. You or your family will be responsible for the cost of transportation to and from class, field trips, and other out-of-class activities. <u>If you do not pass a course, you or your family are responsible for all tuition and fees. (\$250)</u>	You or your family will be responsible for all costs. You are also responsible for providing transportation to and from the college.
How to Enroll	<i>These courses may have enrollment & minimum test requirements before you can register.</i> These steps must be completed before your high school classes begin. 1. Schedule your required high school courses. 2. Meet with your high school counselor to determine which concurrent courses are available. 3. Fill out an online registration form (that includes your Social Security Number) as directed by your counselor or HCC representative. Hawkeye does not allow you to register without the SS#. 4. Take a copy of your Accuplacer or ACT scores to the HCC representative at your school. 5. The HCC representative will determine if your scores qualify you to register.	These steps must be completed by May 15 for the Fall Semester and/or November 30 for the Spring Semester. (Registrations submitted after that date will be approved on an individual basis). 1. Schedule your required high school courses. 2. Meet with your high school counselor to determine which college classes you can take. 3. Complete the <u>PSEO enrollment form and send to the Office of Advanced Programs.</u> 4. Waterloo Schools have their own PSEO registration forms and contracts. 5. Have your school counselor and parent/guardian sign the form. 6. Have your high school send your transcripts and your ACT scores to the college of your choice.	These steps must be completed by May 15 for the Fall Semester and/or November 30 for the Spring Semester. (Registrations submitted after that date will be approved on an individual basis). 1. Schedule required high school courses. 2. Meet with your counselor to select classes. 3. Complete the <u>dual enrollment form.</u> 4. Have your counselor and parent/guardian sign the form. 5. Complete and meet all entrance requirements

***Building Your Future:
Preparing for Academic Success at Iowa’s Regent Universities***

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

Source: <http://www.regents.iowa.gov/RAI/info.html#other> Updated from website October 2019

Regent Admission Index (RAI)

Students from Iowa high schools must have a Regent Admission Index score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at The University of Iowa. Students who achieve a score of less than 245 will be considered for admission on an individual basis. There are two RAI formulas for computing students' RAI scores; the Primary RAI formula for students whose high schools provide class rank and the Alternative RAI formula for students whose high schools do not provide class rank. WCSD provides a class rank.

The index combines four factors that strongly predict success at regent universities:

- ACT or SAT test score (currently optional)
- high school cumulative grade-point average
- the number of years of RAI-approved high school courses completed in the core subject areas.

RAI Formula

(3 x ACT composite score)
+(30 x cumulative GPA)
+(5 x number of years of RAI approved high school courses completed in the core subject areas)

It is recommended that students go to the *Regent Admission Index* website where there is a **CALCULATOR** in which students can insert their specific information regarding their ACT or SAT test scores, their high school rank, their cumulative grade-point average and the number of completed high school courses. The Index Calculator will automatically calculate the student's score for admission. In addition, there is additional information that further explains the Admission Index and how to use it, plus information about admissions in general.

www.regents.iowa.gov/RAI/index.html

Figuring the Number of High School Courses

To figure the number of high school courses completed in the core subject areas, students will need to look at the School Codes for the Exchange of Data (SCED) course classification system numbers for the courses they've taken. The SCED number is made up of a series of digits and in the WCSD Program of Studies, each course has the SCED number listed in small print below the title of the course. Only the first 6 digits are necessary in determining eligible courses when using the RAI.

The first five digits of the SCED number are the *course description*. The first two digits in the *course description* represent the *subject area* and the next three digits identify the SCED *course title* within the *subject area*. The sixth digit represents the level of rigor of the course. Only those courses that are taught at **G** (general), **H** (honors), **E** (enriched or advanced), or **C** (concurrent enrollment courses, dual credit, and PSEO courses) rigor levels may be counted in the RAI calculation.

Below is an example of the SCED digits used for **English 9** in this Program of Studies.

<u>Subject area</u>	<u>Course title</u>	<u>Rigor Level</u>
01	001	G

On the following page is a chart with the SCED Code Numbers for those eligible courses that can be used in the RAI.

Acceptable Core Courses SCED Codes for Regent Admission Index (RAI)

In general, the courses that may be counted in the RAI calculation are limited to those offered in the following five subject areas: English, mathematics, science, social sciences, and foreign language. In addition, the regent universities recognize that the traditional measures of academic performance do not adequately describe some students' potential for success and there are other courses offered outside these five subject areas that may also serve as excellent preparation for college (e.g., animal science, computer science, journalism, etc.). While these courses are not eligible to be counted in the RAI calculation, each regent university will view these courses favorably when considering applicants who fall into the individual review category. The Regent universities strongly encourage all interested students to apply for admission. Applicants who feel their academic record is not an accurate reflection of their potential for success are encouraged to provide supplemental information explaining their circumstances in addition to the application, academic transcripts and test scores.

ENGLISH	SOCIAL SCIENCE
01001 - 01007	04001 - 04005
01011 - 01012	04051 - 04066
01051 - 01066	04101 - 04110
01069	04151 - 04162
01101 - 01105	04165
01151 - 01155	04167 - 04169
01201 - 01202	04201 - 04206
01204	04208 - 04209
11101	04251
MATHEMATICS	04253 - 04262
02052	04301 - 04310
02054	07002 - 07004
02056 - 02057	07017
02061 - 02065	
02072 - 02073	
02101 - 02113	
02121 - 02126	
02131 - 02134	
02136	
02141	
02149	
02201 - 02203	22109 Extended Essay
02205	
SCIENCE	
03001 - 03009	
03012	
03051 - 03061	
03063 - 03064	
03101 - 03104	
03106 - 03108	
03151 - 03152	
03155 - 03160	
03162 - 03166	
03201	
03207 - 03209	
21004	
21018	

FOREIGN LANGUAGE	
24052 - 24057	24502 - 24607
24060	24510
24062 - 24068	24512 - 24513
24102 - 24107	24517
24110	24552 - 24557
24112 - 24114	24560
24117 - 24118	24562
24152 - 24157	24567
24160	24602 - 24607
24162 - 24164	24610
24167 - 24168	24612
24202 - 24207	24617
24210	24652 - 24657
24212	24660
24214	24662 - 24663
24217	24667 - 24668
24252 - 24257	24702 - 24707
24260	24710
24262 - 24264	24712 - 24713
24267 - 24268	24717
24302 - 24307	24752 - 24757
24310	24760
24312	24762 - 24763
24317	24767 - 24768
24342 - 24346	24802 - 24807
24352	24810
24355	24812
24372 - 24376	24817 - 24818
24382	24852 - 24856
24402 - 24407	24902 - 24907
24410	24910
24412 - 24414	24912 - 24913
24417 - 24418	24917
24452 - 24457	24952 - 24956
24460	24962 - 24963
24462 - 24464	24967 - 24968
24467 - 24468	Reviewed Oct. 2019

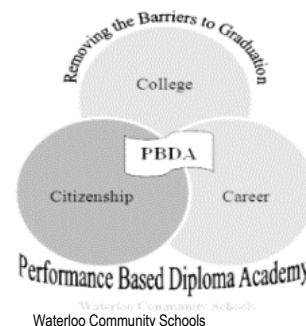
Source: www.regents.iowa.gov/RAI/index.html

Performance Based Diploma Academy at East & West

The mission of the PBD Academy is to remove any barrier to learning that might exist for a student so that they graduate ready for college, career, and citizenship.

Program Description

The Performance Based Diploma Academy provides a personalized learning environment and a comprehensive system of supports to remove barriers to learning and graduation. The PBD Academy provides an on-site alternative education program serving students for whom the traditional classroom setting and pacing are not a good fit. Students are recommended for the Academy by teachers and counselors. Four core teachers, a lead teacher/coordinator and a counselor facilitate self-paced, computer-assisted learning in English, math, science, and social studies. Electives and career tech classes are taken in the traditional curriculum setting.



Students in the PBD Academy:

- spend their time taking courses in the four core academic areas, working with a counselor, meeting with community mentors and may receive employability skill development if taking electives in career-oriented fields.
- are eligible to participate in all of the high school's activities and receive a standard Waterloo diploma upon completion of requirements.
- are considered to be East or West students and are subject to the rules and regulations of all students. Students and their parents sign a contract outlining specific requirements to remain in the academy. Students who are unsuccessful in this program will be scheduled into "regular" classes or may be transferred to a district alternative program.
- can be placed in PBD A if they become credit deficient and are not on track to graduate.

PBD Academy Components

Academic

Students take their core academic courses in a smaller focused environment, using the Edgenuity curriculum, which allows them to do most of their coursework on the computer working at their own pace. The Edgenuity courses are customized to be aligned with the Waterloo Community Schools' curriculum, so students learn the same material and concepts as peers in traditional classes. Students' transcripts will reflect the same course names as those in traditional classes. Career/technical and elective classes are taken outside the academy with the rest of the student body. **Students will receive the same Waterloo Community Schools Diploma.**

PBD Academy Core Courses

English

English 9, 10
American Lit/Comp
World Lit
English 12

Math

Algebra I
Geometry
Algebra II
Consumer Math

Science

Biology
Chemistry
Earth Science
Physical Science
Ecology

Social Science

Economics
U.S. History
World History
Government
Contemporary Affairs
Geography
Psych I, II
Law, Order & Society

Other courses are also available depending on student need (i.e. C3 & Health)

Career

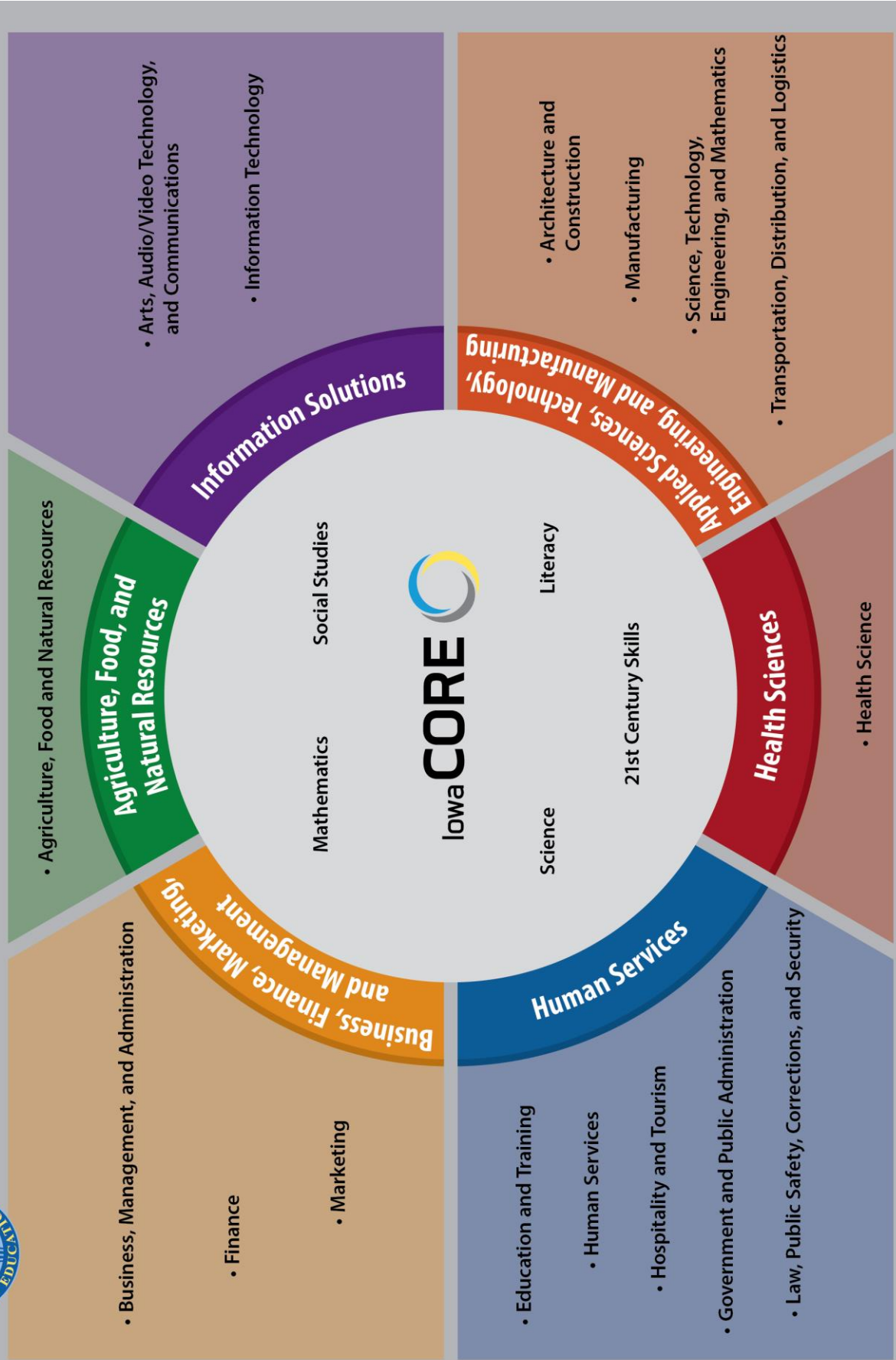
Students will learn the importance of seeking careers that help them realize their life potential. Students will also take the Waterloo Schools' elective courses in their areas of career interests. The hope would be to have all students take advantage of one or more career pathway options at the Waterloo Career Center. Special attention is paid to the employability skills of the Iowa Core Curriculum.

Counseling

The PBD Academy is staffed with a full-time counselor who will meet with students regularly to discuss any issues which may affect their success. Goal setting/decision making and self-improvement skills will be emphasized. Guidance in students' selection of careers, academic progress and employability skills are highlighted.



Iowa's Career and Technical Education Service Areas



WATERLOO CAREERCENTER

Programs

Service Areas

ADVANCED MANUFACTURING	Applied Sciences, Technology, Engineering, and Manufacturing
BUSINESS AND MARKETING MANAGEMENT	Business, Finance, Marketing, and Management
CULINARY	Human Services
CYBER SECURITY	Information Solutions
DIGITAL MASS MEDIA	Information Solutions
EARLY CHILDHOOD EDUCATION	Human Services
ELECTRICAL CONSTRUCTION TRADES	Applied Sciences, Technology, Engineering, and Manufacturing
EMERGENCY MEDICAL SERVICES	Health Sciences
GRAPHIC DESIGN	Information Solutions
HEALTH CORE	Health Sciences
K-12 TEACHER EDUCATION	Human Services
MATH LIBERAL ARTS	
MEDICAL LABORATORY TECHNOLOGY	Health Sciences
PRE-NURSING	Health Sciences
PLUMBING TECHNICIAN	Applied Sciences, Technology, Engineering, and Manufacturing
SUSTAINABLE CONSTRUCTION AND DESIGN	Applied Sciences, Technology, Engineering, and Manufacturing
HOSPITALITY MANAGEMENT	Human Services
WEB PROGRAMMING AND DEVELOPMENT	Information Solutions

Waterloo Career Center

All courses taught at the Waterloo Career Center are 70 minutes in length

*Concurrent courses with Hawkeye Community College, Kirkwood Community College or Des Moines Area Community College.

	Course Title	* recommended grade				Credits
		9	10	11	12	
	Advanced Manufacturing (HCC)					
IND352	IGNITE Program (at Techworks)	X	X	X	X	2
IND320	Intro to CNC Programming I*(MWF w/AM)		X	X	X	1
MAT307	Applied Math (TR w/ICP)		X	X	X	1
IND383	Introduction to 3D Modeling*			X	X	2
IND314	Machine Trade Print Reading I*			X	X	2
IND349	Basic Machine Theory*			X	X	1
IND384	Manufacturing-Comprehensive (TR w/BMT)		X	X	X	1
	Culinary					
FCS215	ProStart Culinary Level I		X	X	X	2
FCS315	ProStart Culinary Level II		X	X	X	2
FCS426	ProStart Culinary Competition Team			X	X	2
	Cyber Security (HCC)					
COM234	Cybersecurity and Program IT	X	X	X	X	2
COM316- CW	Cyber I (Programming for Network Administration)		X	X	X	2
COM416	Cyber II (Intro to Cybersecurity)		X	X	X	2
	Graphic Design (HCC)					
ART205	Drawing and Composition*			X	X	2
COM220	Desktop Publishing*			X	X	2
COM221	Camera One*			X	X	1
COM418	Art Portfolio (TR w/Camera I Fall only)		X	X	X	1
ENG307	Language and Visual Communication (TR w/Camera I) Spring only			X	X	1
COM223	Graphic Imaging*			X	X	2
	Digital Mass Media (HCC)					
COM216	Audio Production*			X	X	2
COM224	Video Production I* (MWF w/WFM Fall only w/PTVP Spring only)		X	X	X	1
ENG308	Writing for Film & Media (TR w/VP) Fall only		X	X	X	1
COM419	Particular Topics in Video Production (TR w VP Spring only)		X	X	X	1
COM220	Desktop Publishing*			X	X	2
COM229	Motion Graphics for Video			X	X	2
	Early Childhood Education (HCC)					
FCS415	Intro to Early Childhood Ed*			X	X	2
FCS417	Early Childhood Curriculum I*			X	X	2
FCS419	Child Health, Safety, and Nutrition*			X	X	2
FCS421	Early Childhood Guidance*			X	X	2
	Electrical Construction Trades (DMACC)					
IND371	Principles of Electricity			X	X	2

	Course Title	9	10	11	12	Credits
IND372	NEC Res Lecture (Taken with NEC Res Lab)			X	X	1
IND373	NEC Res Lab (Taken with NEC Res Lecture)			X	X	1
IND378	NEC I			X	X	2
	Hospitality Management (HCC)					
FCS328	Introduction to Hospitality		X	X	X	2
FCS326	Event Planning & Customer Service		X	X	X	2
FCS327	Hotel Administration		X	X	X	2
FCS329	Menu Planning & Design		X	X	X	1
	K-12 Teacher Education (HCC)					
CAR338	Foundation of Education*^ (MWF w/ASL)			X	X	1
CAR487	Academic Service Learning*^ (TR w/FE)			X	X	1
CAR486	Including Diverse Learners*^			X	X	2
CAR337	Technology in the Classroom*			X	X	2
	Business and Marketing Management (HCC)					
BUS306	Business Finance 360		X	X	X	2
BUS225	Small Business Management*			X	X	2
BUS343	Personal Finance* (HCC)			X	X	2
BUS310	Intro to Business*^			X	X	2
BUS322	Sports Marketing*			X	X	2
BUS327	Principles of Selling*			X	X	2
BUS347	Principles of Retailing*			X	X	2
BUS324	Principles of Marketing*^ (MWF w/EWW)			X	X	1
ENG215	English in the World of Work* (TR w/PM)			X	X	1
	Plumbing Technician (KCC)					
IND374	Plumbing Theory I*			X	X	2
IND375	Plumbing Practices I*			X	X	2
IND376	Plan & Print Reading for Plumbing*			X	X	2
	Sustainable Construction and Design (HCC)					
IND361	Construction Safety*			X	X	.25
IND220	Intro to Residential Construction* (MWF w/AG)			X	X	1
MAT306	Applied Geometry (TR w/IRC)		X	X	X	1
IND362	Building Science I* (Qtr1/3, MWF w/AG)			X	X	.5
IND365	Site Layout and Blueprint Reading (TR w/BS)			X	X	.5
IND385	Construction-Comprehensive (Qtr 2/4)		X	X	X	1
IND382	Carpentry Fundamentals I			X	X	2
	Web Programming and Development HCC)					
COM226	Intro to Programming Logic*			X	X	2
COM227	Intro to Web Development*			X	X	2
COM414	Web Layouts*			X	X	2
	Health Core (HCC)					
CAR322	Intro to Health Professions* (Qtr 1/3 w/MT))			X	X	1
CAR328	Medical Terminology* (Qtr 2/4 w/HP)			X	X	1
SCI480	Nutrition*^			X	X	2
SCI481	Human Anatomy and Physiology I* ^{◊^}			X	X	2
SCI482	Human Anatomy and Physiology II* ^{◊^}			X	X	2
	Pre-Nursing (HCC)					
CAR323	Nurse Aide*			X	X	3

	Course Title	9	10	11	12		
	Liberal Arts (HCC)						
MAT404	Math for Liberal Arts			X	X		2
MAT409	Statistics			X	X		2
	Medical Laboratory Technology (HCC)						
CAR492	Lab Mathematics* (MWF w/ILS)			X	X		1
CAR491	Intro to Lab Science* (TR w/LM)			X	X		1
	Emergency Medical Services (HCC)						
CAR495	Emergency Medical Technician I*			X	X		2
CAR496	Emergency Medical Technician II* (Qtr. 3 w/EMTClin)			X	X		1
CAR497	Emergency Medical Technician II* Clinical* (Qtr. 4 w/EMTII)			X	X		1
CAR517	Emergency Medical Responder			X	X		2

^ Liberal Arts Courses

❖ Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E, or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

Advanced Manufacturing

IGNITE (at John Deere TechWorks location) **IND352**

13-002-G-067-00

Recommended to 9-10-11-12

2 credits

IGNITE is a pre-apprenticeship program where students receive rigorous technical content-based knowledge on industry standards along with the soft skills during one semester of classroom and hands on training in safety, quality, manufacturing processes, electrical, production and maintenance. Targeted at Waterloo High School 10-12th graders, students receive a high school credit and on-the-job-training at TechWorks or with a local company. Upon successful completion of the program participants are also awarded a Smart Automation Certification Alliance (SACA) from the Manufacturing Skill Standards Council (MSSC)

Intro to CNC Programming I (MWF, AM) **IND320**

21-010-C-033-00

Recommended to 10-11-12

1 credit

Hawkeye Community College MFG157

2 credits

In this course students will create basic programs for CNC mills. Students will use a plain ASCII text editor (like Notepad) to input basic industry standard G and M code programs. Programs are run on verification software to ensure accuracy. Speed and feed calculations, operator notes and start-up lines, mill tooling types and procedures, rectangular coordinates, canned (drill) cycles and file management are other areas of study.

Applied Math (TR w/ICP,) **MAT307**

02-152-G-050-00

Open to 10-11-12

1 credit

This course is designed to apply basic number conventions to real world applications in the building trades. Quantitative reasoning ranging from the use of arithmetic through the use of minor algebraic concepts will be employed. The course will

also include units in measurement, proportions and percent. Problem based, constructionist learning will account for a large portion of the course work.

Basic Machine Theory (MWFw/M-C) **IND349**

13-203-C-044-00

Recommended to 11-12

1 credits

Hawkeye Community College MFG211

2 credits

This course is an introduction to Open to 10-11-12. Students must take this course prior to taking Machine Operations or take them at the same time. This course presents basic machining processes and concepts necessary to set-up and operate machine shop equipment.

Manufacturing-Comprehensive (TR w/BMT)

13-002-G-044-00

Open to 10-11-12

IND384

1 credit

This course introduces students to the various methods used to process and transform materials. Processing techniques covered usually include casting, forming, separating, assembling, and finishing. The courses may also include an overview of management techniques in planning, organizing, and controlling various segments of the manufacturing process, including design, engineering, production, and marketing.

Machine Trade Print Reading I

21-108-C-056-20

Recommended to 11-12

2 credit

Hawkeye Community College MFG122

3 credits

This course provides the student with the necessary knowledge to read and interpret basic prints used in the machining industry. It covers terminology, line-types and drawing interpretation. First and third angle orthographic projection, dimensioning methods and tolerancing are the major topics covered.

Introduction to 3D Modeling

13-999-C-056-00

IND383

Recommended to 11-12 2 credits
 HCC MFG107 3 credits
 This course will introduce students to designing parts using AutoCAD Inventor software in addition to digitizer and 3-D printer technology. The course includes a basic overview of 3-D software capabilities applied to tooling design and precise machined parts.

Culinary Program

ProStart Culinary Level I FCS215

16-056-G-100-10

Open to 10-11-12 2 credits
Recommended to follow successful completion of Exploring Careers in Human Service course

Students will develop essential skills necessary to begin a successful career in the culinary and food industry. This course will cover an overview of the restaurant and foodservice industry, how to create a safe operation, an introduction to the kitchen, service and management, and it will incorporate a lab component. Students will discuss and learn how the industry has grown globally, its trends and the technology used within the industry. *Students who take and pass the ProStart final exam for level I will be on the path to receive the national ProStart Certification of Achievement (COA).*

ProStart Culinary Level II FCS315

16-056-G-100-20

Open to 10-11-12 2 credits
Recommended to follow successful completion of ProStart Culinary Arts Level I. May also seek teacher approval.

Students will develop fundamental skills necessary to maintaining a successful career in the food industry and culinary. This course will cover topics such as reaching your customers; managing costs; today's operational concerns, meat, poultry, seafood, baking and desserts; and it will incorporate a lab component. *Students who have taken and passed the ProStart Culinary level I final exam and then take and pass the ProStart final exam for level II will be on the path to receive the National ProStart Certification of Achievement (COA). COA can give you a head start to careers and collegiate opportunities. Numerous restaurants, foodservice and hospitality programs offer benefits to ProStart graduates.*

ProStart Culinary Competition Team FCS426

16 056-G-100-30

Open to 11-12 2 credits
You must be taking, or have passed ProStart Culinary Level I to try out for this team.

Students participating as part of the culinary competition team will represent the Waterloo Career Center in the state of Iowa. Teams that participate in the competition will demonstrate culinary skills needed for a career in the restaurant and foodservice industry, to a group of industry judges. The team that wins will then move-on to represent Iowa at the National ProStart Invitational. This is where teams will put their skills to the ultimate test. This demanding culinary competition invites top students to represent their school and state, with winning teams competing for scholarships.

Hospitality Management

Introduction to Hospitality FCS328

16-001-C-056-00

Recommended to 10-11-12 2 credits
 Hawkeye Community College HCM608 3 credits
 Introduction to the food service, lodging, and tourism components of the hospitality industry. Background information, current issues, resume writing, and future challenges in various segments of the industry.

Event Planning and Customer Service FCS326

16-057-C-056-00

Recommended to 10-11-12 2 credits
 Hawkeye Community College 3 credits
 This course will cover all aspects of event planning and customer service relating to the restaurant and hospitality fields. Student will engage in a hands-on learning experience of dealing with real life customers and planning events.

Hotel Administration (MWF w/MPD) FCS327

16-104-C-03-300

Recommended to 10-11-12 1 credit
 Hawkeye Community College HCM605 2 credits
 A management course that introduces the student to advances studies of property management, catering, sales, legal aspects, security and maintenance of all departments of the hotel.

Menu Planning and Design (TR w/HA) FCS329

16-054-C-03-300

Recommended to 10-11-12 1 credit
 Hawkeye Community College HCM240 2credits
 This course applies the picture of menu planning and layout to the development of menus for a variety of types of facilities and service. The course will also examine the kitchen design, and facility layout.

Graphic Design

Camera I (MWF w/AP Fall, w/LVC Spring)

05-167-C-056-00

Recommended to 10-11-12 1 credit
 Hawkeye Community College PHT-108 3 credits
 This course is an introduction to the basics of camera handling, exposure and meter usage.

Art Portfolio (TR w/Camera I) Fall only

05-170-G-044-00

Open to 10-11-12 1 credit
 This course offers students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly.

Language and Visual Communication*

(TR w/Camera) Spring only

01-103-G-045-00

Open to 10-11-12 1 credit

Students enrolled in this course will experience and enhance their skills in viewing, writing and thinking through photographic images, fiction and nonfiction. Students will create both narrative and technical writing throughout the semester analyzing concepts and information while also telling stories based on their own visual ideas.

Drawing and Composition

05-199-C-112-00

Recommended to 11-12

Hawkeye Community College GRA105

This course is a comprehensive drawing class that builds upon students initial knowledge and experience from previous art classes. This class strengthens the students' abilities by the drawing of basic shapes, studying perspective rendering and creating full studies of the human head, face and overall form. Students strengthen their use of structural and compositional theories such as unity, balance and symmetry. Color theory is thoroughly explored and students use both wet and dry media to further advance their creative and technical skills

ART205

2 credits

4 credits

Desktop Publishing

11-152-C-112-00

Recommended to 11-12

Hawkeye Community College GRA133

This course is a student's first step through the Graphic Design Academy combining hands-on art making skills with computer-based design technology. Adobe In-Design is introduced and the primary software for class projects and coursework. Students begin using graphic design systems as a tool to further their artistic growth. Challenges and concepts specific to the graphic design industry such as the combination of text and images, lettering exploration and visual layout are studied and are the basis for all projects.

COM220

2 credits

4 credits

Graphic Imaging

11-054-C-067-00

Recommended to 11-12

Hawkeye Community College GRA142

Prerequisites: Desktop Publishing

This course involves in-depth uses of Adobe Illustrator and Adobe Photoshop. Students further their experience from previous classes and apply their skills to more advanced features of imaging software and challenging projects. Students work on combining original artwork with images and graphics generated with advanced imaging software. The course focus is to evolve students ideas to marketable products, layouts and graphic visual plans.

COM223

2 credit

4 credits

Digital Mass Media

Video Production I (MWF w/WFM Fall, w/PTVP Spring)

11-051-C-044-10

Fall only

Recommended to 10-11-12

Hawkeye Community College MMS111

This course will introduce the basics of video production, camera handling, digital exposure and workflow. Emphasis is

COM224

1 credit

3 credits

on how to handle image workflow to produce a professional video output.

Writing for Film & Media (TR w/VP) Fall only

05-058-G-045-00

Fall only

Open to 10-11-12

Students will study screenwriting for both film and television, emphasizing structure and form. Students will understand the process from the inception of the idea through the finished product. This course also provides instruction in writing for broadcast, video, and news media. Developing ideas, interviewing, gathering information and objective writing will be covered.

ENG308

1 credit

Particular Topics in Video Production (TR w VP)

Spring only

11-056-G-044-00

Open to 10-11-12

This course examines specific topics in video technology. Students will complete a portfolio or certification exam.

COM419

1 credit

Audio Production

11-051-C-067-20

Recommended to 10-11-12

Hawkeye Community College MMS105

This course examines the principles of sound, acoustics and basic audio capture techniques. The equipment for recording as well as production and editing audio will be analyzed and employed. Sound quality and final output issues will be addressed.

COM216

2 credits

3 credits

Motion Graphics for Video

11-056-G-067-00

Recommended to 10-11-12

This course explains the theory and execution of motion graphics in q video production environment. Instruction in use of and methods for constructing a variety of motion graphics and animation techniques will be delivered. Media management and output formats will also be addressed.

COM229

2 credits

Desktop Publishing

11-152-C-112-00

Recommended to 11-12

Hawkeye Community College GRA133

This course is a student's first step through the Graphic Design Academy combining hands-on art making skills with computer-based design technology. Adobe In-Design is introduced and the primary software for class projects and coursework. Students begin using graphic design systems as a tool to further their artistic growth. Challenges and concepts specific to the graphic design industry such as the combination of text and images, lettering exploration and visual layout are studied and are the basis for all projects.

COM220

2 credits

4 credits

Early Childhood Education

If you successfully complete all four courses You receive an Early Childhood Education certification.

Introduction to Early Childhood Education FCS415

19-153-C-056-10

Recommended to 11-12 2 credits

Hawkeye Community College ECE103 3 credits

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

Early Childhood Curriculum I FCS417

19-153-C-056-20

Recommended to 11-12 2 credits

Hawkeye Community College ECE158 3 credits

This course focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize developmentally appropriate practices in a context of family and culturally sensitive care. Emphasis is on understanding children's development stages and developing appropriate learning opportunities, interactions and environments in the following areas: dramatic play, art, music, fine and gross motor play.

Early Childhood Guidance FCS421

19-153-C-056-30

Recommended to 11-12 2 credits

Hawkeye Community College ECE243 3 credits

This course focuses on effective approaches and positive guidance strategies for supporting the development of all children. Emphasizes supportive interactions and developmentally appropriate environments. Uses assessment to analyze and guide behaviors. Studies impact of families and diversity on child guidance.

Child Health, Safety and Nutrition FCS419

19-151-C-056-00

Recommended to 11-12 2 credits

Hawkeye Community College ECE133 3 credits

This course focuses on current concepts in the fields of health, safety and nutrition and their relationship to the growth and development of the young child ages birth to eight. Blends current theory with practical applications and assessments. Includes the influences of families and diversity on health, safety and nutrition in early childhood settings.

Electrical Construction Trades

Principles of Electricity IND371

17-102-C-067-00

Recommended to 10-11-12 2 credit

DMACC ELT303 3 credits

This course is the first in the pathway. Students must complete Principles of Electricity to take any of the Electrical Construction Trade courses.

For beginners: theory, controlling electricity, voltage, amps, resistance, wattage, series and parallel circuits, DC & AC, batteries, electric lighting, generators and motors.

NEC Residential Lecture (Qtr. 1/3 w/Res Lab)

17-103-C-050-00

IND372

Recommended to 10-11-12 1 credit

DMACC ELT147 3 credits

The basic principles of the NEC for layout and construction for residential wiring systems. Apply code rules to house wiring installations. Discuss security systems, fire and smoke detectors, low-voltage and remote controls.

NEC Residential Lab (Qtr. 2/4 w/Res Lec) IND373

17-103-C-050-00

Recommended to 10-11-12 1 credit

DMACC ELT148 3 credits

Utilize the basic principles of the NEC for layout and residential electrical wiring systems. Apply code rules, using hands-on approach for residential electrical installations from simplistic to complicated circuit wiring.

NEC I

IND378

17-108-G-067-00

Open to 11-12 2 credits

Required: NEC Lecture and Lab completion prior to taking this course.

Trainees develop an understanding of electrical systems in structures, follow blueprints and install wiring and other electrical components, such as circuit breaker panels, switches and light fixtures. This program is the beginning course on the journey toward a student's apprenticeship.

NEC II

IND379

17-109-G-067-00

Open to 11-12 2 credits

Required: Students must complete NEC I to schedule for this course. Students will discover the different methods for single-family and multi-family dwellings and learn to wire devices according to electrical codes. The course will cover load calculations, service entrance sizing, proper grounding techniques and associated safety procedures.

Business and Marketing Management

Business Finance 360

BUS306

12-103-G-050-00

Open to 10-11-12 2 credit

This course focuses on a 360 degree at all businesses, with a focus specifically on finance, addressing how businesses raise, distribute and use financial resources while managing risk. Course content involves lending broker, real estate and stock advising.

Small Business Management

12-055-C-050-60

Recommended to 10-11-12

HCC MGT110

A study of current theory and practices in creating and running a small business. The course includes the study of management functions as well as a discussion of business startup, including the creation of a business plan.

BUS348

2 credits

3 credits

Personal Finance

19-262-C-056-00

Recommended to 11-12

Hawkeye Community College FIN121

This course enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, professional, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will integrate course topics. Upon completion, students should be able to better understand scarcity, supply and demand, market structures, the role of government, money and the role of financial institutions, economic stabilization and cycles, investing and financial markets, and consumer credit.

BUS343

2 credits

3 credits

Sports Marketing

12-163-C-056-00

Recommended to 11-12

Hawkeye Community College MKT198

Entrance requirements may apply.

This course will explain the basics of sports marketing, research and delivery.

BUS322

2 credits

3 credits

Principles of Selling

12-202-C-056-00

Recommended to 11-12

Hawkeye Community College MKT140

This course has planned learning activities and experiences emphasizing the psychology of selling, the selling process, sales techniques and selling as a professional career.

BUS327

2 credits

3 credits

Principles of Retailing

12-161-C-056-00

Recommended to 11-12

Hawkeye Community College MKT160

Organized learning activities emphasize the status of retail environments, operations, locations, merchandising, pricing and promotions.

BUS347

2 credits

3 credits

Principles of Marketing (MWF w/EWW)

12-152-C-050-00

Recommended to 11-12

Hawkeye Community College MKT110

This course is an overview of the processes, problems and activities associated with the planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges.

BUS324

1 credit

3 credits

English in the World of Work (TR w/PM)

01-103-G-044-00

Open to 11-12

ENG215

1 credit

Students will develop skills needed for successful written communication in the workplace. Students will focus on the various ways writing is used in workplace communications: email etiquette, notices and reminders, professional style of writing to colleagues, supervisors, and customers; students will also learn the basics of interviewing and will experience a mock interview as an assessment-all of which will have a focus on clarity, courtesy, consideration, conciseness and concreteness. This course is recommended for students who plan to enter the workforce immediately upon graduating high school or students who intend to pursue a technical degree/endorsement at a community college. The coursework will be tailored to each individual student's post-high school plans. Students will complete a career portfolio highlighting a resume or student profile, cover letter, writing assignments (e.g. sample email), reflective writing over course presentations, and a written reflection and plan for their intended career choice.

Intro to Business

12-051-C-056-00

Recommended to 11-12

Hawkeye Community College BUS102

Compass Cut Scores must be met.

This course is an introductory survey course which provides and overview of the major functions in business with relation to current social, economic, global, and environmental concerns

BUS310

2 credits

3 credits

K-12 Teacher Education**Foundations of Education (MWF w/ASL)**

19-151-C-050-000

Recommended to 11-12

Hawkeye Community College EDU210

This course examines American education from a historical, philosophical and sociological perspective. Challenges and issues in education today will be discussed in the context of school organization, politics, funding, curriculum, professionalism, legal issues and effective school and teacher characteristics.

CAR338

1 credit

3 credits

Academic Service Learning (TR w/FE)

19-199-C-033-00

Recommended to 11-12

Hawkeye Community College EDU901

This course provides 30 hours of field experience.

Students in this course develop and/or implement service learning products to help the college's community including the surrounding local community under the supervision of college faculty and in cooperation with the staff of community organizations and agencies.

CAR487

1 credit

2 credits

Including Diverse Learners

19-154-C-056-00

Recommended to 11-12

Hawkeye Community College EDU246

Students are introduced to the issues and practices regarding the inclusion of diverse student populations in general education settings. The needs of all students including general education, special education and gifted will be emphasized. Strategies for

CAR486

2 credits

3 credits

adapting curriculum and the classroom will be examined. Support services that are available to teachers and students will be explored.

Technology in the Classroom

CAR337

19-155-C-05600

Recommended to 11-12 2credits
 Hawkeye Community College EDU255 3 credits
 This is basic course in the planning and practical use of technology resources to enhance and extend the learning process in the face to face classroom, hybrid and online learning. Student will be exposed to various ways of thinking about educational media and its applications in the classroom. The course is designed to provide the student with experiences that will enable them to select, arrange, utilize, and produce a variety of resources to enhance student learning through their creation of a Thematic Unit.

Plumbing Technician

Plumbing Theory I

IND374

17-058-C 089-00

Recommended to 11-12 2 credits
 Kirkwood CC PLU130 6 credits
 Provides instruction on the basic principles of plumbing system installations. At the conclusion of the course, the student will be able to complete a variety of plumbing-related tasks such as identify and describe safe work practices; identify and explain the materials, fittings and supports used in a plumbing installation; identify the Uniform Plumbing Code; identify the content covered in each chapter of the UPC and perform basic pipe sizing; create plan and elevation plumbing drawings and sketches; and identify and describe potable water systems, water wells and basic water treatment.

Plumbing Practices I

IND375

17-058-C-089-00

Recommended to 11-12 2 credits
 Kirkwood CC PLU140 4 credits
 Provides instruction on common pipe joining techniques and common pipe fitting procedures for pressure and drainage weight pipe and fittings. At the completion of the course, the student will be able to identify the common materials used in plumbing and gas piping systems, identify and perform common joining methods used on piping materials, and maintain a job log of time spent and materials used for each of the piping assignments.

Plan & Print Reading for Plumbing

IND376

17-059-C-056-00

Recommended to 11-12 2 credits
 Kirkwood CC PLU148 2 credits
 Provides instruction in plan and print reading for plumbing system installations. Combines plan and print reading assignments together with drawing assignments.

Sustainable Construction & Design

Introduction to Residential Construction is required to be the first course in this program’s sequence.

Construction Safety(M Qtr 1 and 3)

IND361

17-017-C-011-00

Recommended to 10-11-12 0.25 credit
 Hawkeye Community College CON108 1 credit
 The Construction Safety course will provide students with the requirements and expectations required to work safely in the numerous occupations of the construction industry. The course will introduce students to the national OSHA safety standards for General Construction and upon their completion of this course will receive the OSHA 10-hour General Construction certification.

Intro to Residential Construction

IND220

17-002-C-044-00

Recommended to 10-11-12 1 credit
 Hawkeye Community College CON102 2 credits
 Students will be introduced to basic residential construction safety, history, terminology, materials and basic construction techniques. This course will cover basic information and develop manual skills needed to begin construction of a new home.

Applied Geometry

MAT306

02-998-G-050-00

Open to 10-11-12 1 credit
 This course is designed to apply algebra and geometry to the building trades. Mathematical reasoning based on concepts from basic number knowledge through minor trigonometry will be utilized. Problem based, constructionist learning will account for a large portion of the course work.

Site Layout and Blueprint Reading (TR Qtr 1/3 w/BS)

IND365

21-108-C-022-00

Recommended to 10-11-12 .5 credit
 Hawkeye Community College CON131 1 credit
 The course will train students to interpret and use site plans and other working drawings. Students will learn how to interpret construction symbols and building specifications. Students will develop site layouts for various projects utilizing lasers, builder’s levels and transits using site plans and other working drawings.

Building Science I (MWF Qtr 1/3 w/SLBR)

IND362

17-999-C-022-00

Recommended to 10-11-12 .5 credit
 Hawkeye Community College CON302 1 credit
 Students will learn building science principles and methods to determine how thermal energy transfer, air infiltration and exfiltration, internal and external air pressures, moisture migration, and durable design strategies apply to today’s residential design and construction industry.

Construction-Comprehensive (Qtr 2/4)

IND385

17-002-G-044-00

Open to 10-11-12 1 credit
 This course provides students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. There courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying,

electrical, trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance.

Carpentry Fundamentals

IND382

12-003-C-078-00

Recommended to 10-11-12

2 credits

Hawkeye Community College CON133

4 credits

The course offers students the opportunity to further develop their skills with hand and power tool operations, and to devote more time to hands-on construction projects while improving their skill competencies.

Web Programming and Development

Intro to Programming Logic

COM227

10-152-C-078-00

Recommended to 11-12

2 credits

Hawkeye Community College CIS121

3 credits

This course will introduce language independent programming logic design techniques. Students will learn techniques such as flow-charting and pseudo-code to build complete programs that can be translated into modern programming languages. Students will learn to use elements of decision making, looping, control breaks and arrays. Language independent object-oriented programming will be introduced along with other advanced topics.

Intro to Web Development

COM227

10-201-C-078-10

Recommended to 11-12

2 credits

Hawkeye Community College WDV102

3 credits

Students will learn basic HTML and CSS web page design by creating an e-Portfolio as a "resume." This course introduces the current standard of HTML and discusses upcoming versions. Students will learn the basics of CSS for design and layout using both text and multimedia. Website maintenance cycles and roles used in the cycles will be introduced. By using FTP, students will create and maintain a small web page on a live web server. By using a text-based editor, students will learn to code in an HTML editor rather than just the visual aspect to gain greater control of the code. Best design practices will be introduced.

Web Layouts

COM414

10-201-C-067-20

Recommended to 11-12

2 credits

Hawkeye Community College WDV105

3 credits

Students will learn foundational Unity and C# programming to be successful in creating web scenes. This course is designed to give the student the knowledge of layouts and design of websites. Students will use a graphic editor, such as Adobe Photoshop, to convert a visual image layout to a working HTML and CSS layout. This course goes over aspects to content in making a great website.

Cyber Security

Cyber Security and Program in IT

COM234

10-020-G-056-00

Open to 9-10-11-12

2 credits

Cyber security courses introduce students to the concept of cybersecurity. This course will introduce student to adversarial thinking, layered security, [passwords, CIA Triad, basic Linux commands, OSINT tools, social engineering and other security concepts. Also, this course will introduce students to secure programming concepts though software application security. This includes Cryptography, least privilege, attach surface reduction, securing headers, cross-scripting (XSS), and other secure programming concepts.

Cyber I (Programming for Network Administration)

10-149-C-056-00

COM316-CW

Recommended to 10-11-12

2credits

Hawkeye Community College NET 202

3credits

Tis course introduces basic programming techniques using the Python programming language to automate system administration tasks. Student will design, code, and test Python applications. Students will also be introducing to PowerShell and other scripting tools, and see how theses tools compare to python. The focus of scripting use in this course is to aid in automation of regular system administration tasks.

Cyber II

COM416

10-020-C-067-00

Recommended to 10-11-12

2 credits

HCC NET 178

3 credits

This course will provide an overview of the vulnerabilities that exist in most information systems. Students will learn how policies, user education, software and hardware tools can help protect systems during attack. This course will help students refine their critical thinking skills as they evaluate various technology topics and concepts while searching for underlying connections between the technology and how to apply those concepts in a lab setting, which is a sill that should be beneficial in any/all types of technology careers. This course will also help students gain hands on technology literacy which will be of vital significance when making important work-related decisions.

Prerequisite: minimum grade of C- in NET 202.

Health Core

exercises focus on anatomical knowledge and physiological functions.

Nutrition SCI480

03-069-C-056-00

Recommended to 11-12

Hawkeye Community College BIO151

2 credits
3 credits
Principles of Nutrition will introduce students to the science of nutrition. The course will examine individual nutrients; their structure and function in the human body; nutrient composition of food; and selection of food to meet nutrient needs, maintain health and satisfaction. Students will understand and apply present day knowledge of nutrition to dietary patterns and needs of selected individuals and groups. The course is an advanced beginning course in human nutrition designed for students with a science background.

Pre-Nursing

Health Careers Core Classes

Listing/course descriptions pg. 35

Nurse Aide CAR323

14-051-C-112-00

Recommended to 11-12

Hawkeye Community College HSC168

3 credits
3 credits

Must be 16

Recommended: successful completion of Medical Terminology and Intro to Health Professionals prior to taking this course. Prerequisite: Instructor, *parental and coordinator approvals, and C or higher grade in Biology* This course requires students to be fully vaccinated and complete a background check. Vaccine exemptions can be filed. Approval/denial at discretion of clinical location

This course is designed to meet the training requirements of the Omnibus Reconciliation Act (OBRA) for aides working in nursing facilities (NF) and skilled nursing facilities (SNF). Emphasis in the course is on students achieving a basic level of knowledge and demonstrating skills to provide safe, effective resident/client care. This course includes laboratory and clinical work at a local nursing care facility. The career exploration experience components will include community service/volunteer work, obtaining continuing education units through professional development opportunities and/or done individually at a nursing care facility for pass/fail credit only.

If a student is not passing the lecture with a minimum of 80% and/or lab portion with a passing grade prior to the start of clinical rotation, he/she will NOT be allowed to attend the clinical portion and will be dismissed from the remainder of the course.

Students are required to attend a minimum of 75 hours of the course.

Content: 96 hours (32 hours classroom instruction, 16 hours laboratory and 48 hours clinical)

Course units: The Nurse Aide in Long-Term Care

- * Foundations of Resident Care
- * Understanding Residents

Intro to Health Professions (w/MT) CAR322

14-001-C-033-00

Recommended to 11-12

Hawkeye Community College HSC108

1 credit
2 credits
This course introduces the student to the health care system and provides an opportunity to explore a wide variety of health careers/professions. Students will explore ethical and legal responsibilities within the healthcare system including expectation for professional behavior. This course will allow for certification in common healthcare requirements.

Medical Terminology (w/HP) CAR328

14-154-C-033-00

Recommended to 11-12

Hawkeye Community College HSC113

1 credit
2 credits
This course presents the foundation necessary to develop a basic medical terminology vocabulary. Emphasis on the components of terms as related to each body system will be provided. The course further provides the student with the opportunity to properly spell, pronounce and utilize medical terms. The utilization of a medical dictionary will also be a focus.

Human Anatomy and Physiology I SCI481

03-053-C-067-10

Recommended to 11-12

Hawkeye Community College BIO168

2 credits
4 credits

Recommended: successful completion of Biology & Chemistry
The first of a two-semester sequence especially designed for students pursuing careers in allied health fields as well as any student desiring an in-depth undergraduate transfer course. The course focuses on the interdependent relationships between the structure and functions of body systems and the ways these parts interact (homeostasis) to insure the survival of the organism. Major topics addressed include levels of organization, the chemistry of life, support/movement, integration/control and coordination. Coordinated laboratory exercises focus on anatomical knowledge and physiological functions. **To be applicable to any health career program, successful completion of both BIO-168 and BIO-173 with a grade of C or better is required.**

Human Anatomy and Physiology II SCI482

03-053-C-067-20

Recommended to 11-12

Hawkeye Community College BIO173

2 credits
4 credits

Required "C-" or higher in Human Anatomy and Physiology I
Recommended: successful completion of Biology & Chemistry
The second of a two-semester sequence designed for students pursuing careers in allied health fields or wishing an in-depth undergraduate transfer course in the biological sciences. The course focuses on interdependent relationships between the structures and functions of body systems and the way these parts interact (homeostasis) to insure survival of the organism. Major topics addressed include systems associated with circulation, maintenance, elimination and continuity. Coordinated laboratory

Internships

	Course Title	Program listed with, see page:	11	12		Credits	Recommended Prerequisite
ART510/511	Graphic Design Internship A/B	30	X	X		2	Yes
BUS510/511	Business Internship A/B	31	X	X		2	Yes
BUS520/521	Marketing Management Internship A/B	32	X	X		2	Yes
CAR510/511	Engineering Internship A/B		X	X		2	Yes
CAR512/513	Medical Internship A/B	36	X	X		2	Yes
CAR406/407	Career Exploration: Internships & Apprenticeships						
COM510/511	Digital Mass Media Internship A/B	30	X	X		2	Yes
FCS432/433	ProStart Culinary/Hospitality Internship A/B	29	X	X		2	Yes
FCS520/521	Teacher Internship A/B	31/329	X	X		2	Yes
IND510/511	Automotive Maintenance Internship A/B		X	X		2	Yes
IND520/521	Construction Internship A/B	28	X	X		2	Yes
IND530/531	Manufacturing Internship A/B	29	X	X		2	Yes

Internships A/B

Recommended to 11-12

2 credits

Recommended: Instructor Approval

Students have the opportunity to work with a professional in their desired profession. Interns spend 5 to 15 hours a week (90-200 hours total per semester) completing work assignments, attending meetings, and developing special projects requested by the sponsoring employer. The intern has the opportunity to make contributions to the organization while achieving personal, academic and career growth. Locations are throughout the Cedar Valley. Interns can schedule classes and still participate in an internship experience on a part-time basis as it fits within their schedules. Interns also work through an online class component taught and supervised by a Multi-Occupations Certified instructor. Curriculum for the online component includes career development, employability, communication skills, problem solving, leadership and decision-making skills integrated with technology. Interns participate in self-assessments and pursue personalized learning plans. Required coursework will be completed online through Google Classroom. Students will provide their own transportation.

developing job search and employability skills.

Each Program offers quality Pre-Apprenticeships

Career Exploration: Internships & Apprenticeships

10-999-G-050-00

CAR406/CAR407

Open to 10-11-12

2 credits

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in



working on industry problem-based projects with Cedar Valley employers.

Center for Advanced Professional Studies (CAPS)

Note: All CAPS courses except CNA have Oral Communication ties to them. This is a fairly significant change in programming along with credits that aligned to the different CAPS courses. Every CAPS course has 3 high school credits and 6 college credits aligned with it. Three of the six credits as course specific, HCC credit which is typically WBL credit. The other three credits being from HCC Oral Communication as mentioned earlier.

CAPS Education

CAP506

- EDU210 Foundations of Education (3cr.)
- EDU901 Academic Service Learning (1 cr.)

CAPS Business Solutions

CAP508

- WBL105 Exploring Careers: Business, Finance, Marketing and Management (3cr.)

CAPS Health CNA

CAP605

- HSC108 Intro to Health Professions (2 cr.)
- WBL 104 Exploring Careers: Health Sciences (1cr.)
- HSC168 Nurse Aide (3.5 cr.)

CAPS Industries

CAP515

- CON108 Constriction Safety (1cr.)
- WBL142 Workplace Project Based Learning: Science, Technology, Engineering and Mathematics (2cr.)

CAPS Careers

WBL100 Exploring Careers (3cr.)

Students enrolled in the Cedar Falls High School CAPS program will take their semester class at a designated Cedar Falls business partner and be taught by a Cedar Falls High School Instructor.

Center for Advanced Professional Studies (CAPS) students will receive Hawkeye Community College elective credit. Junior and senior level students taking the CAPS program will engage in a unique learning opportunity to explore their interested in a profession-based learning approve. The program is designed to be student driven with teachers as facilitators while



International Baccalaureate Diploma Program

The International Baccalaureate Diploma Program (IBDP) is a rigorous course of study, utilizing international standards, based on an integrated curriculum infused with globalism. The IBDP was designed to provide students from all countries an education credential that could be recognized by universities around the globe. Schools that adopt the IBDP are public, private, magnet, comprehensive, international or redesigned. The Waterloo Community School District has made the IBDP available to all interested and prepared students.

The IBDP is a full course curriculum leading to examinations, in six academic areas, which meet the needs of highly motivated secondary school students. The IBDP applies a comprehensive curriculum that allows its graduates to fulfill requirements of various national education systems.

Students enrolled in the full IBDP are exempt from taking C³ Foundations, World History, Economics and Geography.

Courses offered:

Students will select three higher level (HL) and three standard level (SL) courses to complete during their junior and senior years. All WCSD Pre-IB and IB courses are included in the Program of Study. Current IB offerings include 18 courses from six subject areas:

<p>Group 1 Subjects: Language A-Studies in Language and Literature English Language and Literature HL</p> <p>Group 2 Subjects: Language B – Language Acquisition Spanish SL Spanish HL German SL</p> <p>Group 3 Subjects: Individuals and Societies History HL Economics SL Economics HL</p>	<p>Group 4 Subjects: Experimental Sciences Biology SL Biology HL Chemistry SL Chemistry HL Sports, Exercise & Health Science SL</p> <p>Group 5 Subjects: Mathematics Math Analysis and Approaches SL Math Analysis and Approaches HL</p> <p>Group 6 Subjects: The Arts Visual Arts SL Visual Arts HL Theatre Arts SL Theatre Arts HL</p>
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Full IB Diploma students must study one course from groups 1 through 5. In addition, students must select either an arts course or an elective from groups 3 and 4. In addition, all diploma candidates must fulfill three central requirements:

1. Theory of Knowledge, an assessed course that contrasts ways of knowing in all six subjects;
2. Extended Essay, an externally assessed, independent research project of 4,000 words in one of the subject areas;
3. Creativity, Activity, Service (CAS) to develop the entire self through community service, creative and physical activities.

IB assessments are scored on a 1-7 scale, with an additional three points available for exemplary work on Theory of Knowledge and the Extended Essay. To earn an IB Diploma, a student must achieve a minimum total score of 24 without failing any courses.

All IBDP students will receive a WCSD diploma and recognition during the graduation ceremony in May. Scores are available to access July 6th. Student scores, within each subject, are recognized at universities in over 102 countries. IB courses and exams are recognized for the purpose of advanced credit and/or placement at over 900 North American colleges and universities.

How to enroll:

Interested students must meet with their counselor at their high school to schedule WCSD Pre-IB courses. Students are expected to enroll in WCSD Pre-IB courses and receive a passing grade to be prepared for the rigor of the IB courses offered in 11th and 12th grade. In addition, interested students must fill out an IBDP application which can be found on the East and West High School websites. All IB students will have their exams paid for by the Waterloo Community School District.

Note: All of the courses listed below are at an accelerated pace and the coursework demonstrates elevated rigor. These courses should be taken by students pursuing the International Baccalaureate Diploma.

❖ Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E, or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

	Course Title	9	10	11	12		Credits per year	Recommended Prerequisite
	ENGLISH							
ENG360/361 ENG460/461	IB Language & Literature English HL A/B ❖			X	X		2	Yes
ENG 464/465	Extended Essay			X	X		.5	Yes
	WORLD LANGUAGES							
FOR362/363 FOR462/463	IB Spanish SL A/B ❖			X	X		2	Yes
FOR366/367 FOR466/467	IB Spanish HL A/B ❖			X	X		2	Yes
FOR310/311 FOR410/411	IB German SL A/B ❖			X	X		2	Yes
	SOCIAL SCIENCES							
SOC370/371 SOC372/373	IB History HL A/B ❖			X	X		2	Yes
SOC376/377 SOC476/477	IB Economics SL A/B ❖			X	X		2	Yes
SOC378/379 SOC478/479	IB Economics HL A/B ❖			X	X		2	Yes
SOC380/381 SOC480/481	IB Theory of Knowledge ❖			X	X		1	Yes
	SCIENCE							
SCI360/361 SCI460/461	IB Biology SL A/B ❖			X	X		2	Yes
SCI376/377 SCI476/477	IB Biology HL A/B ❖			X	X		2	Yes
SCI362/363 SCI462/463	IB Chemistry SL A/B ❖			X	X		2	Yes
SCI364/365 SCI464/465	IB Chemistry HL A/B ❖			X	X		2	Yes
SCI466/467 SCI468/469	IB Sports, Exercise and Health Science SL A/B			X	X		2	Yes
	MATHEMATICS							
MAT370/371 MAT470/471	IB Math SL-Analysis and Approaches A/B ❖			X	X		2	Yes
MAT374/375 MAT474/475	IB Math HL-Analysis and Approaches A/B ❖			X	X		2	Yes
	ART							
ART360/361 ART460/461	IB Visual Arts SL/HL A/B			X	X		2	Yes
ENG362/363 ENG462/463	IB Theatre Arts SL/HL A/B			X	X		2	Yes

IB Visual Arts SL/HL A/B

05-173-H-050-11 (11A)

ART360/361

05-173-H-050-21 (11B)

ART460/461

05-173-H-050-12 (12A)

05-173-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: Fundamentals of Art & Design and teacher approval

IB Visual Arts SL/ HL is a two-year, accelerated course that requires students to complete studio work plus research workbooks. The course is designed for students specializing in the visual arts with creative and imaginative abilities and who may pursue the visual arts at a college or university. Students are required to commit time outside of school to both their research workbooks and studio projects. Junior to senior year, students will be required to complete works for their portfolios, which are individually theme related. The course culminates with a senior gallery night to display student work at the end of the two years.

IB Theatre Arts SL/HL A/B

05-062-H-050-11(11A)

ENG362/363

05-062-H-050-21 (11B)

ENG462/463

05-062-H-050-12 (12A)

05-062-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: Adv Theatre Arts, teacher approval

IB Theatre Arts SL/HL is a two-year course that will focus on three core syllabus areas: theater in context, theatre processes, and presenting theatre. In the first year, students will engage in instructional activities that hone skills relevant to theatre arts. In the second year, students complete three major assessments: a research presentation, a director's notebook, and a collaborative project. By creating, designing, directing, and performing theatre based on theatre contexts and theatre processes, students will experience the international and intercultural dynamic that inspires and sustains the world of theatre arts.

IB Language & Literature English HL A/B

01-007-H-050-11 (11A)

ENG360/361

01-007-H-050-21 (11B)

ENG460/461

01-007-H-050-12 (12A)

01-007-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: AP Language and Composition

Language and Literature HL is a two-year course emphasizing the study of language and literary analysis. Students will perform both written and oral assessments (internally graded by the teacher and externally graded by an IB examiner). Students will analyze, synthesize, and evaluate nonfiction, drama, poetry, novels, and other prose in American and world literature. Students will analyze, synthesize, and evaluate non-literary texts such as documentaries, photographs, and/or advertisements. The course will also emphasize thematic and philosophical connections as well as differences in literary periods, styles, and contexts. This course will make use of more mature materials that allow students to see a wider view of the world.

IB Math SL Analysis and Approaches A/B

02-140-H-050-11 (11A)

MAT370/371

02-140-H-050-21 (11B)

MAT470/471

02-140-H-050-12 (12A)

02-140-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Algebra II, Pre-Calculus

IB Math SL is a two-year course. Topics of study include fundamental algebra, functions, trigonometry, geometry, statistics & probability, and calculus. The emphasis of this course is calculus and statistics.

IB Math HL Analysis and Approaches A/B

02-140-H-050-11 (11A)

MAT374/375

02-140-H-050-21 (11B)

MAT474/475

02-140-H-050-12 (12A)

02-140-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Algebra II, Pre-Calculus, AP Calculus

IB Math HL is a two-year course for students wanting a rigorous college level math course. Ideally the student should enter the course having already completed Pre-Calculus during their sophomore year. Students will complete the core course which includes: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. In addition to the core concepts the students will study advanced topics in calculus (some of the curriculum normally seen in Calculus II in college), probability and statistics, sets and relations, as well as discrete mathematics. The emphasis of this course is calculus and pure math.

IB Biology SL A/B

03-057-H-050-11(11A)

SCI360/361

03-057-H-050-21 (11B)

SCI460/461

03-057-H-050-12(12A)

03-057-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Biology, or WCSD Pre-IB Integrated Life/Physical Science

IB Biology SL is a one or two-year laboratory course covering all topics considered appropriate for an introductory college biology course. The principles of biology, such as evolution, ecology, cellular structure and function, molecular biology and genetics are covered extensively. Laboratory experimentation will be extensive and include the mathematical analysis of data and writing of lab reports. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics and writing skills are essential for success in this course.

IB Biology HL

03-057-H-050-11(11A)

SCI376/377

03-057-H-050-21 (11B)

SCI476/477

03-057-H-050-12-(12A)

03-057-H-050-22(12B)

2credits

Recommended: WCSD Pre-IB Biology, or WCSD Pre-IB Integrated Life/Physical Science

IB Biology HL is a two-year research-oriented course covering

all the topics that are typically covered in the first two semesters of college biology. The course covers the topic of evolution and biodiversity, ecology (including conservation biology), cell biology (including the origin of cells), molecular biology, genetics (including biotechnology and bioinformatics), and human/animal physiology. Laboratory and field research is extensive. The course emphasizes the areas of experimental design, data analysis, and science writing. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics and writing skills are essential for success in this course.

IB Chemistry SL A/B

03-107-H-050-11 (11A) **SCI362/363**
 03-107-H-050-21 (11B)
 03-107-H-050-12 (12A) **SCI462/463**
 03-107-H-050-22 (12B)
 Open to 11-12 2 credits

Recommended: WCSD Pre-IB Algebra II, WCSD Pre-IB Integrated Life/Physical Science

IB Chemistry SL is a two-year laboratory course that covers all topics considered appropriate for an introductory college chemistry course. The principles of chemistry, such as structure, states of matter, thermo chemistry, reactions, and descriptive chemistry are covered in detail. Laboratory experimentation will be extensive and will require a significant time commitment by the student. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics is essential for success in this course.

IB Chemistry HL A/B

03-107-H-050-11 (11A) **SCI364/365**
 03-107-H-050-21 (11B)
 03-107-H-050-12 (12A) **SCI464/465**
 03-107-H-050-22 (12B)
 Open to 11-12 2 credits

Recommended: WCSD Pre-IB Algebra II, WCSD Pre-IB Integrated Life/Physical Science

IB Chemistry HL is a two-year laboratory course that covers all the topics taught in SL, but in a more in-depth manner. Therefore, the exams are slightly longer. Laboratory experimentation will be extensive and will require a significant time commitment by the student. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics is essential for success in this course.

IB History HL A/B

04-054-H-050-11 (11A) **SOC370/371**
 04-054-H-050-21 (11B)
 04-054-H-050-12 (12A) **SOC372/373**
 04-054-H-050-22 (12B)
 Open to 11-12 2 credits

Recommended: WCSD Pre-IB US History

IB History HL is a two-year course designed to further develop students' source evaluation and historical essay writing skills. The course will focus on evaluating international intervention and conflicts, governments under single parties, as well as the causes and effects of wars. Students will also complete an essay over an historical topic of their choice.

IB Economics SL A/B

04-206-H-050-11 (11A) **SOC376/377**
 04-206-H-050-21 (11B)
 04-206-H-050-12 (12A) **SOC476/477**
 04-206-H-050-22 (12B)
 Open to 11-12 2 credits

IB Economics SL is a one or two-year course providing students with the basic tools of economic reasoning while teaching them to use those tools to explain or interpret economic problems and to evaluate policy solutions. Course content will include microeconomics, macroeconomics, international economics, and development economics. There are two externally moderated exams.

IB Economics HL A/B

04-206-H-050-11 (11A) **SOC378/379**
 04-206-H-050-21 (11B)
 04-206-H-050-12 (12A) **SOC478/479**
 04-206-H-050-22 (12B)
 Open to 11-12 2 credits

IB Economics HL is a two-year course providing students with all of the SL instruction as well as some additional topics (e.g., Theory of the Firm, Market Structures, the Phillips Curve, Absolute and Comparative advantage, the implications of and solutions to a persistent current account deficit/surplus, the Marshall-Lerner Condition, trade creation/diversion, the Terms of Trade). A mathematical component (e.g., supply and demand as linear equations, calculating the effects of government intervention, the Keynesian Multiplier, calculating nominal vs. real values, calculating GDP growth, calculating inflation/unemployment from a set of data, constructing a weighted price index, calculating marginal and average tax rates) is also included. There is an additional exam over the HL extension topics and the mathematical component which is externally moderated, as are the others.

IB Theory of Knowledge A/B

04-304-H-025-11(11A) **SOC380/381**
 04-304-H-025-21 (11B)
 04-304-H-025-12(12A) **SOC480/481**
 04-304-H-025-22 (12B)
 Open to 11-12 1 credit

Recommended: International Baccalaureate Diploma Candidate

Theory of Knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. The TOK course embraces the exploration to tensions, limitations and challenges relating to knowledge and knowing. However, it is also intended that TOK discussions will encourage students to appreciate and be inspired by the richness of human knowledge and to consider the positive value of different kinds of knowledge. Consideration should be given to the benefits of this kind of reflection on knowledge and knowing; for example, in terms of its potential to help us think more subtly, to be more aware of our assumptions, or to overcome prejudice and promote intercultural understanding.

This course is a required component of the Diploma Program but also strongly recommended for any student looking to enhance their learning.

IB Extended Essay A/B

22-109-H-025-11 (11A)
22-109-H-025-21 (11B)
22-109-H-025-12 (12A)
22-109-H-025-22 (12B)

ENG464/465

Open to 11-12 0.5 credit

Recommended: International Baccalaureate Diploma Candidate

The extended essay is a 4,000-word formal piece of academic writing on a student-chosen topic. Reflection is a key component in the process as students complete this writing outside of the classroom with the aid of a mentor teacher. The aims of the extended essay are to provide students with the opportunity to: engage in independent research with intellectual initiative and rigor; develop research, thinking, self-management and communication skills; and to reflect on what has been learned throughout the research and writing process. This is a requirement for all IB Diploma students.

IB Spanish SL A/B

24-063-H-050-11 (11A)
24-063-H-050-21 (11B)
24-063-H-050-12 (12A)
24-063-H-050-22 (12B)

FOR362/363

FOR462/463

Open to 11-12 2 credits

Recommended: WCSD Pre-IB Spanish II or Spanish III

IB Spanish SL is a two-year course emphasizing communication and culture. Students will continue to use the grammatical structures from the previous levels of study and learn more advanced structures while perfecting written and oral communication skills. Students sitting for the SL exam must have studied the language for at least four years. Five years of the language is strongly recommended.

IB Spanish HL A/B

24-063-H-050-11 (11A)
24-063-H-050-21 (11B)
24-063-H-050-12 (12A)
24-063-H-050-22 (12B)

FOR366/367

FOR466/467

Open to 11-12 2 credits

Recommended: WCSD Pre-IB Spanish II or Spanish III

IB Spanish HL is a two-year course that covers all the material taught in SL as well as the study of two literary works (read and analyzed). Students will read outside of class and discuss the literature during class. Students will also extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works in order to construct, analyze, and evaluate arguments on a variety of topics relating to course content and the target language culture(s). Five years of the language is strongly recommended.

IB German SL A/B

24-263-H-050-11 (11A)
24-263-H-050-21 (11B)
24-263-H-050-1 (12A)
24-263-H-050-22 (12B)

FOR310/311

FOR410/411

Open to 11-12 (W)

2 credits

Recommended: WCSD Pre-IB German II

IB German SL is a two-year course that emphasizes language acquisition and the development of language skills. The course aims to cultivate students' intercultural understanding and to help students understand and use German in a variety of contexts and for a variety of purposes. IB German SL students-through social interactions and the study of a range of text types-develop an awareness and appreciation of the different perspectives of people from other cultures. Students taking the SL exam must have studied the language for at least four years of coursework.

IB Sports, Exercise and Health Science SL A/B

03-065-H-050-11 (11A)
03-065-H-050-21 (11B)
03-065-H-050-12 (12A)
03-065-H-050-22 (12B)

SCI466/467

Open to 11-12

2 credits

Recommended: Chemistry, or WCSD Pre-IB Integrated Life/Physical Science

The IBDP course in sports, exercise, and health science involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance.

Art

	Course Title	9	10	11	12	Credits	Recommended Prerequisite
ART100	Fundamentals of Art and Design	X	X	X	X	1	
ART101	Drawing and Painting		X	X	X	1	Yes
ART102	Sculpture and Ceramics	X	X	X	X	1	Yes
ART103	Jewelry Design		X	X	X	1	Yes
ART104	Mixed Media Design	X	X	X	X	1	
ART200	Graphic Design		X	X	X	1	Yes
ART201	Photography		X	X	X	1	Yes
ART360/361 ART460/461	IB Visual Arts SL/HL A/B			X	X	2	Yes
ART300 courses	Advanced Studio Courses		X	X	X	1	Yes
ART400 courses	Independent Study Courses		X	X	X	1	Yes

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

ART I-Fundamentals of Art and Design

05-151-G-050-00

Open to 9-10-11-12

This class must be taken before any courses in the art department with the exception of Mixed Media Design. Students will learn about the elements of art, principles of design, hemisphericity, critique and analysis, methods and techniques, and visual literacy. Students will create art projects in a variety of mediums including both 2 and 3 dimensional. A sketchbook is required for this course.

ART100

1 credit

Recommended: Fundamentals of Art and Design

Students will learn the process of wire working, glass, clay, finishing jewelry, and other materials. Specific design assignments will be the focus to formulate ideas for jewelry.

STUDIO COURSES

ART II-Drawing and Painting

05-155-G-050-10

Open to 10-11-12

Recommended: Fundamentals of Art and Design
Students will learn various drawing and painting techniques and complete assignments using a variety of mediums including graphite, pastels, watercolors, acrylic paint and ink. A sketchbook is required for this course.

ART101

1 credit

Mixed Media Design

05-165-G-050-10

Open to 9-10-11-12

Students will apply the elements of art and principles of design to create unique 2 and 3-dimensional works of art. Students will be introduced to current trends in the mixed media and crafting industry. Focus will be on learning about a variety of mediums, tools, methods, and techniques.

ART104

1 credit

Graphic Design

05-162-G-050-10

Open to 10-11-12

Recommended: Fundamentals of Art and Design
Students will work on a variety of graphic design projects including illustration, typography, package design, stage design, and computer graphics. Students will learn elements of Adobe Master Collection software for use in digital projects. A sketchbook is required for this course.

ART200

1 credit

Sculpture and Ceramics

05-158-G-050-10

Open to 9-10-11-12

Recommended: Fundamentals of Art and Design
Students will work with three-dimensional media such as clay, wood, plaster, and paper. Hand-built and wheel-thrown forms of clay construction are also part of this course.

ART102

1 credit

Photography

05-167-G-050-10

Open to 10-11-12

Recommended: Fundamentals of Art and Design
Students will develop an understanding of the use of cameras. Composition, focal control, printing photographs, and use of lighting will be focus areas. The use of Adobe Photoshop will be practiced for editing photos. Students may take Advanced Photography after taking Photography.

ART201

1 credit

Jewelry Design

05-166-G-050-10

Open to 10-11-12

ART103

1 credit

IB Visual Arts SL/HL A/B

05-173-H-050-11 (11A)

ART360/361

05-173-H-050-21 (11B)

05-173-H-050-12 (12A)

ART460/461

05-173-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: Fundamentals of Art & Design and Teacher Approval

IB Art Visual Arts SL/HL is a two-year, accelerated course that requires students to complete studio work plus research workbooks. The course is designed for students specializing in the visual arts with creative and imaginative abilities and who may pursue the visual arts at a college or university. Students are required to commit time outside of school to both their research workbooks and studio projects. Junior to senior year, students will be required to complete works for their portfolios, which are individually theme related. The course culminates with a senior gallery night to display student work at the end of the two years.

ART453 Independent Study Photography

05-167-G-050-30

ART455 Independent Study Graphic Design

05-162-G-050-30

ART456 Independent Study Mixed Media

05-165-G-050-30

Advanced Studio Courses & Independent Study

Recommended: Fundamentals of Art and Design and studio course(s) in selected area.

Open to 10-11-12

A studio course may be repeated for advanced credit or as independent study. This advanced course opportunity will allow students to develop a collection of individual work for their portfolio based on original concepts. The portfolios may be necessary for scholarship application, career search, and college entrance. Expectations for advanced studio course work/independent study will be set between the individual instructor and student.

Only students passing Fundamentals of Art and Design with a C or higher are encouraged to take studio courses. Students who have not achieved that level of mastery will have difficulty in studio classes.

Students will be considered for approval depending on: available space in the classroom and prior grades. Students applying for independent study must be highly motivated.

Advanced Studio Courses

ART300 Advanced Drawing and Painting

05-155-G-050-20

ART301 Advanced Sculpture and Ceramics

05-158-G-050-20

ART302 Advanced Jewelry Design

05-166-G-050-20

ART303 Advanced Photography

05-167-G-050-20

ART305 Advanced Graphic Design

05-162-G-050-20

ART306 Advanced Mixed Media Design

05-165-G-050-20

Independent Study Courses

ART450 Independent Study Drawing and Painting

05-155-G-050-30

ART451 Independent Study Sculpture & Ceramics

05-158-G-050-30

ART452 Independent Study Jewelry

05-166-G-050-30

Business and Computers

	Course Title	9	10	11	12	Credits	Recommended Prerequisite
BUS301/302	Accounting A/B		X	X	X	2	
BUS303	J.A. Economics		X	X	X	1	
BUS304	Business Law		X	X	X	1	
BUS326	Exploring Business Careers	X	X	X	X	1	
BUS328	Intro to Entrepreneurship			X	X	1	
COM101	Computer Application I	X	X	X	X	1	
COM102	Computer Application II	X	X	X	X	1	
COM109	Introduction to Computer Careers	X	X	X	X	1	
COM211	Multimedia Applications	X	X	X	X	1	Yes
	MOC						
CAR400/401	Career Internship Related Class A/B				X	2	Yes
CAR402/403 CAR404/405	Career Internship Work Experience A/B				X	2	Yes
CAR320/321	Career Exploration Experience A/B			X	X	2	Yes
CAR802/803	Work-Based Learning Related Class A/B			X	X	2	Yes
CAR800/801 CAR900/901	Work-Based Learning Internship I A/B Work-Based Learning Internship II A/B			X	X	4	Yes

Integrity/Internet Contracts

Significant technology is available to students at Expo, East, and West High Schools. Each student must sign *Integrity/Internet contract(s)* as required by the schools and the district prior to using any computers; this includes computers and computer-based curriculum work in many courses, and Internet access. This also includes the Media Center, where a signed contract allows students use of the computer card catalog, word processing, and multiple resources.

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Accounting A/B

12-104-G-050-10 (A)
12-104-G-050-20 (B)

Open to 10-11-12

Accounting is “the language of business.” This course teaches students the basic accounting practices and procedures for operating a business. First semester students will learn to analyze business transactions and make simple financial statements for a service-type, one-owner business. Second semester continues to expand accounting knowledge. Students will learn to analyze business transactions and make simple financial statements for merchandising businesses. This will provide the background for a student seeking an entry-level accounting job, as well as for college-bound students who plan to enter the field of business.

BUS301/302

2 credits

Students will be introduced the concepts of law that relate to business. Major topics include sources of law and ethics, criminal law, civil law, alternative dispute resolution, torts, contracts, consumer protection, real property, negotiable instruments, and employment. Students analyze real cases to uncover the nature of these topics. Students also develop a sense for how and why businesses may behave in certain ways.

Exploring Business Careers

12-051-G-050-00

Open to 9-10-11-12

This class is an introduction to business pathways. No matter your future career path, everyone works for a business. Students will get hands-on experience with a variety of careers including: management, entrepreneurship, law, human resource, accounting, variety of marketing areas, and advertising. Along with learning about careers, students will gain knowledge about the seven marketing functions and be provided with opportunities to learn and identify consumer concepts.

BUS326

1 credit

Business Law

12-054-G-050-00

Open to 10-11-12

BUS304

1 credit

Intro to Entrepreneurship

12-053-G-050-00

Open to 11-12

BUS328

1 credit

If you are able to identify a need and want to find a way to fill it, you may be an entrepreneur. Our entrepreneur pathway will give students an experience-based approach to small business ownership. You will develop business ideas, write a business plan, identify finance sources, and practice economic concepts with business ownership. Students may compete with other high school entrepreneurs in national competitions.

Computer Applications I

10-001-G-050-10

Open to 9-10-11-12

COM101

1 credit

This course is strongly recommended to be taken before any other computer class.

Students will improve their word processing, graphic skills, presentations, table creation, online resource use, document formatting, spreadsheet, and typing skills. Focus is placed on information processing for future success for all students.

Computer Applications II

10-001-G-050-20

Open to 9-10-11-12

COM102

1 credit

Recommended C- or higher in a Computer Apps type class.

This class prepares students to take the Microsoft Word and Microsoft Excel certification exams. Students may also test in PowerPoint or Access.

Intro to Computer Careers

10-001-G-050-00

Open to 9-10-11-12

COM109

1 credit

This course will expose students to various information technology careers such as programming, computer repair, networking, security, and systems administration. Professions which heavily utilize technology, such as computer aided drafting and web design will also be surveyed. Through various projects, students will also have the opportunity to hone communication, teamwork, and project management skills. Covered will be software/programming, web design, electronic engineering, networking-Cisco (information technology pathway), server/PC building, security, and some computer forensics.

Multimedia Applications

10-008-G-050-00

Open to 9-10-11-12

COM211

1 credit

This course will give students hands-on experience with multimedia and Web applications at an introductory level. Topics covered: video production, desktop publishing, mobile app creation, web design, Adobe software, and graphic design.

MOC (Multi-Occupations Cooperative) Co-op Career Internship

This course offering provides on-the-job training (including apprenticeships) in any of the occupational areas with the related classroom instruction and is available to all high school seniors with coordinator approval. MOC Career Internship is an instructional method that combines the efforts and resources

of the employment community and the school to jointly prepare students for future employment and further education. Students accepted into this course offering have the opportunity to do “flex-work” schedules around their school classes and/or extra-curricular activities if needed. Students will receive credit for both the related class and their paid work experience. This course offering includes the following two components:

Career Internship Related Class A/B **CAR400/401**

22-153-G-050-10 (A)

22-153-G-050-20 (B)

Open to 12

2 credits

Co-requisite: Requires Career Internship Work Experience with parental permission and coordinator approval, maximum 10 absences during junior year, and minimum 2.0 GPA. Transportation is the responsibility of the student.

This program helps students apply classroom knowledge and theory to practical work situations via a paid position related to the student's classroom study, educational and/or career goals. This program combines academic classes with relevant work-based learning experience to enhance the learning process and enable students to explore possible employment choices and improved knowledge of what skill or preparation is necessary for a successful career. Throughout the course, students will develop a greater understanding of their academic and career interests, interpersonal and professional skills, verbal and written communication skills, and improve their overall ability to work with others. Students are placed in on-campus or community work sites and work approximately 15 hours each week.

Career Internship Work Experience

22-998-G-100-10 (A)

22-998-G-100-20 (B)

Open to 12

2 credits

CAR402/403/404/405

Co-requisite: Requires Career Internship Related Class with parental permission, coordinator approval, maximum of 10 absences during junior year, and minimum 2.0 GPA. Transportation is the responsibility of the student.

The work-based learning course provides students with relevant learning experiences in the workplace and the opportunity to develop employability skills. This program assists students in developing workplace skills, building confidence on-the-job, observing different professions, networking with people in the field and establishing professional development goals. Students are required to work an average of 15 hours per week at a location agreed upon by the coordinator and student.

Career Exploration Experience A/B **CAR320/321**

22-151-G-050-10 (A)

22-151-G-050-20 (B)

Open to 11-12

2 credits

Parental, counselor and coordinator approvals. Transportation is the responsibility of the student/parent.

This course offering provides students opportunities to observe and systematically sample a variety of work conditions in order to decide if they wish to pursue certain careers and to determine their suitability for occupations being explored. Development of saleable skills is not the purpose of this course offering. A minimum of 90 hours is required during the semester, which may include classroom-related instruction, community

service/volunteer work, job shadowing, and non-paid work experience for credit, professional development, continuing education, career portfolio development, etc. Course hours may have to be taken before or after school and/or weekends during the semester.

Work-Based Learning Related Class A/B

22-153-S-050-00 (A) **CAR802/803**

22-153-S-050-00 (B)

Open to 11-12 2 credits

Recommended Co-requisite: Worked Based Learning Internship along with IEP team decision.

Class instruction correlates with on-the-job instruction and reinforces traits such as punctuality, communication skills, honesty, teamwork, quality orientation and customer/client orientation. The content of all instruction is organized around the skill development needed by students, and includes an overview of occupational opportunities and educational requirements.

Work-Based Learning Internship **CAR800/801**

22-998-S-100-00 (A)

22-998-S-100-00 (B)

Open to 11-12 2 credits

Work-Based Learning Internship II A/B

CAR900/901

22-998-S-100-00 (A)

22-998-S-100-00 (B)

Open to 11-12 4 credits

Recommended Co-requisite: Worked Based Learning Related Class along with IEP team decision.

This work-based learning experience provides students the opportunity to develop and apply knowledge, skills and employability attitudes and behaviors leading to better-informed career choices and productive employment. Students will be placed at a community-based work site. This work-based learning component involves responsibility and experience in applying skills relevant to the student's plans for further education and career objective. Transportation to and from the work site is provided.

English

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
RDG100/101	Reading Workshop A/B	X	X	X			2	
ENG100/101	English 9 A/B [◆]	X					2	
ENG600/601 ENG060/061	English 9 A/B Individualized English 9 A/B	X					2	
ENG102/103	WCSD Pre-IB Adv. English 9 A/B [◆]	X					2	
ENG200/201	English 10 A/B [◆]		X				2	
ENG700/701 ENG070/071	English 10 A/B Individualized English 10 A/B		X				2	
ENG202/203	WCSD Pre-IB Adv. English 10 A/B [◆]	X	X				2	
ENG205	Creative Writing [◆]		X	X	X		1	
ENG206	Journalism [◆]		X	X	X		1	
ENG209	Theatre Arts I	X	X	X	X		1	
ENG210	Theatre Arts II			X	X		1	Yes
ENG362/363 ENG462/463	IB Theatre Arts SL/HL A/B			X	X		2	Yes
ENG300/301	American Literature/Composition A/B [◆]			X	X		2	
ENG800/801 ENG080/081	American Literature/Composition A/B Individualized American Lit/Comp A/B			X	X		2	Yes
ENG302	WCSD Pre-IB Adv. American Literature [◆]		X	X	X		1	
ENG303	WCSD Pre-IB Adv. Composition [◆]		X	X	X		1	
ENG304/305	AP English Language & Composition A/B [◆]		X	X			2	
ENG360/361 ENG460/461	IB Language & Literature HL A/B [◆]			X	X		2	Yes
ENG306	Contemporary Literature [◆]			X	X		1	
ENG309	Speech [◆]			X	X		1	
ENG310	Children's Literature [◆]			X	X		1	
ENG312	Film Studies as Literature			X	X		1	
ENG314	Independent Reading			X	X		1	
ENG316	Stagecraft		X	X	X		1	
ENG400/401	AP English Literature & Composition A/B [◆]				X		2	
ENG402	Communicating in the Workplace			X	X		1	
ENG900/901 ENG090/091	Communicating in the Workplace I/II Individualized Communicating in the Workplace I/II			X	X		2	
ENG405	World Literature [◆]			X	X		1	
ENG409	Writing in the Workplace			X	X		1	
ENG415	English 12 B [◆]				X		1	Yes
CAR480/481	Online Publications A/B [◆]		X	X	X		2	Yes

CAR326/327 CAR426/427 CAR428/429	Publications: Yearbook I A/B Publications: Yearbook II A/B Publications: Yearbook III A/B		X	X	X		2	Yes
ENG410	Fundamentals of Oral Communications * [◆]			X	X		1	Yes
ENG411	Composition I* [◆]			X	X		1	Yes
ENG414	Composition II* [◆]			X	X		1	Yes
RDG600/601 RDG060/061	Literacy I A/B Individualized Literacy I A/B	X	X	X	X		2	
RDG700/701 RDG070/071	Literacy II A/B Individualized Literacy II A/B	X	X	X	X		2	
RDG800/801 RDG080/081	Literacy III A/B Individualized Literacy III A/B	X	X	X	X		2	
HIM100/101 HIM201/202 HIM301/302 HIM401/402	English I, II, III, IV (Hearing Impaired)	X	X	X	X		2	
LCC124/125 LCC224/225	English 9, 10, 11, 12 A/B	X	X	X	X		2	
LCC420/421 LCC520/521	Real World Reading I, II A/B	X	X	X	X		2	

*Concurrent courses with Hawkeye Community College must meet entrance requirements.

[◆] denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E, or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

[◇] denotes the course is approved by the NCAA Eligibility Center

Eight English credits are required for graduation. Students are required to successfully complete English 9 and 10, and American Literature/ Composition. To earn the 8 English credits, students must successfully complete two additional electives. A writing elective course is highly recommended. **Yearbook counts as a general elective. It does not count toward required English credits.**

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Grade 9	Required:	English 9 or WCSD Pre-IB Adv English 9 or WCSD Pre-IB Adv English 10, Reading Workshop
	Electives:	Theatre Arts I
Grade 10	Required:	English 10 or WCSD Pre-IB Adv English 10 or Creative Writing
	Electives:	Journalism, Reading Workshop, WCSD Pre-IB Adv Am Lit., WCSD Pre-IB Adv Composition, Theatre Arts I, Stagecraft
Grade 11	Required:	American Literature / Composition OR AP English Language/Composition OR IB Language and Literature, English HL or WCSD Pre-IB Adv American Literature, AND a composition course from among the following: WCSD Pre-IB Advanced Composition, Creative Writing, Journalism, Writing in the Workplace
	Electives:	WCSD Pre-IB Adv Composition, Communicating in the Workplace, Contemporary Literature, Creative Writing, Journalism, Reading Workshop, Speech, Writing in the Workplace, Theatre Arts I/II, Stagecraft, Film Studies as Literature, Independent Reading, World Literature, Children's Literature, Fundamentals of Oral Communications, Composition I/II, IB Theatre Arts SL/HL
Grade 12	Electives:	WCSD Pre-IB Adv Composition, AP English Literature/Composition, Business Communications, Contemporary Literature, Creative Writing, Journalism, Speech, Writing in the Workplace, Theater Arts I/II, Stagecraft, Film Studies as Literature, Independent Reading, World Literature, Children's Literature, Fundamentals of Oral Communications, English 12 B, Composition I/II, IB Theatre Arts SL/HL, IB Language & Literature English HL

Reading Workshop A/B01-066-B-050-10 (A)
01-066-B-050-20 (B)

Open to 9-10-11

RDG100/101

2 credits

Reading Workshop is designed to improve a student's reading comprehension, increase reading fluency (words read per minute), and develop knowledge, usage and mastery of vocabulary. One reading lesson per month focuses on a specific career from each of the academies. This course may be repeated for elective credit. The credit for this class does NOT fulfill one of the eight required English credits.

English 9 A/B ♦01-001-G-050-10 (9A)
01-001-G-050-20 (9B)**English 9 A/B****Individualized English 9 A/B**01-001-S-050-00 (9A)
01-001-S-050-00 (9B)

Open to 9

ENG100/101**ENG600/601****ENG060/061**

2 credits

This course introduces students to the five elements of language arts (reading, writing, speaking, listening, and viewing) at the high school level. Emphasis is on reading for comprehension. Students study the principles of vocabulary building. Speech activities involve experiences in critical listening and an introduction to public speaking. The literature unit includes non-fiction/short story, mythology, drama, poetry, and a novel. Literature, mythology, and speech activities will be designed to reflect an academy focus. Students will begin the process of writing including but not limited to narrative, informational, and persuasive styles.

WCSD Pre-IB Adv. English 9 A/B ♦01-001-E-050-10 (9A)
01-001-E-050-20 (9B)

Open to 9

ENG102/103

2 credits

This course introduces students to the five elements of language arts (reading, writing, speaking, listening, and viewing) at the high school level. Emphasis is on the concept of writing as a process. A portfolio may be required of students. Students study the principles of vocabulary building. Speech activities involve experiences in critical listening and an introduction to public speaking. The literature unit includes non-fiction/short story, mythology, drama, poetry, a novel, and writing which involves research. Timed essay writing will deepen advanced habits, along with commentary work in a formal manner. Composition assignments may be longer and more complex. Students will begin to lead discussions on stories or poetry.

English 10 A/B ♦01-002-G-050-10 (10A)
01-002-G-050-20 (10B)**English 10 A/B****Individualized English 10 A/B**01-002-S-050-00 (10A)
01-002-S-050-00 (10B)

Open to 10

ENG200/201**ENG700/701****ENG070/071**

2 credits

This course further develops the student's appreciation and knowledge of literary genres, speaking skills, and writing competency. This course is an extension of the composition skills developed in English 9 and includes training in writing

and revising full-length, multi-paragraph essays. Speech activities include expository speaking, recitation, and persuasion. The literary study includes a novel, selected nonfiction, poetry, and short stories. Students will write a research paper regarding a self-chosen topic. Collaborative work, use of technology tools, and presentations are part of the learning process.

WCSD Pre-IB Adv. English 10 A/B ♦01-002-E-050-10 (10A)
01-002-E-050-20 (10B)

Open to 9-10

ENG202/203

2 credits

This course will further develop the student's appreciation and knowledge of literary genres, speaking skills and writing competency. This course is an extension of the composition skills developed in English 9 and includes training in writing and revising full-length, multi-paragraph essays, and is designed to elevate the quality of expository, analytical and critical writing generated by students. Students will recognize and use effectively the elements of writing, research, literature, speaking and listening, and vocabulary. Students will work on commentary pieces and lead discussions on stories or poetry. Speech activities include expository speaking, recitation, and persuasion. The literary study includes timed essays over a literary piece and comparative analysis essay completion. Students will write a research paper regarding a self-chosen topic. Advanced students may study a greater number of selections with deeper interpretation to develop higher order thinking skills. Composition assignments may be longer and more complex. Students will work on commentary pieces and lead discussions on stories or poetry.

Creative Writing ♦

01-104-G-050-00

Open to 10-11-12

ENG205

1 credit

This course will familiarize the student with various aspects of imaginative writing and develop an appreciation for the subtle understanding of language. Topics covered are creative nonfiction/fiction writing, drama writing and poetry writing. Lengths of assignments will vary.

Journalism ♦

11-101-G-050-00

Open to 10-11-12

ENG206

1 credit

Students will study all facets of mass communication. This advanced course teaches the writing of news stories, features, editorials, in-depth articles, headlines, layout, and design. This course is recommended for the yearbook staff.

Theatre Arts I

05-051-G-050-00

Open to 9-10-11-12

ENG209

1 credit

Theatre Arts is a performance and theory-based class that introduces students to the fundamentals of theatre arts. In this course, students create, rehearse, and present theatre in front of their peers and the instructor. The course offers engaging, creative, and fun projects allowing students to tap into their creativity, gain self-confidence, and experience working collaboratively with others. Through instruction, training and performance experiences, the student will develop knowledge

and skills critical to the following career pathways: the performing arts, journalism, and broadcasting, telecommunications, visual arts, and audio and film technology. As students gain a broader theatre arts background, they develop other skills that have application to college and careers in and beyond theatre—communication, leadership and teamwork, presentation and performing skills, creative, imaginative problem solving, and critical thinking.

Theatre Arts II

05-052-G-050-00

Open to 11-12

Theatre Arts or instructor approval based on proof of competency.

Students enrolled in Theatre Arts II are seeking advanced study and further application of the competencies acquired in Theatre Arts I. Through advanced study, training and performance experiences in the theatrical arts, the student will develop knowledge and skills critical to the following career pathways: the performing arts, journalism and broadcasting, telecommunications, visual arts, and audio and film technology. Theatre Arts II will continue to develop competencies in communication; leadership and teamwork; presentation and performance skills; creative, imaginative problem solving, and critical thinking.

IB Theatre Arts SL/HL A/B

05-062-H-050-11 (11A)

05-062-H-050-21 (11B)

05-062-H-050-12 (12A)

05-062-H-050-22 (12B)

Open to 11-12

Recommended: Adv Theatre Arts, teacher approval

IB Theatre Arts SL/HL is a two-year course that will focus on three core syllabus areas: theatre in context, theatre processes and presenting theatre. In the first year, students will engage in instructional activities that hone skills relevant to theatre arts. In the second year, students complete three major assessments: a research presentation, a director’s notebook and a collaborative project. By creating, designing, directing and performing theatre based on theatre contexts and theatre processes, students will experience the international and intercultural dynamic that inspires and sustains the world of theatre arts.

American Literature/Composition A/B

01-003-G-050-10 (A)

01-003-G-050-20 (B)

American Literature/Comp. A/B

Indiv. American Lit. /Comp. A/B

01-003-S-050-00 (A)

01-003-S-050-00 (B)

Open to 11-12

Students will develop reading, writing, viewing, and thinking skills through the exploration of fiction and nonfiction literature, including poetry and drama. The course provides a basic overview of the chronological development of literature in America. The writing component in the course will focus on common errors in grammar, usage, and mechanics within the context of essay writing as well as through daily practice. Students are expected to share their writing and critique the

writing of others. Collaborative work, use of technology tools, and formal presentations are part of the learning process.

WCSD Pre-IB Advanced American Literature

01-054-E-050-00

Open to 10-11-12

Students will develop advanced reading, thinking, viewing, and writing skills necessary for success in college through the exploration of fiction and nonfiction in American literature. This course provides a rigorous, in-depth chronological approach to American literature and hones the skills of literary analysis through both written and oral commentary. Genres studied include short story, poetry, novel, and drama.

WCSD Pre-IB Advanced Composition

01-103-E-050-00

Open to 10-11-12

Students will develop writing skills necessary for success in college. Emphasis is placed on the writing of argumentative and expository essays as well as formal research papers with collaborative work included. This course provides students with an opportunity to develop high-level research and writing skills, and apply intellectual discovery and creativity. This course allows students to formally develop and present structured writing. Students are expected to share their writing, give formal presentations including technology, and critique the writing of others. It is recommended that this course be taken opposite of Adv. Am Literature or World Literature.

AP English Language/Composition A/B

01-005-H-050-10 (A)

01-005-H-050-20 (B)

Open to 11

Or teacher approved students who have competed English 10
AP English Language/Composition is a course that prepares students to take the AP English Language test. This course includes a rigorous, in-depth approach to American literature and intensive writing designed to teach analysis, argument, and synthesis. Students will work on commentary pieces in this course to prepare them for college level rigor. Course assignments will be college level work. This course meets the requirements for American Literature and a composition course. Students will be assigned summer homework for this course. Students enrolled in this course are required to take the AP Exam.

IB Language & Literature HL A/B

01-007-H-050-11 (11A)

01-007-H-050-21 (11B)

01-007-H-050-12 (12A)

01-007-H-050-22 (12B)

Open to 11-12

Recommended: AP Language and Composition

Language and Literature-HL is a two-year course emphasizing the study of language and literary analysis. Students will perform both written and oral assessments (internally graded by the teacher and externally graded by an IB examiner). Students will analyze, synthesize, and evaluate nonfiction, drama, poetry, novels, and other prose in American and world literature. Students will analyze, synthesize, and evaluate non-

ENG302

1 credit

ENG303

1 credit

ENG304/305

2 credits

ENG362/363

ENG462/463

2 credits

ENG300/301

ENG800/801

ENG080/081

2 credits

ENG360/361

ENG460/461

2 credits

literary texts such as documentaries, photographs, and/or advertisements. The course will also emphasize thematic and philosophical connections as well as differences in literary periods, styles, and contexts. This course will make use of more mature materials that allow students to see a wider view of the world.

Contemporary Literature *◇

01-053-G-050-00

Open to 11-12

This course is designed to improve reading skills and establish life-long reading habits. Students are expected to discuss and analyze a variety of required modern novels, plays, and selections of modern fiction and nonfiction.

ENG306

1 credit

Speech *◇

01-151-G-050-00

Open to 11-12

Oral communication is an essential 21st century skill and highly useful in all disciplines. Speech is an educationally relevant course that provides students with an opportunity to become 'well spoken' while mastering fundamental oral communication skills applicable to real-world speaking situations and future career pathways. A process approach is used to teach students how to build and present effective oral presentations. Instructional units will improve speaking and listening skills for use in one-on-one communication, group presentations, digital storytelling, postsecondary courses, the world of work and other pathways. Speech is highly recommended for students enrolled in the Arts, Business, and Communication Academy or individuals interested in 21st century careers found in the Arts, audio-visual Technology and Communication Career Cluster. Speech also develops essential 21st century employability skills in leadership, communication, multitasking, computer literacy, Teamwork and problem solving, and dedication.

ENG309

1 credit

Children's Literature *◇

01-065-G-050-00

Open to 11-12

This course is designed for those interested in literacy and/or working with youth. It promotes the selection and evaluation of literature for children and the engagement of young readers in a variety of literary genres. The course will emphasize literature as a key element of the reading curriculum, pre-school through twelfth grade. The course will be relevant to those interested in education and literacy.

ENG310

1 credit

Film Studies as Literature

01-061-E-050-00

Open to 11-12

NOTE: Parents will sign a permission slip regarding the viewing of film for this course.

We commonly use storytelling in which to communicate personal experiences, imaginary events, or historical events. Stories told with film have a large influence on popular culture, our attitudes and our perceptions of the world around us, and are a powerful tool in today's culture to convey information and shape attitudes and values. In this one semester course, students will view, study, analyze, discuss, and write about film while

ENG312

1 credit

enhancing their media literacy (including industrial, technological, aesthetic, or culture in motion pictures). Students will develop critical thinking skills and strengthen writing skills. Students will write one formal analysis essay, one literary criticism essay, write a student created film scene (employing film script text features) and other coursework as assigned.

Independent Reading

01-097-E-050-00

Open to 11-12

This course is intended for students who love to read, analyze, and discuss literature. The course is rigorous and activities will be based mostly on discussion and structured book talks. Although students will engage in reflective writing, literary analysis and literary criticism writing throughout the semester, (one minimum of each piece of the aforementioned writing is required), the focus will be on creating lifelong readers and information seekers. Students will be required to choose level appropriate reading materials, with support from the teacher.

ENG314

1 credit

Stagecraft

05-056-G-050-00

Open to 10-11-12

This course is a one semester production focused course designed to give the beginning or experienced student of theatre arts a basic, practical understanding of theatre arts career pathways, design and production elements and construction and/or use of production scenery, lighting equipment, sound equipment, projection technology, costume and makeup design, theatrical rigging systems, stage properties, and the proper and SAFE use of hand and power tools associated with these areas. This is a 'hands-on' course and all students are expected to engage in course activities. There will be research, reading assignments, alternate texts and other instructional materials on which class discussions and authentic tasks will be based.

ENG316

1 credit

AP English Literature/Composition A/B *◇

01-006-H-050-10 (A)

01-006-H-050-20 (B)

Open to 12

Teacher approval based on completion of AP English Lang/Comp

Students will develop reading, thinking, and writing skills comparable to those encountered in college, and they will prepare to take the national AP English Literature/Composition test. This course includes a rigorous, in-depth approach to literary analysis and intensive writing designed to enhance the analysis, argument and synthesis skills. Students are expected to complete the two-semester course. Students will read and analyze a variety of genres. Students will be assigned summer homework for this course. Students enrolled in this course are required to take the AP Exam.

ENG400/401

2 credits

Communicating in the Workplace

01-156-G-050-10

Communicating in the Workplace I/II

Individual. Communicating in the Workplace I/II

01-156-S-050-10 (I)

01-156-S-050-20 (II)

Open to 11-12

ENG402

ENG900/901

ENG090/091

1 credit

Students will develop skills needed for successful communication in the workplace. Students will focus on the various ways of business communications used: public speaking skills (including presenting a business plan, using technology (e.g. slide presentations), creating effective visual aids for presentations; advertising strategies, technology in the workplace, and customer service skills. Students will also create their own business which they will create a portfolio over the course of the semester applying all facets of the units. Students will write a business proposal, create a slideshow, and present the proposal to the class for peer critique/review. Students will create a final written reflection over their business focusing on how they will incorporate technology, ethics/diversity, visual aids/advertising, and customer service into their business. This course is recommended for students who plan to enter the workforce immediately upon graduating from high school or students who intend to pursue a technical degree/endorsement at a community college.

World Literature ♦

ENG405

01-058-G-050-00

Open to 11 (with instructor approval) and 12 1 credit
 Students will develop reading, thinking, and writing skills necessary for success in college. This course presents literature from the world outside the United States. Drama, myth, poetry, novels, and essays will be covered in this course. It is recommended that students consider taking Advanced Composition as a semester course opposite World Literature, thus taking two courses as a year-long English course.

Writing in the Workplace

ENG409

01-156-G-050-20

Open to 11-12 1 credit
 Students will develop skills needed for successful written communication in the workplace. Students will focus on the various ways writing is used in workplace communications: email etiquette, notices and reminders, professional style of writing to colleagues, supervisors and customers; students will also learn the basics of interviewing and will experience a mock interview as an assessment-all of which will have a focus on clarity, courtesy, consideration, conciseness, and concreteness. This course is recommended for students who plan to enter the workforce immediately upon graduating high school or students who intend to pursue a technical degree/endorsement at a community college. The coursework will be tailored to each individual student's post-high school plans. Students will complete a career portfolio highlighting a resume or student profile, cover letter, writing assignments (e.g. sample email), reflective writing over course presentations, and a written reflection and plan for their intended career choice.

English 12 B ♦

ENG415

01-058-G-050-00

Open to 12 1 credit
Teacher recommendation
 This is an online English course open to PBDA and Expo students. Emphasis is on literature and writing.

Online Publications A/B ♦

CAR480/481

11-101-G-050-10 (A)
 11-101-G-050-20 (B)

Open to 10 -11-12 2 credits
Recommended: Journalism and/or instructor approval based on proof of competency. For requisite skills, see Journalism description.

The purpose of this course is to promote professional journalism, enhance students' journalistic skills and encourage the production of a student-run publication. This course provides information and hands-on practice in designing, planning, and launching online digital publications. Students learn how to create and format content, how to optimize content for a variety of audiences and digital platforms, how digital publishing standards work, and how to organize digital content to include interactivity. Online Publications focuses on writing articles, conducting interviews, taking photographs and understanding media law. Students will gain hands-on experience as they contribute to producing the school's digital news publication. The course is structured as a workshop or seminar and is a project-based course. Students may be expected to sell advertising and meet deadlines. This course may be repeated for credit. **Online Publications counts as a general elective. It does not count toward required English credits.**

Publications: Yearbook A/B

11-104-G-050-10 (IA) **CAR326/327**

11-104-G-050-20 (IB)

CAR426/427

11-104-G-050-12 (II A)

11-104-G-050-22 (II B)

CAR428/429

11-104-G-050-13 (III A)

11-104-G-050-23 (III B)

Yearbook I Open to 10-11-12 2 credits

Yearbook II Open to 11-12

Yearbook III Open to 11-12

Instructor approval; Journalism and/or Creative Writing recommended.

Students will develop a high school yearbook reflective of the year's activities. Course topics covered include methods of layout and design, computer technology, copy writing, photo editing, advertising, caption writing, meeting deadlines, and selling ads. Students are expected to sell advertising. This course may be repeated for elective credit. **Yearbook counts as a general elective. It does not count toward required English credits.**

Fundamentals of Oral Communication ♦

ENG410

01-151-C-050-00

Open to 11-12 1 credit

Hawkeye Community College SPC101 3 credits

Prerequisite: Approval process and must meet ISASP score requirement

This college course presents elements of the oral communications process with emphasis in developing interpersonal, small group and public speaking skills. Students will be involved in activities that provide opportunity for the understanding and improvement of their oral communication skills.

Composition I ♦

ENG411

01-103-C-050-10

Open to 11-12 1 credit

Hawkeye Community College ENG105 3 credits

Prerequisite: Approval process, including an appropriate

writing placement score and must meet ISASP score requirement

This college course develops the student's writing skills by emphasizing fluency, organization, the use of supporting details and research techniques. Writing is approached as a recursive process that includes prewriting strategies, drafting, revising, and editing. The course helps students define a sense of audience and purpose in their writing.

Composition II [❖] [◇] **ENG414**

01-103-C-050-20
Open to 11-12
Hawkeye Community College ENG106

1 credit
3 credits

Prerequisite: successful completion of Composition I

This course aims to review and extend writing principles learned in ENG 411 Composition I (fluency, thesis-driven organization, the use of supporting details, and research techniques, prewriting strategies, drafting, revising, and editing) to analytical argumentative and research-based writing. This course emphasizes critical reading, evaluation, and precise and responsible source citation. Both Comp I and Comp II must be taken in order for the Composition credits to transfer to the three Iowa public universities.

Literacy I A/B **RDG600/601**

Individualized Literacy I A/B **RDG060/061**

01-067-S-050-00 (A)
01-067-S-050-00 (B)
Open to 9-10-11-12

1-2 credits

This course is designed to increase reading engagement and outcomes through feedback, practice, and ongoing assessment. Instruction focuses on word recognition, vocabulary, and prediction. Instruction will focus on strategies for making predictions, building vocabulary and word recognition. Data collection and continual assessment will be completed to monitor student on-going progress.

Literacy II A/B **RDG700/701**

Individualized Literacy II A/B **RDG070/071**

01-067-S-050-00 (A)
01-067-S-050-00 (B)
Open to 9-10-11-12

1-2 credits

This course is designed as a continuation of Literacy I. Instruction will focus on strategies for making inferences, summarizing selections of text and applying critical reading strategies when taking tests. Data collection and continual assessment will be completed to monitor student ongoing progress.

Literacy III A/B **RDG800/801**

Individualized Literacy III A/B **RDG080/081**

01-067-S-050-00 (A)
01-067-S-050-00 (B)
Open to 9-10-11-12

1-2 credits

This course is designed as a continuation of Literacy I & Literacy II. Instruction will focus on strategies for paraphrasing, summarizing selections of text, and applying critical reading strategies when taking tests. Data collection and continual assessment will be completed to monitor student

ongoing progress.

English I, II, III, IV A/B

01-001-S-050-00 **HIM101/102**
01-001-S-050-00
01-002-S-050-00 **HIM201/202**
01-002-S-050-00
01-003-S-050-00 **HIM301/302**
01-003-S-050-00
01-004-S-050-00 **HIM401/402**
01-004-S-050-00

Open to 9-10-11-12 2 credits
In this course, students will experience writing, reading, signing, and language. Emphasis will be on teaching English concepts using sign language.

Participation in Life Centered Curriculum Courses is determined through an IEP team decision. The course of study within the IEP defines graduation requirements based on individual needs.

Real World Writing I, II A/B

01-103-S-050-00 (A) **LCC124/125**
01-103-S-050-00 (B)
01-103-S-050-00 (A) **LCC224/225**
01-103-S-050-00 (B)
Open to 9-10-11-12 2 credits

In this series of courses students will learn and apply writing skills and strategies for writing found in daily life. This may include list making, completing personal information forms and job applications, composing emails, writing cover letters and resumes, sentence and paragraph writing, journaling, writing thank yous and other types of notes, and documenting important information. Students will learn to use different forms of technology for writing based on their individual goals for future living, learning, and working environments.

Real World Reading I, II A/B

01-067-S-050-00 (A) **LCC420/421**
01-067-S-050-00 (B)
01-067-S-050-00 (A) **LCC520/521**
01-067-S-050-00 (B)
Open to 9-10-11-12 2 credits

The content of this series of courses will be determined through data collection and continual assessment results. These courses are designed to improve reading engagement, oral reading fluency (expression, phrasing, rate, and accuracy), and comprehension. Instruction will include reading strategies to be applied across the curriculum. Students will be engaged in reading based on their individualized plans for life after high school. Examples may include reading schedules, signs, newspapers, weather, recipes, nutrition labels, home maintenance manuals, clothing care labels, websites, medical instructions, time sheets, etc. Students will learn to use technology in order to access a range of reading materials.

English Language Learners (ELL)

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
ELL026/027	ELL Learning Lab A/B*	X	X	X	X		2	
ENG010/011	ELL Newcomer A/B*	X	X	X	X		2	
ENG012/013	ELL Strategies for Beginning Reading A/B*	X	X	X	X		2	
ENG014/015	ELL Intro to English A/B*	X	X	X	X		2	
ENG020/021	ELL Intro to English II A/B*	X	X	X	X		2	
ENG022/023	ELL Academic Writing I A/B*	X	X	X	X		2	
ENG030/031	ELL English I A/B*	X	X	X	X		2	
ENG032/033	ELL Conversation A/B*	X	X	X	X		2	
ENG040/041	ELL English II A/B*	X	X	X	X		2	
ENG042/043	ELL Academic Reading & Writing A/B	X	X	X	X		2	
ENG050/051	ELL English 9 A/B**	X					2	
ENG052/053	ELL English 10 A/B**		X	X	X		2	
ENG054/055	ELL American Literature/Composition A/B**			X	X		2	
BUS020	ELL Keyboarding	X	X	X	X		1	
COM030	ELL Intro to Computer Applications	X	X	X	X		1	
CAR005	ELL C ³ Foundations	X	X				1	
MAT012/013	ELL Pre-Algebra A/B	X	X	X	X		2	
MAT018/019	ELL Algebra I A/B*	X	X	X	X		2	
MAT020/021	ELL Consumer Math I A/B			X	X		2	
MAT022/023	ELL Foundations Mathematics: General Mathematics	X	X				2	
PHE010	ELL Health and Life Management		X				1	
SCI010/011	ELL Physical Science A/B* [◊]	X	X	X	X		2	
SCI020/021	ELL Biology A/B* [◊]		X	X	X		2	
SCI035/036	ELL Earth and Space Science A/B*	X	X	X	X		2	
SOC010/011/012	ELL U.S. History A/B*	X	X	X	X		2	
SOC020	ELL U.S. Government*	X	X	X	X		1	
SOC025	ELL Economics*		X	X	X		1	
SOC030/031/032	ELL World History A/B*		X	X	X		2	
SOC040	ELL Contemporary Affairs*			X	X		1	
SOC045	ELL Geography*	X	X	X	X		1	
	ELL Multimedia Applications	X	X	X	X		1	
*Language Instruction Education Program courses								

^{*} Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E, or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

[◊] denotes the course is approved by the NCAA Eligibility Center

The Waterloo Community School District currently serves a growing population of limited English proficiency students. They represent countries and languages spoken in Europe, Africa, Asia, North and Central America, the Pacific and Caribbean Islands, and the Middle East.

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

9-12 ELL Program Goals

- Develop and/or reinforce positive attitudes toward school and positive self-concepts.
- Understand and learn to function within American society.
- Stimulate pride in the students' own culture and linguistic backgrounds and appreciate diversity.
- Develop competency in sheltered English, mathematics, American history, and science in preparation for mainstream content area instruction.
- Prepare for post-secondary training, academic or voc/tech, as well as the job market.
- Provide ELLs with a model of instruction that supports language development in the four domains: speaking, listening, reading, and writing in English, with a focus on academic vocabulary and grammar, in order to achieve native-like proficiency.
- Provide the foundation for language development instruction within an academic content

ELL Courses

The listed ELL courses are available at East and West High for students with Limited English Proficiency (LEP). With the exception of special provisions that may be included in a personal progress plan, ELL students must meet all graduation requirements for the Waterloo Community School District in order to receive a Waterloo Community School District diploma. Placement in the ELL program is dependent on a student's linguistic and academic performance as evidenced by assessment.

ELL courses correspond to the content area course descriptions, with accommodations and modification in strategy, resources, and delivery mode as appropriate to the needs of ELL students.

ELL Learning Lab A/B*

22-005-S-050-10 (A)

22-005-S-050-20 (B)

Open to 9-10-11-12

2 credits

This course provides additional monitoring or tutoring with academics and new school adaptation. Targeted support is provided to help with the transition to the United States, continued English development, coursework, or assistance with special programming. This course is for general elective credit.

ELL026/027

advancement to the next English language developmental level during the school year.

NOTE: This course provides credits that count toward the eight required English credits for graduation.

ELL Newcomer A/B*

01-008-S-050-10 (A)

01-008-S-050-20 (B)

Open to 9-10-11-12

2 credits

This course is designed for entry-level non-English/limited English speakers. The focus of this course is to prepare newcomers for success in content classes. The focus of the course will be an introduction of social and academic language as it relates to school context and academic texts. This course is for general elective credit.

ENG010/011

ELL Intro to English II A/B*

01-009-S-050-30 (A)

01-009-S-050-40 (B)

Open to 9-10-11-12

ENG020/021

2 credits

This course is designed to provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.

NOTE: This course provides credits that count toward the eight required English credits for graduation.

ELL Multimedia Applications

10-008-G-050-00

Open to 10-11-12

This course is designed specifically for the English Language Learner. ELL Strategies and modifications will be used to enhance understanding. Students will create graphics, logos, videos, animations, desktop publishing documents, websites, and more. The class is project based.

COM011

ELL Academic Writing I A/B*

01-008-S-050-10 (A)

01-008-S-050-20 (B)

Open to 9-10-11-12

ENG022/023

2 credits

This course is designed to build writing skills for academic purposes for newcomers to emergent English students. First semester will introduce and practice grammar and syntax lessons that will support the development of 2nd semester writing and composition skills. This course is designed for but not exclusively for the SLIFE English writer.

NOTE: This course provides credit that count toward the eight required English credits for graduation.

ELL Strategies for Beginning Reading A/B*

01-008-S-050-10 (A)

01-008-S-050-20 (B)

Open to 9-10-11-12

2 credits

This is an introductory English reading course for the ELL newcomer student. Sheltered instruction strategies are embedded into the practice of the four language domains (listening, speaking, reading, writing) with the goal of building students' reading comprehension skills. This course is for general elective credit.

ENG012/013

ELL English I A/B*

01-009-S-050-10 (A)

01-009-S-050-20 (B)

Open to 9-10-11-12

ENG030/031

2 credits

ELL English is a basic English class for English Language Learners. Students will learn more about sentence structure and the process used for writing paragraphs. The skills of listening, speaking and reading will also be developed in conjunction with the writing and grammar.

NOTE: This course provides credits that count toward the eight required English credits for graduation.

ELL Intro to English A/B*

01-009-S-050-10 (A)

01-009-S-050-20 (B)

Open to 9-10-11-12

2 credits

This course is designed for the ELL newcomer student. The topics in this course address developmentally appropriate elements of vocabulary and grammar in context with the goal of building receptive and productive linguistic competencies. The progress of individual students is monitored to allow for

ENG014/015

ELL Conversation A/B*

01-008-S-050-10 (A)

01-008-S-050-20 (B)

Open to 9-10-11-12

ENG032/033

2 credits

This course is designed for entry-level non-English/limited English speakers. The focus of this course is on developing functional, social conversation and confidence with pronunciation. Critical areas such as sharing personal information, expressing likes and dislikes, emotions, medical situations, and describing people and things will be addressed. This course is for general elective credit.

ELL English II A/B*

ENG040/041

01-009-S-050-30 (A)

01-009-S-050-40 (B)

Open to 9-10-11-12

2 credits

ELL English II is an intermediate English class for English Language Learners. The students will learn more about writing complex sentences and the process used for writing multiple paragraphs. The skills of listening, speaking, and reading will also be developed in conjunction with writing and grammar.

NOTE: This course provides credits that count toward the eight required English credits for graduation.

ELL Academic Reading & Writing A/B*

ENG042/043

01-067-S-050-10 (A)

01-067-S-050-20 (B)

Open to 9-10-11-12

2 credits

This course is designed to improve ELL student's reading comprehension **of grade level text**, increase his/her reading fluency (words read per minute), and develop his/her knowledge, usage, and mastery of **academic** vocabulary. This course provides instruction that focuses on using ELL learning strategies. The credit for this class does NOT fulfill one of the eight required English credits.

ELL English 9 A/B*❖

ENG050/051

01-001-G-050-10 (A)

01-001-G-050-20 (B)

Open to 9

2 credits

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. This course introduces students to the five elements of language arts (writing, reading, speaking, listening, and viewing) at the high school level. Emphasis is on reading for comprehension. Students study the principles of vocabulary building. Speech activities involve experiences in critical listening and an introduction to public speaking. The literature unit includes non-fiction/short story, mythology, drama, poetry, and a novel. Literature, mythology and speech activities will be designed to reflect an academy focus.

NOTE: This course provides credits that count toward the eight required English credits for graduation. This course counts in the RAI.

ELL English 10 A/B*❖

ENG052/053

01-002-G-050-10 (A)

01-002-G-050-20 (B)

Open to 10-11-12

2 credits

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. This course further develops the student's appreciation and knowledge of literary genres, speaking skills and writing competency. This course is an extension of the composition skills developed in English 9 and includes training in writing

and revising full-length, multi-paragraph essays. Speech activities include expository speaking, recitation, and persuasion. The literary study includes a novel, selected nonfiction, poetry, and short stories. Students will write a research paper regarding a self-chosen topic. Collaborative work, use of technology tools, and presentations are part of the learning process.

NOTE: This course provides credits that count toward the eight required English credits for graduation. This course counts in the RAI.

ELL American Literature/Composition A/B*❖

ENG054/055

01-003-G-050-10 (A)

01-003-G-050-20 (B)

Open to 11-12

2 credits

This two-semester course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will develop reading, writing, viewing, and thinking skills through the exploration of fiction, and nonfiction literature, including poetry and drama. The course provides a basic overview of the chronological development of literature in America. The writing component in the course will focus on common errors in grammar, usage, and mechanics within the context of essay writing as well as through daily practice. Students are expected to share their writing and critique the writing of others. Collaborative work, use of technology tools and formal presentations are part of the learning process.

NOTE: This course provides credits that count toward the eight required English credits for graduation. This course counts in the RAI.

ELL Keyboarding

BUS020

12-005-S-050-00

Open to 9-10-11-

1 credit

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students are instructed in keyboarding techniques for the use of computers and technology. Keyboard mastery, efficient use of service mechanisms and speed and accuracy on straight copy are emphasized. Students are assessed initially for individualized placement based on prior keyboard knowledge. At the conclusion of this course, a second assessment will assist in determining further keyboard/computer coursework.

ELL Intro to Computers Applications

COM030

10-001-S-050-00

Open to 9-10-11-12

1 credit

This course is designed specifically for the English Language Learner, many with limited background with computer skills. ELL Strategies and modifications will be used to enhance understanding. Students will improve their word processing, graphic skills, presentations, table creation, online resource use, document formatting, spreadsheet, and typing skills. Focus is placed on information processing for future success.

ELL C³ Foundations

CAR005

22-152-G-050-00

Open to 9-10

1 credit

This course is designed for the English Language Learner. ELL

strategies and modifications are used to enhance understanding. **This is a required course for 9th grade students.** The Expanded Learning Program, IBDP, JROTC, and Strategies courses also meet the requirement for C³ Foundations. It is highly recommended that very careful consideration be given prior to enrolling in one of these courses that take the place of C³ Foundations.

The course includes 21st Century concepts and skills in the areas of career choices, employability, financial literacy, and high school orientation. Students will match their interest and aptitudes to career options with a focus on using employment information effectively, acquiring and improving employability skills that allow people to gain, remain, and advance in the workplace as well as in society. Students will use technology to enhance their class projects. Students will be expected to demonstrate money management and make informed, responsible financial decisions. Students will review and update their career plan and explore pathway options (liberal arts, CTE, and IB). Students will gain an understanding of working in a global society.

NOTE: This course counts for the required C³ Foundations credit for graduation.

ELL Pre-Algebra A/B

MAT012/013

02-051-S-050-10 (A)

02-051-S-050-20 (B)

Open to 9-10-11-1

2 credits

This course is designed specifically for the English Language Learner with limited experience in previous mathematics courses and/or with interrupted formal education. ELL strategies and modifications are used to enhance understanding. Students will strengthen the fundamental skills needed to enroll in Algebra I. This course includes language of algebra, integers, solving multi-step equations and inequalities, ratio, proportion, percent, and basic operations using polynomials. Placement will be determined by an assessment.

ELL Algebra I A/B ♦

MAT018/019

02-052-G-050-10 (A)

02-052-G-050-20 (B)

Open to 9-10-11-12

2 credits

ELL students will explore the following algebraic concepts: properties and operations of numerical and variable expressions, equation solving using equations to solve career context problems, performing operations with polynomials, systems of linear equations, solving inequalities, coordinating graphing of equations, factoring, radical expressions, and equations containing radical expressions. Placement will be determined by an assessment. NOTE: This course counts towards the six math credits for graduation. This course counts in the RAI.

ELL Consumer Math I A/B

MAT020/021

02-157-G-050-10 (A)

02-157-G-050-20 (B)

Open to 11-12

2 credits

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will review basic computation and how it relates to consumer and career topics. In this course, students will review computation with whole numbers, fractions, decimals, and

percent. They will use these skills to study gross earnings, personal finance such as checking accounts, borrowing and saving money, and consumer spending topics such as discounts insurance, taxes, purchasing automobiles, travel, housing costs, installment purchases, and bill paying. This is a study of mathematics needed for everyday adult living situations.

NOTE: This course counts toward the six math credits for graduation.

ELL Foundations of Mathematics: General

Mathematics A/B

MAT022/023

02-002-G-050-10 (A)

02-002-G-050-20 (B)

Open to 9-10

2 credits

This course is designed for the English Language Learner with limited or interrupted formal education and/or limited experience in previous mathematics courses. ELL strategies are used to enhance understanding of mathematics concepts. This course will cover the mathematical standards related to number sense. Placement will be determined by an assessment.

ELL Health and Life Management

PHE010

08-057-G-050-00

Open to 10

1 credit

This course is a graduation requirement.

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. This course is designed to teach students to obtain, process, and understand basic health information and services needed to make appropriate health decisions throughout life. Students will understand basic health concepts to enhance personal, family, and community health, develop literacy/skills and critical thinking/decision making skills related to personal health and wellness. They will learn to develop and demonstrate behaviors that foster healthy, active lifestyles. The class focuses on personal health topics and evaluation of consumer health information and advertising. Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies. This class meets the requirements of the State of Iowa health literacy skills and CPR training.

NOTE: This course counts toward the one credit health requirement for graduation.

ELL Physical Science A/B ♦♦

SCI010/011

03-159-G-050-10 (A)

03-159-G-050-20 (B)

Open to 9-10-11-12

2 credits

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. This is an introductory level physics course designed around motion and energy. Students will investigate how objects are affected by the laws of motion, gravity, and forces. The students will design and evaluate a device that minimizes the effects of these forces on macroscopic objects. The students will also explore how energy is converted, transferred, and conserved within a system. Finally, the students will investigate electromagnetic energy in the forms of electricity, magnetism, and light. This course will include some quantitative expressions at an Algebra I level.

NOTE: This course counts toward the six required science

credits for graduation. This course counts in the RAI.

ELL Biology A/B ♦

03-051-G-050-10 (A)
03-051-G-050-20 (B)

Open to 10-11-12

SCI020/021

2 credits

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will conduct investigations and gather evidence to explain how organisms live and grow, how and why organisms interact with their environment, how characteristics of one generation are passed on to the next, and how members of the same species can have different characteristics. Students will construct explanations and use models to evaluate the evidence that shows how different species are related. Students will make and defend claims and analyze and interpret data in the context of biology core ideas. NOTE: This course counts toward the six required science credits for graduation. This course counts in the RAI.

ELL Earth and Space Science A/B ♦

03-008-G-050-10 (A)
03-008-G-050-20 (B)

Open to 9-10-11-12

SCI035/036

2 credits

This course is designed for the English Language Learner. ELL Strategies and modifications are used to enhance understanding. The course will help students formulate an answer to these questions: "What is the universe, and what is Earth's place in it?" Topics include the universe and its stars, the solar system and the history of planet Earth. "How and why is Earth constantly changing?" Topics include earth materials and systems, plate tectonics, the roles of water on earth, weather, climate, and biogeology. "How do Earth's surface processes and human activities affect each other?" Topics include natural resources and hazards, humanity's impact on Earth systems, and global climate change. This course blends these core ideas with scientific and engineering practices to support students in developing usable knowledge to explain ideas across the science disciplines.

NOTE: This course counts toward the six required science credits for graduation. This course counts in the RAI.

ELL U.S. History A/B ♦

04-103-G-050-10 (A)
04-103-G-050-20 (B)

Open to 9-10-11-12

SOC010/011

2 credit

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will study political, cultural, and social history and understand how that has determined the present. Studying key people and events, and American life, will be the basis for understanding connections between diverse peoples. Focus will be on the turning points in history and events that have lasting impact on our contemporary lives. First semester covers Reconstruction to Progressivism. Second semester covers WWI to the start of the Cold War. Students will engage in the standards of the Iowa Core Curriculum.

NOTE: This course counts toward the US History graduation requirement. This course counts in the RAI.

ELL Geography ♦

04-001-G-050-00

Open to 9-10-11-12

SOC045

1 credit

This course is designed specifically for the English Language Learner. ELL Strategies and modifications will be used to enhance understanding. Students will explore amazing and beautiful places both natural and man-made. Students will discover unique cultures of people all over the world. Focus will also be on how to use maps to plan trips in the United States and around the world. Students will even explore great things to do right here in Iowa.

NOTE: This course counts toward the Geography graduation requirement. This course counts in the RAI.

ELL U.S. Government ♦

04-151-G-050-00

Open to 11-12

SOC020

1 credit

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will learn the concepts of our national, state, and local governments. They will be guided in developing an appropriate sense of responsible citizenship as participants in our democratic society. Topics covered include all branches of government and the interrelatedness of their functions and experiences to show students how government affects their daily life and how they can affect government. The course will infuse career-oriented activities and students will engage in the standards of the Iowa Core Curriculum.

NOTE: This course counts toward the US Government graduation requirement. This course counts in the RAI.

ELL Economics ♦

04-201-G-050-00

Open to 10-11-12

SOC025

1 credit

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will learn concepts such as supply and demand, market pricing, and government intervention, and be able to relate them to social issues pertinent to their personal lives. The course will cover the history of economics and geopolitical studies.

NOTE: This course counts toward the Economics graduation requirement. This course counts in the RAI.

ELL World History A/B ♦

04-051-G-050-10 (A)
04-051-G-050-20 (B)

Open to 10-11-12

SOC030/031

2 credits

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will cover ancient civilizations, the Middle Ages, Renaissance, Imperialism, World Wars, fall of the Soviet Union, etc. Students will engage in the standards of the Iowa Core Curriculum.

ELL Contemporary Affairs ♦

04-156-G-050-00

Open to 11-12

SOC040

1 credit

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will study current world events and issues from the

United States' perspective. Students will critically analyze background information and events leading to the event/issue and will also consider the geographic influences and multiple perspectives impacting the event/issue. Students will engage in discussions and generate possible outcomes/solutions regarding current world events/issues. The course will have a unit on careers related to social studies.

NOTE: This course counts toward the Contemporary Affairs graduation requirement. This course counts in the RAI.

Human Services

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
HUM120	Exploring Careers in Human Services	X	X	X	X		1	
FCS101	Introduction to Foods & Nutrition	X	X	X	X		1	
	Hospitality and Tourism Management	X	X	X	X		1	
FCS220	Beginning Personal Finance		X	X	X		1	
FCS229	Child Development	X	X	X	X		1	
LEA206/207	Peer Tutor A/B		X	X	X		1	Yes
LEA410/411	Teacher Assistant A/B			X	X		1	Yes
FCS065/066 FCS075/076	Personal & Social Development I, II A/B	X	X	X	X		2	
LCC126/127 LCC226/227	Extended Core Personal & Social Relationships I, II A/B	X	X	X	X		2	

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students.

Exploring Careers in Human Service

22-151-G-050-00

Open to 9-10-11-12

This course is an introduction to hospitality, finance, human services, food production, and early childhood education. Students will become familiar with the management, marketing, and operations of restaurants and other food services, and lodging. The management of personal finances, early childhood education and training services are explored. Preparing individuals for employment in career pathways that relate to families and human needs will be included.

HUM120

1 credit

the Hospitality & Tourism Specialist Credential exam which recognizes their knowledge and achievements.

Introduction to Foods & Nutrition

19-252-G-050-10

Open to 9-10-11-12

This course is an introduction to the basic principles of nutrition, wellness, and food preparation. The main objectives of the course are centered on healthy foods, lifestyle choices, and proper food handling to make foods safe. The general goal is to enhance student awareness in regard to personal food choices, physical activity, and food preparation touching on techniques that are industry based

FCS101

1 credit

Beginning Personal Finance

19-262-G-050-00

Open to 10-11-12

Students will study and apply economic principles in decision making for individual, family, and community. Students will study economics on a national and personal level. Included topics are inflation, taxation, supply and demand, and the government's role in economics. **This course counts as an economics credit.**

FCS220

1 credit

Child Development

19-052-G-050-00

Open to 9-10-11-12

This course explores children's development in the areas of cognitive, social, emotional, and physical aspects from prenatal to age three. Topics included are: prenatal, birth, health, safety, parenting, and choosing childcare.

FCS229

1 credit

Hospitality and Tourism Management

16-999-G-050-00

Open to 9-10-11-12

Students will generate interest in and provide a foundational understanding of hospitality and tourism segments and the world of career opportunities within the industry. This course will provide students with both careers readiness and position-specific skills that will help them get started in the industry and set them on the path to success. We will discuss the six major segments of the industry such as food and beverage, travel and tourism, lodging, amusement and attractions, and events. Students will be given the opportunity to prepare for and take

FCS323

1 credit

Peer Tutor A/B

22-054-G-050-10 (A)

22-054-G-050-20 (B)

Open to 10-11-12

Recommended: Counselor approval, teacher approval and must meet requirements on building approval form

In this course students will have the opportunity to work as a tutor under the supervision of a high school teacher. They will assist assigned students in completion of assigned work and in subject matter help. Students must have earned an A or B grade in a previous course in the content area in which they will be tutoring.

It is the supervising teacher's responsibility to provide the work area, assigned work, and any other aid needed. Students will

LEA206/207

1 credit

work one period per day. This is a pass/no credit course and the supervising teacher is responsible for turning in the grade.

Teacher Assistant

LEA410/411

19-151-G-050-10 (A)

19-151-G-050-20 (B)

Open to 11-12

2 credits

Counselor approval, teacher approval and must meet requirements on building approved form

Students in this course will have the opportunity to work as an assistant to a high school teacher. They will assist the teacher in assigned duties including, but not limited to, working with individual students, working with small groups of students, making teaching aids, or utilizing special talents. Students will work one period per day. This is a pass/no pass credit course and the supervising teacher is responsible for turning in the grade.

Personal & Social Development A/B

FCS065/066

19-260-S-050-00 (A)

19-260-S-050-00 (B)

19-260-S-050-00 (A)

FCS075/076

19-260-S-050-00 (B)

Open to 9-10-11-12

2 credits

In this course students will learn character and leadership traits by developing critical-thinking skills, applying inter-personal skills, positive work habits, and job skills. Students will also focus on communication and study skills to improve academic achievement and hone employability skills for post-secondary success. Participation in Life Centered Curriculum Courses is determined through an IEP team decision. The course of study within the IEP defines graduation requirements based on individual needs.

Extended Core Personal & Social Relationships I, II

A/B

19-260-S-050-00 (A)

LCC126/127

19-260-S-050-00 (B)

19-260-S-050-00 (A)

LCC226/227

19-260-S-050-00 (B)

Open to 9-10-11-12

2 credits

In this series of courses students will learn various options for personal recreation and leisure for home, school, and the community. In these courses students will utilize personal preference to make decisions regarding their personal time. Skills included in this course may include organizing, initiating, and participating in leisure activities. Students will engage in activities independently or in a group setting. Social skills will be a regular part of these courses.

Junior Reserve Officer Training Corps JROTC

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
	ARMY (at East High)							
ARR100/101	Leadership Education Training (LET) #1 A/B	X	X	X	X		2	
ARR200/201	LET #2 A/B		X	X	X		2	Yes
ARR300/301	LET #3 A/B			X	X		2	Yes
ARR400/401	LET #4 A/B				X		2	Yes
	AIR FORCE (at West High)							
AFR100/101	AFJROTC First Year A/B	X	X	X	X		2	
AFR200/201	AFJROTC Second Year A/B		X	X	X		2	Yes
AFR300/301	AFJROTC Third Year A/B			X	X		2	Yes
AFR400/401	AFJROTC Fourth Year A/B				X		2	Yes
AFR408/409	AFJROTC Cadet Staff Leadership and Management Honors				X		2	Yes
AFR406/407	AFJROTC Drill and Ceremony	X	X	X	X		2	

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

ARMY JROTC (Offered at East High)

Open to 9-10-11-12

Army JROTC is an accredited high school elective focusing on the development building skills in leadership, personal growth and behaviors, citizenship, decision making, health and fitness, first aid, team building, service learning, and geography; all within a student-centered learning environment. Cadets will have the opportunity to get involved in social activities, attend field trips and participate on competition teams such as Drill Team, Raiders, and Marksmanship.

Students who participated in JROTC are in no way obligated to join the military. However, qualified JROTC cadets are eligible for advanced rank and pay grade upon enlistment in the service, should they choose to do so. College scholarship opportunities are available for suitable JROTC candidates who wish to pursue a college education. Cadets who qualify may also be nominated to attend one of the service academies.

Cadets are required to participate in citizenship activities in the community, drill and ceremonies, physical training, classroom instruction, and wear a uniform one day per week. Selected

Cadets may attend a four-day leadership camp in the summer at no cost.

JROTC has six core abilities that describe the broad, life-long skills that every Cadet needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built within the program's four years:

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and world
- Take responsibility for your actions and choices
- Treat self and others with respect

The JROTC program outcomes describe what JROTC Cadets will know and be able to do upon successful completion of the JROTC program, they are:

- Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce

- Engage in civic and social concerns in the community, government, and society
- Graduate prepared to succeed in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations.

Important Note: Students must pass each semester of the Army JROTC program to be able to move on to the next semester and remain in the program.

LET 1 The Emerging Leader

ARR100/101

09-051-G-050-10 (A)
09-051-G-050-20 (B)

Open to 9-10-11-12

2 credits

JROTC foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program. Cadets take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success. Cadets are introduced to the discipline and structure of military drill. Decision making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others. Cadets will learn about health and physical fitness which is an essential component of JROTC.

LET 2 Developing Leader

ARR200/201

09-052-G-050-10 (A)
09-052-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: Let 1

Developing Leader builds upon the mastery of LET 1 skill and abilities, providing Cadets with new and more challenging opportunities in leadership development. Cadets examine their own leadership competencies and style and the role they play in teams. Good leaders are effective communicators; writing, listening and speaking are essential outcomes which supports personal confidence. Cadets will begin to see how their strengths relate to their vocational interests and begin to explore post-secondary options. Cadets will learn the basics of first aid and be able to respond to common and severe emergencies. Cadets will learn about making good choices and decisions to situations that involve bullying and violence. Citizenship and government introduce Cadets to the purpose of government and the role of the U.S. Constitution on democracy and the rights of its citizens.

LET 3 The Supervising Leader

ARR300/301

09-053-G-050-10 (A)
09-053-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Let 2

Supervising Leader builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and

help integrate improvements in the local JROTC program and community. Cadets will evaluate their personal management skills and help prepare and lead meetings and continuous improvement plans as supervisors. Personal growth and behaviors focus on personal planning and management, looking at opportunities after high school and making plans for college or work place. Service-learning projects often lie in the hands of LET 3 and 4 Cadets to lead service-learning initiatives for the JROTC program. Cadets will create a service-learning plan, helping to organize teams and their roles in the project schedule.

Fourth Year (LET 4)

ARR400/401

09-054-G-050-10 (A)
09-054-G-050-20 (B)

Open to 12

2 credits

Recommended: Let 3

Cadets are managing leaders with multiple opportunities to manage and lead in the battalion, in the school and their respective communities. The LET 4 Cadet is ready to assume responsibilities and manage themselves and others whom they work with or oversee as a Cadet Manager. Cadets will explore leadership roles in continuous improvement, recognizing team attitudes that contribute achieving personal and battalion goals. LET 4 Cadets are mentors and leaders to younger Cadets and work with instructors and other Cadets on lesson development and delivery. Cadets are challenged to identify personal management and accountability strategies and develop a 10-year plan for professional and personal success. Cadets will examine how competing principles and values challenge the fundamental principles of society, and develop solutions for future challenges to citizen rights

AIR FORCE JROTC

(Offered at West High)

Open to 9-10-11-12

Recommended: U.S. citizen or in the process of becoming a U.S. citizen

Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. AFJROTC encourages its students to get involved in their local communities to produce well-informed and helpful citizens. Cadets will have the opportunity to get involved in social activities, attend field trips, and participate on competition teams such as Drill Team.

Students who participated in AFJROTC are in no way obligated to join the military. However, qualified AFJROTC cadets are eligible for advanced rank and pay grade upon enlistment in the service, should they choose to do so. College scholarship opportunities are available for suitable AFJROTC candidates who wish to pursue a college education. Cadets who qualify may also be nominated to attend one of the service academies. Program graduates will have developed proven leadership and management skills and values that will enhance their ability to perform in academic and employment arenas.

Students are expected to wear the Air Force uniform once a week and meet all grooming standards including haircuts for male students.

Course content is a blend of aerospace science (AS), leadership education (LE), and the wellness program.

In the area of Aerospace Science (AS) the overall objectives for the academic courses are for the cadet to develop:

1. An appreciation of the basic elements and requirements for national security.
2. Respect for and an understanding of the need for constituted authority in a democratic society.
3. Patriotism and an understanding of their personal obligation to contribute toward national security.
4. Broad-based knowledge of the aerospace age and fundamental aerospace doctrine.
5. An interest in completing high school and pursuing higher educational goals or skills.
6. An understanding of the Air Force and military as a possible career path.

Leadership Education (LE) is an integral part of each year's instruction for AFJROTC cadets. Each year's activities are broken into academic and leadership components. In practice, however, the overlap is considerable. The development of writing and speaking skills are categorized as "Leadership Hours," yet when used to present subject matter related to what is being taught in the "academic" area, the results are twofold. Additionally, many after-school activities provide the proving ground for newly learned leadership skills. Activities such as drill teams, model rocketry clubs and the formal cadet corps' operation all require offices with considerable responsibilities. To describe the leadership portion of the curriculum as being 288 hours (72 hours per year) is technically true; in practice it is highly understated.

First Year (AS/LE-10X)

09-151-G-050-10 (A)
09-151-G-050-20 (B)

AFR100/101

2 credits

AS-100: A Journey into Aviation History

This is the recommended first AS component for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities and in-text and student workbook exercises to guide in the reinforcement of the materials.

LE-100: Traditions, Wellness, and Foundations of Citizenship

LE-100 is the component of JROTC leadership education. It will introduce cadets to history, organization, mission,

traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude and examines the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success. Lessons will cover how to be emotionally, mentally and physically healthy. Avoiding and preventing violence in today's society will also be covered. As well as how to recognize types of bullying and how to advocate for prevention of this type of behavior. It will cover healthy living, physical fitness, and how to make safe, drug-free and responsible decisions. The textbook will also examine the negative effects of air and water pollution, and how to help keep the environment safe. Cadets will be introduced to civics and our national government, including a historical understanding of the American flag and other important national symbols. The final chapter will also cover how the U.S. Constitution protects our rights and freedoms as American citizens.

Second Year (AS/LE-20X)

09-152-G-050-10 (A)
09-152-G-050-20 (B)

AFR200/201

2 credits

Recommended: Successful completion of first year

AS-200: The Science of Flight: A Gateway to New Horizons

The Science of Flight: *A Gateway to New Horizons* is an introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations and ISTE National Educational Technology Standards for Students.

In this course, every lesson includes a "Quick Write" and a short story related to the lesson, a "Learn About" that tells students what they'll learn from the lesson, a list of vocabulary words in the lesson, "Wing Tips" that highlight specific and interesting facts, and many biographies and profiles. Each lesson closes with "Checkpoints" that will allow students to review what they have learned. An "Applying Your Learning" section at the end of each lesson presents discussion questions that will give them a chance to use what they have learned and provides another way to reinforce their understanding of the lesson's content. The text has four chapters, each of which contains a number of lessons.

LE-200: Communication, Awareness and Leadership

LE-200 hours stress communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

Third Year (AS/LE-30X)

09-153-G-050-10 (A)
09-153-G-050-20 (B)

AFR300/301

2 credits

Recommended: Successful completion of second year

AS-220: An Introduction to Global Awareness

This course introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. It delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands-on activities, other optional activities, technology enrichment and assessments to guide in the reinforcement of the materials.

LE-300: Life Skills and Career Opportunities

Life Skills and Career Opportunities, Second Edition provides an essential component of leadership education for today's high school students. This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century.

Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical, and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.

To help students increase their potential for success through education, they will learn how to select a school that is right for them; how to apply for admission to a vocational or technical school, community college or college/university; and how to succeed in these learning environments. Information is provided on how to conduct the job search for students who wish to enter the workforce right after high school or after additional education and training. They will learn how to prepare a winning resume, and how to develop effective interviewing skills. Students will become more skilled at using the Internet for career research and learn how to network safely using social media. The text also provides information on working for the federal government to include careers in the military, aerospace industry, and public service. Finally, students will consider the most important elements of life skills for all Americans: civic responsibilities, such as volunteering, registering to vote, jury duty, and draft registration.

Fourth Year (AS/LE-40X)

09-154-G-050-10 (A)

09-154-G-050-20 (B)

Recommended: Successful completion of third year

AS-300: Exploring Space: The High Frontier

This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance and into modern astronomy. It

provides an in-depth study of the Earth, sun, stars, moon, and solar system, including the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space.

AS-400: Management of the Cadet Corps

Upper class cadets manage the entire corps under AFJROTC instructor supervision. This course is an AS option and practicum for those cadets to provide hands-on experience for the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets, under the supervision of AFJROTC instructors. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

AS-410: Survival: Survive• Return

The *Survival* text is a synthesis of the basic survival information found in Air Force Regulation 64-4 *Survival Training*, and serves as another AS option. The survival instruction will provide training skills, knowledge and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents "good to know" information that would be useful in any situation. The information is just as useful to an individual lost hunting or stranded in a snowstorm.

Leadership Education (LE) 400: Principles of Management

Leadership IV: Principles of Management textbook is a guide to understanding the fundamentals of management, managing yourself and others. Emphasis is placed on allowing the student to see himself/herself as a manager. Every organization, regardless of size, faces the challenge of managing operations effectively. No matter how well a manager carries out his or her job, there are always ways of doing at least part of the task more effectively.

There are four building blocks of leadership considered in this text from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead others—something that can be very valuable to you for the rest of your life. The four areas are management techniques, management decisions, management functions, and managing self and others.

AF JROTC Cadet Staff Leadership and Management Honors A/B

09-003-G-050-10 (A)

09-003-G-050-20 (B)

AFR408/409

Open to 12

2 credits

Recommended: Minimum 3.5 GPA in JROTC courses and minimum 3.0 GPA in all other courses; 4th year of JROTC, Senior Instructor permission/signature

Students for this advanced leadership course serve as members of the JROTC cadet senior staff together with cadets approved for the standard Cadet Staff Leadership and Management course. This hands-on experience affords students the opportunity to apply leadership and management lessons from previous JROTC courses. Students are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. Students who are approved for this course are expected to occasionally be available at times in excess of daily classes (i.e. before/after school meetings, weekend trips/activities, etc.) Students will conduct long and short-range planning, exercise decision-making, coordination, control, and execution of cadet organization activities during the school year. Students are expected to apply higher-level leadership, organizational, communication, and personal interaction skills in the performance of their duties. Students in this honors option are also required to establish a leadership journal or personal portfolio and accomplish a major research project with a written report and formal presentation to a panel of faculty/community team members. The project may be a research paper, scientific analysis or a major service project with a written summary and personal reflection.

Drill and Ceremonies

The Drill and Ceremonies course provides an in-depth introduction to drill and ceremonies. This is not a stand-alone course, but it is to be taught as part of the Leadership Education 40% component for each Air Force Junior ROTC class. The Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, review, parades, and development command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Although each class will follow an established lesson plan, most of the work is hands-on.

Wellness Curriculum

Wellness is an official part of the Air Force Junior ROTC program, and is taught along with every level of AFJROTC. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized training programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education I. Instructors are free to include other activities cadets enjoy such as team sports in order to keep the Wellness Program fun and

motivating. The Wellness Program is a 36-week program modifiable to meet individual goals. Personal improvement will be rewarded. The 36-week program is comprised of 19 exercises which can be conducted with minimal space and with minimal climate dependency (e.g. the 1-mile run). The exercises develop all muscle groups and provide sufficient anaerobic and aerobic intensity. They require no equipment and use only body weight and common objects (e.g. chairs).

Air Force JROTC Drill & Ceremony Class A/B

09-003-G-050-10

AFR406/407

09-003-G-050-20

Open to 9-10-11-12

2 credits

This course is designed specifically for those cadets interested in a more intensive experience with Drill and Ceremony. The focus is on group precision movements, saluting procedures, drill, ceremonies, review, parades, and development of command voice. Students will have the opportunity to personally learn drill. Students may compete in various competitions.

Mathematics

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
MAT104/105	Algebra I A/B ^{*◇}	X	X	X	X		2	Yes
MAT108A/108B	Math Lab I - Algebra I A/B	X					2	
MAT304/305	WCSD Pre-IB Advanced Algebra I A/B [*]	X					2	
MAT106/107	Geometry A/B ^{*◇}	X	X	X	X		2	Yes
MAT112A/112B	Math Lab II Geometry A/B		X	X	X		2	
MAT160/161	WCSD Pre-IB Advanced Geometry A/B ^{*◇}	X	X				2	Yes
MAT402/403	Consumer Math I A/B		X	X	X		2	
MAT800/ 801 MAT080/081	Consumer Math I A/B Individualized Consumer Math A/B			X	X		2	
MAT202/203	Algebra II A/B ^{*◇}	X	X	X	X		2	Yes
MAT113A/113B	Math Lab III-Algebra II A/B		X	X	X		2	Yes
MAT162/163	WCSD Pre-IB Advanced Algebra II A/B ^{*◇}	X	X				2	Yes
MAT114/115	Financial Algebra A/B			X	X		2	Yes
MAT303	Intro to Statistics ^{*◇}			X	X		1	Yes
MAT300/301	Pre-Calculus/WCSD Pre-IB ^{*◇}		X	X	X		2	Yes
MAT404	Math for Liberal Arts			X	X		1	
MAT409	Statistics ^{*[*]◇}			X	X		1	
MAT400/401	Advanced Placement Calculus A/B ^{*◇}			X	X		2	Yes
MAT370/371 MAT470/471	IB Math SL-Analysis and Approaches A/B ^{*◇}			X	X		2	Yes
MAT374/375 MAT474/475	IB Math HL-Analysis and Approaches A/B ^{*◇}			X	X		2	Yes
MAT700/701 MAT070/071	Foundations of Math A/B Individualized Foundations of Math A/B		X	X	X		2	
MAT900/901 MAT090/091	Pre-Algebra A/B Individualized Pre-Algebra A/B	X	X	X	X		2	
LCC606/607 LCC608/609 LCC610/611 LCC612/613	Math I, II, III, IV A/B	X	X	X	X		2	

* Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E, or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

◇ denotes the course is approved by the NCAA Eligibility Center. Six math credits are required for graduation and must include Algebra I or equivalency. Six math credits are required for admission to most colleges and universities. All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP)

Algebra I A/B^{*◇}

052-G-050-20 (B)

Open to 9-10-11-12

2 credits

Recommended: Successful completion of Pre-Algebra.

Students will explore the following algebraic concepts: properties and operations of numerical and variable expressions, equation solving using equations to solve career context problems, performing operations with polynomials, systems of linear equations, solving inequalities, coordinate graphing of equations, factoring, radical expressions, and

equations containing radical expressions.

Math Lab I, Algebra I A/B

02-002-B-050-10 (A)

02-002-B-050-20 (B)

Open to 9th graders enrolled in Algebra I

2 credits

In this course, students will work to strengthen Pre-Algebra skills needed to be successful in Algebra I as well as support newly learned material. This course will concentrate on the enhancement, not introduction, of basic math computational skill and is to be taken concurrently with Math 104/105

(Algebra I). This course will incorporate mathematics lab experiences; computer-based learning; traditional learning techniques and career focus experiences. The credit for this class does NOT fulfill one of the six required math credits.

WCSD Pre-IB Adv. Algebra I A/B **MAT304/305**

02-052-E-050-10 (A)
02-052-E-050-20 (B)

Open to 9 2 credits

WCSD Pre-IB Adv. Algebra I is an accelerated study of algebraic concepts. In this course students will spend considerable time exploring and applying concepts such as variable expressions, linear and quadratic equations, polynomial operations, systems of linear equations, inequalities, graphing and writing equations, and factoring polynomials. The amount of time spent on cognitively complex problem solving will be much higher than Algebra I. This course is designed for highly motivated students interested in exploring further study in mathematics.

Geometry A/B **MAT106/107**

02-072-G-050-10 (A)
02-072-G-050-20 (B)

Open to 9-10-11-12 2 credits

Recommended: Successful completion of Algebra I

Students will study basic geometric concepts and topics with applications that have a career focus. Topics covered include: the language of geometry, reasoning, introduction to proof, parallel relationships, properties of quadrilaterals, parallelograms, circles, right triangles, polygons, trigonometry, coordinate geometry, and constructions.

Math Lab II-Geometry A/B **MAT112A/112B**

02-002-B-050-10 (A)
02-002-B-050-20 (B)

Open to 10-11-12th graders enrolled in Geometry 2 credits

In this course, students will work to strengthen Algebra skills needed to be successful in Geometry as well as support newly learned material. This course will concentrate on the enhancement, not introduction, of basic algebraic principles and is to be taken concurrently with Math 106/107 (Geometry). This course will incorporate mathematics lab experiences, computer-based learning, traditional learning techniques and career focus experiences.

The credit for this class does NOT fulfill one of the six required math credits

WCSD Pre-IB Adv. Geometry A/B **MAT160/161**

02-072-E-050-10 (A)
02-072-E-050-20 (B)

Open to 9-10 2 credits

Recommended: Successful completion of Algebra I

WCSD Pre-IB Adv. Geometry is an accelerated study of plane and solid geometric figures with emphasis on plane figures. The course stresses knowledge and application of geometry as a logical system, with definitions, postulates, and theorems, especially using analysis and deductive reasoning. Lessons include work in ratio and proportion, Pythagorean theorem, areas, special triangles, volumes, and other metric work. Memorization and application are an important part of this

course. This course is also writing intensive. A scientific calculator, geometric compass, and protractor are suggested.

Consumer Math I A/B **MAT402/403**

02-157-G-050-10 (A)
02-157-G-050-20 (B)

Consumer Math I A/B **MAT800/801**

Indiv. Consumer Math I A/B **MAT080/081**

02-157-S-050-00 (A)
02-157-S-050-00 (B)

Open to 10-11-12 2 credits

Recommended: Algebra I; students who have already passed Algebra II should take Financial Algebra

Students will review basic computation and how it relates to consumer and career topics. In this course, students will review computation with whole numbers, fractions, decimals and percent. They will use these skills to study gross earnings, personal finance such as checking accounts, borrowing and saving money, and consumer spending topics such as discounts, insurance, taxes, purchasing automobiles, travel, housing costs, installment purchases and bill paying. This is a study of mathematics needed for everyday adult living situations.

Algebra II A/B **MAT202/203**

02-056-G-050-10 (A)
02-056-G-050-20 (B)

Open to 9-10-11-12 2 credits

Recommended: Successful completion of Algebra I

Students will review, extend, and apply topics of Algebra I. Topics covered include: equations and inequalities, linear relations and functions, systems of equations and inequalities, polynomials, irrational numbers, complex numbers, quadratic equations and the quadratic formula, graphing and solving quadratic functions, trigonometric functions, matrices, and exponential and logarithmic functions.

Math Lab III-Algebra II A/B **MAT113A/113B**

02-002-B-050-10 (A)
02-002-B-050-20 (B)

Open to 10-11-12th graders enrolled in Algebra II 2 credits

In this course, students will work to strengthen Algebra and Geometry skills needed to be successful in Algebra II as well as support newly learned material. This course will concentrate on the enhancement, not introduction, of basic algebraic principles and is to be taken concurrently with Math 202/203 (Algebra II). This course will incorporate mathematics lab experiences, computer-based learning; traditional learning techniques and career focus experiences.

The credit for this class does NOT fulfill one of the six required math credits.

WCSD Pre-IB Adv. Algebra II A/B **MAT162/163**

02-056-E-050-10 (A)
02-056-E-050-20 (B)

Open to 9-10 2 credits

Recommended: Algebra I, Geometry or WCSD Pre-IB Adv. Geometry (previously or concurrently)

WCSD Pre-IB Algebra II is an accelerated study that extends beginning algebraic concepts. Properties of second-degree (quadratic polynomials) functions are developed. Sample topics

studied include sets, open sentences, linear equations, polynomials, factoring, rational numbers, relations, and functions, irrational numbers, and quadratics. This course is designed for highly motivated students interested in further study in mathematics, engineering, physical science, and other technical fields. A scientific calculator is recommended.

Financial Algebra A/B **MAT114/115**

02-155-G-050-10 (A)
02-155-G-050-20 (B)
Open to 11-12 2 credits

Recommended: Successful completion of Algebra I and Geometry with preference to Algebra II.

This course is an applications-based learning course incorporating Algebra I, Algebra II, and Geometry topics. It includes a strong review of basic algebra formulas with variables, equations, functions, systems of equations, graphs, statistics, and more. Selected advanced mathematics topics, such as piecewise functions, regressions limits, exponential functions, and linear/quadratic systems are also addressed. The algebra found in finance-related topics translates into powerful real-world problems. Students will learn about investments, credit, automobile expenses, insurance, income tax, household budgeting, and more.

Intro to Statistics **MAT303**

02-201-G-050-00
Open to 11-12 1 credit

Recommended: Successful completion of Algebra & Geometry
Students will become proficient in basic statistical concepts and data analysis. This one-semester course introduces students to the study of statistics and data analysis. Topics include frequency distribution, measures of central tendency, variability, normal distribution, regression, and curve fitting. Topics in combinatorics and probability are also included.

Statistics **MAT409**

02-205-C-050-00
Open to 11-12 1 credit

Hawkeye Community College MAT156 3 credits

Prerequisite: Students must meet the HCC entrance requirements and complete the registration process.

This course is a study of descriptive statistics including graphical representation, central tendency, correlation and regression, intuitive treatment of probability, and inferential statistics including hypothesis testing.

Pre-Calculus A/B **MAT300/301**

02-110-G-050-10 (A)
02-110-G-050-20 (B)
Open to 10-11-12 2 credits

Recommended: Successful completion of Algebra II
Students will review, extend, and apply topics of Geometry and Algebra II. Topics covered include: linear relations and functions, matrices, the nature of graphs, polynomial and rational functions, trigonometry, conic sections, exponential and logarithmic functions, sequences and series, and probability. The course is geared to students interested in mathematics, physics, chemistry, engineering, and other related technical fields. Students who have completed both

Algebra and Geometry in middle school and who have taken WCSD Pre-IB Adv. Algebra II as a freshman and who have the consent of the teacher are encouraged to enroll in Pre-Calculus as a sophomore.

Math for Liberal Arts **MAT404**

02-138-C-050-00
Open to 11-12 1 credit

Hawkeye Community College MAT110 3 credits

This course is offered at the Waterloo Career Center. This course is linked with the concurrent Statistics course at the WCC. This is a liberal arts mathematics course that satisfies the minimum general everyday life as well as exposes students to areas of mathematics they may not have seen before. Topics include problem-solving skills, set theory, algebra, consumer mathematics, probability, and statistics. Other topics may be included. Prerequisite(s): a minimum grade of D- in MAT-063 or appropriate placement score.

AP Calculus A/B **MAT400/401**

02-124-H-050-10 (A)
02-124-H-050-20 (B)
Open to 11-12 2 credits

Recommended: Completion of Pre-Calculus

Topics include limits and continuity, derivatives, and their application and integration.

IB Math SL-Analysis and Approaches A/B

02-140-H-050-11 (11A) **MAT370/371**
02-140-H-050-21 (11B)

02-140-H-050-12 (12A) **MAT470/471**
02-140-H-050-22 (12B)

Open to 11-12 2 credits
Recommended: WCSD Pre-IB Algebra II, Pre-Calculus

IB Math SL is a two-year course. Topics of study include fundamental algebra, functions, trigonometry, geometry, statistics & probability, and calculus. The emphasis of this course is calculus and statistics, economics, and math itself.

Math I, II, III, IV A/B

02-002-S-050-00 (A) **LCC606/607**
02-002-S-050-00 (B)

02-002-S-050-00 (A) **LCC608/609**
02-002-S-050-00 (B)

02-002-S-050-00 (A) **LCC610/611**
02-002-S-050-00 (B)

02-002-S-050-00 (A) **LCC612/613**
02-002-S-050-00 (B)

Open to 9-10-11-12 2 credits

In this series of courses students will learn and apply essential elements that are specific statements of knowledge and skills linked to the grade-level math expectations identified in the Common Core State Standards. Students will also learn math skills based on their individual goals for future living, learning, and working environments.

Math II A/B **LCC608/609**

02-002-S-050-00 (A)
02-002-S-050-00 (B)

Open to 9-10-11-12 2 credits

In Math II, students will build on concepts learned in Math I using operations to solve problems. Instruction will include

decimals and powers of 10; understanding fractions, percent and operations with fractions: multiplication and division as well as positive and negative numbers. Students will also explore geometry concepts such as polygons and symmetry.

IB Math HL-Analysis and Approaches A/B[◇]

MAT374/375

02-140-H-050-21 (11B)

02-140-H-050-12 (12A)

02-140-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Algebra II, Pre-Calculus, AP Calculus

IB Math HL is a two-year course for students wanting a rigorous college level math course. Ideally the student should enter the course having already completed Pre-Calculus during their sophomore year. Students will complete the core course which includes: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. In addition to the core concepts the students will study advanced topics in calculus (some of curriculum normally seen in Calculus II in college), probability and statistics, sets and relations, as well as discrete mathematics. The emphasis of this course is calculus and pure math. This course is ideal for students who plan to take courses with substantial mathematics components, e.g. engineering, physical sciences, some economics, and math itself.

Foundations of Math A/B

MAT700/701

Indiv. Foundations of Math A/B

MAT070/071

02-002-S-050-00 (A)

02-002-S-050-00 (B)

Open to 10-11-12

2 credits

Students will build skills in the areas of addition, subtraction, multiplication, and division. Students will extend their learning to whole numbers, fractions, and decimals. Instruction will include application of problem-solving skills in areas that are encountered in postsecondary settings, such as comparison shopping, making change, and representing data. Students will develop number sense to understand the flexibility of numbers and apply various strategies that can be used to solve math problems.

WCSD Pre-Algebra A/B

MAT900/901

Indiv. Pre-Algebra A/B

MAT090/091

02-051-S-050-00 (A)

02-051-S-050-00 (B)

Open to 9-10-11-12

2 credits

Students will be introduced to the language and skills of basic algebra. This course is a first step in preparing students to meet

graduation requirements for math. Topics covered in this course include the properties and operations of numerical and variable expressions, equation solving, using equations to solve real world problems, and solving inequalities. Property and problem solving are also covered.

Participation in Life Centered Curriculum Courses is determined through an IEP team decision. The course of study within the IEP defines graduation requirements based on individual needs.

Music

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
MUS100/101 MUS102/103	Band A/B	X	X	X	X		2	
MUS307	Marching Band	X	X	X	X		.25	Yes
MUS104/105 MUS106/107	Orchestra A/B	X	X	X	X		2	
MUS108/109	Treble Clef Chorus A/B	X	X	X	X		2	
MUS110/111	Bass Clef Chorus A/B	X	X	X	X		2	
MUS112	Color Guard	X	X	X	X		.25	Audition
MUS121	Jazz Improvisation (Spring only)			X	X		1	Audition
MUS130/131	Guitar Level I A/B	X	X	X	X		2	
MUS132/133	Guitar Level II A/B		X	X	X		2	
MUS204/205	Concert Choir A/B	X (E)	X	X	X		2	Audition
MUS303/304	AP Music Theory A/B		X	X	X		2	Yes
MUS305	Wings		X	X	X		1	
MUS308	Applied Instrumental Lessons		X	X	X		1	
MUS309/310	Piano Lab I A/B		X	X	X		2	
MUS311/312	Songwriting and Composition A/B		X	X	X		2	
MUS313	Exploring World Music		X	X	X		1	

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Note: Instrumental music instruction is available to all students who have a desire to play a band or orchestral instrument even if they have had no experience. They will be assigned to a skills sectional and eventually a large group ensemble. A sequence of skills needed to successfully play in the organization will be outlined and the student will work on these skills until they have developed enough technique to be able to successfully participate in the large group.

Note: Jazz Band and Percussion Ensemble are extra-curricular activities and not specific courses. For more information, please see the band teacher at the respective high schools.

Band A/B

05-101-G-050-11 (A)
05-101-G-050-21 (B)
05-101-G-050-12 (A)
05-101-G-050-22 (B)

9th **MUS100/101**
10th/11th/12th **MUS102/103**

Open to 9-10-11-12 2 credits
A variety of standard wind band literature will be studied and performed. Students in band will be participating in activities such as concerts, festivals, marching shows, parades, and other civic and special events. To continue the development of individual musicianship students will be required to attend individual or small group lessons outside of class. Students electing this class are required to participate in all performances unless excused by the director prior to the event.

Marching Band

05-103-G-025-00

Open to 9-10-11-12

Recommended: Required for all East High Band students. Required for all 10-12 West High Band students. Optional for 9th grade West students (must also be enrolled in the 9th gr Concert Band). Must attend all rehearsals and performances, attend marching band camp.

Co-requisite: enrolled in appropriate band class

The marching band is a fun, exciting, high profile, competitive group with an extensive rehearsal and performance schedule. The marching band performs at all home football games, the homecoming parade, and competitions on Saturdays. Students are required to attend marching band camp at the beginning of August. At marching band camp, students learn and memorize music, drill and marching fundamentals so that future rehearsals can be used to clean and refine the marching band show. Marching band meets every day of the first quarter during zero hour.

Orchestra A/B

05-104-G-050-11 (A)
05-104-G-050-21 (B)
05-104-G-050-12 (A)
05-104-G-050-22 (B)

Open to 9-10-11-12

Orchestra students will study and perform a variety of standard

MUS307

.25 credit

9th/10th **MUS104/105**
11th/12th **MUS106/107**

2 credits

repertoire. To continue developing individual musicianship and technique, students will be required to attend individual or small group lessons outside of class. Participation in Chamber Orchestra, state honors orchestras, solo festivals, and similar events are available to advanced students. Students are required to participate in all performances unless excused by the director prior to the event.

Treble Clef Chorus A/B **MUS108/109**

05-111-G-050-12 (A)
05-111-G-050-22 (B)
Open to 9-10-11-12 2 credits

This class meets daily and is open to all sopranos and altos. Students will learn to sing correctly, improve music reading skills, and study basic music theory. A variety of choral literature will be studied and performed. Students will have the opportunity to participate in music festivals. To continue the development of individual musicianship, students will be required to attend individual or small group lessons outside of class. Students selecting this class are required to participate in all performances unless excused by the director prior to the event.

Bass Clef Chorus A/B **MUS110/111**

05-111-G-050-11 (A)
05-111-G-050-21 (B)
Open to 9-10-11-12 2 credits

This class meets daily and is open to all tenors and basses. Students will learn to sing correctly, improve music-reading skills, and study some music theory. A variety of choral literature will be studied and performed. Students will have the opportunity to participate in music festivals. To continue the development of individual musicianship, students will be required to attend individual or small group lessons outside of class. Students selecting this class are required to participate in all performances unless excused by the director prior to the event.

Color Guard **MUS112**

08-006-G-025-00
Open to 9-10-11-12 .25 credit

Recommended: Audition

Students will explore the elements of musical expression through coordinated movement. The color guard rehearses and performs with the band at all marching functions, including home football games, parades, and all festivals/competitions.

Jazz Improvisation **MUS121**

05-105-G-050-10
Open to 11-12 1 credit

Recommended: Audition Spring offering only

Students will explore both abstract elements and essential functions of music improvisation. The course stresses rudiments of jazz chord and scale spellings, chord/scale/mode relationships, jazz nomenclature, basic forms and phrase construction. Aural training, including transcription or recorded jazz solos, will be emphasized. Class performance will focus on the blues form, as well as jazz standards with simple progressions. If an appropriate instrumentation can be assembled, the class can also function as a small jazz ensemble to perform at school and community events.

Guitar Level I A/B **MUS130/131**

05-108-G-050-11
05-108-G-050-21
Open to 9-10-11-12 2 credits

This course is designed for students with no previous formal guitar training. Students will receive guidance and direction in problem solving related to playing guitar at a beginning level. Students will learn chords and melodies in first position, reading standard notation, TAB, and chord charts. Students will be introduced to both strumming and finger style playing. Success in the courses is based primarily on participation and effort.

Guitar Level II A/B **MUS132/133**

05-108-G-050-12
05-108-G-050-22
Open to 10-11-12 2 credits

Recommended: Intro to Alternative String Instruments-Guitar Level I or previous formal instruction.

Level II will expand on skills learned in Level I to include advanced chords, melodies, composition, and improvisation. Students will be introduced to the various styles and genres of music played by the guitar. Compared to Level I, higher emphasis and expectation will be placed on skill mastery and performance.

Concert Choir A/B **MUS204/205**

05-110-G-050-10 (A)
05-110-G-050-20 (B)
Open to 9-10-11-12 (E)
Open to 10-11-12 (W) 2 credits

Recommended: Audition

During daily class meetings students will work to develop a good choral blend with all voice parts, correct diction, proper breathing, and gain a rounded appreciation of choral music. A wide variety of choral literature will be studied and performed in concert settings. To continue the development of individual musicianship students will be required to attend individual or small group lessons outside of class. Students will also have the opportunity to participate in music festivals. Students are required to participate in all performances unless excused by the director prior to the event.

Exploring World Music **MUS313**

05-118-050-00
Open to 10-11-12 1 credit

This course is designed to help students explore the world of music and to develop an understanding of the importance of music in their lives. Through a variety of listening, creating, performing, and other exploratory activities students will engage in the study of musical traditions from around the world as well as contemporary styles such as hip-hop, rap, country, and others. Students will learn how their own musical traditions fit into the world of music, as well as acquire knowledge and application of basic music terminology and theory that will help better discuss and understand the world of music.

AP Music Theory A/B**MUS303/304**

05-114-H-050-10

05-114-H-050-20

Open to 11-12

2 credits

Recommended: Strong ability to read and write musical notation is fundamental for this course. It is also recommended you have acquired at least basic performance skills in voice or on an instrument or Instructor Approval

The ultimate goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

study and utilization of popular styles of music. Students will engage in songwriting, beat writing, and other practical applications of music theory. Through practical application, students will acquire a knowledge of basic music literacy; notational systems; rhythmic, harmonic, and melodic part writing; and other musical skills.

Wings**MUS305**

05-116-G-050-00

Open to 10-11-12

1 credit

(Inspirational based choral music performance)

Using music as a vehicle, students will travel through time to learn about the history and context of 19th and 20th century cultural music. We will explore the impact on society of genres such as gospel, inspirational, jazz, blues, and rock and roll. While discussing these topics students will have the opportunity to engage with the music and have possible performances showcasing their knowledge.

Applied Instrumental Lessons**MUS308**

05-109-G-050-00

Open to 10-11-12

1 credit

Students will improve technique, tone, and musicianship on an instrument through practice of etudes, exercises, scales and solos. Students are expected to practice daily and will have weekly scheduled lessons. Students will be expected to learn all major scales and chromatic scales up to All-State tempo by the end of the first quarter of study. Objectives can be added as needed to fit specific student goals. Students must approach this class with strict diligence.

Piano Lab I A/B**MUS309/310**

05-107-G-050-10

05-107-G-050-20

Open to 10-11-12

2 credits

This course is designed for students with no previous or minimal formal piano training. Students will receive guidance and direction in problem solving related to playing piano at a beginning level. Students will learn chords and melodies, fingerings, and reading standard notation. Success in the course is based primarily on participation and effort.

Songwriting and Composition A/B**MUS311/312**

05-119-G-050-10

05-119-G-050-20

Open to 10-11-12

2 credits

Students will build their knowledge of basic music concepts and applications. This course will introduce these concepts through

Physical Education

	Course Title	9	10	11	12	Credits	Recommended Prerequisite
PHE121	Physical Education	X	X	X	X	1	
PHE123/124	Adapted/Modified Physical Education	X	X	X	X	1	
PHE221/221B	Strength & Conditioning	X	X	X	X	1	
PHE233/233B	Adv. Strength & Conditioning			X	X	1	X
PHE231	Fitness PE	X	X	X	X	1	
PHE222	Community Wellness/PE 70				X	1	X
PHE300/020/030	Health and Life Management	X	X	X	X	1	
PHE235/235B	Advanced Health and Fitness			X	X	2	

Students are required to be in Physical Education a minimum of one semester each year (unless they are exempt). **For any PE exemptions, see counselor.** As a graduation requirement they must complete and pass 4 physical education courses in addition to one Health & Life Management credit. All Physical Education courses encourage students to explore activities that can be incorporated as a part of a healthy working lifestyle. Corporations and businesses associate healthy lifestyles with productivity in the workplace. Exposure to any of the physical education class offering should help students transition to active healthy adulthood. All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Physical Education

08-001-G-050-10

Open to 9-10-11-12

General Physical Education allows students to learn social and personal responsibility associated with participation in physical activity and to understand that physical activity provides an opportunity for enjoyment, challenge, self-exploration, social interaction, and the pursuit of leisure-time activity.

Activities taught include:

Aerobics/Dance	Floor Hockey	Pickle Ball	Speedball
Archery	Frisbee Golf	Ping Pong	Team Handball
Arena Football	Golf	Powerwalking	Tennis
Badminton	Ice Fishing	Rock Climbing	Volleyball
Basketball	Indoor Games	Roller Skating	Weightlifting
Bocce Ball	Matt Ball	Rugby	Whiffle Ball
Cross Country Skiing	New Zealand Ball	Snow Shoeing	Yoga/Tai Chi
Eclipse Ball	Omnikin Ball	Soccer	
Flag Football	Pass-Catch	Softball	

*All Semesters will include fitness activities and fitness testing.

*Some activities are subject to availability and weather conditions.

PHE121

1 credit

Adapted/Modified Physical Education **PHE123/124**

08-007-S-050-00

Open to 9-10-11-12

Appropriate Physical Education activities are designed to meet a wide range of academic, social, emotional, and physical needs. Adapted/Modified Physical Education classes utilize inclusive practices which further enhance student learning.

Strength and Conditioning

PHE221/221B

08-005-G-050-10

Open to 9-10-11-12

1 credit

The focus of this class is to build strength through regular participation in weightlifting opportunities provided in class. The class will primarily focus on free weightlifting and the Olympic lifts. Students will learn proper lifting techniques, weight room safety, and proper rest and nutrition for maximum results. In this class, students will be expected to lift and participate throughout the semester. Daily warm-up and conditioning are incorporated as a part of each workout. Students are expected to keep track of their lifting and chart lifts each day during class.

Adv. Strength and Conditioning

PHE233/233B

08-005-G-050-20

Open to 9-10-11-12

1 credit

This class provides an opportunity during the school day for students to participate in a program designed to enhance

athletic performance. Each class or “training session” is built using appropriate exercise selection, volume and loading that focuses on long- and short-term goals as well as peaking athletic performance. The use of online platforms by a certified strength and conditioning specialist allows for individualized programs that offer multiple options and performance-tracking capabilities to increase accountability and optimal training.

Fitness PE

08-005-G-050-20

Open to 9-10-11-12

PHE231

1 credit

This is a non-competitive, individually based course focused on lifetime fitness/wellness through movement activities. Students will focus their workouts incorporating wellness as a part of a healthy lifestyle through different types of exercise. Movement and activities will include but not be limited to non-competitive games and activities, walking and jogging, yoga/Pilates, fitness videos, aerobic workouts, and circuit training. This class is designed to be a safe, non-judgmental, fitness-based course. Students are expected to keep track of their workouts, plan an exercise program, complete an exercise program, set fitness goals and complete a summary paper.

Community Wellness/PE 70

08-016-G-050-00

Open to 12

PHE222

1 credit

Recommended: must have previously taken one physical education class

This PE course is a transition course for seniors to assist them with connecting to community wellness activities and classes. The course is designed to be an independent study program for students to participate in wellness activities at the Cedar Valley Sportsplex and/or other exercise facilities. Credit will be given for minutes in and above target heart rate zone as recorded on their heart rate monitor. West and East High PE faculty monitor student progress. Students are responsible for logging hours and turning in time sheets weekly. Credit will be given when students complete a log of a minimum of 70 activity hours to receive credit.

Health and Life Management

08-057-G-050-00

PHE300

Health and Life Management

08-057-S-050-00

PHE020

Health and Life Management

08-057-S-050-00

PHE030

Open to 9-10-11-12

1 credit

This class is a requirement for graduation.

This course is designed to teach students to obtain, process, and understand basic health information and services that are needed to make appropriate health decisions throughout life. Students will understand basic health concepts to enhance personal, family and community health, develop literacy/skills as well as critical thinking/decision making skills related to personal health and wellness. They will learn to develop and demonstrate behaviors that foster healthy, active lifestyles. The class focuses on personal health topics as well as evaluation of consumer health information and advertising. Course objectives include helping students develop decision-making,

communication, interpersonal, and coping skills and strategies. This class meets the requirements of the State of Iowa health literacy skills and CPR training.

Advanced Health and Fitness

PHE235/235B

08-052-G-050-10 (A)

08-052-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Health and PE Course (PE or Fitness PE) or Instructor approval

Advanced Health and Fitness will combine the in-depth evaluation of the topics of health education including, but not limited to, nutrition, stress management, substance abuse prevention and disease prevention in relation to personal physical aerobic activity. The intention is to convey the importance of life-long wellness habits. This is a year long course with time spent in the classroom and in a fitness-based environment (i.e. gym or fitness facility) and include a collaborative teaching component. Community based experiences may also be included in this course.

Science

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
<i>EARTH SCIENCES</i>								
SCI202/203	Earth and Space Science A/B ^{❖◇}	X	X	X	X		2	
SCI900/901 SCI090/091	Earth and Space Science A/B Individualized Earth and Space Science A/B	X	X	X	X		2	
<i>LIFE SCIENCES</i>								
SCI200/201	Biology A/B ^{❖◇}		X	X	X		2	
SCI700/701 SCI070/071	Biology A/B Individualized Biology A/B		X	X	X		2	
SCI404/405	Advanced Placement Biology A/B ^{❖◇}			X	X		2	Yes
SCI360/361 SCI460/461	IB Biology SL ^{❖◇}			X	X		2	Yes
SCI376/377 SCI476/477	IB Biology HL			X	X		2	Yes
SCI303/304	Ecology A/B ^{❖◇}		X	X	X		2	Yes
SCI392/393	WCSD Pre-IB Adv. Integrated Life Science A/B [❖]	X					3	
SCI402/403	Human Anatomy and Physiology A/B ^{❖◇}		X	X	X		2	Yes
<i>PHYSICAL SCIENCES</i>								
SCI100	Physical Science A ^{❖◇}		X	X	X		2	
SCI660 SCI060	Physical Science A Individualized Physical Science A		X	X	X		2	
SCI101	Physical Science B ^{❖◇}		X	X	X		2	
SCI661 SCI061	Physical Science B Individualized Physical Science B		X	X	X		2	
SCI300/301	Chemistry A/B ^{❖◇}		X	X	X		2	Yes
SCI409/410	Advanced Placement Chemistry A/B ^{❖◇}			X	X		2	Yes
SCI362/363 SCI462/463	IB Chemistry SL A/B ^{❖◇}			X	X		2	Yes
SCI364/365 SCI464/465	IB Chemistry HL A/B ^{❖◇}			X	X		2	Yes
SCI400/401	Physics A/B ^{❖◇}		X	X	X		2	Yes
SCI394/395	WCSD Pre-IB Adv. Integrated Physical Science [❖]		X				3	Yes
SCI407/408	Advanced Placement Physics I ^{❖◇}		X	X	X		2	Yes
SCI466/467 SCI468/469	IB Sports, Exercise & Health Science SL A/B [◇]			X	X		2	Yes
LCC122/123 LCC222/223 LCC322/323	Science I, II, III A/B	X	X	X	X		2	

❖ Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

◇ Denotes the course is approved by the NCAA Eligibility Center

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Six science credits are required for graduation and must include 2 credits of Earth and Space Science, 2 credits of Biology and 2 credits of Physical Science (or equivalent chemistry/physics option).

GRADE 9: Earth and Space Science, Biology, WCSD Pre IB Adv. Integrated Life Science.

GRADE 10: Earth and Space Science, Biology, Human Anatomy and Physiology, Ecology, Physical Science, Chemistry, Physics, WCSD Pre IB Adv. Integrated Physical Science.

GRADE 11: Earth and Space Science, Biology, AP Biology, IB Biology SL, Human Anatomy and Physiology, Physical Science, Chemistry, AP Chemistry, IB Chemistry SL, IB Chemistry HL, Physics, AP Physics, IB SEHS SL.

GRADE 12: Earth and Space Science, Biology, AP Biology, IB Biology SL, Human Anatomy & Physiology, Physical Science, Chemistry, AP Chemistry, IB Chemistry SL, IB Chemistry HL, Physics, AP Physics I, IB SEHS SL.

High School Science Paths to Graduation

Required Credits					
Earth and Space A	Earth and Space B	Biology A	Biology B	Physical Science A	Physical Science B
or equivalent					
Successful completion of: <ul style="list-style-type: none"> • Integrated Physical Science A <u>and</u> B 	Successful completion of: <ul style="list-style-type: none"> • Integrated Life Science A <u>and</u> B 	Successful completion of: <ul style="list-style-type: none"> • Integrated Life Science A • IB Biology SL/HL 11 A • AP Biology A 	Successful completion of: <ul style="list-style-type: none"> • Integrated Life Science B • IB Biology SL/HL 11 B • AP Biology B 	Successful completion of: <ul style="list-style-type: none"> • Integrated Physical Science A • Physics A <u>and/or</u> B • AP Physics A <u>and/or</u> B 	Successful completion of: <ul style="list-style-type: none"> • Integrated Physical Science B • Chemistry A <u>and/or</u> B • AP Chemistry A <u>and/or</u> B • IB Chemistry SL/HL 11 A <u>and/or</u> B

Advanced Pathways: WCSD Pre-IB Adv Integrated Sciences are two yearlong courses that are meant to be taken in serial. These classes are designed for highly motivated students interested in pursuing AP and IB classes their junior and senior year. These courses are designed to be rigorous and fast paced. They blend learning outcomes between different science disciplines to enhance understanding of cross cutting concepts. The goal of the courses is to cover all state science standards in two years, rather than three, which gives the students more freedom of choice their junior and senior year

Earth and Space Science A/B ♦♦

03-008-G-050-10 (A)

03-008-G-050-20 (B)

Earth and Space Science A/B

Individualized Earth and Space Science A/B

03-008-S-050-00 (A)

03-008-S-050-00 (B)

Open to 9-10-11-12

SCI202/203

SCI900/901

SCI090/091

2 credits

Earth and Space Science builds on middle school ideas and skills, allowing high school students to explain more in-depth phenomena. The course will help students formulate an answer

to these questions: “What is the universe, and what is Earth’s place in it?” Topics include the universe and its stars, the solar system and the history of planet Earth. “How and why is Earth constantly changing?” Topics include earth materials and systems, plate tectonics, the roles of water on earth, weather, climate and biogeology. “How do Earth’s surface processes and human activities affect each other?” Topics include natural resources and hazards, humanity's impact on Earth systems, and global climate change. This course blends these core ideas with scientific and engineering practices to support students in

developing useable knowledge to explain ideas across the science disciplines.

Ecology A/B ♦♦

03-003-G-050-10 (A)

03-003-G-050-20 (B)

Open to 10-11-12

SCI303/304

2 credits

Recommended: One year of science

Students will develop an awareness of current environmental issues and the technologies for dealing with them. Topics such as solid and hazardous waste disposal, oil spill, wastewater treatment and air pollution will be included. Examples of requirements include research and experiencing environmental issues through indoor and outdoor experiences, guest speakers, field trips, interactive activities, readings and projects. Class includes an independent research component.

Biology A/B ♦♦

03-051-G-050-10 (A)

03-051-G-050-20 (B)

SCI200/201

Biology A/B

SCI700/701

Individualized Biology A/B

SCI070/071

03-051-S-050-00 (A)

03-051-S-050-00 (B)

Open to 10-11-12

2 credits

Recommended: One year of Earth Science

In this course, all issues relate to the theme of sustainability. Sustainability refers to the ability of a community to meet its present needs without compromising the ability of future generations to meet their own needs. Students will engage in a process of inquiry similar to that which scientists use. This involves asking questions about the natural world, gathering evidence and constructing logical explanations to answer those questions. Students will participate in a wide range of activities, including hands-on labs, hands-on models, interactive computer simulations of scientific concepts and discussions that connect what is learned in their own life, their community and the world. Units covered include ecology, cell biology, genetics and evolution.

Advanced Placement (AP) Biology A/B ♦♦ **SCI404/405**

03-056-H-050-10 (A)

03-056-H-050-20 (B)

Open to 11-12

2 credits

Recommended: One year of biology with a grade of B or higher

This course is designed to be the equivalent of a college introductory biology course. Students are provided with the conceptual framework, factual knowledge and analytical skills necessary to deal with the rapidly changing science of biology. Three general areas will be emphasized: molecules and cells, genetics and evolution, and organisms and populations. Laboratory experiences are an integral part of the course, including written laboratory reports.

IB Biology SL A/B ♦♦

03-057-H-050-11(11A)

03-057-H-050-21(11B)

03-057-H-050-12(12A)

03-057-H-050-22(12B)

Open to 11-12

SCI360/361

SCI360/361

SCI460/461

SCI460/461

2 credits

Recommended: WCSD Pre-IB

Integrated Life/Physical Science

IB Biology SL is a two-year laboratory course covering all topics considered appropriate for an introductory college biology course. The principles of biology, such as evolution, ecology, cellular structure and function, molecular biology and genetics are covered extensively. Laboratory experimentation will be extensive and include the mathematical analysis of data and writing of lab reports. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics and writing skills are essential for success in this course.

IB Biology HL ♦♦

03-057-H-050-11(11A)

03-057-H-050-21 (11B)

03-057-H-050-12-(12A)

03-057-H-050-22(12B)

SCI376/377

SCI476/477

2credits

Recommended: WCSD Pre-IB

Integrated Life/Physical Science

IB Biology HL is a two-year research-oriented course covering all the topics that are typically covered in the first two semesters of college biology. The course covers the topic of evolution and biodiversity, ecology (including conservation biology), cell biology (including the origin of cells), molecular biology, genetics (including biotechnology and bioinformatics), and human/animal physiology. Laboratory and field research is extensive. The course emphasizes the areas of experimental design, data analysis and science writing. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics and writing skills are essential for success in this course.

WCSD Pre-IB Integrated Sciences are two-year long courses that are meant to be taken in series. These classes are designed for highly motivated, hardworking students who are interested in pursuing AP and IB classes their junior and senior years. The courses are designed to be rigorous and fast paced. They blend learning outcomes between different science disciplines to enhance understanding of cross cutting concepts and compact learning outcomes. The goal of the courses is to cover all state science standards in two years, rather than three, giving students more freedom of choice in their junior and senior years.

WCSD Pre-IB Adv Integrated Life Science A/B ♦♦

03-201-E-050-11(A)

03-201-E-050-21 (B)

Open to 9

SCI392/393

3 credits

This is a 3-semester course compacted into 2 semesters.

This course will blend curriculum traditionally taught in Biology with Earth and Space Science. Students will learn about the interdependence of living things and their environment. Students will explore the structure of living things; how DNA is used to store, process, and edit biological information; and how reproduction allows for information to be passed on and altered in successive generations. Students will discover how Earth's place in a solar system, and its unique atmosphere, enable it to sustain life while other planets cannot. The Earth will be studied as a living entity, focusing on the cycle of Earth's resources, and how its surface features are

altered over time by unseen forces to distribute resources into disparate ecosystems. We will use scientific data to assess how human alterations to the environment have disrupted natural processes and explore ways in which our society can become more sustainable. A central theme of the course will be how the availability of these resources and the disruptions caused by the changing planet act as a driving force for the evolution of species. Student who are successful in this course will leave with a foundation of understanding and skills that will prepare them for AP and IB coursework in Biology.

WCSD Pre-IB Adv Integrated Physical Science A/B ♦

03-201-E-050-12(A)
03-201-E-050-22 (B)

SCI394/395

Open to 10

3 credits

This is a 3-semester course compacted into 2 semesters.

This course will blend curriculum traditionally taught in Chemistry and Physics with earth science concepts. The matter of the earth and its minerals will be used as a theme for studying elements compounds, and how their atomic scale forces affect their macroscopic properties. Physics concepts will be used to understand the motion of objects with respect to their mass, inertia, and the forces acting on them. Students will study the nature of chemical change and energy transformation before applying their understanding to explain, predict, and design useful interactions. We will discuss the nature of electricity, the resources we use to generate it, the effect they have on our environment, and their conservation. Forms of electromagnetic radiation and their uses for transferring energy and data will be explored. A central theme of this course will be how understanding and manipulating matter was key to the development of new technologies and the progress of society. Students who are successful in this course will leave with a foundation of understanding and skills that will prepare them for AP and IB coursework in Chemistry and Physics.

Physical Science A/B ♦♦

03-159-G-050-10 (A)
03-159-G-050-20 (B)

SCI100/101

Physical Science courses involve study of the structures and states of matter. This introductory survey course includes forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

Physical Science A

SCI660

Individualized Physical Science A

03-159-S-050-00 (A)

SCI060

Open to 10-11-12

1 credit

This is an introductory level physics course designed around motion and energy. Students will investigate how objects are affected by the laws of motion, gravity and forces. The students will design and evaluate a device that minimizes the effects of these forces on microscopic objects. The students will also explore how energy is converted, transferred, and conserved within a system. Finally, the students will investigate electromagnetic energy in the forms of electricity, magnetism, and light. This course will include some quantitative expressions at an Algebra I level.

Physical Science B

SCI661

Individualized Physical Science B

SCI061

03-159-S-050-00 (B)

Open to 10-11-12

1 credit

This is an introductory level chemistry class that focuses on matter and interactions. Students will explore the periodic table to discover trends and patterns among the elements that make up all matter. The students will also use chemical reactions to show how particles within atoms interact with each other to form new substances while mass and the number of atoms are conserved. The students will communicate scientific and technical information about why the molecular level is important in the design of materials. Finally, the students will use models and nuclear reactions to investigate how changes within the nucleus occur to create energy through the processes of fission and fusion.

Chemistry A/B ♦♦

03-101-G-050-10 (A)
03-101-G-050-20 (B)

SCI300/301

Open to 10-11-12

2 credits

Recommended: One year of science and Algebra I

This is a college preparatory class that focuses on matter and its interactions. Students will explore the periodic table to discover trends and patterns among the elements that make up all matter. Students will also use chemical reactions to show how particles within atoms interact with each other to form new substances while mass and the number of atoms are conserved. Students will use stoichiometry to explain and explore the relationships between different chemical quantities as used in industry. Students will communicate scientific and technical information about why the molecular level is important in the design of materials. Finally, students will use models and nuclear reactions to investigate how changes within the nucleus occur to create energy through the processes of fission and fusion. Some mathematical expressions will be used at a Geometry level.

Advanced Placement (AP) Chemistry A/B ♦

03-106-H-050-10 (A)
03-106-H-050-20 (B)

SCI409/410

Open to 11-12

2 credits

Recommended: One year of Chemistry and Algebra II (Algebra II may be taken concurrently)

The Advanced Placement Chemistry course is the equivalent of a college introductory chemistry course. It provides students with a depth of understanding of fundamentals and a competence in dealing with chemical problems. Laboratory experiences are an essential part of the course. Four general areas are emphasized: structure of matter, states of matter, reactions, and descriptive chemistry.

IB Chemistry SL A/B ♦♦

03-107-H-050-11 (11A)
03-107-H-050-21 (11B)
03-107-H-050-12 (12A)
03-107-H-050-22 (12B)

SCI362/363

SCI462/463

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Algebra II, WCSD Pre-IB Integrated

Life/Physical Science IB Chemistry SL is a two-year laboratory course that covers all topics considered appropriate for an introductory college chemistry course. The principles of chemistry, such as structure, states of matter, thermo chemistry, reactions, and descriptive chemistry are covered in detail. Laboratory experimentation will be extensive and will require a significant time commitment by the student. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics is essential for success in this course.

IB Chemistry HL A/B ♦♦

03-107-H-050-11(11A)

SCI364/365

03-107-H-050-21 (11B)

03-107-H-050-12 (12A)

SCI464/465

03-107-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Algebra II, WCSD Pre-IB Integrated Life/Physical Science

IB Chemistry HL is a two-year laboratory course that covers all the topics taught in SL, but in a more in-depth manner. Therefore, the exams are slightly longer. Laboratory experimentation will be extensive and will require a significant time commitment by the student. The student must be highly self-motivated and possess higher order thinking skills. Adequate preparation in mathematics is essential for success in this course.

Physics A/B ♦♦

SCI400/401

03-151-G-050-10 (A)

03-151-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: One year of science and Geometry, which may be taken concurrently

This is a college preparatory physics course designed around motion and energy. Students will investigate and calculate how objects are affected by the laws of motion, gravity, and forces. Students will design and evaluate a device that minimizes the effects of these forces on macroscopic objects. Students will also explore and measure how energy is converted, transferred, and conserved within a system. Finally, students will investigate and calculate electromagnetic energy in the forms of electricity, magnetism, and the different parts of the electromagnetic spectrum. This course will include quantitative expressions at a Geometry level.

Advanced Placement (AP) Physics I A/B ♦♦

03-155-H-050-11 (A)

SCI407/40

03-155-H-050-21 (B)

Open to 10-11-12

2 credits

Recommended: One year of science and Algebra II which may be taken concurrently. No previous physics coursework is necessary.

AP Physics I is designed to be equivalent to the first semester of an introductory, algebra-based college physics class. It is appropriate for any student intending to attend college and especially those who may continue into a scientific, medical, engineering, manufacturing or technical career. Physics is considered to be the most basic science, with applications to a wide variety of situations and most professional careers. Students will study the interactions between energy and matter.

Students will explore principles of Newtonian mechanics, work, energy and power; mechanical waves and sound; and introductory, simple circuits. Laboratory experiments will be a major part of this course.

Human Anatomy and Physiology A/B ♦♦ **SCI402/403**

03-053-G-050-10 (A)

03-053-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: Biology & Chemistry (Chemistry may be taken concurrently)

Students will learn the structure (anatomy) and operation (physiology) of various tissues, organs, and organ systems of the human body. Laboratory work comprises a major portion of the course involving microscopes, dissection of a cat, and numerous chemical and/or biological techniques. This course is useful in preparation for medical, biological, and physical education careers.

IB Sports, Exercise and Health Science SL A/B ♦

03-065-H-050-11 (11A)

SCI466/467

03-065-H-050-21 (11B)

03-065-H-050-12 (12A)

SCI468/469

03-065-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Adv. Int. Life and Physical Science

The IBDP course in sports, exercise, and health science involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principals and critically analyze human performance.

Physical Science A/B

HIM130/131

03-159-S-050-00 (A)

03-159-S-050-00 (B)

Open to 9-10-11-12

2 credits

Through the use of sign language, students will study the solid earth, the oceans, the atmosphere, weather patterns, outer space and conservation of resources. Problem solving related to these topics will be explored.

Biology A/B

HIM230/231

03-151-S-050-00 (A)

03-151-S-050-00 (B)

Open to 9-10-11-12

2 credits

Through the use of sign language, students will be studying living things and the interrelatedness of man, plants, animals and the environment. Students will also study good health practices, human body systems, common diseases, sexuality, physical fitness and wellness, nutrition, chemical dependencies, and problem solving related to topics studied.

Earth Science A/B

HIM330/331

03-001-S-050-00 (A)

03-001-S-050-00 (B)

Open to 9-10-11-12

2 credits

Students will study ecology, current trends in environmental issues, recycling, conservation of resources, safe environment shopping, weather patterns, and problem-solving using sign language. Participation in Life Centered Curriculum Courses is determined through an IEP team decision. The course of study within the IEP defines graduation requirements based on individual needs.

Science I, II, III A/B

- 03-202-S-050-00(A)
- 03-202-S-050-00 (B)
- 03-202-S-050-00 (A)
- 03-202-S-050-00 (B)
- 03-202-S-050-00 (A)

LCC122/123

LCC222/223

LCC322/323

03-202-S-050-00 (B)

Open to 9-10-11-12

2 credits

In this series of courses students will conduct investigations and gather evidence to explain scientific phenomena in biology, physical science, and earth and space science. Students will learn and apply essential elements that are specific statements of knowledge and skills linked to the grade-level Science expectations identified in the Common Core State Standards. Students will engage in three-dimensional learning to include science and engineering practices, disciplinary core idea, and crosscutting concepts. Students will construct explanations and use models to evaluate scientific evidence across the three domains of science.

Social Sciences

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
SOC310/311	U.S. History A/B ♦♦	X					2	
SOC600/601/602 SOC060/061/062	U.S. History A/B Individualized U.S. History A/B	X					2	
SOC330/331	WCSD Pre-IB Adv. U.S History A/B ♦	X					2	
SOC215/216	World History A/B ♦♦		X				2	
SOC700/701/702 SOC070/071/072	World History A/B Individualized World History A/B		X				2	
SOC356/357	WCSD Pre-IB Adv. World History A/B ♦♦	X	X				3	
SOC370/371 SOC372/373	IB History HL A/B ♦♦			X	X		2	Yes
SOC304	African American History & Culture ♦♦		X	X	X		1	
SOC306	Psychology I: Perspectives in Psychology ♦♦			X	X		1	
SOC337	Psychology II: Psychological Disorders & Personality ♦♦			X	X		1	Yes
SOC307	Sociology ♦♦			X	X		1	
SOC312	Economics ♦♦			X	X		1	
SOC801 SOC081	Economics Individualized Economics			X	X		1	
SOC376/377 SOC476/477	IB Economics SL A/B ♦♦			X	X		2	Yes
SOC378/379 SOC478/479	IB Economics HL A/B ♦♦			X	X		2	Yes
SOC315	Contemporary Affairs ♦♦			X			1	
SOC802 SOC082	Contemporary Affairs Individualized Contemporary Affairs			X			1	
SOC325	Geography ♦♦		X	X	X		1	
SOC803 SOC083	Geography Individualized Geography		X	X	X		1	
SOC339	Laws, Order, and Society ♦		X	X	X		1	
SOC415	U.S. Government ♦♦				X		1	
SOC800 SOC080	U.S. Government Individualized U.S. Government				X		1	
SOC417/418	AP U.S. Government A/B ♦♦				X		2	Yes
SOC308/309	AP Psychology A/B ♦♦		X	X	X		2	
SOC380/381 SOC480/481	IB Theory of Knowledge ♦♦			X	X		1	Yes
SOC321	Western Civilization I: Ancient & Medieval* ♦♦			X	X		1	Yes
SOC354	Western Civilization II: Early Modern* ♦♦			X	X		1	Yes
SOC327	Western Civilization III: Modern Period* ♦♦			X	X		1	Yes
SOC332	US History to 1877* ♦♦			X	X		1	Yes
SOC353	US History Since 1877* ♦♦			X	X		1	Yes
LCC104/105 LCC204/205	Social Sciences I, II, III, IV, A/B	X	X	X	X		2	

LCC304/305 LCC404								
SOC360	Women's Studies		X	X	X		1	

* Concurrent courses with Hawkeye Community College must meet entrance requirements

❖ Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E, or C must be in the coding to be an approved course. Generally S coded courses do not count in the RAI.

◇ Denotes the course is approved by the NCAA Eligibility Center

Six credits are required in Social Sciences and must include two credits in United States History, two credits in World History, 1 credit in United States Government, and one credit in Geography. Six, or more, social science credits are required for admission to most colleges and universities. Students in all social science courses will work on developing literacy and critical thinking skills to build their skills to be successful in real world situations. All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

U.S. History A/B ❖◇

04-103-G-050-11 (A)

04-103-G-050-21 (B)

SOC310/311

Renaissance, Imperialism, World Wars, fall of the Soviet Union, etc. Students will engage in the standards of the Iowa Core Curriculum.

U.S. History A/B

SOC600/601

Individualized U.S. History A/B

SOC060/061

04-103-S-050-11 (A)

04-103-S-050-21 (B)

Open to 9

2 credits

Students will study political, cultural, and social history to understand how that has determined the present. Studying key people, events, and American life will be the basis for understanding connections between diverse peoples. Focus will be on the turning points in history and events that have lasting impact on our contemporary lives. First semester covers Reconstruction to Progressivism. Second semester covers WWI to the start of the Cold War. Students will engage in the standards of the Iowa Core Curriculum.

WCSD Pre-IB Adv. World History A/B ❖◇

SOC356/357

04-051-E-050-10 (A)

04-051-E-050-20 (B)

Open to 9-10

3 credits

Geography is embedded in this course.

Students who choose to engage in a faster-paced, and rigorous World History course are encouraged to take WCSD Pre-IB Advanced World History. Students will study cultural areas of the world from a chronological perspective. They will relate historical and geographical information to contemporary situations. World History A covers ancient civilizations through the Middle Ages. World History B covers the Renaissance through Imperialism. In preparation for IB, AP, and concurrent courses, students will learn to study independently, engage in historical writing and research, analyze historical evidence, formulate questions to issues, use evidence to defend arguments, and draw conclusions about historical events. Students will engage in the standards of the Iowa Core Curriculum.

WCSD Pre-IB Adv U.S. History A/B ❖◇

SOC330/331

04-103-E-050-10 (A)

04-103-E-050-20 (B)

Open to 9

2 credits

Students will study political, cultural, and social history to understand how that has determined the present. Studying key people and events, and American life will be the basis for understanding connections between diverse peoples. The focus will be on the turning points in history and events that have a lasting impact on our contemporary lives. Students will cover Reconstruction to WWII and through 9/11. In preparation for IB, AP, and concurrent courses, students will learn to study independently, engage in historical writing and research, analyze historical evidence, formulate questions to issues, use evidence to defend arguments, and draw conclusions about historical events. Students will engage in the standards of the Iowa Core Curriculum.

IB History HL A/B ❖◇

04-054-H-050-11 (11A)

04-054-H-050-21 (11B)

04-054-H-050-12 (12A)

04-054-H-050-22 (12B)

Open to 11-12

SOC370/371

SOC372/373

2 credits

Recommended: WCSD Pre-IB Adv. US History

IB History HL is a two-year course designed to further develop students' source evaluation and historical essay writing skills. The course will focus on evaluating international intervention and conflicts, governments under single parties, as well as the causes and effects of wars. Students will also complete an essay over an historical topic of their choice.

World History A/B ❖◇

SOC215/216

04-051-G-050-10 (A)

04-051-G-050-20 (B)

World History A

SOC700

Individualized World History A

SOC070

04-051-S-050-10

Open to 10

2 credits

Students will cover ancient civilizations, the Middle Ages,

The African American Experience ❖◇

SOC304

04-107-G-050-00

Open to 10-11-12

1 credit

Celebrate the African American culture through a hands on, interactive learning experience that reviews the major role African Americans have played in shaping the history and culture of the United States. The course begins with the study of early West African societies, moves through the story of the establishment, development, and modernization of our country, and concludes with current times. Students will review both historical and current events through the lens of arts and literature, technology, and social and political contributions. An emphasis will be given to the African American story in Waterloo and in Iowa, and the role African American Iowans played in shaping our nation. Regardless of your race, ethnicity, or heritage, you will enjoy this view of history from a unique and engaging perspective.

Women’s Studies **SOC360**
04-108-050-00

Open to 10-11-12 1 credit
This course is designed to introduce students to women’s studies as an interdisciplinary field of knowledge. Women’s Studies strives to provide equal education to both women and men by making the study of the history and culture of women the central focus of concentrated scholarship and learning. The purpose of the course is to involve students in the ongoing dialogue of women’s experiences and women’s socialization by sex, class, color, and culture. Gender Studies courses examine the history, politics, economics, and/or culture of gender in U.S. society.

Psychology I: Perspectives in Psychology **SOC306**
04-254-G-050-00

Open to 11-12 1 credit
Many people associate psychology with psychologists and the treatment of individuals with emotional or mental health problems. However, there are many different topics and careers associated with the study of psychology. In this course, students will learn about the different psychological approaches such as: Behaviorism, Psychodynamics, Humanistic, Cognitive, Biological, and Sociocultural. Topics include sleep and dreams, brain function, the developing human, sensation, perception, gender, and more. Even if you’re not interested in becoming a psychologist, having a good understanding of the human mind and behavior will serve you well in any career. Psychology is about the connection between the mind and the body, and the combination of people’s thoughts, feelings, and actions.

Psychology II: Psychological Disorders & Personality **SOC337**
04-255-G-050-00

Open to 11-12 1 credit
Recommended: Psychology I
Have you ever wondered what makes people who they are? Are you curious as to what interferes with a person’s ability to function in a healthy way? In this course students will study psychological disorders and how they impact the way people think, feel, and behave in society. Students will discover different theories describing our personalities, and will look at the reasoning behind what motivates behavior. As a part of this, students will learn how to assess, diagnose, and offer treatments to people suffering from mental illnesses. Topics range from

anxiety disorders to schizophrenia, to depression, to violent behavior. Not only will this help prepare for careers in psychology/psychiatry, but will also offer an understanding of people and their mental health issues, which can assist in any career as well as personal relationships.

Sociology **SOC307**
04-258-G-050-00

Open to 11-12 1 credit
Why do some people commit crimes while others don’t? What can be done about poverty and inequality in the United States? Should sports teams with Indian mascots be allowed? Why is it considered normal to eat puppies in some parts of the world? If you are fascinated by the behavior of others and why we act the way we do, then sociology is for you. Sociology teaches us to answer “what,” “how,” and “why” about what is going on in our personal lives, our communities, and the world. Sociology challenges your basic assumptions about why people live the way they do. During the semester we frequently examine and discuss current events through a sociological perspective. Students enjoy conducting their own research study in this class. Similar to real-life sociologists, students will have the opportunity to study data from surveys that investigate important issues, attitudes, and experiences.

Economics **SOC312**
04-201-G-050-00

Economics **SOC801**
Individualized Economics **SOC081**
04-201-S-050-00
Open to 11-12 1 credit
Students will learn concepts such as supply and demand, market pricing and government intervention, and be able to relate them to social issues pertinent to their personal lives. The course will cover the history of economics and geopolitical studies. Students will engage in the standards of the Iowa Core Curriculum.

IB Economics SL A/B **SOC376/377**
04-206-H-050-11 (11A)

04-206-H-050-21 (11B)
04-206-H-050-12 (12A)
04-206-H-050-22 (12B)
Open to 11-12 2 credits

IB Economics SL is a one or two-year course providing students with the basic tools of economic reasoning while teaching them to use those tools to explain or interpret economic problems and to evaluate policy solutions. Course content will include microeconomics, macroeconomics, international economics, and development economics. There are two externally moderated exams.

IB Economics HL A/B **SOC378/379**
04-206-H-050-11 (11A)

04-206-H-050-21 (11B)
04-206-H-050-12 (12A)
04-206-H-050-22 (12B)
Open to 11-12 2 credits

IB Economics HL is a two-year course providing students with all of the SL instruction as well as some additional topics (e.g.,

Theory of the Firm, Market Structures, the Phillips Curve, Absolute and Comparative advantage, the implications of and solutions to a persistent current account deficit/surplus, the Marshall-Lerner Condition, trade creation/diversion, the Terms of Trade). A mathematical component (e.g., supply and demand as linear equations, calculating the effects of government intervention, the Keynesian Multiplier, calculating nominal vs. real values, calculating GEP growth, calculating inflation/unemployment from a set of data, constructing a weighted price index, calculating marginal and average tax rates) is also included. There is an additional exam over the HL extension topics and the mathematical component which is externally moderated, as are the others.

Contemporary Affairs [◇] **SOC315**
04-156-G-050-10

Contemporary Affairs **SOC802**
Individualized Contemporary Affairs **SOC082**

04-156-S-050-00
Open to 11 1 credit
Students will study current world events and issues from the United States' perspective. Students will critically analyze background information and events leading to the event/issue and will also consider the geographic influences and multiple perspectives impacting the event/issue. Students will engage in discussions and generate possible outcomes/solutions regarding current world events/issues. The course will have a unit on careers related to social studies. Students will engage in the standards of the Iowa Core Curriculum.

Geography [◇] **SOC325**
04-001-G-050-00

Geography **SOC803**
Individualized Geography **SOC083**

04-001-S-050-00
Open to 10-11-12 1 credit
The Geography credit can be satisfied by taking AP, WCSD Pre-IB Adv. World History, IB History or IB Economics.
This course is designed to help students better understand our constantly changing and complex world through the study of geography. The course will study geography from the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The course should compare and contrast these themes across all continents. Special emphasis will be placed on geographical skills, and geographic literacy (locating countries, capitals, and physical features of the world) as well as global, human issues in a contemporary world.

Laws, Order, and Society [◇] **SOC339**
04-166-G-050-00

Open to 10-11-12 1 credit
Do you like watching crime shows or police dramas? Are you a fan of *Law and Order*? Do you like *CSI* or *NCIS*? If you answered yes to any of the questions then this is the class for you. In this class, students will learn about crimes, police officers, investigations, trials, and sentencing those convicted. Students have many opportunities to work in groups to discuss different cases and legal situations. Projects students have

completed in the past include: solving a crime, writing a police report, performing forensic tests, participating in a mock trial, creating an ideal prison, and serving on a task force to help reduce different types of crime. Students who want a fun elective or who are interested in a career in the legal field should definitely sign up for this class.

U. S. Government [◇] **SOC415**
04-151-G-050-00

U.S. Government **SOC800**
Individualized U.S. Government **SOC080**

04-151-S-050-00
Open to 12 1 credit
Students will learn the concepts of our national, state, and local governments. They will be guided in developing an appropriate sense of responsible citizenship as participants in our democratic society. Topics covered include all branches of government and the interrelatedness of their functions and experiences to show students how government affects their daily life and how they can affect government. Students will engage in the standards of the Iowa Core Curriculum.

AP U.S. Government A/B [◇] **SOC417/418**
04-159-H-050-10 (A)

04-159-H-050-20 (B)
Open to 12 2 credits
All students interested in government are encouraged to consider taking this course; teacher recommendation. It is strongly recommended that students take Government prior to this course. Students must complete this course to get the government credit on their transcript

Students will learn the concepts of our national, state, and local governments. They will be guided in developing an appropriate sense of responsible citizenship as participants in our democratic society. Topics covered include all branches of government and the interrelatedness of their functions and experiences to show students how government affects their daily life and how they can affect government. The course will contain more writing components and more in-depth analysis. Students will engage in the standards of the Iowa Core Curriculum.

AP Psychology A/B [◇] **SOC308/309**
04-256-H-050-10 (A)

04-256-H-050-20 (B)
Open to 10-11-12 2 credits
Students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings, exposed to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice. Students will explore how psychologists use research methods and critical analysis to explore human behavior. Students will engage in the standards of the Iowa Core Curriculum.

IB Theory of Knowledge A/B [◇] **SOC380/381**
04-304-H-025-11 (11A)

04-304-H-025-21 (11B) **SOC480/481**
04-304-H-025-12 (12A)

04-304-H-025-22 (12B)
Open to 11-12 1 credit
Recommended: International Baccalaureate Diploma

Candidate

Theory of Knowledge provides a connecting link for the learner to synthesize the approaches to understanding gained over the course of IB study. TOK is taken every other day with seminar on alternating days. Students will explore and apply the eight Areas of Knowledge and eight Ways of Knowing. The course raises questions about the validity of knowledge, and in so doing seeks a cross-curricular understanding of how a learner learns and, ultimately, knows. Students will pursue a wide range of readings to be examined in a Socratic Seminar setting combining literature, history, science, mathematics, and fine arts, among others. This course should be taken by students who are pursuing the International Baccalaureate Diploma.

Western Civilization I: Ancient & Med [❖] [◇] **SOC321**

04-060-C-050-00

Open to 11-12

1 credit

Hawkeye Community College HIS117

3 credits

Students must meet the HCC entrance requirements and complete the registration process.

Western Civilization I traces the development of Western civilization from prehistory to the end of the High Middle Ages. The role of the humanities is emphasized. The course explores major political, social, economic, scientific, intellectual, cultural, and religious developments contributing to Western society. These include the significant events and contributions of early Middle Eastern civilizations, classical and Hellenistic Greece, the Roman Empire, its successors, the rise of the Western Christian Church, and Medieval Europe. This course will identify the significance of important people, places, and terms in Western history from the beginnings of ancient civilizations to the age of absolutism, recognize the inter-relatedness of politics, economics, society, religion, and culture in human history to the early modern period, create awareness of areas of geographical importance in Western history, recognize the variety of philosophical and religious traditions that have influenced Western Civilization, develop an appreciation of cultural contributions to Western Civilization deriving from the visual arts, theatre, and music, and recognize the variety and multitude of contributors to our present society.

Western Civilization II:Early Modern [❖] [◇] **SOC354**

04-063-C-050-10

Open to 11-12

1 credit

Hawkeye Community College HIS118

3 credits

Students must meet the HCC entrance requirements and complete the registration process.

Western Civilization II surveys the development of Western Civilization, covering the end of the High Middle Ages of Europe to the French Revolution. The role of the humanities is emphasized. The course will examine the major political, social, economic, intellectual, cultural, and religious developments contributing to the emergence of modern Western European society. This includes the significant events and contributions of the Renaissance, the Reformation, the Columbian exchange, the Scientific Revolution, and the Enlightenment.

Western Civilization III: Modern Period [❖] [◇] **SOC327**

04-055-C-050-20

Open to 11-12

1 credit

Hawkeye Community College HIS119

3 credits

Students must meet the HCC entrance requirements and complete the registration process.

Western Civilization III explores the development of Western Civilization, covering the period from the French Revolution until the present. The role of the humanities is emphasized. The course will examine the major political, social, economic, intellectual, cultural, and religious developments contributing toward Western Society. Included are such major developments as the Industrial Revolution, the French Revolution, Romanticism, European Colonialism, World War I and II, the Cold War, The New European Order, and the World of the 21st Century.

US History to 1877 [❖] [◇] **SOC332**

04-102-C-050-00

Open to 11-12

1 credit

Hawkeye Community College HIS151

3 credits

Students must meet the HCC entrance requirements and complete the registration process.

This United States history course examines the country's Colonial experience, Revolutionary period, and 19th century history through Reconstruction. The course includes political, economic, and social history of this period, as well as the development of American thought.

US History Since 1877 [❖] [◇] **SOC353**

04-103-C-050-00

Open to 11-12

1 credit

Hawkeye Community College HIS152

3 credits

Students must meet the HCC entrance requirements and complete the registration process.

This United States history course examines the period from the end of reconstruction to the present. Emphasis is placed upon industrialization and its impact, the development of a strong federal government, an aggressive foreign policy, and a growing involvement in an international economy. The course includes political, economic, and social history of this period, as well as the development of American thought.

World Studies A/B **HIM220/221**

04-051-S-050-00 (A)

04-051-S-050-00 (B)

Open to 9-10-11-12

2 credits

Students will develop an understanding of geography and cultural diversities through the use of sign. Current events in the world will be discussed and related to the everyday lives of the students.

U.S. Government **HIM321**

04-151-S-050-00

Open to 9-10-11-12

1 credit

Students will learn the basic structure of government at all levels and how government affects their daily lives now and in the future. Emphasis will be on their rights and responsibilities. Participation in Life Centered Curriculum Courses is determined through an IEP team decision. The course of study within the IEP defines graduation requirements based on individual needs

Social Sciences I, II, III, IV A/B

04-305-S-050-00 (A) **LCC104/105**

04-305-S-050-00 (B)

04-305-S-050-00 (A) **LCC204/205**

04-305-S-050-00 (B)

04-305-S-050-00(A) **LCC304/305**

04-305-S-050-00(B)

04-305-S-050-00 (A) **LCC404**

04-305-S-050-00 (B)

Open to 9-10-11-12 2 credits

In this series of courses students will learn and apply essential elements that are specific statements of knowledge and skills linked to the grade-level English expectations identified in the Common Core State Standards. Students will also learn to use different forms of technology for writing based on their individual goals for future living, learning, and working environments.

Specialized Offerings

	Course Title	9	10	11	12		Credits	Recommended Approval
CAR105	C ³ Foundations	X					1	
<i>EXPANDED LEARNING PROGRAM</i>								
LEA100/101	Expanded Learning Program A/B	X	X	X	X		2	Yes
CAR210/211	I-JAG A/B (East)	X	X	X	X		1	
HIM600/601 HIM700/701 HIM800/801 HIM900/901	Essential Skills Development (Hearing Impaired)	X	X	X	X		2	
LCC110/111	Employability in the 21st Century A/B	X	X	X	X		2	

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

C³ Foundations

22-152-G-050-00

Open to 9

This is a required course for 9th grade students (unless the credit was earned in 8th grade). The Expanded Learning Program, IB Diploma Program, JROTC, ELL C³ Foundations, and Strategies courses also meet the requirement for C³ Foundations. It is highly recommended that very careful consideration be given prior to enrolling in one of these courses that takes the place of C³ Foundations.

The course includes 21st century concepts and skills in the areas of career choices, employability, financial literacy, and high school orientation. Students will match their interest and aptitudes to career options with a focus on using employment information effectively, acquiring and improving employability skills that allow people to gain, remain, and advance in the workplace as well as in society. Students will use technology to enhance their class projects. Students will be expected to demonstrate money management and make informed, responsible financial decisions. Students will review and update their career plan and explore pathway options (liberal arts, CTE, and IB). Students will gain an understanding of working in a global society.

Expanded Learning Program A/B

101-H-050-10 (A)

22-101-H-050-20 (B)

Open to 9-10-11-12

Recommended: Identified for Expanded Learning Program services, enrolled in Advanced English 9 or 10, Advanced Placement courses, Post-Secondary enrollment, and/or instructor approval

This class is especially designed to meet the needs of gifted and talented learners. ELP offers the opportunity to extend and apply discussion, research, production, and critical thinking skills.

LEA100/10122

2 credits

CAR105

1 credit

This class emphasizes the development of independent, lifelong learners. Students will design and complete investigations and/or in-depth studies based on personal interests. Upper class students have the opportunity to participate in internships. Grades are assigned. The pass/no credit option is available. Students may select the course each semester all four years. **When the Expanded Learning course is taken as a 9th grader, the requirement of the C³ Foundations credit is met.**

I-JAG A/B (East)

22-151-G-050-10 (A)

22-151-G-050-20 (B)

Open to 9-10-11-12

Iowa Jobs for America's Graduates is a course that focuses on leadership, teambuilding, and career-skills. The class includes (1) a career association-a student run organization that plans events and maintains its own governing body, (2) job-shadowing-choose a career association-a student run organization that plans events and maintains its own governing body, (2) job-shadowing-choose a career field and shadow a person in that field for a day, (3) guest speakers-listen to professionals from various career fields and educational institutions, and (4) leadership development conference-student elected leaders attend the state conference in Des Moines and may possibly attend a national meeting.

CAR210/211

1 credit

Employability in the 21st Century A/B LCC110/111

22-153-S-050-00 (A)

22-153-S-050-00 (B)

Open to 9-10-11-12

2 credits
Students will participate in the school-based enterprise. Students will apply their knowledge and skills in a "live" business setting where challenges arise daily and interactions with customers are varied. This school-based enterprise helps prepare students to transition from school to work or college by deepening students' communication, active listening, critical

thinking, collaboration, time management, positive social interactions, and community awareness skills. For many students, this school-based enterprise provides them with their first work experience and opportunities to develop critical employability skills. For other students, this school-based enterprise provides an opportunity to build management and leadership skills.

World Languages

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
FOR100/101	Spanish I A/B [◆]	X	X	X	X		2	Yes
FOR106/206	Compacted Spanish I & II A/B [◆]	X					4	Yes
FOR102/103	French I A/B [◆]	X	X	X	X		2	Yes
FOR104/105	German I A/B [◆]	X	X	X	X		2	Yes
FOR164/165	WCSD Pre-IB Adv German I A/B [◆]	X					2	Yes
FOR200/201	Spanish II A/B [◆]		X	X	X		2	Yes
FOR260/261	WCSD Pre-IB Adv Spanish II A/B [◆]	X	X				2	Yes
FOR202/203	French II A/B [◆]		X	X	X		2	Yes
FOR204/205	German II A/B [◆]		X	X	X		2	Yes
FOR306/307	WCSD Pre-IB Adv German II A/B [◆]	X	X				2	Yes
FOR300/301	Spanish III A/B [◆]			X	X		2	Yes
FOR360/361	WCSD Pre-IB Adv Spanish III A/B [◆]		X	X			2	Yes
FOR362/363 FOR462/463	IB Spanish SL A./B [◆]			X	X		2	Yes
FOR366/367 FOR466/467	IB Spanish HL A./B [◆]			X	X		2	Yes
FOR302/303	French III A/B [◆]			X	X		2	Yes
FOR304/305	German III A/B [◆]			X	X		2	Yes
FOR310/311 FOR410/411	IB German SL A./B [◆]			X	X		2	Yes
FOR400/401	Spanish IV A/B [◆]			X	X		2	Yes
FOR402/403	French IV A/B [◆]				X		2	Yes
FOR404/405	German IV A/ [◆]				X		2	Yes

[◆]Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

[◇]Denotes the course is approved by the NCAA Eligibility Center

Native speakers or students transferring into the program with previous language experience are required to take a placement test to determine appropriate course level. Contact your counselor to arrange testing.

The National Standards for Foreign Language Learning, as outlined by the American Council on the Teaching of Foreign Languages (ACTFL), are the basis for the design of each world language course. The “5 Cs” of Communication, Cultures, Connections, Comparisons and Communities describe what students should know and be able to do as a result of world language study.

Communication: Students will learn how to communicate in meaningful contexts.

Cultures: Students will learn about the practices and products of other cultures from a variety of perspectives.

Connections: Students will link their study of the language to their personal lives and academic pursuits.

Comparisons: Students will compare their own language and culture to those of other countries.

Communities: Students will develop the skills and knowledge to use language outside the classroom and to become lifelong language learners.

World Language entrance (admission) requirements vary from college to college and even within a college, depending on the major and degree. World language requirements may range from 0-4 years. Many colleges also have exit world language requirements, which

differ from entrance requirements. Some colleges do not honor Pass/Fail grades because they have a C minimum requirement. The best guidelines for college language entrance/exit requirements are: (1) check with the specific colleges under consideration, and (2) take four consecutive years of the same language with a minimum of a C to ensure compliance with language requirements. Throughout all levels of world language courses, there will be a curricular focus on each career interest area.

In order to fulfill the UNI requirement, students must have maintained a minimum of C-in their high school world language courses and students cannot take a 1st or 2nd year language course as pass/fail.

All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Spanish I A/B ♦

24-052-G-050-10 (A)
24-052-G-050-20 (B)

Open to 9-10-11-12

2 credits

Recommended: Students must have successfully completed 8th grade Language Arts. Students who have received a C or above in their most recent English course will have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

This course introduces students to the people, language, and cultures of the Spanish speaking world. Students will learn to communicate basic information about themselves and their environment and will develop the fundamentals of speaking, listening, reading, and writing in Spanish.

Compacted Spanish I & II A/B ♦

24-052-H-050-10 (A)
24-053-H-050-10 (B)

Open to 9, 10

4 credits

Recommended: Students must successfully complete 8th grade Language Arts. Student who have received a C or above in their most recent English course have a better chance of success.

Compacted Spanish compacts four semesters of Spanish (two semesters of Spanish I and two semesters of Spanish II) into two semesters. Students will complete both semesters of Spanish I during the fall semester of this course, the first semester of Spanish II during the spring semester of this course, and the second semester of Spanish II during the summer. **For the student who signs up for this course, the summer class will be a priority over sports and vacation plans.** The class will be fast paced and challenging. Students will be expected to do much study and learning on their own. This course introduces students to the people, language, and culture of the Spanish speaking world. Students will learn basic communication and the fundamentals of the Spanish language through the study of vocabulary and grammatical structures. Throughout the course, students will develop their skill in speaking, listening, reading and writing.

French I A/B ♦

24-102-G-050-10 (A)
24-102-G-050-20 (B)

Open to 9-10-11-12

2 credits

Recommended: Students must successfully complete 8th grade Language Arts. Students who have received a C or above in their most recent English course have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

This course introduces students to the people, language, and

FOR100/101

cultures of the French speaking world. Students will learn to communicate basic information about themselves and their environment, and will develop the fundamentals of speaking, listening, reading, and writing in French.

German I A/B ♦

24-252-G-050-10 (A)
24-252-G-050-20 (B)

Open to 9-10-11-12

2 credits

Recommended: Students must have successfully completed 8th grade Language Arts. Students who have received a C or above in their most recent English course will have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

This course introduces students to the people, language, and cultures of the German speaking world. Students will learn to communicate basic information about themselves and their environment and will develop the fundamentals of speaking, listening, reading, and writing in German.

WCSD Pre-IB Adv German I A/B ♦

24-252-E-050-10 (A)
24-252-E-050-20 (B)

Open to 9

2 credits

Recommended: Students must have successfully completed 8th grade Language Arts. Students who have received a C or above in their most recent English course will have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

WCSD Pre-IB Adv German I is designed with more intensive coverage of curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

Spanish II A/B ♦

24-053-G-050-10 (A)
24-053-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: Students must have successfully completed both semesters of Spanish I; students must also successfully complete the first semester of Spanish II to continue to the second semester.

The main objective of the second-year course is to expand on the language and culture of Spanish speaking countries by building all skills: speaking, listening, reading, and writing.

WCSD Pre-IB Adv Spanish II A/B ♦

24-053-E-050-10 (A)
24-053-E-050-20 (B)

Open to 9-10

2 credits

FOR104/105

FOR164/165

FOR200/201

FOR260/261

Recommended: WCSD Pre-IB Adv Spanish I
WCSD Pre-IB Adv Spanish II is designed with more intensive coverage of the level II curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

French II A/B **FOR202/203**

24-103-G-050-10 (A)
24-103-G-050-20 (B)

Open to 11-12 2 credits

Recommended: Students must have successfully completed both semesters of French I; students must also successfully complete the first semester of French II to continue to the second semester.

The main objective of the second-year course is to expand on the language and culture of French speaking countries by building all skills: speaking, listening, reading, and writing.

German II A/B **FOR204/205**

24-253-G-050-10 (A)
24-253-G-050-20 (B)

Open to 10-11-12 2 credits

Recommended: Students must have successfully completed both semesters of German I; students must also successfully complete the first semester of German II to continue to the second semester.

The main objective of the second-year course is to expand on the language and culture of German speaking countries by building all skills: speaking, listening, reading, and writing.

WCSD Pre-IB Adv German II A/B **FOR306/307**

24-253-E-050-10 (A)
24-253-E-050-20 (B)

Open to 9-10 2 credits

Recommended: WCSD Pre-IB Adv German I

WCSD Pre-IB Adv German II is designed with more intensive coverage of the level II curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

Spanish III A/B **FOR300/301**

24-054-G-050-10 (A)
24-054-G-050-20 (B)

Open to 11-12 2 credits

Recommended: Students must have successfully completed both semesters of Spanish II; students must also successfully complete the first semester of Spanish III to continue to the second semester.

This course will further expand on the language and culture of Spanish speaking countries by building more complex and involved speaking, listening, reading, and writing skills. Class discussion in Spanish is spontaneous and frequent. Proficiency and refinement of oral and written expression in the language is the major emphasis of the third-year course.

WCSD Pre-IB Adv Spanish III A/B **FOR360/361**

24-054-E-050-10 (A)
24-054-E-050-20 (B)

Open to 10-11 2 credits

Recommended: WCSD Pre-IB Adv Spanish II,
WCSD Pre-IB Spanish III is designed with more intensive

coverage of the level III curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

IB Spanish SL A/B

24-063-H-050-11 (11A)

24-063-H-050-21 (11B)

24-063-H-050-12 (12A)

24-063-H-050-22 (12B)

Open to 11-12

Recommended: WCSD Pre-IB Spanish II or Spanish III.

IB Spanish SL is a two-year course emphasizing communication and culture. Students will continue to use the grammatical structures from the previous levels of study and learn more advanced structures while perfecting written and oral communication skills. Students sitting for the SL exam must have studied the language for at least four years. Five years of the language is strongly recommended.

FOR362/363

FOR462/363

2 credits

IB Spanish HL A/B

24-063-H-050-11 (11A)

24-063-H-050-21 (11B)

24-063-H-050-12 (12A)

24-063-H-050-22 (12B)

Open to 11-12

Recommended: WCSD Pre-IB Spanish II or Spanish III.

IB Spanish HL is a two-year course that covers all the material taught in SL as well as the study of two literary works (read and analyzed). Students will read outside of class and discuss the literature during class. Students will also extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works in order to construct, analyze, and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

FOR366/367

FOR466/467

2 credits

French III A/B

24-104-G-050-10 (A)

24-104-G-050-20 (B)

Open to 11-12

Recommended: Students must have successfully completed both semesters of French II; students must also successfully complete the first semester of French III to continue to the second semester.

This course will further expand on the language and culture of French speaking countries by building more complex and involved speaking, listening, reading, and writing skills. Class discussion in French is spontaneous and frequent. Proficiency and refinement of oral and written expression in the language is the major emphasis of the third-year course.

FOR302/303

2 credits

German III A/B

24-254-G-050-10 (A)

24-254-G-050-20 (B)

Open to 11-12

Recommended: Students must have successfully completed both semesters of German II; students must also successfully complete the first semester of German III to continue to the

FOR304/305

2 credits

second semester.

This course will further expand on the language and culture of German speaking countries by building more complex and involved speaking, listening, reading, and writing skills. Class discussion in German is spontaneous and frequent. Proficiency and refinement of oral and written expression in the language is the major emphasis of the third-year course.

IB German SL A/B ♦

24-263-H-050-11 (11A)

FOR310/311

24-263-H-050-21 (11B)

24-263-H-050-12 (12A)

FOR410/411

24-263-H-050-22 (12B)

Open to 11-12 (W)

2 credits

Recommended: WCSD Pre-IB German II.

IB German SL is a two-year course that emphasizes language acquisition and the development of language skills. The course aims to cultivate students' intercultural understanding and to help students understand and use German in a variety of contexts and for a variety of purposes. IB German SL students-through social interactions and the study of a range of text types-develop an awareness and appreciation of the different perspectives of people from other cultures. Students taking the SL exam must have studied the language for at least four years of coursework.

Spanish IV A/B ♦

FOR400/401

24-055-G-050-10 (A)

24-055-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Students must have successfully completed both semesters of Spanish III; students must also successfully complete the first semester to continue to the second semester.

Communication in Spanish is the emphasis of this course. This is achieved through the exploration of contemporary and historical topics. The class is conducted in Spanish; student participation in Spanish is expected.

French IV A/B ♦

FOR402/403

24-105-G-050-10 (A)

24-105-G-050-20 (B)

Open to 12

2 credits

Recommended: Students must have successfully completed both semesters of French III; students must successfully complete the first semester to continue to the second semester.

Communication in French is the emphasis of this course. This is achieved through the exploration of contemporary and historical topics. The class is conducted in French; student participation in French is expected.

German IV A/B ♦

FOR404/405

24-255-G-050-10 (A)

24-255-G-050-20 (B)

Open to 12

2 credits

Recommended: Students must have successfully completed both semesters of German III; students must successfully complete the first semester to continue to the second semester.

Communication in German is the emphasis of this course. This is achieved through the exploration of contemporary and historical topics. The class is conducted in German; student participation in German is expected.