



BELLEVUE COMETS
ELEMENTARY + MIDDLE + HIGH SCHOOL
BELIEVE IN THE BLUE

Bellevue Community School District
Course Description Guide
2023-2024

It is the policy of the Bellevue Community School District not to discriminate on the basis of race, color, creed, gender identity, marital status, sex, sexual orientation, national origin, religion, age, disability or socioeconomic status in its educational programs, services, or employment practices.

COURSE DESCRIPTION GUIDE
BELLEVUE COMMUNITY SCHOOL DISTRICT
A MESSAGE FROM THE PRINCIPAL

The following information is designed to inform students and parents about the educational policies and guidelines at Bellevue School/High School. As principal, my goal is to provide an atmosphere that promotes student achievement in all curricular areas, and allows students to experience success in academics, extracurricular activities, and all other areas associated with school. We wish to have all students experience success, and want to provide these opportunities for students.

As we move further into the 21st Century we wish to have all students experience success through a diverse curriculum that meets the needs of all students. In addition, the school is committed to providing students opportunities in the following “Power Standards for the 21st Century” during their years in the Bellevue Middle School and Bellevue High School:

Essential Core Content Knowledge

English, Reading, Language Arts	Science
Mathematics	Social Studies
World Languages	Fine Arts

Literacy Power Standards (acquiring information)

Reading, (Comprehension) Literacy	Scientific Literacy
Technological Literacy	Economic/Financial Literacy
Numerical Literacy	Visual/Verbal Literacy

Application Power Standards (manipulating information)

Communication Skills	Higher-order Thinking Skills
Collaboration Skills	Leadership/Character Skills
Problem-Solving Skills	Entrepreneurship/Employability

Each class in the curriculum is designed to challenge students in some way, and teachers are readily available to assist students when problems and/or concerns arise. It is everyone’s mission at school to assist students in passing all courses, but ultimately students must also work hard and strive for success each and every day. A student’s commitment to doing their best is imperative for success in school and in each and every activity that they take part in throughout their lives. Students who develop good habits and a strong work ethic in school are much more likely to succeed outside of school, and therefore we challenge you to give your best effort each and every day in everything that you do.

Jeff Recker
Bellevue Middle School & High School Principal

“Success is the self-satisfaction in knowing you did your best to become the best that you are capable of becoming.” (John Wooden)

Bellevue Community School District

The Mission

- The Bellevue Community School District will ensure quality-learning experiences for all students to reach their full potential in a dynamic global society.

Academics

- All students will be proficient in Reading, Math & Science.

Respect

- Respect among students, staff and the administration is expected.

Drug Awareness

- Students will be educated about the consequences of drug, alcohol, and tobacco use.

Technology

- Current technology is available to students, staff, and the community.

Community

- The educational process will be shared by the school, the parents, and the community.

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* All course information is subject to change based on enrollment in courses, course availability, and the needs of students at Bellevue High School. We will work to provide courses that meet the needs of students on a continual basis in an equitable manner.

Equal Education Opportunity

The Bellevue Community School District provides equal opportunity in programs provided to all students regardless of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed.

Harassment or discriminatory behavior that denies civil rights or access to equal education opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally discriminates on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act.

Required Subjects, Minimum Requirements and Graduation

One credit or 1/2 unit is earned for the successful completion of a semester's work--18 weeks. 28 units or 56 credits are necessary for graduation from Bellevue High School.

The following courses must be successfully completed as part of the total credits for graduation:

English

- 4 units or 8 semesters (English I, II, English Literature, a semester of Language Arts Survey and one English elective)

Mathematics

- 3 units or 6 semesters (Algebra I & Geometry required)

Science

- 3 units or 6 semesters (Biology & Earth/Physical Science required)

Social Studies

- 3 units or 6 semesters (Big History, American History, one semester of U.S. Government, and one elective).

Physical Education

- Participation in P.E. for four full years, and must pass all semesters enrolled. Exceptions may be made once during the Junior or Senior year if students have a full academic schedule.

Seniors unable to successfully complete the necessary units of work will be awarded a Certificate of Attendance instead of the regular diploma. Those who wish to go beyond four years of high school in order to complete the requirements must have the approval of the administration. Requests for waiver of any of the above requirements must have the approval of the administration before any school year begins. Persons failing a required subject must repeat it the following year. The standard for high school entrance and graduation shall be maintained and strengthened and students unable to do the required work, or failing to attempt to do it, may be considered as being possibilities for termination.

Attendance/Participation in all classes on a regular basis is vital for student learning, in Concurrent Credit or regular credit classes, and students must be aware of the importance of attendance in all classes.

Bellevue Community Schools Graduation Requirements

Old Requirements Total Credits 54 semesters		Recommended ACT Core		New Requirements Total Credits 56 semesters Effective Class of 2014 (Exception: Online Elective: Class of 2015) (Exception: Math: Geometry: Class of 2016)	
English	8	English	8	English	8
	English I	2		English I	2
	English II	2		English II	2
	English III	2		English III	2
	Speech OR L.A. Survey	1		L.A. Survey	1
	Elective	1		*Elective	1
Mathematics	6	Mathematics	6	Mathematics	6
	Algebra	2	Algebra I	Geometry	2
	Electives	4	Geometry	*Electives	4
			Algebra II		
Science	6	Science	6	Science	6
	Biology	2	Biology	Biology	2
	Electives	4	Chemistry	*Electives	4
			Physics		
Social Studies	6	Social Studies	6	Social Studies	6
	Big History	2		Big History	2
	American History	2		Am. Hist.	2
	Government	1		Government	1
	Elective	1		*Elective	1
				Real Life	1
				(Career, FCS, Financial/Economic)	

Physical Education	4
Electives	24
	54 Possible 64

Online Elective	1
PE/Health	4
Electives	24
	56 Possible 64

*Any elective taken to fulfill a core requirement must be approved by the guidance counselor and the principal. Any student questioning the decision may schedule a conference inclusive of the guidance counselor, principal, parents, and student, at which time the parties will gauge the best choice for the student's future plans and potential plans. The school's goal is to ensure the student is fully prepared for his/her next life steps or potential life steps.

Pre-requisites will be established for core elective classes.

ACT (including writing) or the complete battery of the COMPASS will be taken, targeted for 11th Grade.

Students must demonstrate proficiency in reading and math on multiple assessments (MAP, ITED, PLATO, COMPASS, ACT) each year or successfully complete Academic Services classwork as part of the student's academic schedule. Students must demonstrate proficiency in two assessments by the end of the semester to enroll in other classes for the next semester.

Concurrent Credit Course Offerings & Enrollment

The following courses on page 8 are being offered at Bellevue High School for concurrent credit during the 2021-2022 school year. For more information on each course, please see the course description on the page indicated for each course. In addition, more courses may also be available for students to take either on-line or through the ICN. Some of these courses may include Statistics, Art History, Computer Programming, or others. BHS attempts to make any class available to students who show an interest, and we will work to have students registered in these classes.

Courses for concurrent credit allow students to earn high school credit at Bellevue High School, and college credit through the Eastern Iowa Community College District at Clinton Community College. Students will register during the first full week of courses during the semester with Clinton Community College representatives. Courses through Clinton Community College will count as college credit at Clinton Community College,

along with being able to be used as transfer credits to other colleges. *Courses are eligible to transfer, and those that are considered General Education courses/credits will transfer as either fulfilling a college general education requirement or as an elective. Courses that are considered Career Technical courses will transfer to the state of Iowa Regent universities, and these schools will accept up to 16 credits of Career Technical coursework as electives.* Students are encouraged to communicate with their college of choice to discover more specific information on the transfer of credits. In addition, the website www.transferiniowa.org gives a detailed account of how each course offered at colleges transfers into regent universities (Iowa, Iowa State & University of Northern Iowa).

Students in grades 11 and 12 are eligible to enroll in classes to earn college credit. A student in grade 9 or 10 who participates in the Gifted and Talented program is also eligible to enroll at one of the community colleges, state university or an accredited private college or university. Students must have a specific score on their ACT, PLAN (taken during their sophomore year at BHS), or COMPASS assessment (offered as needed for students at BHS through arrangements with the School Counselor). A student may enroll in one or more classes, however, there must be at least one free period during the semester the course is taken. The high school pays the college or university for the cost of tuition, textbooks, materials and fees up to \$250. If the student fails the class he/she will have to pay for the class.

More information on concurrent credit courses at BHS may be gained from communicating with the HS Principal or School Counselor.

Articulation Agreements - Bellevue High School

Articulation is the process of mutually agreeing upon core competencies and performance levels transferable between institutions and programs for college credit. Articulation enables students enrolled in high school courses to receive college credit for the competencies achieved. When students graduate, they should be sure to check with their high school counselor and instructors so that the necessary forms are submitted to the appropriate Kirkwood department.

<u>HS Course</u>	<u>College/Course-Credits</u>
Intro to Composition I*	EICCD ENG-105 – 3
Intro to Composition II*	EICCD ENG-106 - 3
Intro to Computer App I (ADM-122)	EICCD Intro to Word Proc - 3
Advanced Computers (CSC-110)	EICCD Advanced Word Proc - 3
Plant Safety	EICCD
Adv. Metals/Shielded Metal Arc Welding-Basic*	EICCD Welding Fundamentals- 3

- EICCD (Eastern Iowa Community College District) includes the following colleges: Clinton Community College, Scott Community College, and Muscatine Community College

* *indicates a concurrent course at Bellevue High School*

Board of Regents, State of Iowa
Freshman Admission Requirements to the Regent Universities

Admission of freshmen who wish to enroll at any of the Iowa Regent universities beginning Fall 2009 and beyond will be based on the Regent Admission Index (RAI) equation described below. In addition, applicants must meet the minimum high school course requirements for the university they wish to enter.

(2 x ACT composite score)
+ (1 x percentile high school rank)
+ (20 x high school GPA)
+ (5 x number of high school core courses)
Regent Admission Index Score

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

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

The Regent universities recognize that the traditional measures of academic performance do not adequately describe some students' potential for success. Therefore, 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.

Regent Admission Index
Frequently Asked Questions

Q: What was the reason for changing the freshman admission requirements to the Regent universities?

A: In Spring 2006, the Iowa legislature passed House File 2395, requiring the Board of Regents to conduct a study of the current upper one-half class rank requirement which has been in place since 1958. The Board of Regents appointed an Admissions Study Team, including representatives from the Board of Regents and each of the three Regent universities, to conduct this study. After reviewing a large volume of data, the Admissions Study Team created the Regent Admission Index (RAI) and recommended that the RAI replace the current upper-half class rank requirement. This recommendation was approved by the Board of Regents and by the Iowa legislature, and will go into effect for freshmen that will enter the Iowa Regent universities beginning Fall 2009.

Q: What exactly is the RAI?

A: The RAI is a score derived from a mathematical equation that includes four factors which have been shown to be predictors of academic success at the Regent universities: class rank, ACT/SAT scores, grade point average, and core courses completed. Below is the RAI equation:

$$\text{RAI} = (\text{percentile class rank} \times 1) + (\text{ACT composite} \times 2) + (\text{number of core courses completed} \times 5) + (\text{high school GPA} \times 20)$$

Note: For purposes of calculating the RAI, ACT composite score has a top value of 36 (SAT scores will be converted to ACT composite equivalent); high school rank is expressed as a percentile with 99% as the top value; high school GPA is expressed on a 4-point scale; and number of high school courses completed in the core subject areas is expressed in terms of years or fractions of years of study.

Q: May I calculate my own RAI score?

A: Students may easily calculate their own unofficial RAI score by using the RAI calculator on the Iowa Board of Regents website at the following website:
www2.state.ia.us/regents/RAI/index.html.

Q: Does this mean each Regent University no longer has minimum high school course requirements?

for admission?

A: No. Each Regent University still has its own minimum high school course requirements for admission. These requirements really serve as the first screen in the admission decision process. In other words, if the students don't meet these minimum high school course requirements, they generally won't be offered admission, regardless of their RAI score.

Q: Why does the RAI represent an improvement over the current upper-half class rank requirement?

A: There are two primary reasons. First, the RAI takes into consideration four factors,

which have been shown to be predictors of academic success at the Regent universities. As a result, the RAI does a better job of predicting academic success. Second, the RAI provides a real incentive for high school students to take additional core courses, especially during the all-important senior year.

Q: What if my school doesn't provide a class rank?

A: Applicants whose schools do not provide class rank will be evaluated on an individual basis.

Q: Does an RAI score of at least 245 mean I will automatically qualify for admission to any of the three Regent universities?

A: Yes, provided you also meet each university's minimum high school course requirements for admission.

Q: Does an RAI score below 245 mean I won't be admitted to any of the Regent universities?

A: Not necessarily. Each university will evaluate applicants with less than a 245 RAI score on an individual basis and make their own admission decisions. Those admission decisions will be specific to each university. In other words, a student with less than a 245 RAI who is offered admission to one university is not guaranteed admission to the other two universities.

Q: How do I know which of my high school's courses will count in the calculation of my RAI score?

A: Basically, any college-prep course offered in the subject areas of English, math, science, social studies, or foreign language will count. However, students and parents should consult with their guidance office to be sure, especially as they plan their class schedules.

Q: Why are only English, math, science, social studies, and foreign language courses acceptable for the RAI? What about courses in areas like journalism, computer science, music, art, etc.?

A: When the RAI requirements were in the early stages of being developed, the decision was made to restrict the acceptable courses to the five core subject areas mentioned above. The reason behind this decision is that all students are expected to have completed a minimum level of preparation in each of these core subject areas (with the exception of foreign language for some majors) before they enter a Regent university. While courses in other subject areas are certainly beneficial for college-bound students, especially for those who wish to pursue majors in those respective fields, they are not courses that all Regent University bound students should be expected to have completed. And while courses in areas like journalism, computer science, art, music, etc. are generally not counted in the RAI calculation, they will be viewed favorably by the admissions officers when they consider applicants who fall below the RAI 245 automatic admit score.

Q: What about high school core courses that are completed before ninth grade?

A: In general, high school core courses completed before ninth grade may be counted in the RAI calculation. If the course is an obvious sequential course (e.g., Spanish 1, Algebra 1), it does not need to be listed on the high school transcript in order to be counted in the RAI calculation, provided a higher level course appears on the transcript (e.g., Spanish II, Algebra 2). However, if the course is not an obvious sequential course (e.g., Biology, American History), the course must appear on the high school transcript in order to be counted in the RAI calculation.

Q: What about college courses that are taken in high school?

A: College courses taken in high school may be counted in the RAI calculation only if they fall into one of the five core subject areas: English, math, science, social science, or foreign language. In order to be counted in the RAI calculation, these college courses must be listed on the high school transcript or a college transcript must be provided to the university. College courses taken in high school do not receive any additional weight when the RAI score is calculated. For example, one semester of college course work would generate an additional 2.5 RAI points since students receive 5 points for every year of core courses completed.

2 Plus 2 Guaranteed Graduation Plan

The University of Iowa in conjunction with Iowa's community colleges initiated the 2 Plus 2 Guaranteed Graduation Plan. This allows students to spend two years at a community college, transfer easily to the University of Iowa, and earn a bachelor's degree in two more years. Students sign an agreement stating that they plan to take certain classes and meet certain requirements before transferring to Iowa. Twenty majors are available through the 2 Plus 2 Plan, although the availability of majors and requirements may vary by community college.

The Educational Program

The following program represents a brief summary of the courses and some activities offered to high school students by the Bellevue Community School District.

The program is arranged in a manner to provide both for the common needs of all the students, which are met through the required courses and activities in the core curriculum, and for the students' individual needs which are met through the wide variety of elective courses.

Because each student differs from other students in abilities, aptitudes, talents and interests, the school program is built to permit individual expansion into those areas of learning and activity that allow for optimum educational growth and personal development.

The students' requirements from within the core curriculum are indicated either in the opening paragraph, or by use of the word "required" after the description of a particular course. All other courses represent "electives" or those from which the student has the choice to choose to meet his/her needs, abilities and desires. All courses in this guide are open to students to enroll in, although if there is insufficient registration/enrollment in a course the course may be cancelled or moved to another semester.

In compliance with regulations now mandated by Title IX, Bellevue High School provides a multicultural, nonsexist education program. Any student is allowed to choose any of the courses and/or activities listed. This includes courses in the four Vocational Education areas of Agricultural Education, Family and Consumer Sciences, Business Education and Industrial Technology.

Members of the faculty are available at all times to help each student with educational and personal problems in the hope that through cooperative discussions and planning, every student will make the most of his/her opportunities at Bellevue High School.

Vocational Education Option

Any student interested in the areas of Agricultural Education, Family and Consumer Sciences, Business Education and/or Industrial Technology may take from one to eight semesters of vocational classes in high school. By taking a carefully planned set of courses, not only will he/she be better prepared for direct employment from high school, but be well prepared to enter the same area of specialization at the college level. In addition to the opportunity for concurrent credit courses, students also have the opportunity to take courses at Bellevue High School for articulated credit to community colleges. The Guidance Counselor, Department Chairs, and Administration can provide further assistance in gaining specific courses and procedures to gain articulate credit to colleges.

The four vocational areas have developed courses, which articulate into a community college's curriculum. The community colleges have worked closely with high schools in the state identifying the curriculum, which would best match what they are offering. As a result, a student can start the mastery of these competencies in high school for a minimum of three years and continue with the same list of competencies in a community college. For all of the competencies mastered in high school, most community colleges will not require a student to repeat courses with those competencies. Taking approved high school courses in a particular area may allow advanced status in that area at a community college. This means a student may pass out of introductory or fundamental classes and save money and time by getting into advanced classes more quickly.

It is important for students to visit with the vocational instructors and /or counselor to see what options are available. Each area offers a two or three year sequence of courses, which contain their own specific competencies. Business, Family and Consumer Science and Industrial Technology are all using the same Core class called General Business. Agriculture has its own core class.

Registering for Courses

Students at Bellevue High School typically register for courses in the early spring of the school year prior to the year being registered for. Many courses have a maximum number of "seats" or spaces available for students in the course. The Bellevue CSD School Counselor, teaching staff and administration will be available to answer questions in regard to course offerings and registration. All 8th grade students will complete a 4-year plan with the school counselor during the spring of their 8th grade year.

If a class is full, students may petition to the School Counselor and HS Principal for admittance based on special circumstances.

Grading System

Individual teachers develop their own grading scale for their courses which is based on their philosophies, although many teachers in school use the following grading scale in grades K-12:

A	92-100	Excellent
B	83 - 91	Very Good
C	71 - 82	Satisfactory
D	61 - 70	Lowest Passing Mark
F	0 - 60	No Credit

S = Satisfactory

U = Unsatisfactory

G = No Grade

H = Withdrew

I = Incomplete

Grade Point Average and Grading Weight for courses (used for calculating GPA)

A = 4

B = 3

C = 2

D = 1

F = 0

Cumulative Grade Point Average (GPA) and Rank in Class

Cumulative G.P.A. and Rank in Class are determined by averaging all semester final grades except Driver Education and Physical Education. All semesters attended in high school are computed in this average.

The Permanent Record

The permanent record shows courses taken, grades earned, standardized test scores, cumulative grade point, rank in class, absences, tardies, and entry and withdrawal from school. The permanent record is permanently maintained by the high school after graduation and will continue to help or haunt you...depending on what you have made it. The courses taken in high school are important factors in being accepted for post-high school study or work. In the course selection process it is important to consider potential careers. It may be necessary to research the requirements of these careers and take courses, which are required or seen, as helpful. To allow flexibility, it is wise to take courses, which would allow several alternatives.

Although a grade of 'D' in a course gives the same credit toward graduation as an 'A', the two grades represent widely different levels of achievement. It is this difference that employers and admission officers weigh as they evaluate students.

In high school, several standardized tests are taken which measure achievement level, interest and ability. Since the results become a part of the permanent record it is important that students do the best they can.

Attendance is also recorded and becomes a part of the permanent record. Employers are very particular about the school attendance of prospective employees. As a rule, a student who misses more than 5% (about 9 days) per year may be considered a poor risk by a potential employer.

The permanent record is the reflection of an individual student. Since it may give someone a first impression it is important to make it look as good as possible. A copy of the permanent record is called a “transcript”.

Early Graduation Option

In line with recent trends to make secondary education more relevant to the individual student, more and more schools are offering to students the opportunity to graduate from high school in less than the traditional eight semesters.

The proposed Early Graduation Option will include the following options:

- The student must accumulate a total of 28 units - 56 credits in academic areas.
- The student must earn at least a 2.0 grade point average during each semester.
- The student must attend graduation exercises with his/her classmates in the spring.
- Any student who has reached all of the above requirements but still wishes to remain in school may do so provided the student takes a minimum of 3 units (6 credits). Should the student attempt to drop school before the end of the semester, it may be recorded that the student failed all final semester courses taken.
- All requests are reviewed and granted on an individual basis.

The Early Graduation program is an incentive program designed for the student willing to put forth the extra effort. By completing the high school program he/she may enroll immediately in a college or trade school, or seek employment ahead of the regular graduates. The program forces the student to carry extra subjects thus broadening his/her background for whatever he/she may want to do.

Course Summaries

Art

2D Art

Semester Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1/2

This course is recommended in order to develop a sound background in composition and design in other art related fields. All students are encouraged to take the basic art class to study ways to communicate visually. It is a course geared to all students who are interested in 2D art. Students will create rubrics and learn to assess artwork. Media that will be covered include pencil, ink, watercolor, printing and acrylic painting. Special drawing materials are included. Sketching assignments and art history units are requirements of this course.

3D Art

Semester Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1/2

This course is recommended in order to develop a sound background in composition and design in other art related fields. All students are encouraged to take the basic art class to study ways to communicate visually. It is a course geared to all students who are interested in 3D art. Students will create rubrics and learn to assess artwork. Media that will be covered include clay, wood sculpture, ceramics, and relief sculpture. Sketching assignments and art history units are requirements of this course.

Painting I

Semester Course

Elective: 10, 11, 12

Prerequisites: 2D Art or 3D Art

Units earned: 1/2

Painting I builds on 2D, students gain a more in-depth understanding of techniques and styles of painting. Students will explore artist and movements throughout history. The class will be painting in acrylic and watercolor. Some work in abstract, expressionism and classroom teaching may be enhanced with special field trips to local artists' studios and galleries. Final testing is handled by individual critiques.

Painting II

Semester Course

Elective: 10, 11 12

Prerequisites: Painting I

Units Earned: 1/2

This course is a follow-up to Painting I, and will allow students to expand and refine their skills from Painting I. Emphasis will be movements throughout history from the Renaissance through Color Field and Hard Edge. All students will self critique and have weekly class critiques.

Ceramics

Semester Course

Elective: 10, 11, 12

Prerequisites: 2D Art or 3D Art

Units Earned: 1/2

This course is geared toward an understanding and an appreciation for clay, wheel throwing, slab and coil. The student will be exposed to glaze firings. Again the emphasis is placed upon the student's projects, which in turn are the property of the student. Raku firings, field trips to local potters and art exhibits in the area will be included as time permits. Students will create rubrics and self critique their work as well as classmates.

Sculpture

Semester Course

Elective: 10,11, 12

Prerequisites: 2D Art or 3D Art

Units Earned: 1/2

Sculpture is working with medias that offer a chance to stand by themselves. Clay, plaster, tape, wire and wood will be covered along with softer medias to practice handling. Additive and subtractive elements in sculpture will be explored and most students will have the chance to work in their favorite medium. Students will create rubrics and self critique their work as well as classmates. Sketchbooks are required.

Graphics

Semester Course

Elective: 10,11,12

Prerequisites: 2D Art or 3D Art

Units Earned: 1/2

Graphics will introduce students to Photoshop, Sketchup, and other design programs. Students will as so work with intaglio, and photo-silk-screen. Graphic technique will be studied through use of video, demonstration, and hands-on activities. Additional units on history of print and careers will enhance learning.

Advanced Art Study

Semester Course Elective: 12 (Semester or Year)

Prerequisites: 2D Art/3D Art plus 2 additional studio credits (from painting, sculpture, or graphics) with an "A" average and Instructor Permission.

Units Earned: 1/2 or 1

Lab Fee: Determined by Instructor based on student projects and interests

A course personally designed for students who feel they can independently handle their direction for art. Some medias like oil paint will require a lab fee. All students will be required to fill out their curriculum contract that will indicate the grade and project work required to achieve that grade. Personal critiques will be given as needed to continue student progress.

Business Education

Personal Finance: <https://sites.google.com/bellevue.k12.ia.us/mrs-weber-bhs/high-school-classes/personal-finance>

- "There's not really a way to learn about death before your time but you can learn about taxes. Taxes are only a small portion of finances, however. Over this semester, we have learned about taxes, savings, retirement, checks, credit cards and scores, and other things in life dealing with money. There are key points to everything within these areas. Because of this class, I am more confident than ever in handling my own money. I can now recognize finance mistakes before I make them. Every high school student should have the experience that I now possess. I feel more secure and ready; ready to go to college and live on my own." Sally Paulsen
- Big Question: What do I need to know in order to be a financially responsible citizen?
- Units of Study: Taxes, Checking, Saving, Paying for College, Types of Credit, Managing Credit, Investing, Insurance, Budgeting

Business Computer Apps I: <https://sites.google.com/bellevue.k12.ia.us/mrs-weber-bhs/high-school-classes/business-computer-applications-adm122>

- Big Question: How Can I Learn Computer Software Now To Help Me Adapt To School and On-The-Job Situations In The Future?
- College Credit Course
- A course designed for students with minimal keyboarding experience. The major objectives are to develop touch control of the keyboard with speed and accuracy through proper keyboarding techniques and to learn proper formatting of letters, reports, memorandums, documents using footnotes and endnotes,

headers, and footers, and other special reports.

- Here is what some students comments are about the class:
 - "You learn a lot of things you actually use."
 - "Two things I like about this class is that it teaches you to type better and things like learning how to format reports in Microsoft Word may help me in the future when I go to get a job."
 - "I learn a lot in this class."
 - "I learned to type faster and more accurately. Good skill to have in life."
 - "I think the class is really fun and understandable."

Web Apps & Coding: <https://sites.google.com/bellevue.k12.ia.us/mrs-weber-bhs/high-school-classes/web-apps-coding>

- Big Question: How can I use computer applications to solve real-world problems
- Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. – *Computer Science Component*

Advanced Computer Applications: <https://sites.google.com/bellevue.k12.ia.us/mrs-weber-bhs/high-school-classes/advanced-computer-applications-csc110>

- Big Question: How Can I Use Computer Software To Solve Problems And Teach Others?
- Let's go on the job! That is the focus of this class. Students will plan and create spreadsheets, databases, presentations, and word processing documents using Microsoft Office 2016. They will be expected to integrate and allow for data transfer among Word, Excel, Access, and PowerPoint. This is an advanced course in microcomputer software applications.
- Successful completion of this course could gain students college credit at Kirkwood, Clinton Community College (CSC: 110—Introduction to Computers—3 credit hours), and NICC. It is the goal for the course for students to be able to pass the Microsoft Office Specialist Exam at the completion of the course.
- Student comments about the class:
 - "I like that we can see our own grades anytime because you know what you have to do to get the grade you want. I also like that we can work at our own pace so things don't drag on for you if you get it and others don't."
 - "I like how we get to use a lot of tools in Word such as clipart, memos, mail merge, and so on. Another thing I like is the time and help we get to do our assignments."
 - "This class is really fun and I like it a lot."
 - "It is improving how I work in Word and I am learning new things daily. It is showing in other classes that I am in a computer class. I like all of the opportunities given to us to improve our grades."

- "It is very helpful. I really learned a lot."
- "You learn things in the computer field and you need these skills."

Multimedia Marketing: <https://sites.google.com/bellevue.k12.ia.us/mrs-weber-bhs/high-school-classes/multimedia-marketing>

- Big Question: How can I use computer software and social media marketing to enhance and evolve my creativity and teamwork skills and to convey messages to appropriate audiences?
- Upon successful completion of this course, students will learn how to use Adobe CS6: Photoshop to create projects to promote our school and community. Students will also have the opportunity to learn about social media marketing. Skills learned will be applied to projects throughout the semester.

Web Design: <https://sites.google.com/bellevue.k12.ia.us/mrs-weber-bhs/high-school-classes/web-design>

- Big Question: How can I use websites to help promote businesses/organizations in my hometown and beyond?
- This course will instruct students on designing accessible, effective websites using open standards (XHTML and CSS) and meet ADA/Section 508 stipulations.
- College Credit Course
- 1 Semester=3 College Credit
- CIS210--Introduction to Web Design

Accounting & College Accounting: <https://sites.google.com/bellevue.k12.ia.us/mrs-weber-bhs/high-school-classes/college-accounting>

- Objectives of the Class:
 - How to analyze transactions for accounting purposes.
 - You will understand the double-entry framework.
 - You will understand financial statements.
 - How to construct financial statements and the closing process.
 - You will understand accounting for service businesses.
 - You will understand accounting for merchandising businesses.
- At the conclusion of this class, you should be able to:
 - Recognize and use basic accounting language when communicating with business professionals.
 - Appreciate the different types of accounting--service, payroll, and merchandise.
 - View accounting as an integral, but not isolated, part of any successful enterprise, business, or otherwise.
 - Understand that success in accounting, like every other field, is not an accident. It requires thought, planning, and hard work, usually as part of a team.

Driver's Education

Driver Education is required for all students who wish to secure a license to operate a motor vehicle before their eighteenth birthday. A student must be 14 years of age and have an Iowa Instruction Permit with them on the first day of class. Spring and summer classroom sessions are scheduled to complete the thirty hours of classroom instruction and six hours behind the wheel sessions. The course is offered through the Mississippi Bend Area Education Agency and taught at Bellevue High School. Registration is by mail early in the second semester and the class fee is determined on a yearly basis with information on this available in the office each school year (Full and partial waivers may be available for students).

Literacy: English/Language Arts

The English classes a student will take in high school serve to meet the core requirements that each student needs for their future. Although each year and each class may place an emphasis in a particular area, the core requirements of reading, writing, speaking, listening, and viewing comprise the general structure of our English classes. A course may be known as English or as literature, but all five of the functions still serve as the essential subject matter of the course; and, as the years progress, all are presented in a more complex manner and more is expected from the student.

Bellevue High School requires four years of English courses. All students are required to take English I and English II as freshmen and sophomores, English III as a junior or senior, as well as a semester of Language Arts Survey during high school. Several other electives are offered to allow students more choice in fulfilling the final English requirements.

Language Arts Survey

Semester Course

Required: 9,10

Prerequisites: None

Units Earned: ½

Language Arts Survey may be offered first and second semester and will provide instruction in the language skills for reading, writing, listening, and speaking. Various topics may include research and organization, visual and presentation skills, analysis and critique, and discussion and direction, with a focus on public speaking and presenting.

English I

Yearlong course

Required – 9

Pre-requisites – None

Units earned – 1

English 1

This course is an introduction to the genres of literature and writing, including essay, fiction (short story and novel), nonfiction, and poetry. The basics of grammar, standard language usage, punctuation and capitalization will be reviewed, along with vocabulary connected to units of instruction. Students will be introduced to the steps involved in the writing process and will create various examples of their writing found in different forms of essays: narrative, persuasive, critical and theme analysis.

English II

Yearlong course

Required – 10

Prerequisites – English I

Units earned – 1

English II is a yearlong course, with a focus in developing and polishing students' argumentative and research writing skills. Students will also read and respond in writing to various pieces of literature including *Night* and *Julius Caesar*, and season one of the *Serial* podcast. Students will also be instructed in the fundamentals of the research process (including data collection, source quality verification, and proper citation) through a Multigenre Research Project.

British Literature

Semester Course

Required – 11

Prerequisites: English I and II

Units Earned: ½

British Literature (offered only first semester) will discuss literature from the British tradition. Students will explore different pieces of British literature from Old English poems to a 20th century young-adult novel. Students will recognize the value and influence the British tradition holds in understanding our own language and culture. Poetry, plays, and short stories will be discussed through essays, exams, projects, presentations, and discussion.

American Literature

Semester Course

Required – 11

Prerequisites: English I and II

Units Earned: ½

American Literature (offered only second semester) will discuss the literature of the United States from Revolutionary Texts to a modern 21st Century novel. Students will compare and contrast these important time periods within our history with the themes of today's society. Through essays, exams, projects, presentations, and discussions, students

will discover the importance of the literature of the past and how these themes in literature still speak to us today.

Introduction to College Writing

Semester Course

Elective: 11 & 12

Prerequisites: English I, II

Units Earned: ½

Intro to College Writing is offered first semester only and is geared to seniors who are anticipating attending college but need more preparation to succeed in a college-level writing course. The course covers various writing formats, including descriptive, persuasive, and informative writing. Research and citation of sources for writing is a focus.

Working Class Literature

Semester Course

Prerequisites – English I & II

Units earned ½

This course will be focused on workplace and agricultural literature. Students will be exposed to literature by, for, and about the “working class.” This class will examine the functions of a blue collar society and emphasize issues within it.

Diverse Voices in Literature *

Semester Course-

Elective: 11 & 12

Prerequisites: English I, English II, and Language Arts Survey

Units Earned: ½

Students in this course will explore diverse authors and texts, including the following full-class units: Women’s Literature, African American Literature, Latino/Hispanic Literature, and LGBTQ+ Literature. Students will have a choice of emphasis for their final unit between the following: Asian Literature, Middle Eastern Literature, and Native American Literature. The class will analyze how race, culture, and identity influence society.

Creative Writing

Semester Course-

Elective: 11 & 12

Prerequisites: English I, English II, and Language Arts Survey

Units Earned: ½

This course will focus on the creative process and the development of writing skills that can be carried into all aspects of life. Students will write continuously and creatively and will be pushed to think outside the box. Students will have the opportunity to write

narratives, both real and fictional, as well as poetry and stories. This course will encourage students to use their imagination and expand their creativity.

Print Communications I

Semester Course

Elective: 10, 11, 12

Prerequisites: English I and II, and Computers

Units Earned: ½

This course is an introductory look at the theories, styles, and skills of newspaper writing. Areas covered will include the study of interviewing techniques and writing news articles including features and editorials. Practical experience will be gained through the bi-weekly publication of the Comet Tale. Students must have some computer experience prior to Print Comm I.

Print Communications II

Semester Course

Elective: 10, 11,12

Prerequisites: Print Communications I

Units Earned: ½

Print Communications II students will continue working with techniques and fundamentals required in writing. Students will also be responsible for articles published in the bi-weekly Comet Tale.

20th Century American Novels

Semester Course

Elective: 12

Prerequisites: American Literature (Second Semester)

Units Earned: ½

This class (offered only first semester) incorporates Elements of Literature along with in depth critical analysis of authors and their works. This class exposes students to different genres of novels, including: graphic, historical, young-adult, contemporary and classical. Students will participate in discussion forums, creative articles and presentations, along with essays and exams during this semester long class.

Real World Language

Semester Course

Elective: 11, 12

Prerequisites: English I and II

Units earned: ½

Real World Language is offered second semester only. This course is designed for students planning to enter the workforce directly after high school and is traditionally offered to seniors. Focus is on language skills (primarily writing) that relate to everyday

life and prepare students for the real world. Topics include following and writing instructions, effective communication, avoiding scams, reading fine-print, media literacy, and workplace skills.

Composition I (ENG:105)

Semester Course

Elective: 12

Prerequisites: English I, II, III, and ACT

Units Earned: ½

Concurrent Credit Course (1st Semester at Bellevue High School)

ENG:105 Composition I

3 credits

Composition I (ENG:105) is a writing and reading course designed to prepare the student for the types of written communication and thought essential to the academic and working world. The general goals of Composition I are to have students gain more confidence in their writing abilities and improve their proficiency in critical reading and writing covering various types and styles. Included in the first semester class are essays of Compare/Contrast, Problem/Solution, Definition, Persuasion, and more. This course satisfies a general education requirement in the Communications Area. This class focuses on the elements of writing involving MLA method of documentation in this first semester. **Prerequisites include English I, II, III, as well as accepted scores on the Compass Exam or ACT, and recommendation from the English Instructors.**

Composition II (ENG:106)

Semester Course

Elective: 12

Prerequisites: English I, II, III, ACT, ENG:105, and recommendation of instructor

Units Earned: ½

Concurrent Credit Course (2nd Semester at Bellevue High School)

ENG:106 Composition II

3 credits

This second semester college credit writing course is designed to step beyond the requirements of ENG:105 with research writing, argumentation, critical reviews, and literary criticism, along with cause/effect, extended metaphor, and more to prepare students for writing necessary beyond high school.

Documentation following the APA method will be utilized as well as MLA method, so students are well versed in both formats for higher-level learning. This course satisfies a general education requirement in the Communications Area.

Prerequisites include ENG:105 and recommendation from English Instructors.

Family and Consumer Science

Introduction to FCS

Year-long class

Elective: 9,10

Prerequisites: None

Units Earned: 1

Introduction to FCS is a comprehensive study of Family & Consumer Science, covering study of food preparation and meal planning, nutrition, career exploration, childcare and development, personal care and an individualized sewing project. Introduction to FCS is an overview of experiences that apply to everyday life skills.

Food I (Food & Nutrition)

Semester Course: First Semester

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: ½

Food & Nutrition is an introductory course designed to emphasize the principles of nutrition, safety and sanitation. Students will develop skills in food preparation as well as experiences with planning, preparing and serving a variety of foods.

Foods II (Creative Cuisine)

Semester Course: Second Semester

Elective: 9, 10, 11, 12

Prerequisites: Food & Nutrition

Units Earned: ½

Creative Cuisine is a continuation of the introductory course. It is designed to give a more detailed study of nutrition, meal planning and advanced cooking techniques. Time and money management are stressed along with good nutrition. Some whole meals will be prepared.

Parenting I

Semester Class: First Semester

Elective: 10, 11, 12

Prerequisites: None

Units Earned: ½

This course is designed for young men and women to help them develop skills in caring for the children of others or for their own children in the future. Students will explore the physical, social, emotional and mental development of children from conception to school age. "Baby Think It Over" will be taken home by every student.

Child Development Associate

Year-long class

Elective: 11, 12

Prerequisites: Students must pass a background check??

Units Earned: 1

Dual-Credit with EICC

This course uses a hands on approach in a preschool aged setting to begin the steps of earning the Child Development Associate certificate while exploring careers in child-oriented care and related fields of study. Students spend time interacting in preschool rooms, planning, teaching and evaluating lessons for preschool children, and how to create and implement developmentally appropriate learning experiences for preschool children that focus on their physical, intellectual, emotional and social needs. Students will log 90 hours of hands on experience of the 480 hours required for the CDA Certificate. Students must pass a background check.

Foreign Language

Bellevue High School offers four years of uninterrupted study of the Spanish language. Learning a second language is complex, challenging and exciting. Students will be able to read, write, comprehend and communicate in the Spanish language. They will also develop an awareness and appreciation of the Spanish-speaking world by examining many different aspects of their culture. Education today demands more global awareness. Our students will also satisfy college requirements.

Spanish I, II, III & IV utilize the McDougal Littell ¡En Español! Spanish Program. These programs are carefully designed to guide the students toward speaking, writing, reading and comprehending the Spanish language. These programs also provide a general insight into how languages work. The goal is to equip students to:

- Function in a Spanish-speaking culture.
- Use the language for a lifetime of personal enjoyment and enrichment.
- Appreciate the role of Spanish-speaking cultures in a global context.
- Continue expanding their ability to speak, read, write and comprehend spoken Spanish for further education and for the workplace.

Spanish I

Year Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1

Spanish I is a study of expressing greetings, introductions, and discussing the community, family, school, schedules, activities and weather in Spanish. It develops the ability to use Spanish verbs in the present tense and introduces one possible way to use the past tense. We learn to pronounce words well enough for a foreign speaker to understand the Spanish we have studied. Students will learn how to communicate in certain situations. The course also begins to examine many Spanish-speaking cultures in the World.

Spanish II

Year Course

Elective: 10, 11, 12

Prerequisites: Spanish I with a “C” or teacher permission

Units Earned: 1

Spanish II is a continuation of Spanish I. In Spanish II we learn how to identify places, give instructions and addresses, talk about shopping and bargaining, order and discuss food, describe our daily routine and chores, persuade others, describe past activities, make suggestions, talk about professions, and discuss future events. We explore more of the present tense verbs, but also learn the preterit form of verbs, how to give commands, use the present progressive and introduce one possible way to use the future tense. We continue to learn about Spanish-speaking cultures.

Spanish III

Year Course

Elective: 11, 12

Prerequisites: Spanish I and II with teacher permission

Units Earned: 1

Spanish III is a continuation of Spanish II. A new text is introduced. Spanish will be spoken more frequently in the classroom setting. We begin with a review of what we have learned in Spanish I and II. We will learn how to discuss leisure time and travel, express preferences, discuss communication, describe childhood experiences, discuss family celebrations, order in a restaurant, talk about daily routine and personal care, talk about chores, and give advice. We explore more preterit forms of verbs; discover the imperfect verb form, the progressive tenses, different command forms. We continue to learn about Spanish-speaking cultures with a more in-depth study of Spanish-speaking communities.

Spanish IV

Year Course

Elective: 12

Prerequisites: Spanish I, II, III with teacher permission

Units Earned: 1

Advanced Spanish is a continuation of the student's previous level of Spanish, and the subjunctive verb form will be introduced. More proficiency will be expected from the student along with a more in-depth study of Spanish-speaking cultures. We will explore possibilities for using our Spanish knowledge in our futures.

Health and Physical Education

Health

Year Course

Elective: 9, 10, 11, 12 (9th & 10th grade students must take the 1st semester before taking the 2nd semester (Biology/Anatomy and Physiology course experience is a requirement before taking the 2nd semester)

Prerequisites: None

Units: ½ per semester

The purpose of the course is to aid students in improving and maintaining their own health, and in accepting responsibility for protecting the health of others. The course helps students examine their lifestyles, select goals, and make plans to achieve and maintain optimum health. The course provides current facts in the following areas: mental health, family and social health, growth and development, nutrition, exercise and fitness, drugs, diseases and STD's, consumer and personal health, safety and first aid, and community and environmental health. Students learn to differentiate between healthful or wellness behaviors, and harmful or risky behaviors in each of these areas.

Physical Education

Year Course

Required: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1

State law requires participation in physical education each year in school for every student unless excused from activity for medical or other valid reason accepted by the school administration. The following are several aspects of the physical education program which are offered to the student:

- 1) physical activities, which help to develop individual mental and physical fitness;
- 2) experiences, which lead to appreciation of and skill in movement;
- 3) skill and appreciation which will enable the individual to enjoy a variety of recreational activities;
- 4) health knowledge, attitudes, and practices which are applied in daily living;
- 5) experiences, which produce leadership qualities.

All students take Physical Education 4 times a week during each of their years in high school.

Industrial Technology

Most classes in the Industrial Technology department charge a one-time fee of \$10.00 for protective eyewear and protective hearing devices. Materials for student projects are supplied, although students may have the option to “upgrade” to a higher quality of wood or design a different project. If students “upgrade” or “change” they will be required to pay for the costs of the projects. The students will record their individual progress in each area in a daily activity log, and students are required to supply a notebook, and pencil.

Introduction to Industrial Technology

Semester Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1

Lab Fee: \$10.00

This course will cover the areas of drafting and wood processing skills. The introduction of drafting will help the student develop and construct his/her own project. Safety and proper machine operation will be introduced. This class with a “C” grade is a *prerequisite to all industrial technology classes, except electricity and carpentry.*

Metals Processing

Semester Course

Elective: 10, 11, 12

Prerequisites: Intro to Technology with a “C” or better

Units Earned: ½

Lab Fee: \$10.00

Metals will cover where metal originated and how it is turned to metal. Metals will also sheet metal, welding (stick, mig and oxy acetylene), bench and wrought metal, and machining. Machining will include metal lathes, vertical milling machines, along with bending and cutting techniques.

Advanced Metals

Semester Course

Elective: 10, 11, 12

Prerequisites: Metals Processing with a “C” or higher

Units Earned: ½

Lab Fee: \$10.00

Advanced Metals will cover various casting techniques such as soldering and various welding to include: MIG, TIG, STICK, O-A cutting torch, and O-A welding torch. Machine operations including metal lathe turning, milling machine operations and

foundry fundamentals will be explored. Advanced milling and lathe work will be introduced through various class projects. **Similar Concurrent Credit course is WEL: 126 Shielded Metal Arc Welding-Basic.**

Concurrent Credit Course

WEL: 126 Shielded Metal Arc Welding-Basic

4.75 credits

This course covers basic shielded metal arc welding procedures in the flat, horizontal, vertical, and overhead position. Variety of hands-on projects/experiments integrates and reinforces theoretical concepts in the laboratory setting.

Pre-Requisite: Introduction to Industrial Technology and Metals Processing at Bellevue High School

One semester course at BHS.

Basic Electricity

Semester Course

Elective: 9, 10, 11, 12

Prerequisite: Strong Math background (Algebra)

Units Earned: ½

Lab Fee: \$10.00

In this course the theory of electricity and its practical application is studied. The students will be introduced to OHM's Law (Parallel Circuits Series). It will cover AC and DC voltages. The student will gain practical knowledge usable in every day life. Considerable time is spent in the lab, setting up and testing electrical components and circuits. Working with household electrical systems and the wiring of several common household circuits follows this.

Advanced Woodworking

Semester Course

Elective: 10, 11, 12

Prerequisite: Intro to Tech and Woods Processing with a grade of "C" or better

Units Earned: ½

Lab Fee: \$10.00 (Additional project fee depends on the chosen project)

Advanced Woodworking will provide the student with basic instruction in the area of wood finish, joinery, laminating, patternmaking and mass production. This will help the student develop competent technical skills needed to enhance performance in the area of woodworking. Special procedures will enable the student to move beyond the basic woodworking techniques and develop a better understanding for the methods and processes needed to become successful in the woodworking area.

Carpentry

Semester Course

Elective: 10, 11,12

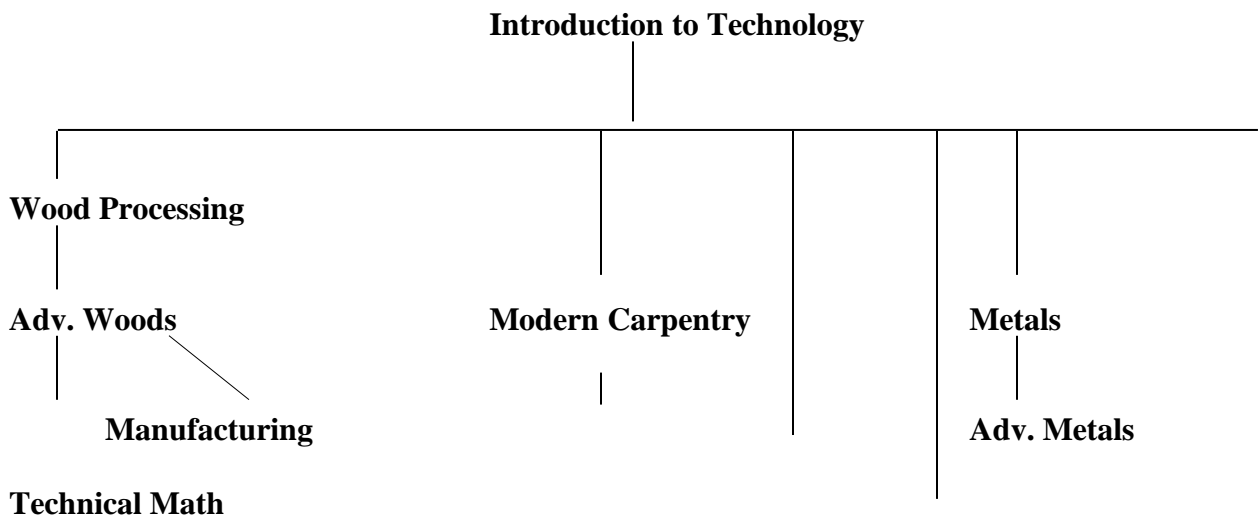
Prerequisite: Introduction to Industrial Technology

Units Earned: ½

Lab Fee: \$10.00

In modern carpentry, the student will design and build a model wooden home. Areas of concern will be in the floor, walls, and roof designs. Students will be introduced to basic drafting techniques in developing their own floor plan. Safety glasses are required.

Industrial Technology “Map” of Courses and Prerequisites...



Mathematics

Algebra

Year Course

Required: 9

Prerequisites: None

Units Earned: 1

Algebra will involve the challenge of developing 21st century thinking skills and students will be able to problem solve. A TI – 30XA is the calculator recommended for this course, but any scientific calculator will work.

Geometry

Year Course

Required: 9, 10

Prerequisites: Algebra

Units Earned: 1

Geometry extends knowledge of Algebra and develops an understanding of proof. Real-world applications are used. Topics covered include coordinates, trigonometry, transformations, area and volume formulas, and three-dimensional figures. Students will need a compass, a protractor, and a basic scientific calculator.

Advanced Algebra

Year Course

Electives: 10, 11

Prerequisites: Geometry

Units Earned: 1

Advanced Algebra uses practical application, mathematical thinking and challenging skills to address functions, graphs, linear relations, matrix, quadratics, powers, radicals and trigonometry. Most colleges want students to have an Advanced Algebra background. A graphing calculator is helpful for this course, but is not required. A TI-30XA calculator is required.

Pre-Calculus

Year Course

Elective: 11, 12

Prerequisites: Geometry, Advanced Algebra

Units Earned: 1

This particular course is designed for the math oriented student, and the student who is anticipating a math or science program in college. There is emphasis on functions, statistics, relationships, graphs, and identities. Trigonometric facts and applications will be used in depth. Sequences, series, and logarithms are implemented. Sections on probability, permutations, and combinations are included.

Calculus

Year Course

Elective: 12

Prerequisites: Pre-Calculus

Units Earned: 1

This is an introduction to calculus taught in the classroom. Content covered will prepare students for college calculus, physics, and some economics courses. This class expounds on topics covered in pre-calculus, explores differentiation and integration, and applies uses for trigonometric and logarithmic functions.

Business Math

Semester Course

Elective: 11, 12

Prerequisites: Advanced Algebra

Units Earned: 0.5

This class covers the mathematical skills of basic economics, maximizing profits and minimizing costs, compound interest, and mortgages through linear quadratic and exponential equations, logarithms, sequences and series.

Statistics

Semester Course

Elective: 11, 12

Prerequisites: Advanced Algebra

Units Earned: 0.5

This class covers descriptive and inferential statistics. Topics include central tendencies, standard deviation, sampling, distribution and conditional probabilities. It is appropriate for students pursuing any discipline.

Tech Math

Year Course

Electives: 10, 11, 12

Prerequisites: Algebra, Geometry

Units Earned: 1

This course is co-taught between the mathematics department and vocational education department. This class introduces students to the mathematic and logic principles behind technical fields such as construction, material and machine fabrication, other trades. Students practice their skills and crafts in the classroom and on working job sites in the community.

Music

Band

Year Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1

This is a performance class that prepares students for concerts, contests and parades. The course studies a wide variety of music and includes concert, marching, jazz and pep bands and solo/ensemble work.

Chorus

Year Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1

High School Chorus consists of groups of individuals who enjoy singing. Several types of music are sung, sacred, folk, rock, classical, etc. The chorus participates in a Conference Vocal Festival, a Christmas Vocal Festival, a Christmas concert and a spring concert. Students also have a chance to participate in State Solo and Ensemble contests, Show Choir, Chamber Choir, All State Music Festival; various honor choirs, and various community events.

Drill Team

Semester Course-First Semester

Elective: 9, 10, 11, 12

Prerequisites: Audition

Units Earned: 1/2

Students selecting this course will practice the routines presented by the drill team during the football season.

Science

Biology

Year Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1

Biology is a lab-assisted study of the life processes, growth and reproduction of all living things. The class also includes cellular processes and genetics to include genetic engineering. Students will learn to set up and run their own experiments; study models and charts of different organisms; and how these processes apply to their own lives.

Biology II

Semester Course

Elective: 11, 12

Prerequisites: Biology (with Instructor/Administrative approval)

Units Earned: ½

This course is inquiry based and pursues the questions students have that involve biology. Depending on the interests of the class, subjects studied can range from the brain's cortex layer to the ozone layer and how the individual is involved, and how it affects lives now and in the future.

Earth Science / Physical Science

Year Course

Required : 10

Prerequisites: Biology

Units Earned: 1

This course will examine a practical, scientific approach to earth and physical science. The course will cover Energy Resources, Meteorology, Sound & Light Waves, and Electricity & Magnetism. Earth Science is covered first semester and Physical Science is covered second semester. In-class investigations are performed often and projects are assigned for each unit.

Field Science

1st Semester Course

Elective : 11, 12

Prerequisites: Biology, Earth / Physical Science

Units Earned: 1/2

Field Science is a project-based course that is intended for students who want to pursue a naturalist career in conservation or have an interest in outdoor activities in Iowa. Field

Science is a hands-on class where students spend time working and learning outdoors with multiple guest speakers brought into the classroom. Field trips are taken to various locations throughout Jackson and Clinton counties. Speakers include a wild edibles specialist, DNR officer, and a local taxidermist. The topics of class include : native plant & wild edibles identification, recreational activities, and native wildlife identification. A field journal will be assigned documenting field trips and guest speakers.

Astronomy

2nd Semester Course

Elective : 11, 12

Prerequisites: Biology, Earth / Physical Science

Units Earned: 1/2

Astronomy is a conceptual course for students that have an interest in navigating the stars and gaining a better understanding of the cosmos. Topics covered include Electromagnetic Radiation, Space Missions, Earth & Moon Interactions, the Solar System, Stellar Evolution, Galaxies, and the Universe. In-class investigations are performed often and projects are assigned for each unit. Students will learn northern hemisphere constellations and document them in a constellation sketchbook.

Chemistry

Year Course

Elective: 10 (*instructor permission required*), 11, 12

Prerequisites: Biology, Earth/Physical Science (*or taken concurrently with instructor permission*)

Units Earned: 1

Chemistry is a class that examines the atomic nature of the world and beyond. This class is recommended for students pursuing a post-secondary degree in science. The course will cover the Nature Of Matter, Atomic Structure, Periodic Table, Chemical Interactions, Stoichiometry, and Acids & Bases. The class is lab-intensive and projects are assigned for each unit.

Physics

Year Course

Elective: 11, 12

Prerequisites: Algebra, Geometry, Biology, Earth / Physical Science

Units Earned: 1

Physics is a class designed to explore the physical nature of the world with regards to matter, motion, and energy. The course will cover Velocity, Acceleration, Forces, Projectile Motion, Circular Motion, and Energy. The class is composed of three components : conceptual (physics topics), mathematical (algebra-based), hands-on (laboratory investigations). Projects will be assigned for each unit

Forensics

Year or Semester Course

Elective: 11, 12

Prerequisites: Biology

Units Earned: 1

Forensic science is the study and application of science to matters of law. Students study recent cases and the latest logical techniques used to solve those cases in a hands-on manner to help take the mystery out of a mystery.

Anatomy and Physiology

Year Course

Elective: 10, 11, 12

Prerequisite: Biology

Units Earned: 1

This class will teach a basic understanding and working knowledge of the human body. It will be helpful to those students interested in nursing, medical technology, physicians assistants, physical therapy, dental hygiene, mortuary science, or physical education.

Social Studies

Big History (formerly SSS)

Year Course

Required: 9

Prerequisites: None

Units Earned: 1

Big History weaves evidence and insights from many disciplines across 13.8 billion years into a single, cohesive, science-based origin story. The concept arose from a desire to go beyond specialized and self-contained fields of study to grasp history as a whole. Big History explores how we are connected to everything around us and where we may be heading. It provides a foundation for thinking about the future and the changes that are reshaping our world.

Big History challenges students to think critically and broadly and tries to ignite a passion for inquiry. Access to a wide variety of learning resources encourages exploration. Students practice critical reading and writing skills through investigations, projects, and activities, and gain a strong interdisciplinary foundation, which provides a useful context for understanding world events in the past and present.

American History

Year Course

Required: 11

Prerequisites: None

Units Earned: 1

The purpose of this course is to give students a better understanding of United States History as well as, to improve literacy and writing skills as they apply to the study of history. The class will be focused on the singular question of what is the American Identity? Students will examine and analyze this question through the scope of the concept of freedom, conflict, and unique individuals.

American Government I

Semester Course - First Semester

Required: 12

Prerequisites: None

Units Earned: 1/2

This course is designed to give the student a fundamentally sound introduction and understanding of the blueprint of our National, State, and Local levels of Government. It will be broken into five units covering the foundation of our government, political parties and government process, and the three branches of government.

Criminal and Civil Justice

Semester Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1/2

This course traces the development of the American justice system. The interaction between changes in society and changes in the criminal and civil justice system will be traced, with emphasis on Iowa's court system. The course will also cover juvenile justice and participation in mock trials.

Current Issues

Semester Course

Elective: 10, 11, 12

Prerequisite: None

Units Earned: 1/2

This class will look at problems facing today's society using various media perspectives. Class is based entirely on what currently plagues the world's cultures and what will need to be addressed in the future as students look toward becoming a part of the "real world". While a great many issues will be addressed, each student will be encouraged to delve deeper into one specific subject during the semester.

World History Through Film

Semester Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1/2

This class will look at historical themes through film and force the student to make a critical decision on whether or not the film is an accurate depiction of a historical event. This class is intended to develop the student's critical thinking abilities through multiple strategies.

American History Through Film

Semester Course

Elective: 9, 10, 11, 12

Prerequisites: None

Units Earned: 1/2

Special Education Program

Study Skills

Semester Course-Both Semesters

Elective: 9,10, 11,12

Prerequisite: I.E.P. Team Approval

Units Earned: 1/2

A structured small group atmosphere for the successful completion of course work. IEP (Individualized Educational Program) goal monitoring and skill building activities are used to increase academic proficiency.

Work Based Learning

Year Course

Elective: 11,12

Prerequisite:

Units Earned: 1/2

A course for students who have completed classroom readiness in the areas of job getting and job keeping skills. Students will be graded on their performance at the job site.

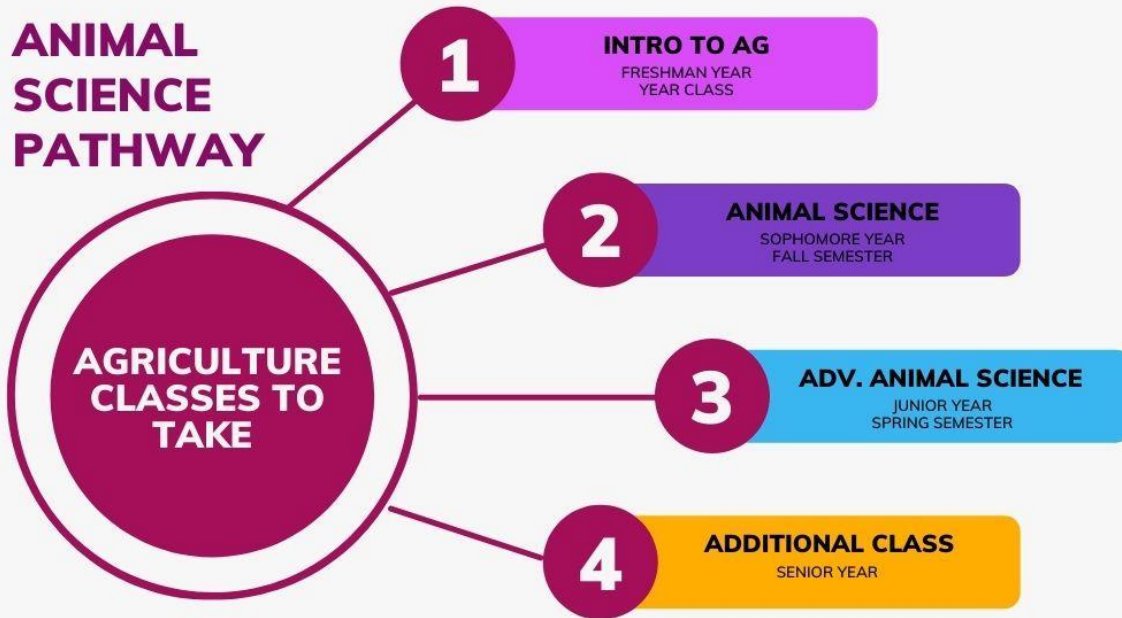
Agriculture Education

Class	Description	Semester	Prerequisites
Intro to Ag	This course is an introductory course designed to expose students to different facets of FFA and the agriculture industry. Students will gain knowledge in the communication, the science of agriculture, natural resources, plants and animals, and ag power and technology. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program.	Year	N/A
Animal Science	This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program.	Fall	Intro to Ag
Plant and Soil Science	This course will focus on the basic science of plants, such as structures, functions, and growth requirements as related to agronomy and horticulture. As well as, the basic fundamentals of soil such as structure, aggregates, soil types, and uses. Course topics include basic uses, crop categories, plant anatomy, soil structure, soil judging, etc. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program.	Year	Intro to Ag
Ag Business	This course introduces students to business management in agriculture. Throughout the course are practical and engaging activities, projects, and	Fall	Intro to Ag

	<p>problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program.</p>		
Adv. Animal Science	<p>This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Students will cover topics like Advanced Animal Genetics, Management Practices etc.</p> <p>(EICC)</p>	Spring	Intro to Ag Animal Science
Ag Communications	<p>This course focuses on identifying current issues affecting the agricultural industry both locally and nationally. We will concentrate on individual forms of communication and utilizing it for the betterment of a group. We will learn about all types of agricultural communications such as speech writing, discussions, presentations, marketing, etc. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program.</p>	Fall	Intro to Ag
Wildlife and Conservation	<p>This course introduces students to the principles of wildlife management and conservation. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting</p>	Spring	Intro to Ag Plant Science

	<p>in conservation, game and fish laws and regulations, hunter safety, and the application of scientific principles to managing wildlife habitats and populations. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program.</p>		
<p>Ag Sales and Marketing</p>	<p>This course will develop and expand the student's knowledge of Agriculture Business. The student will learn step-by-step sales techniques, stage presence, self-evaluation of voice, habits, abilities in sales, and understanding of sales career. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program.</p>	<p>Spring</p>	<p>Intro to Ag Ag Business and/or Ag Communications</p>
<p>7th Grade Exploratory</p>	<p>This exploration course provides the opportunity to learn fundamental concepts in agriculture to serve as a foundation for future courses and to inform students about the industry that is so vital to society and to their future. Topics in this course include the 7 areas of Ag; Animal Ag, Natural Resources, Ag Production etc.</p>	<p>Quarter</p>	<p>N/A</p>
<p>8th Grade Exploratory</p>	<p>This exploration course provides the opportunity to learn fundamental concepts in agriculture to serve as a foundation for future courses and to inform students about the industry that is so vital to society and to their future. Topics in this course include: FFA, Soils and Plants, Animal Science, and Ag Mechanics.</p>	<p>Trimester</p>	<p>N/A</p>

ANIMAL SCIENCE PATHWAY



PLANT SCIENCE PATHWAY



AGRIBUSINESS PATHWAY



Individual Projects and Workplace Experiences

Work-Based Learning

Semester Course

Elective – 12th grade only

Prerequisite – Approval of HS Principal

Units Earned – 1/2

Students will work with instructors and the HS principal as mentors to explore topics of interest related to their previous and current academic studies. This course is designed to serve as an opportunity for students to expand their knowledge beyond the novice level in a particular subject area(s), apply information in a meaningful manner, and explore a topic in greater detail and develop more advanced skills. A thesis statement and overall project plan/outline will be necessary prior to student admission to the program.

Independent Service Learning

Semester Class (can be taken two semesters)

Elective: 11, 12

Prerequisite: None

Units Earned: 1/2

The students will be assigned blocks of time to work at the elementary building or another service site in the school district or community. The scheduling duties and responsibilities would be flexible. Grading will be on a Pass/Fail basis. In addition, opportunities may be available for an advanced service learning opportunity for students who want to combine academic course work with a service learning experience.

Academic Services

Semester or Year Course

Elective – Assigned by the Administration

Units Earned – ½ or 1

This course will be assigned as needed to students who are struggling in their studies in school, specifically in the areas of Math and Literacy typically (but it could include other areas). This will be a “guided instruction” time with a small group of students.