

CGDHS
Course
Description
Booklet

(Revised November, 2016)

Table of Contents

Graduation Requirements.....	3
Agriculture.....	4
Art.....	9
Business.....	15
Family & Consumer Science.....	20
Industrial Technology.....	26
Language Arts.....	32
Mathematics.....	43
Music.....	49
Physical Education.....	56
Science.....	59
Spanish.....	67
Social Studies.....	73
Miscellaneous (Publications & Core)...	84

GRADUATION REQUIREMENTS FOR CLARION-GOLDFIELD HIGH SCHOOL

A total of forty-seven (47) credits are required to graduate. One credit is given for each subject satisfactorily completed each semester. Among the 47 credits needed to graduate, you must meet the following requirements in the core areas of Science, Social Studies, Mathematics, & Language Arts:

- **Science:** 6 semesters/credits
- **Social Studies:** 6 semesters/credits
- **Math:** 6 semesters/credits
- **Language Arts:** 8 semesters/credits
- **Physical Education:** is required each semester of each year, but meets every other day.
- **Foreign Language:** Completion of two full years of a single foreign language is a fairly common minimum requirement for admission to many colleges and universities. Taking a minimum of two years of Spanish is ***strongly recommended*** to college bound students.

Dual credit offerings may be used to satisfy the requirements of the four core areas. Dual credit courses are offered through Iowa Central Community College. Students completing dual credit courses receive both high school and college credit.

ALL CAPS = FULL YEAR COURSE *Lower Case & Italic* = Semester Course **Boldface** = Required for All Students

SCIENCE (6 Semesters)	SOCIAL STUDIES (6 Semesters)	MATH (6 Semesters)	LANGUAGE ARTS (8 Semesters)
GENERAL SCIENCE BIOLOGY Two additional semesters of Science must come from the courses listed below: <ul style="list-style-type: none"> • CHEMISTRY I • PHYSICS • <i>Anatomy/Physiology</i> • <i>Chemistry II</i> • <i>Conceptual Physics</i> • <i>Experimental Chemistry</i> • <i>Stem I</i> • <i>Stem II</i> 	U.S. HISTORY I U.S. HISTORY II ECONOMICS (meets every other day opposite PE throughout the year, therefore earns 1 credit) <i>Government</i> Social Studies Electives: <ul style="list-style-type: none"> • <i>Modern U.S. History</i> • <i>Sociology</i> • <i>World Geography</i> • <i>Western Civilization</i> <u>Dual Credit Offerings</u> <ul style="list-style-type: none"> • <i>Developmental Psychology</i> • <i>Introduction to Psychology</i> 	<ul style="list-style-type: none"> • GENERAL MATH • INTRODUCTION TO ALGEBRA • ALGEBRA I • ALGEBRA II • GEOMETRY • PRECALCULUS • <i>Consumer Math</i> • <i>Practical Geometry</i> • <i>Statistics</i> • <i>Trigonometry</i> 	ENGLISH 9 ENGLISH 10 ENGLISH 11 SENIOR ENGLISH (meets every other day opposite PE throughout the year, therefore earns 1 credit) One additional semester of Language Arts is required from the choices listed below: <ul style="list-style-type: none"> • <i>Novels</i> • <i>Speech</i> • <i>Mass Media</i> <u>Dual Credit Offerings</u> <ul style="list-style-type: none"> • <i>Composition I</i> • <i>Composition II</i> • <i>Public Speaking</i>

In addition to the required course work listed above, a student will have to take enough electives to fulfill the remainder of the 47 credits required for graduation.

Agriculture

Agriculture Standards

The student will:

1. Understand problem-solving, analysis and decision-making in agriculture.
2. Understand leadership and ethics development in agriculture.
3. Understand the concept of cooperation and community service/teamwork.
4. Understand the use of entrepreneurial knowledge and skills in agriculture.
5. Understand the use of oral and written communication skills in agriculture, both interpersonal and group.
6. Understand the principles of goal setting –personal and organizational.
7. Understand the principles of planning.
8. Understand the concept of adapting to change in agriculture.
9. Understand global and cultural diversity issues.
10. Understand basic computational and informational technology.
11. Understand the concept of career development and improvement –lifelong learning.
12. Understand basic technical skills and knowledge in the occupational area of agricultural business, supply, and service.

Livestock Product Sales and Service (Ag I)

Credits: 1 per semester

Prerequisites: none

Course Duration: 1 or 2 semesters

Teacher: Mrs. Charlson

Topics Covered:

- General production and care of livestock (beef, sheep, and swine)
- Nutrition and genetics
- Marketing of livestock and livestock related products
- Products used with livestock production
- FFA organization (opportunities, parliamentary procedure, etc.)
- Basic welding skills
- Farm safety (tractor driving)
- Fish and wildlife identification, habit and laws
- Agriculture record keeping (FFA record book problem)

Agronomic Product Sales and Service (Ag II)

Credits: 1 per semester

Prerequisites: Livestock Product Sales and Service (Ag I)

Course Duration: 1 or 2 semesters

Teacher: Mrs. Charlson

Topics Covered:

- Production of corn and soybeans
- Student presentations on production of other crops
- Basic welding skills
- Parliamentary procedure
- FFA national and international opportunities
- Plant and seed identification (crop and weed)
- Extemporaneous speeches (topics chosen that day, 4 per year)
- Develop a farm plan with a given situation
- Determine the cost to start farming (equipment, land, etc.)

Ag Business Management (Ag III)

Credits: 1 per semester

Prerequisites: Ag I and Ag II

Course Duration: 1 or 2 semesters

Teacher: Mrs. Charlson

Topics Covered:

- Income statements
- Balance sheets
- Cash flow statements
- Net worth statements
- Record keeping (filling out the above records)
- Record keeping systems
- Budgets
- Cost analysis
- Basic marketing
- Analysis of a complete farm business (records)
- Machinery care and maintenance
- Machinery management (capacities, horsepower, etc.)
- Basic welding skills

Agriculture Marketing (Ag IV)

Credits: 1 per semester

Prerequisites: Ag I, Ag II, Ag III

Course Duration: 1 or 2 semesters

Teacher: Mrs. Charlson

Topics Covered:

- Types of marketing available for farmers
- Types of marketing contracts
- Price trends for common commodities
- Computer as a marketing tool
- Locating market information
- Research of a commodity on the Chicago Board of Trade (5 weeks)
- Paper about the experience of trading commodities
- Basic welding skills

Horticulture

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mrs. Charlson

Topics covered:

- General overview of the horticulture industry
- Plant propagation
- Safety with horticulture
- Growing facilities (greenhouse)
- Plant growth
- Growing trees (deciduous, evergreen)
- Growing flowers
- Chemical safety (labels, handling, etc.)
- Fertilizers (uses, reading labels, etc.)
- Principles of landscape design
- Designing of landscapes to meet owner requirements
- Design a new landscape for where the students live now

Welding / Advanced Welding

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mrs. Charlson

Topics Covered:

- Fundamentals of welding (arc and oxyacetylene)
- Welding and tool safety
- Welds (the students will do approximately 50 graded welds)
- Students will make an approved project

Survey of the Animal Industry (ICCC Course #: AGS-113 – 3 credits)

Credits: 1

Prerequisites: None

Course Duration: 1 semester

Teacher: Mrs. Charlson

The course explores issues impacting the United States and the international animal industry. The main emphasis of the course is on different breeds, basic management, and marketing of farm animals. The animals include beef and dairy cattle, companion animals, horses, poultry, sheep, swine, and their products. This course is offered every other year.

Art

Visual Arts Standards

1. The student will understand and apply media, techniques, and processes related to the visual arts.
2. The student will know how to use the structures (e.g. sensory qualities, organizational visual elements and principles of design, expressive features) and functions and purposes of art.
3. The student will know a range of subject matter, symbols, and potential ideas in the visual arts.
4. The student will understand the visual arts in relation to history, culture and its role in society today.
5. The student will understand and reflect upon the characteristics and merits of one's own artwork and the artwork of others.
6. The student will understand the cross content connections among the various art forms and other disciplines.
7. The student will practice elements of time management, planning, design and deadlines in relation to the field of art.

National Core Arts Standards

Creating

- #1. Generate and conceptualize artistic ideas and work.
- #2. Organize and develop artistic ideas and work.
- #3. Refine and complete artistic work.

Performing / Presenting / Producing

- #4. Analyze, interpret, and select artistic work for presentation.
- #5. Develop and refine artistic work for presentation.
- #6. Convey meaning through the presentation of artistic work.

Responding

- #7. Perceive and analyze artistic work.
- #8. Interpret intent and meaning in artistic work.
- #9. Apply criteria to evaluate artistic work.

Connecting

- #10. Synthesize and relate knowledge and personal experiences to make art.
- #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Art Composition 1

Credits: 1

Prerequisites: none

This is the first art class students should begin with. There is no prerequisite for this class, however successful completion of this class with a passing grade is a pre-requisite for all additional art classes. All projects have individual goals, measured skills and are assessed with a rubric.

Course Duration: 1 Semester

Teacher: Mrs. Walker

In this course the student will:

- Understand visual, textile, and creative art development – how creativity works and is developed.
- Discover ways to generate ideas and plan artwork.
- Learn about past, present, and future developments in the world of art and its influence today.
- Understand the visual elements and principles of design.
- Learn different mediums of art and techniques to apply them.
- Understand basic art making principles – how to create value and form, drawing from observation, gradient, cross-hatching, stippling, variety of line, contour line, watercolor, painting, colored pencils, blending, basics of composition building, figure drawing and printmaking.
- Learn color theory – the color wheel, primary, secondary, tertiary colors - monochromatic, triad, complementary, and analogous color schemes (tempura paints, watercolors, pastels, color pencils, crayons)
- Learn a variety of types of subject matter - realism (drawing from observation-still life) and abstract art.
- Create artwork that has personal relevance and meaning.
- Reflect on their creative process and products they produce.
- Critique their work and others.
- Keep a record of their work and reflect on their growth. (Sketchbook and Digital Portfolio)
- Develop an understanding of perseverance, craftsmanship and creative problem solving. – Growth mindset - (Artwork – takes work.)
- Practice time management skills.
- Research historic or contemporary artists and study the formal process of critiquing artwork.
- • Study the artist habits of mind – develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the art world.

Art Composition 2

Credits: 1

Prerequisites: Passing grade in - Art Composition 1

This is considered an advanced course - for those highly interested in art and art making. All projects have individual goals, measured skills and are assessed with a rubric.

Course Duration: 1 Semester

Teacher: Mrs. Walker

In this course the student will:

- Practice creative art development. (Planning, sketching, Designing, Researching, Creating, Critiquing, and Reflecting)
 - Stretch their skills in creating art that has a personal connection and meaning.
 - Develop a higher level of artistic ability through continued practice and study of new mediums and techniques not covered in Art Composition 1.
 - Be open-minded to trying new, creative ideas and techniques.
 - Be self-critical and reflective to improve art skills.
 - Experiment with an extended variety of painting and drawing techniques. (Portraits, perspective, watercolor, acrylic, colored pencil, oil pastels and more)
 - Learn how to use a grid and base artwork off of photographs.
 - Construct original compositions and understand thumbnail sketching and the process of creating artwork from an idea to a product.
 - Study and research historic art movements and art's current influence and role in society.
 - Develop an understanding of perseverance, craftsmanship and creative problem solving. – Growth mindset - (Artwork – takes work.)
 - Practice time management skills.
 - Keep a photographic portfolio of artwork created. (Sketchbook & Digital Portfolio)
 - Participate in the critiquing of their own work as well as work of their peers.
 - Study the artist habits of mind – develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the art world.

Independent Studio

Credits: 1

Prerequisites: Passing Art Composition, Art Composition 2 with a grade of 85% or higher + **Written permission** from teacher and **conference** with teacher.

This is the highest level of 2D art class offered - for those highly interested in artwork, art making and who are able to work independently. This class is for students who are driven, hardworking and motivated. Students in this class work as an independent artist Mrs. Walker serves as mentor and guide.. All projects have individual goals, measured skills and are assessed with a rubric.

Course Duration: 1 semester

Teacher: Mrs. Walker

In this course the student will:

- Select and work with a theme for artwork for the duration of the semester. – This theme will have personal meaning and help the student artist develop a body or collection of work.
 - Independently set goals, create projects prompts, and set deadlines and keep track of their progress.
 - Research current artists weekly and new methods to further develop your works personal style.
 - Keep a photographic portfolio of artwork created. (Sketchbook and Digital Portfolio)
 - Practice creative art development. (Planning, sketching, Designing, Researching, Creating, Critiquing, and Reflecting)
- Study the artist habits of mind – develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, and understand the art world.
 - Further develop composition building skills and creative project development.
 - Reflect on their creative process and products they produce.
 - Critique their work and others.
 - Develop an understanding of perseverance, craftsmanship and creative problem solving. – Growth mindset - (Artwork – takes work.)
 - Practice time management skills.
 - Work with a variety of mediums and advanced techniques.

Digital Art

Credits: 1

Prerequisites: Passing grade in Art Composition 1 - (access to school laptop)

This is a beginner's digital art class. We will work with Wacom art tablets and the class is run in a partially flipped style, meaning students watch instructional videos provided by the teacher and then complete assignments as instructed using traditional as well as technology tools like Photoshop. We cover the major fields of digital art – art and technology working together such as Graphic Design, Photomanipulation, Digital Painting, and 3D digital sculpting. Please note just because the title has the word Digital does not mean the computer does the work – students should be interested in drawing and have general art-making knowledge and interest from Art Composition 1.

Course Duration: 1 Semester

Teacher: Mrs. Walker

In this course the student will:

- Learn the use of art in a commercial or business setting – art’s role in today’s culture and influence on daily life.
 - Understand and explore the fields of Graphic Design, Visual Communication, Branding, Typography, Digital Painting/Illustration, Photo-editing and manipulation, and 3D sculpting.
 - Create/Design posters and logos.
 - Practice creative art development. (Planning, sketching, Designing, Researching, Creating, Critiquing, and Reflecting)
 - Learn the basics of the Adobe Suite Software – Photoshop, Illustrator, InDesign and Sculptis.
 - Study key components and characteristics of quality design. (Balance, Proximity, Spacing, Alignment)
 - Keep a portfolio of artwork created.
- *Learn basic technology skills and merging technology with art.
*Learn about arts influence today and art careers.

Pottery I (Beginner Clay Class)

Credits: 1

Prerequisites: Passing grade in Art Composition 1 – Class Fee: \$15

This is the level 1 beginner clay course. The class fee is \$15 to pay for materials for the course. Basic clay sculpture techniques will be covered. This class is scheduled as a block so you need 2 periods in a row to do it. It is offered 8th-9th period in the Fall semester and 1st -2nd period in the Spring semester. Pottery is also a stacked class so levels 1-4 are in the class at the same time. Each level increases in difficulty, developing skill and project complexity. Students are required to sketch out all project ideas. All projects have individual goals, measured skills and are assessed with a rubric.

Course Duration: 1 Semester

Teacher: Mrs. Walker

In this course the student will:

- History of ceramics (clay) and its influence and role in the world and in a variety of cultures.
- Learn beginner clay hand-building techniques – pinch pots, slab, coils.
- Understand surface treatment options and properties of glaze.
- Learn a variety of clay tools and techniques to use them.
- Learn tactile experience/feel for the clay and properties (stages) of clay.
- Develop patience, coordination, and clay management skills.
- Practice creative art development. (Planning, Sketching, Designing, Researching, Creating, Critiquing, and Reflecting)
-Learn how to gather reference images and use them to develop work.
- Create 2D sketches and problem-solve to translate them into 3D sculpture.
- Develop a sense of self-satisfaction for a completed project.
- Create hand-built projects as well as learn to use the potter’s wheel.
- Keep a photographic portfolio of artwork created. (Digital Portfolio)
- Collaborate with lower and upper level pottery students – help one another and critique together.

Pottery II (Beginner Clay Class)

Credits: 1

Prerequisites: Passing grade in Pottery I and Art Composition 1 - Class Fee: \$15

This is the level 2 beginner clay course. The class fee is \$15 to pay for materials for the course.

Students will continue to build on skills built in Pottery I advancing to more complex and detailed techniques. This class is scheduled as a block so you need 2 periods in a row to do it. It is offered 8th-9th period in the Fall semester and 1st -2nd period in the Spring semester. Pottery is also a stacked class so levels 1-4 are in the class at the same time. Students are required to sketch out all project ideas. All projects have individual goals, measured skills and are assessed with a rubric. Students will spend more time on the potter's wheel in this course.

Course Duration: 1 Semester

Teacher: Mrs. Walker

In this course the student will:

- Use the skills mastered from Pottery I putting them to use in specific projects that will increase in difficulty.
- Create projects inspired by a variety of prompts: cultures, architecture, lanterns, nature, animals, mugs and sculptural work.
 - Learn more advanced techniques on the wheel and hand-building.
- Learn more advanced surface treatment techniques – sgraffito, wax resist and tape resist.
- Practice creative art development. (Planning, Sketching, Designing, Researching, Creating, Critiquing, and Reflecting)
 - Keep a photographic portfolio of artwork created. (Digital Portfolio)
- Explore the history of pottery and its influence on a variety of cultures.
- Collaborate with lower and upper level pottery students – help one another and critique together.

Pottery III (Advanced Clay Class)

Credits: 1

Prerequisites: Passing grade in Art Composition 1, Pottery I and II Class Fee: \$15

This is considered an advanced clay course. The class fee is \$15 to pay for materials for the course.

Students will be challenged to work on more advanced projects and complex prompts for projects.

Students in this class will have increased independence and choice. This class is scheduled as a block so you need 2 periods in a row to do it. It is offered 8th-9th period in the Fall semester and 1st -2nd period in the Spring semester. Pottery is also a stacked class so levels 1-4 are in the class at the same time. Students are required to sketch out all project ideas. All projects have individual goals, measured skills and are assessed with a rubric. Students will spend even more time on the potter's wheel in this course.

Course Duration: 1 Semester

Teacher: Mrs. Walker

In this course the student will:

- Need to be a student who has shown exceptional skill, dedication, independence and wishes to develop a higher level.

Projects will continue to increase in difficulty and complexity.

- Create a series of pieces that are related in theme, form, or surface treatment.
- Higher focus on creating meaning with artwork - telling stories, depicting emotions and interpreting artwork. (*Develop a pottery that has personal message and meaning.)
- Create hand-built and wheel-thrown pieces.
- Practice time management skills also develop project prompts, goals and experience a more independent level of pottery.
- Keep a photographic portfolio of artwork created. (Digital Portfolio)
 - Collaborate with lower and upper level pottery students – help one another and critique together.

Pottery IV (Independent Pottery – Advanced Clay Class)

Credits: 1

Prerequisites: Passing grade in Pottery I, II, & III and Art Composition 1 with a grade of 85% or higher in Pottery III + **Written permission** from teacher and **conference** with teacher. – Class Fee: \$15

This is the most advanced clay course offered and is like Independent Studio but the Pottery version.

The class fee is \$15 to pay for materials for the course. This class is for those highly interested in

pottery and who are able to work independently. This class is for students who are driven,

hardworking and motivated. Students in this class work as an independent potter, they set goals and

determine projects while Mrs. Walker serves as mentor and guide. All projects have individual goals,

measured skills and are assessed with a rubric. Students are required to create one project from each

of the different building techniques learned in past classes.

This class is scheduled as a block so you need 2 periods in a row to do it. It is offered 8th-9th period in

the Fall semester and 1st -2nd period in the Spring semester. Pottery is also a stacked class so levels 1-4

are in the class at the same time. Students are required to sketch out all project ideas. All projects have individual goals, measured skills and are assessed with a rubric.

Course Duration: 1 Semester

Teacher: Mrs. Walker

In this course the student will:

- Independently set goals, create projects prompts, deadlines.
- Research current ceramic artists and new clay methods to further develop your works personal style.
- Keep a photographic portfolio of artwork created.
- Practice creative art development. (Planning, sketching, Designing, Researching, Creating, Critiquing, and Reflecting)
- *Create a minimum of 6 projects from each building discipline.
- Keep a photographic portfolio of artwork created. (Digital Portfolio)
 - Collaborate and mentor lower level pottery students – help one another and critique together.

Publications

Credits: 1

Prerequisites: None

This is the class dedicated to creating the Yearbook for the current school year. The course requires dedicated and selfless individuals who are interested in a bit of writing, art and business wrapped into one course. Students are responsible for yearbook photography and documentation of the year. This is a co-taught class between Mrs. Moore (English) and Mrs. Walker (Art).

Course Duration: 1 Semester

Teacher: Mrs. Walker and Mrs. Moore

In this course the student will:

Topics Covered: Students will be expected to have the necessary skills for writing and editing writing assignments for the yearbook. They will be expected to be responsible and independent workers and learners. The primary purpose of this class is to produce the yearbook.

Skills will be specific to the production of a computer-designed book using the Jostens program Yearbook Avenue.

1. Yearbook Organization

- Theme
- Content sequence
- Legal responsibilities and copyright
- Cost-relative expenses
- Ethical/responsible coverage (all inclusive)
- Advertising and sales coordination of the yearbook

2. Production

- Computer skills (Program Skills – InDesign and Yearbook Avenue)
- Learning creative program
- Developing layouts – page designs
- Organizing elements into finished product
- Developing graphics
- Meeting deadlines.
- Typography skills

3. Photography

- Composition – Photography Basics
- Organization of files
- Creative use of techniques

Business

Financial Accounting (ICCC Course # ACC-142 – 3 credits)

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mr. EnTin

Topics Covered:

This course emphasizes fundamental bookkeeping procedures, including the handling of typical business and corporate transactions, adjusting, closing, and reversing entries, the use of controlling accounts, and subsidiary ledgers, and the voucher system, preparation of financial statements, and financial statement analysis. Computers are used.

Managerial Accounting (ICCC Course # ACC-146 – 3 credits)

Credits: 1

Prerequisites: Financial Accounting

Course Duration: 1 semester

Teacher: Mr. EnTin

Topics Covered:

This course gives attention to partnership and corporation accounting, the use of departmental branch and manufacturing accounts, and an overview of job order and process cost accounting. Computers are used. Prerequisite: C or better in ACC-142 Financial Accounting

Introduction to Business I

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mr. EnTin

Topics Covered:

1. Economic Decisions
2. Economic Systems
3. Economic Roles
4. Economic Measurements
5. Business in Our Economy
6. Business Structures
7. Manager as Leader
8. Producing and Marketing Goods and Services
9. Social Responsibility and Business Ethics
10. International Business
11. Government in Our Economy
12. Managing a Small Business
13. Managing Human Resources
14. Maintaining Financial Information

Introduction to Business II

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mr. EnTin

Topics Covered:

1. Human Resources in Our Economy
2. Planning a Career
3. Succeeding in the World of Work
4. Opportunities in Small Businesses
5. The Informed Consumer
6. Consumer Buying Decisions
7. Consumer Rights and Responsibilities
8. The Banking System and Financial Services
9. Opening a checking account
10. Using checks and other payment methods
11. The Fundamentals of Credit
12. The Uses of Credit
13. Credit Records and Regulations
14. Investments
15. The Fundamentals of Insurance
16. Auto, Life, and Property Insurance

Family Consumer Science

Family and Consumer Sciences Standards

1. Integrate knowledge, skills, and practices required for careers in food science, dietetics and nutrition.
2. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
3. Integrate knowledge, skills, and practices required for careers in food production and services.
4. Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.
5. Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
6. Integrate knowledge, skills, and practices required for careers in textiles and apparel.
7. Integrate knowledge, skills, and practices required for careers in consumer sciences.
8. Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.
9. Evaluate management practices related to the human, economic, and environmental resources.
10. Integrate knowledge, skills, and practices required for careers in family and community service.
11. Integrate multiple life roles and responsibilities in family, work, and community settings.
12. Demonstrate respectful and caring relationships in the family, workplace, and community.

Family and Consumer Science I

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mrs. Leist

Topics Covered:

This course is offered first semester each year. The focus of this class is to provide information and teach skills to enable students to be more successful individuals in respect to their role as a family member and in society. Here we will cover the traditional life lessons that provide the foundation for a successful future. We start with financial literacy: how to make money while you sleep, how to avoid credit card debt, insurance protection, buying a car and common factors of financially successful people. Our next unit addresses reaching your potential through good communication skills, conflict resolution, responsible decision-making, goal-setting and succeeding in the world of work by choosing, getting, and keeping a job. Finally we focus on making a plan for where we live, whether this place is our own bedroom, a dorm room, or first apartment and how to choose and keep a roommate, decorate, stay safe and live on a budget. This is a one-semester course and is available to 9-12th grade students.

Family and Consumer Science II

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mrs. Leist

Topics Covered:

This course is offered second semester each year. It CAN be taken without taking FACS 1. The focus of this class is to provide information and teach skills to enable them to be more successful individuals in respect to their role as a family member and in society. Lessons included in this class are different than those covered in FACS 1 that is offered first semester of each year. This class begins with information on fibers, fabrics and clothing. We will learn about their characteristics, construction and care. Lessons will include routine care and repair of clothing and other textiles. We will practice hands on activities including: sewing on a button, repairing a tear, washing, drying, ironing and pressing clothing. In addition, we will learn about basic sewing equipment and construct a simple project (such as, but not limited to: a pillowcase, apron, blanket, stocking, curtain, etc.).

The second half of the class will be spent learning to be self-sufficient in the kitchen and work within a budget to plan, prepare, serve and clean-up after a meal. Students will learn about safety, sanitation, measuring, equipment, kitchen utensils, abbreviations, recipes, time-management and meal planning. Students will practice these skills in the kitchen laboratories by working in small groups to prepare recipes. At the conclusion of this class students will successfully be able to prepare simple, but well-balanced meals and snacks. This is a one-semester course and is available to 9-12th grade students.

Child Development I

Credits: 1

Prerequisites: None

Course Duration: 1 Semester

Teacher: Mrs. Leist

Topics Covered:

This course is offered during the first semester each year. The focus is guidelines for good parenting. It includes information on parenting and families, responsible parenting, personal readiness, understanding child development, effective parenting skills, teens and parenting, planning a family, prenatal development, a healthy pregnancy, preparing for baby's arrival, the birth process, newborn and postnatal care and infancy. A registered nurse provides information on the reproductive system, birth control methods (with an emphasis on abstinence) and disease prevention.

Child Development II

Credits: 1

Prerequisites: None, but recommended to take Family and Consumer Science Basics

Course Duration: 1 Semester

Teacher: Mrs. Leist

Topics Covered:

This course is offered during the second semester each year and it CAN be taken without taking Child Development I. The focus of this course is on caring and educating children. Information is provided on caring for toddlers, children and tweens; meeting physical, intellectual, emotional and social needs; health and safety; guiding children through communication, building character, promoting positive behavior and handling negative behavior; parenting concerns including children with special needs, family challenges, childcare and education options.

Creative Sewing and Textiles

Credits: 1

Prerequisites: None, but recommended to take FACS2

Course Duration: 1 Semester

Teacher: Mrs. Leist

Topics Covered:

This course is offered the first semester each year. It is designed for the beginning sewer, however it can easily be modified for the student with previous sewing experience to meet their individual needs and improve upon their skills. No previous sewing skills are necessary to take this class, however taking FACS 2 is recommended. Students will be introduced to the basics of sewing by hand and machine, reading a pattern correctly, ironing/pressing techniques, color schemes, fabric selection and quilting construction. Students will be instructed specifically on piecing fabric to complete individual project(s) such as a quilt, wall-hanging, table runner, or other item of their choice. Scrap and donated material is available (and accepted whenever anyone offers!) to use to complete projects, however many students choose to purchase all or part of their supplies. Limited finances should NOT prevent anyone from taking this class as we have resources to assist students in making their project.

Traditionally this class includes a field trip to one or more quilt shops and a fabric store. This trip often serves as a perfect time to learn about quality of fabric, notions, running a small business, customer service, being a wise consumer, comparison shopping and purchasing materials. This is a one-semester course offered to 10-12 grade students.

Interior Design & Housing

Credits: 1

Prerequisites: None, but recommended to take Family and Consumer Science Basics

Course Duration: 1 Semester

Teacher: Mrs. Leist

Topics Covered:

1. Identify recent trends in housing.
2. Explain basic financial and legal aspects of housing in various demographic situations.
3. Evaluate housing alternatives (i.e., floor plans, structure and maintenance of a residence, safety, energy, lifestyles and populations with special needs.)
4. Examine design principles and elements.
5. Identify qualities of home furnishings and appliances (i.e., performance, safety, cost, quality, efficiency, space, and cleanability.)
6. Examine home furnishings-home management related occupations.
7. Locate and/or utilize housing, home furnishing management and equipment resources for assistance.
8. Demonstrate safety, sanitation, security, and first-aid procedures.

Food and Nutrition

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mrs. Leist

Topics Covered:

This course is offered first and second semester each year. It begins with a unit on nutritional needs and nutrition through the life cycle including information on special diets: medical diets, vegetarian diets, weight management diets and diets for athletes. Next there will be a review of information on kitchen basics (safety, sanitation, measuring, equipment, kitchen utensils, abbreviations, recipes, time-management and meal planning). The second half of the course is a hands-on lab experience with students working in small groups in the kitchen laboratory to prepare food using a variety of preparation techniques and cooking methods. Homework assignments for this quarter will include making 2-3 items at home for the family. It is recommended that students take FACS 2 prior to taking this course or have some basic cooking skill knowledge and experience.

10th Grade Core

Credits: 1

Prerequisites: None

Course Duration: 2 semesters meeting every other day.

Teacher: Mrs. Leist

Topics Covered:

We will be using an on-line learning program entitled Everfi™. Students will be creating on-line accounts that link back to me for the course. Course units include: Financial Literacy and Digital Literacy and Responsibility. In addition to using the Everfi™ program students will also be working on the following units: I Have a Plan Iowa; Work Skills Readiness Testing; and Employment Exploration.

Everfi™ Financial Literacy is a new-media learning platform that uses the latest technology – video, animations, 3-D gaming, avatars, and social networking – to bring complex financial concepts to life for today’s digital generation. Topics covered include: credit score, insurance, credit cards, taxes, investing, savings, 401Ks and mortgages.

I Have a Plan Iowa™ can help you with your career and college planning. When you create your account and sign in the system will:

- Show you tools and resources that are appropriate to your grade or stage of life;
- Save your work so you can return and pick up where you left off;
- Provide you with a lifelong portfolio to help with future career transitions;
- Make suggestions based on your previous work.

ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. As part of ACT's Work Readiness System, ACT WorkKeys has helped millions of people in high schools, colleges, professional associations, businesses, and government agencies build their skills to increase global competitiveness and develop successful career pathways. Successful completion of ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning ACT's National Career Readiness Certificate (NCRC), a portable credential earned by more than 1 million people across the United States.

Industrial Technology

Introduction to CAD (ICCC# CAD-101 – 3 credits)

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mr. Warnke

Topics Covered:

The student will be introduced to the use of Computer-Aided Drafting software to make drawings of various objects. Students will create and modify drawings, print hard copies, and change the drawing environment to meet task requirements.

- Measure with an engineer's and architect's scale.
- Scale any object to a specified range using an engineer, architect or metric scale.
- Use fractions and decimals to center objects on a given size of drawing paper.
- Identify and use the different types of drafting lines.
- Create multiview drawings using manual drafting equipment and a CAD program on the computer.
- Dimension multiview drawings, given the rules and sequences to dimensioning.
- Section a multiview drawing using full, half, offset, removed, revolved, and broken out sectioning methods.
- Identify section symbols when reading a drawing.
- Use geometric tolerancing principles.
- Construct auxiliary view drawings.
- Give a drawing presentation and also critique a presentation.
- Create a class portfolio.

Architectural Drafting

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mr. Warnke

Topics Covered:

- Use DATA CAD program to produce roofing and architectural layouts of various types.
- Create a floor plan to a client's specifications (square feet, flow patterns, style and codes).
- Place the floor plan on a lot and determine drainage and landscape.
- Read and produce topography maps.
- Manipulate topography contours to make a desired drainage solution.
- Produce electrical, DWV, and HVAC layouts.
- Produce electrical drawings and sections.
- Identify types of windows, doors and building materials, and how they are used.

Advanced CAD (3D Drafting)

Credits: 1

Prerequisites: CAD 1

Course Duration: 1 semester

Teacher: Mr. Warnke

Topics Covered:

- Use a cad program to create two dimensional objects into three dimensional objects.
- Use 70 lb. paper to make 2D pattern drawings into a 3D model.
- Graphically produce shades and shadows on a given object using a conventional light ray.
- Graphically produce shades and shadows on other objects given a modified light direction.
- Read a solar chart.
- Relate perspective vocabulary to its actual functions: picture plane, horizon line, ground plane, ground line, vanishing points, station point, line of sight, and cone of vision.
- Produce two point perspectives of objects.
- Manipulate the perspective functions to produce a given perspective.
- Produce isometric drawings by the use of a cad program.
- Use the card drafting program to do the following types of drawings: assembly, gears, cams, welds, rounds, counter bores, countersinks, and renderings.
- Create a class portfolio.

Woods I

Credits: 1

Prerequisites: CAD 1

Course Duration: 1 Semester (Spring)

Teacher: Mr. Warnke

Topics Covered:

- Understand the safe use of equipment
- Identify tools and the usage
- Keep their project organized and keep a neat working area
- Compute board feet and wood costs
- Demonstrate joining of wood (correctly adding wood to wood)
- Demonstrate shaping of wood (correctly subtracting wood from wood)
- Demonstrate gluing and clamping of wood
- Identify types of wood construction, style and finishing

Introduction to Residential Construction (ICCC # CON-102 – 1 credits)

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mr. Warnke

Topics Covered:

Students will be introduced to basic residential construction history, terminology, materials and basic construction techniques. This course will cover basic information and develop manual

- Compute board feet, linear materials, material area, volumes, and spacing's for materials, and the usage of the building material.
- Frame using 16" and 24" centers.
- Describe the difference between balloon framing and platform framing.
- Know many of the sizes and uses of nails and screws.
- Understand the difference between R-value and U-value.
- Be able to lay out rough openings for window and doors.
- List the steps in hanging door and a window.
- Work with roof framing and roofing materials.
- Form up and pour concrete.
- Set up and survey a specific area with a transit.
- Small groups will construct a 1/8 inch scale of a room having the listed components: floor joists, sub floor, interior and exterior walls, two doors, two windows, ceiling joints, and rafter system.

Small Engines

Credits: 1

Prerequisites: None

Course Duration: 1 Semester (Spring)

Teacher: Mr. Warnke

Topics Covered:

- Use equipment safely
- Disassemble a small four cycle engine (5 hp. Or less), and have it perform at spec. rpm
- Disassemble a larger four cycle engine (10 hp. Or greater), and have it perform at a spec. rpm
- Disassemble a two cycle engine, and have it perform at spec. rpm
- Identify the parts and usage in a small engine
- Demonstrate the use of the micrometer, feeler gauge, torque wrench, valve grinder, and multimeter
- Measure parts and compare to specifications
- Describe the difference between 2 cycle and 4 cycle engines
- Explain lubrication, carburetion, and cooling as it relates to a small engine
- Sketch and explain the electrical system of a small engine

Introduction Transportation Technology (ICCC #AUT-108 – 3 credits)

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mr. Warnke

Topics Covered:

This introductory course provides an introduction to the many facets of the automotive industry, to include: careers affecting the automotive industry, environmental concerns affecting the automotive industry, basic automotive hand tools, specialty tools, precision measuring tools, power tools and shop equipment.

- Use equipment safely
- Disassemble, identify, measure, and assemble the following automotive devices: alternator, starter, master cylinder, wheel cylinder, shoe and disc brakes, and a complete engine
- Complete a tune up on a vehicle of their choice
- Bleed brakes on a vehicle
- Explain lubrication, cooling, and carburetion as it relates to a large engine
- Use plastic gauge to measure main bearings
- Use a valve grinder, a valve seat grinder, valve spring compressor, and assembly lube to renew a cylinder head
- Describe the classification of tires and rear axles
- Describe the suspension and drive train of a vehicle

Site Layout & Blueprint (ICCC #CON-131 – 1 credit)

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mr. Warnke

Topics Covered:

This course will train students to interpret and use working drawings and blueprints. It includes an understanding of construction symbols and building specifications. Students will develop a site layout for various projects utilizing lasers, builder's levels, blueprints, and site plans.

Language Arts

Language Arts Standards

Writing

1. The student will demonstrate competence in the general skills and strategies of the writing process.
2. The student will demonstrate competence in the stylistic and rhetorical aspects of writing.
3. The student will write with a command of the grammatical and mechanical conventions of composition.
4. The student will be able to effectively gather and use information for research purposes.

Reading

5. The student will demonstrate competence in general skills and strategies for reading literature.
6. The student will demonstrate competence in general skills and strategies for reading information including those of a technical nature.
7. The student will demonstrate competence in applying the reading process to specific literary genres.

Speaking and Listening

8. The student will demonstrate competence in speaking and listening as tools for learning.

Language

9. The student will demonstrate an understanding of the functions of the English language.

Media Literacy

10. The student will demonstrate competence in understanding and evaluation of the media.

English 9

Credits: 1 per semester

Prerequisites: none

Course Duration: 2 Semesters (Full Year)

Teacher: Mrs. Morriscal

Topics Covered:

1. The function of the eight parts of speech (standard #3)
2. Parts of a sentence—subject, verb, compliment (standard #3)
3. Different kinds of phrases—prepositional, verbal, appositive (standard #3)
4. Basic everyday use of the language in using the correct form of the verb in sentences (standard #3)
5. The proper use of pronouns and the correct choice of pronouns (standard #3)
6. Proper punctuation and usage (standard #3)
7. Writing, composing, and organizational skills in writing a simple expository paragraph (standard #1)
8. Vocabulary (standard #3)
9. His or her ideas about and generated by various types of literature, literary skills, and devices such as
 - Short Story- “The Most Dangerous Game,” “The Cask of Amontillado,”
“The Scarlet Ibis” (standard #7)
 - Drama- “Romeo and Juliet” (standard #7)
 - Non-fiction- “The Death of a Tree,” “My Mother, Rachel West,”
“A Taste of Snow” (standard #7)
10. Examples of terms and devices such as plot, point of view, setting, theme, diction, imagery, fable, simile, personification, and metaphor (standard #5)
11. Proofread own and others’ writing (standard #3)
12. The concept of plagiarism and its avoidance (standard #4)
13. Proper crediting of sources in MLA format (standard #4)
14. The research process from library media center orientation to US History I application (standard #4)
15. The Writer’s INC text for content and usability (standard #6)
16. Read books (one a quarter) (standard #7)

English 10

Credits: 1 per semester

Prerequisites: English 9

Course Duration: 2 Semesters (Full Year)

Teacher: Mrs. Yackle

Topics Covered:

This course examines American Literature authors and their impact on society. Censorship, Freedom of Speech, Poetry, Documentaries, and more are examined, discussed, and written about. Students will write short stories, create iMovies, give formal and informal presentations, as well as create their own documentary.

1. Write personal expressions
2. Write description of various lengths
3. Write narration both personal and fictional
4. Write a character sketch based on a primary source
5. Write exposition
6. Review sentence structure
7. Proofread writing
8. Peer review another's writing
9. Document sources in an oral presentation
10. Debate as a team member
11. Discuss effectively in a variety of settings- round table, symposium, and forum
12. Deliver a variety of presentations, formal and informal
13. Practice audience etiquette and listening skills
14. Read and analyze books
15. Learn note-taking techniques: direct quote, summary, paraphrase
16. Learn note taking content: statistics, facts, examples, definitions, etc.

Reading Composition I

Credits: 1

Prerequisites: none

Course Duration: 1 semester

Teacher: Mrs. Morriscal

Topics Covered:

This class is designed to improve the reading skills of students who score at or below the 40th percentile in Reading on the ITBS. Incoming Freshmen who scored at or below the 40th percentile in Reading on the ITBS during their 8th grade year will be required to take this class. Students will work at an individual pace with materials designed to help in their needed skill areas. The objective of this course is to have students improve their reading levels.

Novels

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mrs. Morrival

Topics Covered:

After reading each novel students will be able to

- Discuss orally with the teacher the plot, author's intentions, and personal reactions to the novel (standards #7, 8, & 10)
- Compare and contrast the novel with others by the same author or in the same genre (standards #6, 7, & 8)
- Relate incidents or attitudes in the novel to everyday life (standards #8 & 10)
- Discuss an essay from some aspect of the novel in a three-paragraph format (standards # 1, 2, 3, 5, 6, & 10)

The class will allow the students the opportunity to

- Select novels to be read according to individual taste & ability (standard #7)
- Have the time and opportunity to experience or discover the joy of reading for pleasure (standard #6)
- Enjoy the life-long learning aspects of the acquisition of this ability (standard #6)
- Improve reading comprehension (standards #5, 6, & 7)
- Express and support personal opinions or beliefs (standards #1, 2, 3, & 10)
- Improve organizational skills necessitated by the independent mode (standard #10)

Mass Media

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mrs. Yackle

Topics Covered:

This course covers various forms of the media (TV, film, news media) and media manipulation (stereotypes, censorship, and distortion). Emphasis is on the student as consumer of the media, preparing him or her to be a more knowledgeable consumer, citizen, and parent.

In this course the student will

1. Learn the history of various media
2. Learn the terminology of various media
3. Evaluate the impact of media on today's society
4. Distinguish between good quality and lesser quality examples of the media
5. Analyze the effectiveness of various media
6. Predict the future of the various media
7. Recognize the media's attempt to manipulate the consumer

Speech

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mrs. Yackle

Topics Covered:

Speech emphasizes the theory and application of public speaking and listening techniques for the individual and small group.

The student will

1. Self-assess his or her own skills in public speaking
2. Analyze the theories of voice production, cycle of communication, dialect, etc.
3. Prepare, deliver, and critique a variety of speeches
4. Research, prepare, and participate in a debate
5. Listen for meaning and message

Senior English

Senior English is a year-long required course which may earn one English credit for the student. Credit from this course may be used towards fulfillment of the eight graduation credits required in Language Arts. Senior English is a demonstration of skills learned throughout their previous twelve years of education. Senior English builds upon the students' prior knowledge and skills learned in English 9, English 10, 10 and 11th Core, and Advanced Composition.

Teacher: Mrs. Tillman

In this course the student will:

- write a personal expression in a journal (standard # 2)
- write description of various lengths (standard # 2)
- write a personal autobiography (standard # 1, 2, & 3)
- write a creative piece, not more than three pages (standard 1, 2, & 3) use electronic and print search techniques (standards # 4 & 6)
- effectively gather and use information for research purposes (standard # 4)
- identify the most relevant resources to use for a specific assignment (standard # 4)
- synthesize source materials (standard # 1)
- create a formal outline (standard # 1)
- demonstrate competence in using note cards, matrix, or other graphic organizers for gathering and organizing information (standard # 4)
- create bibliographies/works cited for research topics (standards # 4, 6, & 8)
- apply MLA documentation format (standard # 2)
- peer review another's writing and speech (standards #1 & 3)
- deliver a speech (standard # 8)
- read and analyze one book (standard # 5 & 7)
- write exposition of either 5- or 15-page length (standard # 2)
- design and compile a portfolio as a self-marketing tool (standard # 10)
- self-assesses learning styles (standard # 4)

- select, plan, and implement a personal project (hopefully to the betterment of their school and/or community (standard # 10)

Composition I (ICCC Course # ENG-105 – 3 credits)

Credits: 1

Prerequisites: Advanced Composition – strongly recommended

Course Duration: 1 semester

Teacher: Mrs. Yackle

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

In this course the student will:

- Organize information effectively
- Construct clear and effective sentences in standard
- Use a writing process
- Conduct research
- Read critically
- Write four major papers

Composition II (ICCC Course # ENG-106 – 3 credits)

Credits: 1

Prerequisites: completion on English 105

Course Duration: 1 semester

Teacher: Mrs. Yackle

This course is a continuation of ENG-105 with advanced work in research techniques. The major focus is on persuasive and argumentative writing incorporating oral, visual, and electronic modes with an emphasis on critical thinking skills. Prerequisite: ENG-105 Composition I with a “C” grade or better.

In this course the student will:

- Recognize persuasive techniques
- Write four major papers on issues of policy, value, definition, and cause and effect
- Use electronic and print search techniques
- Apply MLA & APA documentation formats
- Synthesize source materials
- Understand and follow a research process
- Create and follow various graphic organizer formats
- Recognize the difference between quotation & paraphrase

Fundamentals of Oral Communication (ICCC Course # SPC 101 – 3 credits)

Credits: 1

Prerequisites: Composition I

Course Duration: 1 semester

Teacher: Mrs. Yackle

This course is designed to develop the basic skills of oral communication by studying the process and theory of communication. Emphasis is placed on the preparation and delivery of individual and group presentations in various speaking situations.

In this course the student will:

- Learn the principles of effective speaking
- Self-assess strengths and weaknesses in speaking and listening
- Control communication anxiety
- Use visuals effectively in communication
- Develop beneficial planning and speaking outlines
- Demonstrate effective speaking skills in individual and small group speaking situations

Mathematics

Mathematics Standards

1. Effectively uses a variety of strategies in the problem-solving process.
2. Understands and applies basic and advanced properties of the concept of numbers.
3. Uses basic and advanced procedures while performing the process of computation.
4. Understands and applies basic and advanced properties of the concept of measurement.
5. Understands and applies basic and advanced properties of the concepts of geometry.
6. Understands and applies basic and advanced concepts of data analysis and distributions.
7. Understands and applies basic and advanced concepts of probability and statistics.
8. Understands and applies basic and advanced properties of functions and algebra.
9. Understands the general nature and uses of mathematics.

General Math

Credits: 1 per semester

Prerequisites: Placement by Teacher

Course Duration: 2 Semesters (Full Year)

This course is a review of basic mathematics skills. Includes the fundamental numeral operations of addition, subtraction, multiplication and division of whole numbers, fractions and decimals, ratio and proportion, percent, systems of measurement, and an introduction to algebraic and geometric concepts.

Introduction to Algebra

Credits: 1 per semester

Prerequisites: none

Course Duration: 2 Semesters (Full Year)

Pre-Algebra is a two-semester course, emphasizing the language of algebra and problem solving. Students will explore the topics of: integers and exponents, rational and real numbers, analyzing data, plane geometry, perimeter, area, and volume, ratios and similarity, percents, and probability.

Algebra I

Credits: 1 per semester

Prerequisites: Successful Completion of 8th Grade Level Math or Intro to Algebra

Course Duration: 2 Semesters (Full Year)

Algebra I is a course that is intended to increase your mathematical abilities, introduce new ideas, and begin the transition into upper level mathematics. Algebra I is designed to have a strong connection to equations, expressions, and use of variables in mathematics problems. It also begins your ability to think critically to solve real world problems.

Geometry

Credits: 1 per semester

Prerequisites: Successful Completion of Algebra I

Course Duration: 2 Semesters (Full Year)

Geometry is a two-semester course designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed.

Algebra II

Credits: 1 per semester

Prerequisites: Successful completion of Algebra I and Geometry OR Successful Completion of Algebra I and concurrent enrollment in Geometry

Course Duration: 2 Semesters (Full Year)

Algebra II is an advanced Algebra course where students are expected to understand the basics learned from Algebra I. The course explores deeper ideas in Algebra and is the first step in more advanced mathematics. Topics will include but are not limited to polynomials, conic sections, logarithms, and basic trigonometric functions.

Precalculus

Credits: 1 per semester

Prerequisites: Successful Completion of Algebra II

Course Duration: 2 semesters

Pre-Calculus is a two-semester course that recognizes the importance of the development of solid mathematical computation and problem-solving skills. This course will explore the advanced topics of: systems of equations and inequalities, rational functions, series and sequences, vectors, exponential and logarithmic functions, limits, derivatives and integrals.

This is a high level math class geared toward students looking at college math and preparing for calculus at a college level.

Statistics

Credits: 1

Prerequisites: Successful Completion of Algebra II

Course Duration: 1 semester

Statistics is an advanced mathematical course that deals with topics in exploring data. These topics include, but are not limited to, standard deviation, z-scores, data manipulation, probability, combinatorics, linear regressions, data correlations, and will include data collection and analysis. Students should be prepared for a large project at the end of the course.

Trigonometry

Credits: 1

Prerequisites: Successful Completion of Algebra II

Course Duration: 1 semester

Trigonometry topics include Pythagorean relationships, functions and their graphs, trigonometric functions, right triangle trigonometry, angles of rotation and radian measure, graphs of trigonometric functions, trigonometric formulas and identities, and polar coordinates.

Consumer Math

Credits: 1

Prerequisites: Successful Completion of Algebra I

Course Duration: 1 semester

This course looks at math applied to everyday life situations and how different careers use math. Topics covered will include: gross pay, net pay, insurance, banking, credit cards, owning a car or home, budgets, federal income tax, and investing.

Practical Geometry

Credits: 1

Prerequisites: Successful Completion of Algebra I

Course Duration: 1 semester

Practical Geometry is a one-semester course designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. Topics covered will include: understanding the characteristics of points, lines, and planes, characteristics of polygons and circles, perimeters, area, and volume of geometric figures, the Pythagorean theorem, and basic trig functions.

Music

Choral Music Standards

Standard 1: The student will sing alone and with others, a varied repertoire of music.

- Sing with good breath control, expression, and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.
- Sing with music written in four parts, with and without accompaniment.
- Use ensemble skills such as balance, intonation, and rhythmic unity.

Standard 2: The student will improvise melodies, variations, and accompaniments.

- Improvise stylistically appropriate harmonizing of parts.
- Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys (folk songs, standard pop songs, and hymn tunes)
- Improvise original melodies over given chord progressions in a consistent style, meter, and tonality.

Standard 3: The student will read and notate music.

- Read an instrumental or vocal score of up to four staves.
- Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Standard 4: The student will know and apply appropriate criteria to musical performance.

- Understand how the elements of music and expressive devices are used in music from diverse genres and cultures.
- Understand the technical vocabulary of music (Italian terms, form, harmony, tempo markings)
- Understand compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (motives, imitation, retrograde, inversion)
- Know specific criteria that affects the quality and effectiveness of musical performances, compositions, arrangements, and improvisations (considers questions of unity or variety, consistency, and appropriate use of resources)

Standard 5: The student will understand the relationship between music, history, and culture.

- Classify unfamiliar but representative aural examples of music (by genre, style, historical period, and culture)
- Know sources of American music genres (swing, Broadway musicals, blues) and the evolution of these genres and musicians associated with them
- Know various roles that musicians perform (entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles

Choral Music

Credits: 1 per semester

Prerequisites: none

Course Duration: 1 Semester, encouraged full year

Teacher: Mr. Ackerman

Performance Opportunities:

- Concert Choir
- Show Choir (involving State Show Choir Contest and Swing Show)
- All-State Choir Auditions (October)
- North Central District Honor Choir (November)
- Dorian Honor Choir (Luther College)
- Meistersinger Honor Choir (Wartburg College)
- Variety Show (November, held every other year)
- Musical (November, held every other year)
- State Solo/Small Ensemble Contest (April)
- State Large Group Contest (May)

All students are required to attend a 15-minute vocal lesson on a weekly basis. Students sign up for a lesson time. It is recommended that they should try to come out of a study hall first.

Clarion-Goldfield High School Instrumental Music Standards

1. The student will demonstrate the care, general maintenance, minor adjustments, and tuning of his/her instrument.
2. The student will perform on his/her instrument, alone and with others, a varied repertoire of music.
3. The student will be able to read and notate music.
4. The student will know and apply the appropriate criteria to music and musical performances.
5. The student will demonstrate an understanding of the relationship between music, history and culture.

High School Band

Credits: 1 Credit per semester

Prerequisites: none

Course Duration: 1 Semester, encouraged full year

Teacher: Mr. Wesselink

In this course the student will learn and demonstrate:

I. Music Theory

- Complex rhythms (standard #3)
- Contemporary and mixed meters: 5/4, 7/4, etc. (standard #3)
- Enharmonic tones (standards #3 & 4)
- All major scales, chord outlines, and chromatic scales (standards #2 & 3)
- Hearing and identifying intervals (standard #4)
- Chromatic fingerings and technique (standard #2 & 4)
- Instrument transposition and tuning

II. Music History

- A variety of styles of instrumental music including marches, orchestral transcriptions, popular and show music, and original works for band (standard #5)
- Performance of music of classical composers, music from the established band composers, and current composers of band, stage and screen music (standard #5)

III. Special Techniques and Features

- Cleaning, oiling, adjusting, and tuning instrument (standard #1)
- Assorted conducting patterns (standard #4)
- Expanded chromatic scales (standard #2)
- Sight-reading (standard #3)
- Solo and small ensemble playing (standard #2)

IV. Perform Opportunities (all below are standard #2)

- High school marching band
- Concert band
- Pep band
- Jazz band
- Solo and small ensemble performances including State contest

Physical Education

Physical Education Standards

Standard 1:

Uses a variety of basic and advanced movement forms

- Uses intermediate sport-specific skills.
- Uses intermediate sport-specific skills for outdoor activities.
- Demonstrate the critical elements of advanced movement skills (e.g., such as a racing start in track)

Standard 2:

Uses movement concepts and principles in the development of motor skills

- Uses basic offensive and defensive strategies in a modified version of a team and individual sport.
- Demonstrates movement forms associated with highly skilled physical activities (e.g., moves that lead to successful serves, passes, and spikes in an elite volleyball game)

Standard 3:

Understands the benefits and costs associated with participation in physical activity

- Demonstrates long-term physiology benefits or regular participation physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition)
- Understands the role of exercise and other factors in weight control and body composition.

Standard 4:

Understands how to monitor and maintain a health-enhancing level of physical fitness

- Demonstrates how to differentiate the body's response to physical activities of various exercise intensities (e.g., measurement of heart rate, resting heart rate, heart rate reserve: taking pulse at rest and during exercise).
- Engages in more advanced levels of activity that develop and maintain flexibility.
- Engages in more advanced activities that develop and maintain muscular strength and endurance (e.g., calisthenics activities, resistance, and weight training)
- Engages in more advanced activities that develop and maintain cardio-respiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart/rate recovery)

Standard 5:

Understands the social and personal responsibility associated with participation in physical activity.

- Understands the importance of rules, procedures, and safe practice in physical activity settings.
- Demonstrates proper attitudes toward both winning and losing.
- Demonstrates the importance of good hygiene.

High School Physical Education

Credits: 1 credit per year, 4 credits in four years (not part of G.P.A.)

Prerequisites: none

Course Duration: 4 years, every other day

Teacher: Mrs. Staples

Topics Covered:

The High School physical education program will include a wide variety of activities. Such activities will include team sports, individual sports, fitness and lifetime activities. The main focus of the program will be teaching sport skills and to develop an appreciation for lifetime fitness and activities.

Examples of such activities would include:

Volleyball	Eclipse Ball	Kickball
Ultimate Frisbee	Whiffle Ball	Gator Ball
Team Handball	Badminton	Pickleball
Social Dance	Softball	Flag Football
Outdoor Rec. Games	Walking	Heart Monitor Activities

Science

Science Standards

1. Understand and apply the skills of scientific inquiry.
2. Understand and apply scientific concepts, principles, and theories pertaining to the earth and the universe.
3. Understand and apply concepts, principles, and theories pertaining to life and its interactions.
4. Understand and apply concepts, principles, and theories pertaining to the matter, its composition and the forces that govern it.
5. Learn how scientific knowledge develops and changes over time.
6. Understand personal and societal changes and responsibilities that affect health, world resources, and the earth's environment.

General Science

Credits: 1 credit per semester

Prerequisites: none

Course Duration: Full-year required for freshmen

Teacher: Mr. Harker

Topics Covered:

1. Gain knowledge on the nature of matter, including forms and types of matter, states of matter, laws affecting matter, and classification of matter
2. Understand the structure of an atom, including the electron configuration and chemical activity
3. Study the interaction of matter such as chemical and physical properties, and the different families of elements
4. Know that all energy can be considered either kinetic, potential, energy contained in a field
5. Know that heat energy consist of random motion and the vibration of atoms, molecules, and ions
6. Know that energy tends to move spontaneously from hotter to cooler objects by conduction, convection, or radiation
7. Know that objects change their motion only when force is applied; whenever one object exerts a force on another, an equal amount of force is exerted back on the first object
8. Know that the laws of motion are used to calculate precisely the effects of forces on the motion of objects
9. Know that different kinds of materials respond differently to electric forces

Biology

Credits: 1 credit per semester

Prerequisites: General Science

Course Duration: Full-Year required for sophomores

Teacher: Mr. Harker

Topics Covered:

1. Review the stages of the scientific process
2. Know that there is no fixed procedure called the scientific method
3. Know the terminology of scientific inquiry: hypothesis, theory, controlled experiment, data, pure science, applied science, technology
4. Know that science and technology are pursued for different purposes
5. Know that science cannot answer all questions and technology cannot solve all human problems and needs
6. Know that all living things share certain properties: cellular organization, metabolism, homeostasis, reproduction and heredity
7. Know that all living things have a great variety of body plans and internal organs.
8. Know that all organisms are classified into groups based on their similarities and reflecting their evolutionary relationships
9. Know unity of organisms become apparent by studying internal structures, observing similarities of their chemical processes and the evidence of common ancestry
10. Know that all organisms are composed of cells
11. Know that all cells carry on the many functions needed to sustain life
12. Know that specialized cells perform specialized functions in multicellular organisms
13. Know that specialized structures within eukaryotic cells carry on different essential processes
14. Know that cell functions are regulated through the selective expression of genes and changes in activity of proteins
15. Know that the storage and use of information is the activity of DNA which directs all life processes
16. Know that plant cells contain chloroplasts which carry on photosynthesis to form energy-rich organic compounds
17. Know that organisms get energy and building materials from oxidizing food molecules
18. Know ATP is the universal energy storage and transfer material within cells
19. Know that each energy transfer results in a loss of energy as heat
20. Know that reproduction is a characteristic of all living systems and that it may be sexual or asexual
21. Know that sexually produced offspring are never identical to either parent
22. Know that the hereditary information is contained in genes, which are located in the chromosomes of each cell
23. Know that the instructions for specifying the characteristics of the organism are carried in molecules of DNA

Physics

Credits: 1 credit per semester

Prerequisites: None

Course Duration: 2 Semesters (Full Year)

Teacher: Ms. Hamski

Topics Covered:

1. Illustrate the relationship between 1-D Kinematics.
2. Analyze data from conducted experiments.
3. Evaluate relationships of vector problems and be able to create their own labs to explore the relationship.
4. Use mathematical relationships to support the claim that total momentum is conserved.
5. Design a solution for a complex, real world problem by breaking it down into smaller problems that can be solved through engineering.
6. Plan and conduct an investigation to provide evidence that electrical current produces magnetic fields.
7. Design build and refine a device that works to convert one energy form to another.
8. Use mathematical representation to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various
9. Use the mathematical representation of Newton's Law of Gravitation to describe and predict the gravitational forces between objects.

Chemistry I

Credits: 1 per semester

Prerequisites: General Science

Course Duration: 2 Semesters (Full-Year)

Teacher: Ms. Hamski

Topics Covered:

1. Knowledge of the language and symbols of chemistry
2. Understanding of the nature of atomic structure
3. Application of the concepts of the structure of matter in problem solving
4. Understanding of regularities in chemistry
5. Knowledge of the periodic properties of matter and the Periodic table
6. Understanding of the quantitative relationship in chemical reactions
7. Application of chemical regularities in problem solving
8. Understanding of energy changes in chemistry
9. Understanding of equilibrium and kinetics
10. Knowledge of the dynamics of physical and chemical equilibrium
11. Understanding of the importance of kinetics in chemical reactions
12. Application of these principles in problem solving
13. Knowledge of the vocabulary and principles of solutions
14. Understanding of the concepts of solutions
15. Application of the principles and concepts in solution problem solving

Chemistry II

Credits: 1

Prerequisites: Chemistry I

Course Duration: 1 Semester

Teacher: Ms. Hamski

Topics Covered:

1. Understanding of acid-base chemistry
2. Knowledge of the vocabulary and principles of acids and bases
3. Understanding of the concepts of acids and bases
4. Application of the principles and concepts in acid/base problem solving
5. Understanding of energy changes in chemistry
6. Knowledge of thermodynamics
7. Understanding of the nature of heat and energy
8. Application of the principles of thermodynamics in problem solving
9. Understanding of organic and biochemistry
10. Vocabulary and principles of organic chemistry
11. Understanding of the basic concepts of organic and biochemistry
12. Application of the principles and concepts of organic chemistry in problem solving
13. Understanding of nuclear chemistry
14. Knowledge of the vocabulary and principles of solutions
15. Understanding of the concepts of solutions
16. Application of the principles and concepts in solution problem solving

Anatomy and Physiology

Credits: 1

Prerequisites: Biology or Chemistry

Course Duration: 1st semester or full year

Teacher: Mr. Harker

Topics Covered:

1. Know the paths from cells to systems and how each starts the same and how they differ
2. Be able to identify the different structures of the human body
3. Know the functional relationships of body systems and how our body system works with the other systems to maintain homeostasis
4. Know the different functions of the human body, such as inflammatory response, sliding filament theory, aerobic and anaerobic activities

Experimental Chemistry

Credits: 1

Prerequisites: None

Course Duration: 1 Semester

Teacher: Ms. Hamski

Topics Covered:

1. Create laboratory reports following laboratory experiments (SI 6)
2. Explore states for matter through laboratory investigation (SI 1, PS 8)
3. Understand the construction of an atom (PS 1)
4. Examine chemical reactivity through laboratory investigation (PS 5)
5. Understand and conduct testing of acids and bases (PS 12)
6. Explore the chemical reactions of everyday materials (SI 1)
7. Investigate the relationship between food and energy (PS 11)

Conceptual Physics

Credits: 1

Prerequisites: None

Course Duration: 1 Semester

Teacher: Ms. Hamski

Topics Covered:

1. Understand the applications of Newton's laws of motion (PS 2)
2. Design, evaluate, and refine models to test hypothesis (PS 2)
3. Test and evaluate simple machines (PS2)
4. Explore light and optics through scientific inquiry (PS4)
5. Evaluate energy systems. (PS 3)
6. Explore Earth's systems. (ESS2)

STEM 1

Credits: 1

Prerequisites: One Semester High School Science

Course Duration: 1 Semester

Teacher: Ms. Hamski

Topics Covered:

1. Zoology
 - 1.1. Exploration of animal kingdom (LS4)
 - 1.2. Dissection of multiple species (LS4)
 - 1.3. Presentation of your findings from dissection (LS4)
2. Wind Farms
 - 2.1. Exploration of where wind comes from (PS3)
 - 2.2. Understanding what energy is and how it is made and used (PS3)
 - 2.3. Construction of Wind turbine prototype (ETS1)
 - 2.4. Building a business plan (ETS1)
3. Space Exploration
 - 3.1. Constructing a scale model of a space system (ESS 1)

- 3.2. Research a celestial object (ESS 1)
- 3.3. Create a computer model in response to space exploration. (ETS1)
- 4. Crime Scene Investigation
 - 4.1. Explore the jobs of CSI technicians (SI5)
 - 4.2. Observe and reconstruct a crash scene (SI3)
 - 4.3. Analyze separate conditions (hair analysis, Fingerprinting, blood splatter, tool marks) (SI5)
 - 4.4. Investigate a ‘murder’ (SI5)

STEM 2

Credits: 1

Prerequisites: One Semester High School Science

Course Duration: 1 Semester

Teacher: Ms. Hamski

Topics Covered:

- 1. Robotics and Coding
 - 1.1. Understand the fundamentals of coding and how it is used (ETS1)
 - 1.2. Code a game (ETS1)
 - 1.3. Create a sumo robot (ETS1)
 - 1.4. Take coding farther (ETS1)
- 2. Biotechnology
 - 2.1. Review DNA, RNA, Proteins (LS1)
 - 2.2. Understand Viruses and Bacteria (LS1)
 - 2.3. Evaluating laboratories (SI 1)
 - 2.4. Present a biotech topic (LS1)
- 3. Scientific responsibility
 - 3.1. Evaluate harmful impacts of science (ESSE3)
 - 3.2. Discuss scientific responsibility (ETS1)
 - 3.3. Evaluate and refine a technological solution that reduces the impacts of human activities on a natural system. (ESS3)

Spanish

Spanish Standards

1. Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.
2. Comprehends and interprets written and spoken language on diverse topics from diverse media.
3. Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
4. Demonstrates knowledge and understanding of traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture.
5. Recognizes that different languages use different patterns to communicate and applies this knowledge to the native language.

In addition to these standards, the American Association of Teachers of Spanish and Portuguese sets forth a set of five areas (the 5 C's) that it feels must be included in all course content to provide meaningful language learning. They are:

1. Culture
2. Content
3. Connections
4. Communication
5. Community

1, 2, & 4 are obvious and inherent in language instruction.

3. Connections, suggests the use of the target language to reinforce and practice learning from other areas of the curriculum, such as Math, History, Art, etc.
5. Community, encourages the use of community resources in the classroom and the involvement of Spanish students with the community in and out of the classroom. This could include bringing in native Spanish speakers on a variety of topics, community service projects involving the Hispanic community, and tutoring elementary students who are native Spanish speakers and are not yet fluent in English. All of the above examples have been used in the past and will continue to be a part of the program whenever possible.

Spanish I

Credits: 1 per semester

Prerequisites: none

Course Duration: 2 Semesters (Full Year)

Teacher: Ms. Roseburrough

Topics Covered:

1. Learn Spanish words for:
 - Numbers 0-100 and ordinal numbers (1, 2, 3)
 - Weather, date, and time expressions (1, 2, 3)
 - Greetings and farewells, daily activities, place names (1)
 - Nationalities and countries of Spanish speakers (1)
 - Family members and words to describe people and pets (1)

2. Learn grammar rules including:

- Conjugate regular verbs and common irregular verbs in the present tense (1, 2, 3)
- Learn the Spanish alphabet, pronunciation rules, and pronouns (1)
- Use the near future and present progressive tenses (1, 2)
- Be able to discuss activities, possessions, friends, and family (4)
- Learn about gender of nouns and agreement of adjectives (1)

3. Be familiar with culture including:

- Hispanic attitudes toward friendship, dating, time, family, formality, and music (4)
- Typical names, money, handicrafts, schools and celebrations (4)
- Who Spanish speakers are and where they live (2)
- Spanish words which have been “borrowed” by English speakers (5)
- Major Spanish speaking cities (2, 4)

Spanish II

Credits: 1 per semester

Prerequisites: Successful completion of Spanish I

Course Duration: 2 Semesters (Full Year)

Teacher: Ms. Roseburrough

Topics Covered:

A variety of oral and written work, individual, paired, and group activities, and a balanced approach to the teaching of grammar, vocabulary, writing, speaking, and culture are part of the curriculum. The main topics and skills to be acquired are:

Vocabulary- Students will learn Spanish words for:

- Items pertaining to sports and leisure activities (1, 2, 3)
- Body parts, verbs for personal grooming and daily activities (1, 2)
- Clothing items, review of colors (1, 2, 3)
- Careers, workplaces, and duties (4, 5)
- Commands-giving directions, formally and informally (1, 2, 3, 4, 5)

Grammar- Students will:

- Review Spanish I structures
- Learn to conjugate past tense verbs in the preterit (1, 2, 5)
- Learn to conjugate stem-changing verbs and other irregular verbs (1, 5)
- Use comparatives and superlatives (1, 5)
- Be able to ask for and give assistance and make requests (1)

Culture- Students will be familiar with:

- Areas of interest in Mexico, Latin America, and Spain (2, 4)
- Hispanic populations and influences in the United States (4)
- Holiday observances in Spanish speaking countries (4)
- Popular leisure activities-compare and contrast with own (1, 4)
- Hispanic attitudes toward work, school, and home (1, 2, 4)

Typical foods (1, 2, 3, 4)

Spanish III

Credits: 1 per semester

Prerequisites: Successful completion of Spanish I & II

Course Duration: 2 Semesters (Full Year)

Teacher: Ms. Roseburrough

Topics Covered:

A variety of oral and written work, individual, paired, and group activities, and a balanced approach to the teaching of grammar, vocabulary, writing, speaking, and culture are part of the curriculum. The main topics and skills to be acquired are:

Vocabulary- Students will learn Spanish words for:

Describing family members and others-physical traits, personality, and nationality (1, 3)

Describing everyday objects and activities (1, 3)

Describing physical and psychological states (1, 3, 5)

Describing mishaps and accidents (1, 3, 4, 5)

Describing good and bad manners (1, 3, 4, 5)

Describing feelings and emotions (1, 2, 3, 4)

Grammar- Students will:

Review most commonly used verbs and structures

Learn special uses of the definite article (5)

Learn forms and uses of reflexive verbs and verbs irregular in the yo form (1, 2, 3, 5)

Learn to form and use adverbs (1, 2, 5)

Learn forms and uses of the imperfect tense (1, 2, 3, 4, 5)

Be able to narrate past events using preterit and imperfect (1, 3, 5)

Culture- Students will be familiar with:

Areas of historical and touristic interest in Mexico, Latin America, and Spain (2, 4)

Influential Hispanic figures in the United States (2, 4)

Popular leisure activities at home and outside the home (2, 3, 4)

Hispanic attitudes toward marriage, school, authority, and possessions (1, 2, 3, 4)

Famous historical and literary figures in the Hispanic world (2, 4)

Superstitions and cultural beliefs (2, 3, 4)

Spanish IV

Credits: 1 per semester

Prerequisites: Successful completion of Spanish I, II, & III

Course Duration: 2 Semesters (Full Year)

Teacher: Ms. Roseburrugh

Topics Covered:

A variety of oral and written work, individual, paired, and group activities, and a balanced approach to the teaching of grammar, vocabulary, writing, speaking, and culture are part of the curriculum. The main topics and skills to be acquired are:

Vocabulary: Students will learn Spanish words for:

Describing the natural environment (1)

Shops, merchandise and services (1,2)

Describing the home (1,2,3,4)

Describing and discussing progress and technology (1,2,3,4)

City traffic and highway travel (1)

Verbs and expressions indicating feelings and emotions (1,5)

Grammar: Students will:

Learn forms and uses of the future tense (1,2)

Learn forms and uses of the conditional tense (1,2,5)

Learn to use the pronoun se in impersonal constructions (1,2,5)

Learn forms and uses of the present perfect tense (1,2,3,5)

Learn forms and uses of the past perfect tense (1,2,3,5)

Learn forms and uses of the subjunctive tense (1,2,3,4,5)

Culture: Students will be familiar with:

Handicrafts and artisans of the Hispanic world (4)

Major literary & artistic contributions of the Hispanic world (4)

Scientific and mathematical contributions of Hispanics (4)

Areas of historical & touristic interest in Mexico, Latin America, and Spain (2,4)

Other indigenous cultures of the Spanish speaking world (2,4)

Changing roles and views in the Hispanic world (2,4)

A special final project in Spanish IV is the translation and illustration of a children's book. This project pulls together all grammatical and vocabulary areas covered, necessitates, planning, time budgeting, logical thinking, and imagination, and is a project enjoyed by all. It serves as a concrete reminder of the skills acquired throughout the study of Spanish.

Social Studies

Social Studies Standards

1. The student will develop an understanding of culture and cultural diversity.
2. The student will develop an understanding of the ways human beings view themselves in history over time.
3. The student will develop an understanding of people, places, and environments.
4. The student will develop an understanding of individual development and identity
5. The student will develop an understanding of interaction among individuals, groups and institutions.
6. The student will develop an understanding of how people create and change structures of power, authority, and government.
7. The student will develop an understanding of how people organize for production, distribution, and consumption of goods and services.
8. The student will develop an understanding of the relationships among science, technology, and society.
9. The student will develop an understanding of international connections and interdependence.
10. The student will develop an understanding of the ideals, principles, and practices of citizenship in a democratic republic.
11. The student will understand the characteristics and uses of maps, globes, and other geographic tools and technologies.

United States History I

Credits: 1 Per Semester

Prerequisites: None

Course Duration: 2 Semesters

Teacher: Mr. Warnke

Topics Covered:

- A. Develop an understanding of culture and cultural diversities
 1. Recognize the cultural differences and similarities of people
 2. Respect the various ethnic cultures in American and recognize their contributions
 3. Understands the cultural and environmental impacts of European settlement in North America.
- B. Develop an understanding of interactions among individuals, groups, and institutions
 1. Understands the elements of slavery in the 17th century
 2. Understands the contribution of African slaves to economic development
 3. Understands the conditions of slavery
 4. Recognizes the relationship between settlers and Native Americans
- C. Develop an understanding of how people create and change structures of power, authority and government
 1. Recognize the growth of local colonial governments
 2. Recognize the causes for independence
 3. Recognize the growth of a new governmental system

4. Recognize the split of values between the North and South
- D. Develop an understanding of people, places and the environment
 1. Recognize the role that environment plays in the development of economic life styles
 2. Recognize the colonial development of early America
 3. Recognize the westward growth of America
- E. Develop an understanding of individual development and identity
 1. Recognize the rise of individualism on the frontier
 2. Understand the significant religious, philosophical and social movements of the early 19th century
 3. Understand how women influenced reform movements in America

Units of Study

- European Exploration and Colonization of the Americas
- Colonial America
- American Revolution
- Early American Government
- Expansion (Manifest Destiny, Native American Culture, Imperialism)
- Antebellum America, the Civil War and Reconstruction
- The Gilded Age and Progressive Era

United States History II

Credits: 1 per semester

Prerequisites: none

Course Duration: 2 semesters

Teacher: Mr. Lantzky

Topics Covered:

U.S. History II examines the history of the United States from the Reconstruction era through the present time. Political, military, scientific, and social developments are typically included as part of the historical overview.

Students will:

1. Describe various dominant Native American cultures of the second half of the 19th century.
2. Describe immigration patterns in the second half of the 19th century and their impact on national demographics.
3. Explain the economic, social and political conditions giving rise to Fascist dictators in Europe prior to WWII.
4. Identify recent social, economic, and political developments and trends in the United States.
5. Describe the geographic features of the Great Plains and how pioneer settlers adapted to their environment.
6. Describe the economic and social conditions endured during the Great Depression.

7. Describe the reaction of white Southerners of federal reconstruction policies and laws.
8. Explain the development of Populism and its achievements.
9. Describe the political and social climate in the U.S. preceding the Great Depression.
10. Identify relevant political, social, economic, and military issues and events of the post- WWII era at home and abroad.
11. Identify conditions endured by African-Americans in the U.S. preceding the civil rights movement.
12. Identify the political and social effects of reconstruction on the United States.
13. Describe the evolution of U.S. Indian policy through the late 19th century.
14. Identify examples of the widespread government corruption during the second half of the 19th century.
15. Identify leaders of the women's suffrage movement and their impact on women's rights.
16. Describe the beliefs of the progressive and provide examples of governmental and societal reform at the city, state, and federal level as a result of their efforts.
17. Identify immediate and historical causes of World War I.
18. Describe the permanent political change brought to Europe after World War.
19. Identify various forms of protest and the accomplishments of the civil rights.
20. Identify the economic practices of the 1920s preceding the Great Depression.
21. Identify and evaluate the goals, successes, and failures of the New Deal and its attempts to end the Great Depression.
22. Identify the effects of the railroad and other technological innovations of the Industrial Revolution on the national economy and on individual American.
23. Describe how the technology introduced in World War I shaped the future of warfare.
24. Describe how the development of nuclear weapons has shaped warfare and world politics since World War II.
25. Identify the goals of American expansion during the late 19th and early 20th century.
26. Identify the immediate and long-term causes and effects of the Spanish-American War.
27. Identify specific international ties leading the U.S. into World War II.
28. Describe the impact of the United States on the progression and outcome of World War II.
29. Describe America's commitment to stopping communism and how it has led to conflicts and wars with other nations.
30. Explain the development of the Cold War in terms of our relations with communist nations.
31. Identify causes of U.S. entry into the Vietnam War.
32. Identify the effects of the Vietnam War on the United States in political, social, and economic terms.

United States Government

Credits: 1

Prerequisites: Must be a Junior or Senior

Course Duration: 1 Semester

Teacher: Mr. Warnke

Topics Covered:

United States government is a course designed to give students the background necessary to understand events occurring within the United States and around the world. Emphasis is on value judgments and the decision-making process as a citizen and a citizen's relationship to federal, state and local governments. The course will stress not only the knowledge of but also active participation in the responsibilities of democratic living. Other governments and economic systems will be compared with the representative democracy of the United States. There is a special emphasis on the civil rights of the American individual, which will be tied together with current events.

At the end of this course, a student will:

A. Develop an understanding of how people create and change structures of power, authority and government

1. Recognize different political philosophies
2. Recognize the need for political parties in a democratic society
3. Recognize different economic philosophies
4. Recognize the political process of electing government officials
5. Recognize the role of interest or pressure groups in America

B. Develop an understanding of the ideas, principles and practices of citizenship in a democratic republic.

1. Develop democratic skills as an American citizen
2. Recognize and meet his or her responsibility as an effective citizen in a democratic society
3. Respect the civil rights of all people
4. Develop an understanding of the civil liberties enjoyed by Americans

C. Understand the role of government in America and how our political philosophy evolved

1. Develop an understanding of comparative governments
2. Recognize the fundamentals of law passed to the United States from Great Britain
3. Develop an understanding of how Great Britain's departure from the Rights of Englishmen as applied in America led to our separation from the mother country
4. Develop an understanding of the events which shaped our government at the Constitutional Convention

Units of Study

- Unit One: Foundations of Government
- Unit Two: The Legislative Branch
- Unit Three: The Executive Branch
- Unit Four: The Judicial Branch
- Unit Five Amendments and Citizenship

Economics

Credits: 1

Prerequisites: none

Course Duration: Full year meeting every other day

Teacher: Mr. Lantzky

Topics Covered:

1. Describe the effects of supply and demand on production and price
2. Describe the circular economic flow of business, government, and the public in the United States
3. Describe the function of taxation in the United States
4. Compare, contrast, and give examples of command and market economies
5. Define free enterprise and describe its basic function in the United States
6. Explain the process and function of government regulation of the economy of the United States
7. Describe the process of determining the federal budget and why budget deficits occur
8. Identify factors of production and identify the economic goals of our society
9. Describe and give examples of monopolies and imperfect competition
10. Chart and analyze supply and demand curves and determine how various market baskets are affected by supply and demand
11. Gain an understanding of the stock market through participation in the Iowa Stock Market Game

Sociology

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mr. Lantzky

Topics Covered:

1. Describe how societies develop and use values and norms
2. Describe purpose and process of courtship and marriage in various societies
3. Describe the history and functions of the family
4. Describe the historical process of urbanization in America
5. Identify and differentiate between cultural items and cultural traits
6. Identify characteristics of a community
7. Explain how and why communities change
8. Describe poverty and identify various groups living in poverty
9. Identify the problems of mass society and the causes of those problems
10. Describe social facts and how the process of socialization takes place
11. Explain how cultural information is transmitted
12. Describe moral orientation and deviant behavior and their effects on society
13. Describe the predisposing causes of divorce and the effects on those involved
14. Differentiate between prejudice and discrimination
15. Describe various types of crime and its costs on society

16. Identify dominant and minority groups in various societies
17. Identify the causes of prejudice and discrimination and their impact on society

Western Civilization

Credits: 1

Prerequisites: None

Course Duration: 1 Semester

Teacher: Mr. Warnke

IA CORE Skills Covered:

1. Understand historical patterns, periods of time, and the relationships among these elements. (SS.9-12.H.1)
2. Understand how and why people create, maintain, or change systems of power, authority, and governance. (SS.9-12.H.2)
3. Understand the role of culture and cultural diffusion on the development and maintenance of societies. (SS.9-12.H.3)
4. Understand the role of individuals and groups within a society as promoters of change or the status quo. (SS.9-12.H.4)
5. Understand the effects of geographic factors on historical events. (SS.9-12.H.6)
6. Understand the role of innovation on the development and interaction of societies. (SS.9-12.H.7)
7. Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.9-12.H.8)

Topics Covered:

1. Describe the hallmarks of a civilization and what led to their development.
2. Explain the impact of culture and cultural exchange on a civilization.
3. Explain the cultural and technological accomplishments of Ancient Near Eastern civilizations.
4. Explain the cultural and technological accomplishments of Ancient Greece.
5. Explain the cultural and technological accomplishments of Ancient Rome.
6. Explain the similarities and differences of the three Abrahamic religions (Judaism, Christianity & Islam) and how they are still shaping history today.
7. Explain the cultural and technological accomplishments of European and Middle Eastern civilizations during the Middle Ages.
8. Explain how the Renaissance, Enlightenment, Reformation, Agricultural and Scientific Revolutions shaped the world we live in today.
9. Explain how the Age of Imperialism shaped the world we live in today.
10. Describe the causes of and the lasting impacts of the World Wars.

Introduction to Psychology (ICCC # PSY-111 – 3 credits)

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mr. Hansch

Topics Covered:

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

1. Understand the origins of modern psychology as a field of scientific study
2. Identify contemporary perspectives in psychology
3. Identify the founders of the various schools of psychological thought
4. Describe various types of descriptive studies (surveys, naturalistic observation, clinical studies, and correlational studies)
5. Demonstrate the elements and logic of formal experiments
6. Identify ethical considerations of research
7. Identify the parts and functions of neurons
8. Identify the divisions of the nervous system
9. Identify the structures and functions of the brain
10. Describe the influence of the endocrine system on behavior
11. Identify the glands that effect behavior
12. Describe what messages are received from the environment and how those messages are translated
13. Describe the basic processes of sight, hearing, body senses, and chemical senses
14. Differentiate between normal waking consciousness and altered states of consciousness
15. Identify and describe normal alterations in consciousness
16. Describe the elements and processes of classical conditioning
17. Describe the elements and processes of operant conditioning
18. Understand the concept of cognitive learning
19. Understand the concept of social learning theory
20. Describe the process by which memory works
21. Differentiate between short-term and long-term memory
22. Explain theories on why we forget
23. Define cognition and basic units of thinking
24. Demonstrate alternative methods of problem solving
25. Differentiate between convergent and divergent thinking
26. Understand various measures of intelligence
27. Define abnormal behavior
28. Describe historical views of abnormal behavior
29. Describe contemporary views of abnormal behavior

Developmental Psychology (ICCC # PSY-121 – 3 credits)

Credits: 1

Prerequisites: none

Course Duration: 1 Semester

Teacher: Mr. Hansch

Topics Covered:

This course traces the fundamental patterns of normal health development from conception to death. Each developmental period is examined in light of the characteristics of the period in terms of physical, cognitive, and socio-emotional development. Recent research in the studies relating to different ages is reviewed.

- Define human development and how its study evolved
- Describe the three major domains and eight periods of human development
- Describe influence making one person different from another
- Describe how conception normally occurs
- Explain what causes multiple births
- Describe how heredity operates in determining sex and transmitting normal and abnormal traits
- Describe the roles heredity and environment play in physical health, intelligence, and personality
- Analyze the three stages of prenatal development and describe what happens during each stage
- Analyze the environmental influences which can affect prenatal development
- Describe what happens during each of the four stages of childbirth
- Describe the complications of childbirth which can endanger newborn babies
- Analyze those things which can be done to enhance babies' chances of survival and health
- Describe early milestones in sensory and motor development
- Analyze and describe the behaviorist, psychometric, and Piagetian approaches to cognitive development
- Describe the progression of language development
- Describe the process of emotional development in infants
- Analyze the role of mothers, fathers and other caregivers in early personality development.
- Describe the development of autonomy in early childhood.
- Analyze and describe physical, motor, and cognitive development in early childhood.
- Describe the goals and types of pre-school education.
- Describe the development of self-concept in early childhood.
- Describe how boys and girls become aware of the meaning of gender.
- Analyze forms of discipline parents use, and how parenting styles and practices influence development.
- Describe gains in growth, motor, psycho social, and cognitive development during middle childhood and analyze the factors influencing that development.
- Analyze the progression of moral reasoning from early childhood to schoolbag children.
- Describe how communicative abilities and literacy expand during middle childhood.
- Describe how children show emotional growth in middle childhood.
- Describe the effects of family atmosphere and family structure on children's development.
- Describe the changes in peer, sibling, and parental relationships in middle childhood.

- Analyze emotional disorders which may develop in early childhood and describe how they are treated.
- Define adolescence in terms of when it begins and ends.
- Describe the physical changes experienced during adolescence and the impact of these changes psychologically.
- Describe the moral development during adolescence.
- Analyze factors influencing school success during adolescence.
- Analyze psycho social development during adolescence including formation of identity, sexual practices, and antisocial behavior and juvenile delinquency.
- Describe young adulthood in terms of physical health, adult thought and reasoning, and moral reasoning.
- Analyze the impact of higher education and work on cognitive development.
- Analyze psycho social development.
- Describe the physical changes occurring during middle age and their psychological impact.
- Describe factors affecting health and mid-life.
- Analyze psycho social change in middle age.
- Describe how today's older population is changing.
- Explain how life expectancy is changing and analyze the factors affecting that change.
- Describe the physical changes which occur during old age, and how these changes vary among individuals.
- Describe cognitive gains or losses which tend to occur in late adulthood.
- Analyze personality changes common to old age.
- Analyze special issues or tasks older people need to deal with.
- Describe how personal relationships change in old age.
- Examine attitudes and customs concerning death across differing cultures.
- Analyze how people change as they confront their own death.