



**Dubuque**  
COMMUNITY SCHOOLS

»» 2023-2024

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# HIGH SCHOOL COURSE GUIDE

## NOTICE OF NON-DISCRIMINATION

The Dubuque Community School District will not discriminate in its educational activities on the basis of age, ancestry, color, creed, familial status, gender identity, marital status, national origin, physical attributes, physical or mental ability or disability, political belief, political party preference, race, religion, sex, sexual orientation, or socioeconomic status and provides equal access to the Boy Scouts and other designated youth groups.

The Dubuque Community School District offers Career Technical Education (CTE) programs in the following service areas:

- Applied Sciences, Technology, Engineering, and Manufacturing
- Business, Finance, Marketing, and Management
- Health Sciences
- Human Services
- Information Solutions

To be admitted for CTE courses, students must meet the necessary course prerequisites. The district will not discriminate in determining CTE admission and participation. Lack of English language skills will also not be a barrier to admission and participation in the district's CTE programs.

For the full policies, see SCHOOL BOARD POLICIES #1001 and #1005.

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# WELCOME STUDENTS!

The Dubuque Community School District takes great pride in being able to offer students a wide variety of challenging academic courses at Dubuque Senior High School, Stephen Hempstead High School and Dubuque Online High School. The course guide provides information about graduation requirements, course offerings, college requirements, academic opportunities, and various grading issues.

As students plan for life during and after high school, it is crucial that they select appropriate and challenging courses. Each student should review and discuss the different course offerings with parents/guardians. In addition to parents/guardians, we encourage students to discuss course offerings with their current teachers, counselor, and representatives from post-secondary institutions they may consider attending. Only after careful consideration of each student's long range educational plan should courses be selected for the 2023-2024 school year. We believe that careful planning will develop world class leaders and citizens of character.

We encourage all students to give thoughtful consideration to their course selections. The results of the course selection process directly impact the courses that will be offered for the 2023-2024 school year and will determine your schedule.

Brian Howes  
*Principal*  
Dubuque Senior  
High School

J. Lee Kolker  
*Principal*  
Stephen Hempstead  
High School

Valerie Loewenberg  
*Principal*  
Dubuque Online  
High School

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# » REQUIREMENTS + SELECTION

## GRADUATION REQUIREMENTS

**To be eligible to receive a diploma from the Dubuque Community School District, a student must complete the 46 credit requirements shown to the right by graduation class year.** →

Each credit is equivalent to one semester of 90 days for five day/week courses or ½ Carnegie unit.

Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the State of Iowa.

Ninth, tenth, and eleventh grade students are required to be enrolled in a minimum of six class periods per semester while attending Dubuque Community High Schools. Students enrolled in grade twelve may take fewer than six class periods if they are on schedule to complete minimum graduation requirements.

Students participating in athletics, music, theatre or speech activities must take a minimum of four classes in the semester prior to and during the activity to be eligible for participation.

Credits earned beyond a graduation requirement are automatically counted as elective credits. An option to meet graduation requirements based on the Essential Elements of the Iowa Common Core is available to students with the most significant disabilities.

→ Refer to the high school student handbook for early graduation requirements.

DISCIPLINE	REQUIRED COURSES	CREDITS
English	<b>English</b>	7
	<b>Speech</b>	1
Math	<b>Mathematics</b>	6
Science	<b>Physical Science</b>	2
	<b>Life Science</b>	2
	<b>Earth/Space Science</b>	2
Social Studies	<b>World History</b>	2
	<b>U.S. History</b>	2
	<b>Government</b>	1
	<b>Behavioral Science</b>	1
Wellness	<b>Wellness</b>	4
World Cultures	<b>World Cultures</b>	2
Applied Learning	<b>Financial Literacy</b>	1
	<b>Applied Learning</b>	1
Fine Arts	<b>Fine Arts</b>	2
Electives	<b>Electives</b>	10
<b>TOTAL</b>		<b>46</b>

## COURSE SELECTION INFORMATION

### HOW TO USE THE COURSE GUIDE

Review the graduation requirements and your graduation progress screen in Infinite Campus (<https://sis.dbqschools.org/campus/dubuque.jsp>). Consult the list of courses that are offered for your grade. To find out more about any course, read the course descriptions. Courses in the course guide are arranged numerically by the graduation requirement they fulfill. Refer to the Index to find a complete course list arranged by course name. If you have already fulfilled a graduation requirement, the course credit is automatically awarded for elective credit. The course descriptions are written to give you a general idea about the learning goals of each course. Content and delivery methods can vary.

The course codes are listed below each course name. If the course is a year course, you must select both course codes to enroll in both semesters. If the course is one semester long, selecting one course code will enroll you in the complete course. If you have any questions about which course number to select, please ask your counselor. Included with each course description is information about the length of the course. A year course is two semesters long, meets five days each week, and results in two credits towards graduation. A semester course meets for one semester only and results in one credit. Courses that meet fewer than five days each week are awarded credit based on how many days they meet.

NCAA approval is indicated below the course length information. NCAA approval for courses should be taken into consideration by students anticipating participation in intercollegiate athletics at an NCAA Division I or Division II institution in the future.

Each course description explains which students are eligible to request the course and describes any prerequisites that must be met before a student may enroll. Student course requests will be reviewed by counselors and administration. If a student does not meet the enrollment requirements, course requests will be adjusted.

### COURSE REQUESTS

Instructions to request your 2023-2024 courses in Infinite Campus will be distributed through the counseling and registrar offices. If you need assistance completing your course requests online, please make an appointment with your school counselor. You will be able to print out a copy of the courses you have requested once you complete your selections online.

### COMPETENT PRIVATE INSTRUCTION

Competent Private Instruction (home schooling) students may dually enroll to participate in high school academic classes and activities.

## SCHEDULE AND COURSE REQUEST CHANGES

### COURSE AVAILABILITY

Attempts will be made to offer all courses described in this course guide. However, low enrollment courses may be cancelled or may be scheduled only in alternate semesters or years. In those cases, students will be contacted to select alternative courses.

→ Refer to the high school student handbook for information on dropping/adding courses.

### COURSE REQUEST CHANGES

Staffing and scheduling decisions are made based on student course requests, therefore schedule changes are limited to approved course level changes or when dropping or adding a class as described above. Schedules are not changed to schedule a class in a different period, change elective choice, or change instructor.

# » SPECIAL PROGRAMS

## SENIOR YEAR PLUS

→ Students interested in earning college credits while in high school should contact the school counselor for information, application forms, and enrollment procedures.

The Senior Year Plus Program provides students a way to concurrently access secondary and postsecondary credit through the following programs:

- advanced placement
- concurrent enrollment
- postsecondary enrollment options

Courses may supplement, but not supplant, a course provided by the school district. The content of a course provided to a high school student for postsecondary credit shall not consist of substantially the same concepts and skills as the content of a course provided by the district.

Student eligibility for any Senior Year Plus course:

1. The student must attain approval from the school district prior to enrollment in any Senior Year Plus program.
2. The student must have passed appropriate course prerequisites as determined by the school district or the postsecondary institution.
3. The student must meet enrollment requirements of the postsecondary institution.
4. No student may be enrolled as a full-time student in any one postsecondary institution. There is no minimum or maximum number of credits that can be earned with Senior Year Plus.

### Transfer of Senior Year Plus Credit to Colleges

Senior year plus credits transferability vary by institution. Credits transfer to colleges based on the discretion of each institution. Contact your school counselor to receive more information regarding transfer credits. It is the student's responsibility to contact the admissions office of the intended institution to see how the credit(s) will transfer.

Advanced Placement credits are awarded based on the Advanced Placement exam score and the postsecondary major of the student. Concurrent enrollment and postsecondary enrollment credits are awarded for a passing grade. The transfer of concurrent enrollment and post-secondary enrollment credits vary by institution and major.

## ADVANCED PLACEMENT PROGRAM (for grades 9-12)

1. Advanced placement courses must be listed in high school course guides with prerequisite courses established.
2. Every eighth grade student must receive the full high school course guide prior to development of their core curriculum plan.
3. AP courses are available to dually enrolled high school students (competent private instruction).
4. AP courses are available to accredited nonpublic high school students in the school district.
5. AP exams and reduced fees for exams apply to eligible nonpublic students the same as for district students.

The Dubuque Community School District offers the following advanced placement courses:

ENG351/ENG352	AP English Language and Composition
ENG541/ENG542	AP English Literature and Composition
ISS231/ISS232	AP Computer Science Principles
ISS531/ISS532	AP Computer Science A
MTH511/MTH512	AP Calculus AB
MTH521/MTH522	AP Statistics
MTH541/MTH542	AP Calculus BC
SCI531/SCI532	AP Biology
SCI561/SCI562	AP Chemistry
SOC121/SOC122	AP Human Geography
SOC511/SOC512	AP World History
SOC513	AP American Government
SOC521/SOC522	AP U.S. History
SOC531/SOC532	AP Economics
SOC541/SOC542	AP Psychology

## CONCURRENT ENROLLMENT PROGRAM (for grades 9-12)

1. Concurrent enrollment courses must be listed in high school course guides and must indicate that the courses generate college credit as well as high school credit.
2. Every eighth grade student must receive the full high school course guide prior to development of their core curriculum plan.
3. Concurrent enrollment courses are available to dually enrolled high school students (competent private instruction).
4. Concurrent enrollment courses are available to accredited nonpublic high school students in the school district as long as they are residents of the DCSD.
5. The school board must annually approve courses to be made available for high school credit. Comparable courses must not already be offered by the school district.
6. No student may audit a concurrent enrollment course.
7. No student may be charged tuition for a concurrent enrollment course.

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8. The student must meet one of the DCSD academic requirements: ISASP or ACT or Alternative Measures. See your school counselor for proficiency requirement scores.
  - a. Alternative Measures - If a student is not proficient in one or more of the content areas on the ISASP or ACT, mastery may be demonstrated by an equivalent qualifying performance measure including but not limited to additional administration of the state assessment, portfolios of student work, student performance rubric, or end-of-course assessments.
  - b. Career and Technical Education (CTE) Exemption - Students seeking to enroll in a CTE course via concurrent enrollment are exempt from the DCSD academic requirements for Senior Year Plus eligibility.
  - c. The ACT is offered free to all 11th grade students in the spring of each school year.

Students receive both high school and NICC credit through the completion of a concurrent enrollment course. The course will go on the student's permanent DCSD transcript, as well as their NICC college transcript, affecting both the student's high school and college GPA. The student is advised to receive a C or better in concurrent enrollment courses to make them transferable. There are different times for withdraw dates for the high school and the college. Student must follow the NICC deadline for withdraw. A withdrawal would result in a W on their NICC transcript rather than a failing grade. A W does not affect a student's college GPA but does count towards their college credit completion rate as an incomplete course. Receiving a "W" or "F" on their college transcript could affect a student's future financial aid for college. This is based on their college credit completion rate.

The Dubuque Community School District offers the following concurrent enrollment courses in cooperation with Northeast Iowa Community College. (Students may work with the school counselor and registrar to enroll individually in other NICC classes through the Placement in College Credit (PICC) agreement.)

HSC110	Health Occupations
HSC114	Medical Terminology
HSC115	Dosage Calculations
HSC116	Introduction to Nutrition
HSC172	Certified Nurse Aide
EMT600	Emergency Medical Technician
ENG641	Composition I
ENG642	Introduction to Literature
ENG643	Public Speaking
ENG644	Composition II
ENG645	Multicultural Literature
FCS235	Child Health, Safety & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
FCS301	Foundations in Education
FCS307	The College Experience
INT501/INT502	Introduction to Professional Welding
INT701	Diesel Technician I
INT702	Diesel Technician II
ISS411	Troubleshooting
ISS701	Fundamentals of Web Design
ISS702	Computer Ethics
MTH351	Applied Math I
MTH352	Applied Math II
MTH362	Math for Liberal Arts
SCI603	Environmental Science with Lab
SOC601	U.S. History To 1877
SOC602	U.S. History Since 1877
SOC611	Developmental Psychology
SOC612	Educational Psychology
WBL300	Employability Skills with Job Shadowing

**POSTSECONDARY ENROLLMENT OPTIONS PROGRAM**  
(for grades 11 and 12, or identified in grades 9-10 by gifted and talented criteria)

1. Student Eligibility: Counselors, GT Facilitators, content leaders, principal and/or designated assistant principal may assist in determining student eligibility.
  - a. Parents/guardians of eligible students must furnish transportation to and from the eligible postsecondary institution.
  - b. A student enrolled in an accredited nonpublic school who meets all eligibility requirements (including residency in Iowa) may apply to take a course, provided that neither the accredited nonpublic school nor the school district offers a comparable course.
  - c. Postsecondary enrollment option courses are available to dually enrolled students (competent private instruction).
    - d. No student may audit a postsecondary enrollment option course.
    - e. Students must notify the high school of their intent to enroll in a PSEO course by March 15 for the following year (for both semesters).
    - f. The student must be proficient in reading, math, and science on the Iowa Assessment most recently administered.
    - g. Alternative Measures - If a student is not proficient in one or more of the content areas--reading, math, and science--mastery may be demonstrated by an equivalent qualifying performance measure including but not limited to additional administration of the state assessment, portfolios of student work, student performance rubric, or end-of-course assessments.

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2. Course Eligibility
  - a. Nonsectarian courses
  - b. Courses not comparable to courses offered by the Dubuque public high schools
  - c. Credit bearing courses that lead to an educational degree
  - d. Courses in: math, science, social sciences, humanities (English, art, music, language), vocational-technical education
3. High School Credit
  - a. Approved and completed college courses will be given high school credit. Each semester-length college course equals one semester high school credit.
  - b. Completed college courses will count toward high school graduation requirements and subject area requirements. Credit will not be calculated in a student's grade point average or rank in class. Evidence of successful completion of each course and high school units of credit and postsecondary academic credits will be included in the student's high school transcript.
4. Payment for College Tuition Cost
  - a. The school and/or district will pay directly to the postsecondary institution the legally limited costs of approved enrollments by eligible students who complete and receive credit for the approved course(s) in which they are enrolled.
  - b. Students who fail to complete and receive credit for a postsecondary course are responsible for all costs directly related to the course, and will be billed by the district for those costs. If the student is under 18 years of age, the parent or guardian will assume the costs.

## HONORS COURSES

Honors courses offer interested students an enriched or accelerated curriculum. The Dubuque Community School District offers the following honors courses:

ENG131/ENG132	Honors English 1-2
ENG231/ENG232	Honors English 3-4
MTH181/MTH182	Honors Geometry
MTH281/MTH282	Honors Algebra II
MTH391/MTH392	Honors Pre-Calculus with Trigonometry
SCI091	Honors PS9 Chemistry
SCI092	Honors PS9 Physics
SCI141/SCI142	Honors Biology
SCI151/SCI152	Honors Next Gen Global Science
SCI331/SCI332	Honors Physics

## ALTERNATIVE PROGRAMMING

### HIGH SCHOOL PROGRAMS

These programs provide specialized learning experiences for a small number of 9th and 10th grade students who need additional supports to increase their success at the high school level. They are designed to serve students who have had difficulty transitioning and adjusting to the high school experience and meeting high school expectations. These programs provide: smaller class sizes, opportunity to make up credits, earn additional credits through a specifically designed program, greater behavioral and academic supports.

### ALTERNATIVE LEARNING CENTER (ALC)

The ALC is designed to provide at-risk students an alternative to the traditional high school setting. The ALC primarily offers course opportunities in the core content areas. Project based learning design principles are utilized to engage students who have struggled to find success at their home school. There are independent learning opportunities available for students to help them recover credits and get back on track with their graduation plans. The ALC program is located at the Alta Vista Campus. Students must be identified as at-risk of dropping out of school. Students must also be in 11th or 12th grade and be referred by the administrative team at the home school.

### IOWA JOBS FOR AMERICA'S GRADUATES (IJAG)

Iowa's Jobs for America's Growth (iJAG) partners with the Dubuque Community School District to assist students with multiple barriers in graduating from high school and/or successfully transitioning from high school to continued education and careers.

Through the program, qualifying students work to master core competencies in six skill areas: personal skills, basic skills, leadership, job attainment, job survival, and career development. Graduates of the program then receive one year of follow-up support from iJAG based on their needs.

## SPECIAL EDUCATION SERVICES

The Dubuque Community School District will provide all students with disabilities a free, appropriate, public education in the least restrictive environment as required by the Individuals with Disabilities Education Act (IDEA).

Students entitled to special education supports and services are required to earn the same number of credit hours as non-disabled peers in order to earn a DCSD diploma. An optional path to meet graduation requirements based on the Essential Elements of the Iowa Core Curriculum is available to students with the most significant disabilities. The Individualized Education Plan (IEP) will determine the course of study for each student and will be updated at the annual review.



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The identification and placement of students for special education services is determined by state guidelines and procedures for referral and evaluation. It is the duty of the IEP team to ensure delivery of supports and services in the least restrictive environment.

Students are provided a variety of course options in general and special education settings.

- Resource is available for students who require support in order to progress in the general curriculum.
- Courses designated as Practical are available for special education students who are significantly below grade level and have major difficulty functioning in a general education course. These courses are aligned to the Iowa Core Curriculum.
- Life Skills Services and Personal Learning Program courses are available to students as optional paths using Essential Elements of the Iowa Core to meet graduation requirements.
- Specific vocational and transitional programs include: School-to-Work (STW), Transition Alliance Program (TAP), Housing Education and Rehabilitation Training (HEART) and Summit programs.

### LIFE SKILL SERVICES

The goal of Life Skill Services is to provide opportunities which allow each individual to develop, learn, grow and live as independently as possible. Life Skills Services uses an optional path to meet graduation requirements based on the Essential Elements of the Iowa Core. Life Skill Services also offers curriculum areas which are centered around living (daily living concepts), learning (generalizing and transferring of academic knowledge and skills to real world applications), and working (vocational and employment).

### PERSONAL LEARNING PROGRAM

The goal of the Personal Learning Program is to provide opportunities for individuals to learn and strengthen their skills to live and participate in their community as independently as possible. The Personal Learning Program uses an optional path to meet graduation requirements based on the Essential Elements of the Iowa Core. The Personal Learning Program offers curriculum areas which are centered around living (daily living concepts), learning (generalizing and transferring of academic knowledge and skills to real world applications), and working (vocational and employment).

### SCHOOL-TO-WORK

School-to-Work (STW) programming is designed to adequately prepare students for the transition from school to adult life. The program offers a series of high school classes to prepare students for the real world. These courses are: Practical Career Skills I, Practical Career Skills II, Practical Transition Planning, Practical Work Exploratory and Practical Work Experience.

### TAP

TAP (Transition Alliance Program) provides a variety of vocational-based, individualized services with the optimal goal of employment. The TAP program is a year-round program that follows a student after graduation until they reach age 25. Students must enroll with Iowa Vocational Rehabilitation Services (IVRS) and will receive enhanced transition assessments, job shadowing and career-pathway training for employment. The program is a partnership with IVRS and the Dubuque Community School District.

*Eligibility Criteria:*

- Receive special education services or have a 504 plan established
- Sophomore status or older
- Apply for Iowa Vocational Rehabilitation Services

### HEART PROGRAM

HEART (Housing Education and Rehabilitation Training) is a public/private partnership that provides vocational construction training and education through the complete rehabilitation of blighted properties in Dubuque. HEART seeks to inspire a lifelong love of learning, while teaching self-reliance and instilling personal growth. Students participate in an academic and workplace experience.

*Eligibility Criteria:*

- Age 16 or older
- Receiving special education services
- Meets job description as specified (see Case Manager for job description)
- Completion of application

HEART Bridge Program: eligible students obtain guidance and financial assistance based on their cooperation, hard work, and attendance to help them work toward career goals.

### SUMMIT

This program is designed for adult students who have maximized credit options but have unmet transition areas or unmet IEP goals. Students may participate in graduation ceremonies with their class but will not receive a diploma until IEP goals are fulfilled and/or student chooses to exit.

An IEP is developed to meet the student's post-secondary expectations (PSE) for adult life in the areas of living, learning and working. The main goal of the program is to assist each student in making a smooth transition to his/her adult life.

*Eligibility Criteria:*

- Have met all Dubuque Community School District graduation criteria
- Continue to be eligible to receive special education services
- Have unmet IEP goals that relate to the student's post-secondary expectations

# » DUBUQUE ONLINE HIGH SCHOOL

## ABOUT DUBUQUE ONLINE HIGH SCHOOL

In an effort to meet the diverse needs of learners across the district, the Dubuque Community School District launched Dubuque Online High School in the 2022-2023 school year.

Dubuque Online School is a separate school from the district's two physical high schools - Dubuque Senior and Hempstead. Students must take at least two courses online to be enrolled in Dubuque Online School. Students in Dubuque Online School may take courses not offered online in person at their address-assigned high school.

NOTE: Students enrolled in Dubuque Online School are always considered students in that school, NOT Dubuque Senior High School or Hempstead High School, even if they take some in-person classes at one of the physical high schools.

This school provides high school students (grades 9-12) with a rigorous course schedule of online instruction delivered through a combination of on-demand classes using Imagine Edgenuity online learning platform and live virtual classes using Microsoft Teams video streaming platform.

Classes taught on Microsoft Teams will meet live daily. Dubuque Online School staff will work with students in scheduling, but students requesting these classes should have an alternate choice should the course times conflict with other required coursework.

Students enrolled at Dubuque Online School will receive their diploma from Dubuque Online School. A separate graduation ceremony will be held for Dubuque Online School students and students will not be able to participate in the graduation ceremonies for Dubuque Senior and Hempstead High Schools as those are not the diploma granting schools.

Students at Dubuque Online School will be able to choose from these course offerings:

ART110	Art Appreciation *
ART113	Art 2D (2 Dimensional)
ART223	Photography 1
ART300	Art History I *
ART301	Art History II *
BUS111	Introduction to Business
BUS121	Computer Essentials
BUS245	Financial Literacy
ENG121/ ENG122	English 1-2
ENG131/ENG132	Honors English 1-2
ENG153	Speech
ENG221/ENG222	English 3-4
ENG231/ENG232	Honors English 3-4
ENG321/ENG322	English 5-6
ENG329	Contemporary Literature
ENG337	World Literature
ENG351/ENG352	AP English Language and Composition
ENG357	Creative Writing
ENG541/ENG542	AP English Literature and Composition
HTH101	Health
ISS121	Multimedia

MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH181/MTH182	Honors Geometry
MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH331/MTH332	Pre-Calculus with Trigonometry
MTH341/MTH342	Algebra II Readiness
MTH511/MTH512	AP Calculus AB
MTH521/MTH522	AP Statistics
PED201	Online Wellness
SCI081	PS9 Chemistry
SCI082	PS9 Physics
SCI091	Honors PS9 Chemistry
SCI092	Honors PS9 Physics
SCI131/SCI132	Biology
SCI141/SCI142	Honors Biology
SCI151/SCI152	Honors Next Gen Global Science
SCI161/SCI162	Next Gen Global Science
SCI183	Semester Physics
SCI184	Semester Chemistry
SOC101/SOC102	World Cultures and Geography
SOC121/SOC122	AP Human Geography
SOC221/SOC222	World History
SOC321/SOC322	U.S. History
SOC415	American Government
SOC425	Economics
SOC433	Sociology
SOC443	Psychology
SOC511/SOC512	AP World History
SOC513	AP American Government
SOC521/SOC522	AP U.S. History
SOC541/SOC542	AP Psychology
WBL310	Employability Skills *

\* offered online only; course description may be requested by email at [onlineschool@dbqschools.org](mailto:onlineschool@dbqschools.org)

Students enrolled at Dubuque Online High School can take world language classes taught by Iowa licensed teachers through the Edgenuity Instructional Services platform. Course descriptions may be requested by email at [onlineschool@dbqschools.org](mailto:onlineschool@dbqschools.org). The following year-long world language classes are offered:

French I
French II
French III
AP French Language and Culture
German I
German II
Spanish I
Spanish II
Spanish III
AP Spanish Language and Culture

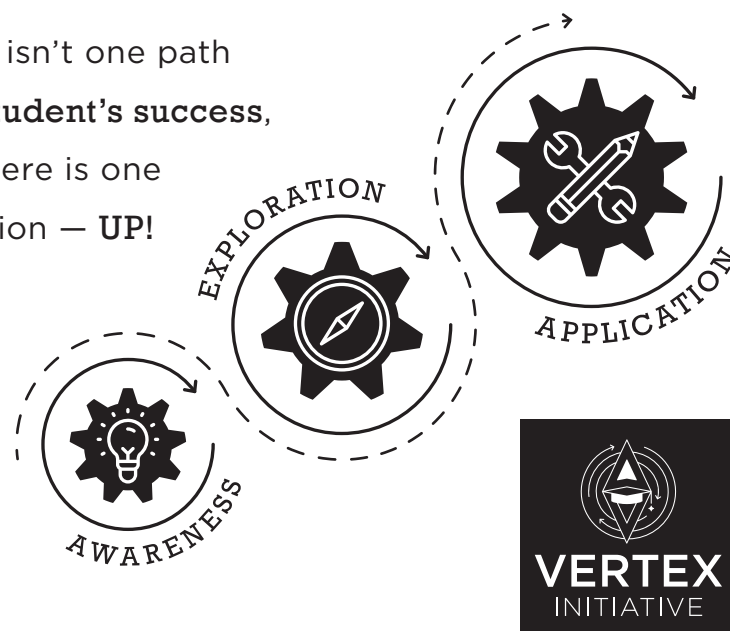
# » FUTURE PLANNING

## VERTEX INITIATIVE

VERTEX is an initiative of the Dubuque Community School District designed to help students discover where their interests and future possibilities intersect - all to help them reach the highest point of their individual journey to success.

VERTEX is designed around a core principle that career and college readiness is about more than just one experience. We believe that to best serve our students, it is our responsibility to help them see the vast possibilities before them. This process begins in middle school and continues through high school - always looking at providing experiences that get progressively deeper over time, moving through three key areas of awareness, exploration and application.

There isn't one path to a **student's success**, but there is one direction — **UP!**



### PROGRAMS AND PARTNERS

VERTEX brings together a variety of current Dubuque Community School District programs that connect students with employers in real-world work experiences including:



The district also works closely with many partners to bolster career and college exploration including:

- Career Learning Link in partnership with Northeast Iowa Community College
- Tech WORKS in partnership with Dubuque Area Labor Management Council
- Greater Dubuque Development Corporation
- City of Dubuque
- Iowa Vocational Rehabilitation





➤ Learn more about the VERTEX Initiative at: [www.dbqschools.org/vertex](http://www.dbqschools.org/vertex)

## CAREER EXPLORATION

Today's world is made up of endless career possibilities and each year, jobs are even created that don't currently exist. **That's why it's our goal to help you explore career possibilities, align them with your interests and skills, and start down your individual path to success.**

As a district, we align our career exploration program with the Future Ready Iowa initiative. That means we start with a broad view of career options and provide you with the tools and resources to go deeper as your interest grows.

To help students explore their career options and chart their education plans, career information is organized in the following framework:

 <b>CAREER SERVICE AREAS</b>	Six Career Service Areas help students visualize careers in broad categories. In Iowa, the areas are: <ul style="list-style-type: none"><li>• Agriculture, Food and Natural Resources</li><li>• Applied Science, Technology, Engineering and Manufacturing</li><li>• Business, Finance, Marketing and Management</li><li>• Health Sciences</li><li>• Human Services</li><li>• Information Solutions</li></ul>
 <b>CAREER CLUSTERS</b>	The six service areas are broken down into 16 Career Clusters. Each cluster represents a group of careers that require similar knowledge and skill sets. Career clusters are a great tool for organizing career options and help give students a guide for the things to consider when exploring pathways and occupations.
 <b>CAREER PATHWAYS</b>	The 16 career clusters are further broken down into 72 Career Pathways. Each pathway represents a group of occupations that focus on a specialty within the cluster. Career pathways provide students detailed information about the knowledge and skills needed to pursue occupations within the pathway.
 <b>OCCUPATIONS</b>	With endless career options, students are able to discover occupations that match their interests and skills. The career exploration resources and tools used by students will help them identify their occupational goals, plan for necessary training and education, and prepare them for success after high school.

➤ Check out the career clusters organized by career service area at: [www.dbqschools.org/career-exploration](http://www.dbqschools.org/career-exploration)

## COLLEGE REQUIREMENT INFO

Your counselor is an excellent resource to help you explore your college and scholarship options. It is important to note that having completed all DCSD graduation requirements does not guarantee admission to a student's college of choice. It is ultimately the responsibility of each student and parent to ensure that a student's course selections meet the requirements of colleges and scholarships of interest.

All four-year colleges and universities have designated course requirements for admission. However, you should expect some variations in entrance requirements among the thousands of colleges and universities across the nation. Students and parents should always consult the college/university admission counselors to determine expectations.

Many colleges expect students to have had four years of English, three years of Math (Algebra I, Geometry and Algebra II), three years of Science (many require two years of laboratory experience), three years of Social Studies, and two years of the same World Language.

Some colleges with a two-year World Language entrance requirement will allow students to meet an additional college exit requirement if the student successfully completes all four years of the same World Language in high school.

Students who are interested in applying to one or more of Iowa's public universities (Iowa State University, University of Iowa and University of Northern Iowa) are encouraged to visit the Iowa Board of Regents website for admission requirements for Iowa high school students.

➤ Go to [www.iowaregents.edu/RAI](http://www.iowaregents.edu/RAI) for information on the **Regent Admission Index (RAI)** used to calculate automatic admission for Iowa high school graduates to Iowa State University, University of Iowa and University of Northern Iowa. Also see the listing of **required high school courses** for each of the three universities.

In addition to the number of core courses taken, ACT or SAT scores, class rank, and grade point average (GPA) are also taken into consideration for admission to post-secondary institutions. Unofficial ACT scores may be posted on the DCSD transcript; however, it is the responsibility of the student/parent to provide official ACT, SAT, or other standardized testing scores to post-secondary institutions.

NCAA approval for courses should be taken into consideration by students anticipating participation in intercollegiate athletics at an NCAA Division I or Division II institution in the future. Your school counselor can be a resource for this as well; however, it is the responsibility of the student and parents to ensure all requirements are met for NCAA eligibility. You may find it helpful to consult the NCAA website ([www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org)).

The decision about your educational path beyond high school is important. Begin early and use all available resources to make a decision that's right for you.

# » COURSE OFFERINGS

## GRADE 9 (CLASS OF 2027)

Ninth grade students **must select at least six courses each semester** (12 courses for the school year). There are seven class periods each semester, so up to 14 courses may be selected. Study halls are scheduled for any open period. Please see course descriptions for graduation requirements and prerequisites.

### ENGLISH (7 credits required for graduation)

**Must choose one of the following year-long courses:**

ENG121/ENG122	English 1-2
ENG131/ENG132	Honors English 1-2

### SPEECH (1 credit required for graduation)

**May choose the following semester-long course:**

ENG153	Speech
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### ENGLISH ELECTIVES

**Courses that count as Elective credits:**

ENG359	Journalism <b>AL</b>
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**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement

### MATHEMATICS (6 credits required for graduation)

**Must choose one of the following year-long courses:**

MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH181/MTH182	Honors Geometry
MTH281/MTH282	Honors Algebra II

### PHYSICAL SCIENCE (2 credits required for graduation)

**Must choose one of the following year-long courses:**

SCI081/SCI082	PS9 Chemistry/PS9 Physics
SCI091/SCI092	Honors PS9 Chemistry/Honors PS9 Physics

### LIFE SCIENCE (2 credits required for graduation)

**May choose the following year-long course if also selecting Honors PS9 Chemistry and Honors PS9 Physics**

SCI141/SCI142	Honors Biology
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### WELLNESS (4 credits required for graduation; one semester each year)

**Must choose one of the following semester-long courses:**

PED153	Health Club Fitness
PED159	Water Fitness & Games (Hempstead Only)
PED162	Active Games & Fitness Class
PED163	Performance PE
PED164	Advanced Performance PE
PED171	Early Bird Wellness *
PED902	Athletic Exemption **

\* full schedule both semesters required

\*\* participation in two sports and Athletic Exemption Form required

### WORLD CULTURES (2 credits required for graduation)

**May choose one of the following year-long course:**

SOC101/SOC102	World Cultures & Geography
SOC121/SOC122	Advanced Placement Human Geography
WFR111/WFR112	French 1-2
WGE131/WGE132	German 1-2
WSP181/WSP182	Spanish 1-2

### APPLIED LEARNING (1 credit required for graduation)

**Courses that fulfill Applied Learning requirement:**

BUS111	Introduction to Business
BUS121	Computer Essentials
FCS125	Nutrition and Food Preparation
FCS303	Introduction to Teaching
FCS304	Introduction to Child Development
FCS305	Interpersonal Relationships/Studies
HTH101	Health I
HTH102	Health II
INT115	Engineering Drafting and Design I
INT117	Woodworking
INT123	Manufacturing
INT223	Small Engine Repair
INT323	Electricity/Electronics
INT332	Metals
INT385	Construction I
INT387	Construction II
INT401	Engineering I
INT402	Engineering II
INT413	Engineering Drafting and Design II
INT433	Architectural Design
ISS121	Multimedia <b>FA</b>
ISS131	Computer Science Principles I
ISS132	Computer Science Principles II
ISS221	Video Production <b>FA</b>
ISS231/ISS232	Advanced Placement Computer Science Principles
ISS411	Troubleshooting

**FA** = OR course may be taken to fulfill **FINE ARTS** requirement

### FINE ARTS (2 credits required for graduation)

**Courses that fulfill Fine Arts requirement:**

ART113	Art 2D
ART114	Art 3D
ENG163	Theatre
ENG164	Advanced Theatre
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion Ensemble
MUS162	Color Guard
MUS191/MUS192	Chorale
MUS571/MUS572	Ambassador Singers

### SPECIALIZED PROGRAMS

**Courses that count as Elective credits:**

BUS503/BUS504	IJAG 9-10 <b>AL</b>
ELL101/ELL102	Newcomer English Language Learner
ELL201/ELL202	Beginning English Language Learner
ELL301/ELL302	Intermediate English Language Learner
ELL401/ELL402	Advanced English Language Learner

**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement

## GRADE 10 (CLASS OF 2026)

Tenth grade students **must select at least six major courses each semester** (12 courses for the school year). Major courses meet 5 days per week. Please see course descriptions for graduation requirements and prerequisites.

### ENGLISH (7 credits required for graduation)

**Must choose one of the following year-long courses:**

ENG221/ENG222	English 3-4
ENG231/ENG232	Honors English 3-4

### SPEECH (1 credit required for graduation)

**May choose one of the following semester-long courses:**

ENG153	Speech
ENG643	Public Speaking

### ENGLISH ELECTIVES

**Courses that count as Elective credits:**

ENG359	Journalism <b>AL</b>
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**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement

### MATHEMATICS (6 credits required for graduation)

**Must choose one of the following year-long courses:**

MTH161/MTH162	Algebra I
MTH171/MTH172	Geometry
MTH181/MTH182	Honors Geometry
MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH331/MTH332	Pre-Calculus with Trigonometry
MTH391/MTH392	Honors Pre-Calculus with Trigonometry
MTH521/MTH522	Advanced Placement Statistics

### LIFE SCIENCE (2 credits required for graduation)

**Must choose one of the following year-long courses:**

SCI131/SCI132	Biology
SCI141/SCI142	Honors Biology

### EARTH/SPACE SCIENCE (2 credits required for graduation)

**May choose the following year-long course:**

SCI151/SCI152	Honors Next Gen Global Science
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### SCIENCE ELECTIVES

**Courses that count as Elective credits:**

SCI183	Semester Physics
SCI184	Semester Chemistry
SCI271/SCI272	Anatomy & Physiology
SCI331/SCI332	Honors Physics
SCI602	Forensics

### WORLD HISTORY (2 credits required for graduation)

**Must choose one of the following year-long courses:**

SOC221/SOC222	World History
SOC511/SOC512	Advanced Placement World History

### WELLNESS (4 credits required for graduation; one semester each year)

**Must choose one of the following semester-long courses:**

PED153	Health Club Fitness
PED159	Water Fitness & Games (Hempstead Only)

PED162	Active Games & Fitness Class
PED163	Performance PE
PED164	Advanced Performance PE
PED171	Early Bird Wellness *
PED902	Athletic Exemption **

\* full schedule both semesters required

\*\* participation in two sports and Athletic Exemption Form required

### WORLD CULTURES (2 credits required for graduation)

**May choose one of the following year-long course:**

SOC101/SOC102	World Cultures & Geography
SOC121/SOC122	Advanced Placement Human Geography
WFR111/WFR112	French 1-2
WFR211/WFR212	French 3-4
WGE131/WGE132	German 1-2
WGE231/WGE232	German 3-4
WSP181/WSP182	Spanish 1-2
WSP281/WSP282	Spanish 3-4

### APPLIED LEARNING (1 credit required for graduation)

**Courses that fulfill Applied Learning requirement:**

BUS111	Introduction to Business
BUS121	Computer Essentials
BUS311	Accounting I
BUS312	Accounting II
BUS335	Entrepreneurship
ENG371/ENG372	Yearbook
ENG381/ENG382	Newspaper
FCS125	Nutrition and Food Preparation
FCS235	Child Health, Safety, & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
FCS301	Foundations in Education
FCS303	Introduction to Teaching
FCS304	Introduction to Child Development
FCS305	Interpersonal Relationships/Studies
FCS307	Careers in Human Services
HTH101	Health I
HTH102	Health II
INT115	Engineering Drafting and Design I
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care & Maintenance
INT215	Auto Diagnostics
INT217	Auto Chassis & Drive Trains
INT223	Small Engine Repair
INT323	Electricity/Electronics
INT332	Metals
INT363	Welding
INT383	Advanced Woodworking
INT385	Construction I

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INT387	Construction II
INT401	Engineering I
INT402	Engineering II
INT413	Engineering Drafting and Design II
INT433	Architectural Design
ISS121	Multimedia <b>FA</b>
ISS131	Computer Science Principles I
ISS132	Computer Science Principles II
ISS221	Video Production <b>FA</b>
ISS231/ISS232	Advanced Placement Computer Science Principles
ISS311/ISS312	Student Run Help Desk
ISS411	Troubleshooting
ISS531/ISS532	Advanced Placement Computer Science A
ISS701	Fundamentals of Web Design
ISS702	Computer Ethics
WBL300	Employability Skills with Job Shadowing

**FA** = OR course may be taken to fulfill **FINE ARTS** requirement

**FINE ARTS** (2 credits required for graduation)

☉ **Courses that fulfill Fine Arts requirement:**

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2D
ART221/ART222	Advanced Art 3D
ART223	Photography 1
ART233	Photography 2: Advanced
ENG163	Theatre
ENG164	Advanced Theatre
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion Ensemble
MUS162	Color Guard
MUS191/MUS192	Chorale
MUS321/MUS322	Advanced Orchestra
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS421/MUS422	Honors Chamber Orchestra
MUS571/MUS572	Ambassador Singers

**SPECIALIZED PROGRAMS**

☉ **Courses that count as Elective credits:**

BUS503/BUS504	IJAG 9-10 <b>AL</b>
ELL101/ELL102	Newcomer English Language Learner
ELL201/ELL202	Beginning English Language Learner
ELL301/ELL302	Intermediate English Language Learner
ELL401/ELL402	Advanced English Language Learner

**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement

## GRADE 11 (CLASS OF 2025)

Eleventh grade students **must select at least six major courses each semester** (12 courses for the school year). Major courses meet 5 days per week. Please see course descriptions for graduation requirements and prerequisites.

### ADDITIONAL NOTES:

- Financial Literacy will be scheduled for ALL eleventh grade students to fulfill a mandatory graduation requirement per Iowa law.

### ENGLISH (7 credits required for graduation)

- Must choose one of the following year-long courses or two semester-long courses:**

ENG321/ENG322	English 5-6
ENG351/ENG352	Advanced Placement English Language and Composition
ENG641	Composition I
ENG642	Introduction to Literature
ENG644	Composition II
ENG645	Multicultural Literature

### SPEECH (1 credit required for graduation)

- May choose one of the following semester-long courses:**

ENG153	Speech
ENG643	Public Speaking

### ENGLISH ELECTIVES

- Courses that count as Elective credits:**

ENG359	Journalism <b>AL</b>
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**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement

### MATHEMATICS (6 credits required for graduation)

- Must choose one of the following year-long courses or two semester-long courses:**

MTH271/MTH272	Algebra II
MTH281/MTH282	Honors Algebra II
MTH331/MTH332	Pre-Calculus with Trigonometry
MTH341/MTH342	Algebra II Readiness
MTH351	Applied Math I
MTH352	Applied Math II
MTH361	Foundations of College Math
MTH362	Math for Liberal Arts
MTH391/MTH392	Honors Pre-Calculus with Trigonometry
MTH511/MTH512	Advanced Placement Calculus AB
MTH521/MTH522	Advanced Placement Statistics
MTH541/MTH542	Advanced Placement Calculus BC

### EARTH/SPACE SCIENCE (2 credits required for graduation)

- Must choose one of the following year-long courses:**

SCI151/SCI152	Honors Next Gen Global Science
SCI161/SCI162	Next Gen Global Science

### SCIENCE ELECTIVES

- Courses that count as Elective credits:**

SCI183	Semester Physics
SCI184	Semester Chemistry
SCI271/SCI272	Anatomy & Physiology

SCI331/SCI332	Honors Physics
SCI531/SCI532	Advanced Placement Biology
SCI561/SCI562	Advanced Placement Chemistry
SCI602	Forensics
SCI603	Environmental Science with Lab
SCI651	Outdoor Ecology

### U.S. HISTORY (2 credits required for graduation)

- Must choose one of the following year-long courses or two semester-long courses:**

SOC321/SOC322	U.S. History
SOC521/SOC522	Advanced Placement U.S. History
SOC601	U.S. History To 1877
SOC602	U.S. History Since 1877

### WELLNESS (4 credits required for graduation; one semester each year)

- Must choose one of the following semester-long courses:**

PED153	Health Club Fitness
PED159	Water Fitness & Games (Hempstead Only)
PED162	Active Games & Fitness Class
PED163	Performance PE
PED164	Advanced Performance PE
PED171	Early Bird Wellness *
PED902	Athletic Exemption **

\* full schedule both semesters required

\*\* participation in two sports and Athletic Exemption Form required

### WORLD CULTURES (2 credits required for graduation)

- May choose one of the following year-long course:**

SOC101/SOC102	World Cultures & Geography
SOC121/SOC122	Advanced Placement Human Geography
WFR111/WFR112	French 1-2
WFR211/WFR212	French 3-4
WFR311/WFR312	French 5-6
WGE131/WGE132	German 1-2
WGE231/WGE232	German 3-4
WGE331/WGE332	German 5-6
WSP181/WSP182	Spanish 1-2
WSP281/WSP282	Spanish 3-4
WSP381/WSP382	Spanish 5-6

### FINANCIAL LITERACY (1 credit required for graduation)

- Must choose the following semester-long course:**

BUS245	Financial Literacy
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### APPLIED LEARNING (1 credit required for graduation)

- Courses that fulfill Applied Learning requirement:**

BUS111	Introduction to Business
BUS121	Computer Essentials
BUS311	Accounting I
BUS312	Accounting II
BUS335	Entrepreneurship
BUS441	Marketing & Sales/Advertising
ENG371/ENG372	Yearbook



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ENG381/ENG382	Newspaper
FCS125	Nutrition and Food Preparation
FCS235	Child Health, Safety, & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
FCS301	Foundations in Education
FCS303	Introduction to Teaching
FCS304	Introduction to Child Development
FCS305	Interpersonal Relationships/Studies
FCS306	The College Experience
FCS307	Careers in Human Services
HSC110	Health Occupations
HSC114	Medical Terminology
HSC115	Dosage Calculations
HSC116	Introduction to Nutrition
HSC172	Certified Nurse Aide
HTH101	Health I
HTH102	Health II
INT115	Engineering Drafting and Design I
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care & Maintenance
INT215	Auto Diagnostics
INT217	Auto Chassis & Drive Trains
INT223	Small Engine Repair
INT323	Electricity/Electronics
INT332	Metals
INT363	Welding
INT383	Advanced Woodworking
INT385	Construction I
INT387	Construction II
INT401	Engineering I
INT402	Engineering II
INT413	Engineering Drafting and Design II
INT433	Architectural Design
INT501/INT502	Introduction to Professional Welding
INT701	Diesel Technician I
INT702	Diesel Technician II
ISS121	Multimedia <b>FA</b>
ISS131	Computer Science Principles I
ISS132	Computer Science Principles II
ISS221	Video Production <b>FA</b>
ISS231/ISS232	Advanced Placement Computer Science Principles
ISS311/ISS312	Student Run Help Desk
ISS411	Troubleshooting
ISS531/ISS532	Advanced Placement Computer Science A
ISS701	Fundamentals of Web Design
ISS702	Computer Ethics

WBL300	Employability Skills with Job Shadowing
WBL401	Internship

**FA** = OR course may be taken to fulfill **FINE ARTS** requirement

**FINE ARTS** (2 credits required for graduation)

☑ **Courses that fulfill Fine Arts requirement:**

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2D
ART217/ART218	Art 2D: Portfolio
ART221/ART222	Advanced Art 3D
ART223	Photography 1
ART227/ART228	Art 3D: Portfolio
ART233	Photography 2: Advanced
ART623	Photography 3: Portfolio
ENG163	Theatre
ENG164	Advanced Theatre
ENG365	Film Appreciation I
ENG366	Film Appreciation II
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion Ensemble
MUS162	Color Guard
MUS191/MUS192	Chorale
MUS321/MUS322	Advanced Orchestra
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS421/MUS422	Honors Chamber Orchestra
MUS571/MUS572	Ambassador Singers

**SPECIALIZED PROGRAMS**

☑ **Courses that count as Elective credits:**

BUS501/BUS502	IJAG 11-12 <b>AL</b>
ELL101/ELL102	Newcomer English Language Learner
ELL201/ELL202	Beginning English Language Learner
ELL301/ELL302	Intermediate English Language Learner
ELL401/ELL402	Advanced English Language Learner

**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement

## GRADE 12 (CLASS OF 2024)

Twelfth grade students may select only the courses they need to meet graduation requirements. Please see course descriptions for graduation requirements and prerequisites.

### ADDITIONAL NOTES:

- Students participating in athletics, music, theatre or speech activities must take a minimum of four classes in the semester prior to and during the activity to be eligible for participation.
- Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the State of Iowa.
- Students who took required courses in grades 9-11 must see counselors to complete course selection.

### ENGLISH (7 credits required for graduation)

- Must choose one of the following year-long courses or semester-long courses:**

ENG329	Contemporary Literature
ENG337	World Literature
ENG341	African American Literature
ENG343	Women's Literature
ENG541/ENG542	Advanced Placement English Literature and Composition
ENG641	Composition I
ENG642	Introduction to Literature
ENG644	Composition II
ENG645	Multicultural Literature

### SPEECH (1 credit required for graduation)

- May choose one of the following semester-long courses:**

ENG153	Speech
ENG643	Public Speaking

### ENGLISH ELECTIVES

- Courses that count as Elective credits:**

ENG357	Creative Writing <b>FA</b>
ENG359	Journalism <b>AL</b>

**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement  
**FA** = OR course may be taken to fulfill **FINE ARTS** requirement

### MATHEMATICS ELECTIVES (6 credits required for graduation)

- Courses that count as Elective credits if graduation requirement has been met:**

MTH331/MTH332	Pre-Calculus with Trigonometry
MTH351	Applied Math I
MTH352	Applied Math II
MTH361	Foundations of College Math
MTH362	Math for Liberal Arts
MTH391/MTH392	Honors Pre-Calculus with Trigonometry
MTH511/MTH512	Advanced Placement Calculus AB
MTH521/MTH522	Advanced Placement Statistics
MTH541/MTH542	Advanced Placement Calculus BC

### SCIENCE ELECTIVES

- Courses that count as Elective credits:**

SCI183	Semester Physics
SCI184	Semester Chemistry
SCI271/SCI272	Anatomy & Physiology

SCI331/SCI332	Honors Physics
SCI531/SCI532	Advanced Placement Biology
SCI561/SCI562	Advanced Placement Chemistry
SCI602	Forensics
SCI603	Environmental Science with Lab
SCI651	Outdoor Ecology

### GOVERNMENT (1 credit required for graduation)

- Must choose one of the following semester-long courses:**

SOC415	American Government
SOC513	Advanced Placement American Government

### BEHAVIORAL SCIENCE (1 credit required for graduation)

- Must choose one of the following year-long courses or semester-long courses:**

SOC433	Sociology
SOC443	Psychology
SOC541/SOC542	Advanced Placement Psychology
SOC611	Developmental Psychology
SOC612	Educational Psychology

### SOCIAL STUDIES ELECTIVES

- Courses that count as Elective credits if graduation requirement has been met:**

SOC425	Economics
SOC531/SOC532	Advanced Placement Economics
SOC601	U.S. History To 1877
SOC602	U.S. History Since 1877

### WELLNESS (4 credits required for graduation; one semester each year)

- Must choose one of the following semester-long courses:**

PED153	Health Club Fitness
PED159	Water Fitness & Games (Hempstead Only)
PED162	Active Games & Fitness Class
PED163	Performance PE
PED164	Advanced Performance PE
PED171	Early Bird Wellness *
PED902	Athletic Exemption **

\* full schedule both semesters required

\*\* participation in two sports and Athletic Exemption Form required

### WORLD CULTURES (2 credits required for graduation)

- May choose one of the following year-long course:**

SOC101/SOC102	World Cultures & Geography
SOC121/SOC122	Advanced Placement Human Geography
WFR111/WFR112	French 1-2
WFR211/WFR212	French 3-4
WFR311/WFR312	French 5-6
WFR411/WFR412	French 7-8
WGE131/WGE132	German 1-2
WGE231/WGE232	German 3-4
WGE331/WGE332	German 5-6
WGE431/WGE432	German 7-8
WSP181/WSP182	Spanish 1-2

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WSP281/WSP282	Spanish 3-4
WSP381/WSP382	Spanish 5-6
WSP481/WSP482	Spanish 7-8

**APPLIED LEARNING** (1 credit required for graduation)

☑ **Courses that fulfill Applied Learning requirement:**

BUS111	Introduction to Business
BUS121	Computer Essentials
BUS311	Accounting I
BUS312	Accounting II
BUS335	Entrepreneurship
BUS441	Marketing & Sales/Advertising
ENG371/ENG372	Yearbook
ENG381/ENG382	Newspaper
EMT600	Emergency Medical Technician
FCS125	Nutrition and Food Preparation
FCS235	Child Health, Safety, & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
FCS301	Foundations in Education
FCS303	Introduction to Teaching
FCS304	Introduction to Child Development
FCS305	Interpersonal Relationships/Studies
FCS306	The College Experience
FCS307	Careers in Human Services
HSC110	Health Occupations
HSC114	Medical Terminology
HSC115	Dosage Calculations
HSC116	Introduction to Nutrition
HSC172	Certified Nurse Aide
HTH101	Health I
HTH102	Health II
INT115	Engineering Drafting and Design I
INT117	Woodworking
INT123	Manufacturing
INT213	Auto Care & Maintenance
INT215	Auto Diagnostics
INT217	Auto Chassis & Drive Trains
INT223	Small Engine Repair
INT323	Electricity/Electronics
INT332	Metals
INT363	Welding
INT383	Advanced Woodworking
INT385	Construction I
INT387	Construction II
INT401	Engineering I
INT402	Engineering II
INT413	Engineering Drafting and Design II
INT433	Architectural Design
INT501/INT502	Introduction to Professional Welding

INT701	Diesel Technician I
INT702	Diesel Technician II
ISS121	Multimedia <b>FA</b>
ISS131	Computer Science Principles I
ISS132	Computer Science Principles II
ISS221	Video Production <b>FA</b>
ISS231/ISS232	Advanced Placement Computer Science Principles
ISS311/ISS312	Student Run Help Desk
ISS411	Troubleshooting
ISS531/ISS532	Advanced Placement Computer Science A
ISS701	Fundamentals of Web Design
ISS702	Computer Ethics
WBL300	Employability Skills with Job Shadowing
WBL401	Internship

**FA** = OR course may be taken to fulfill **FINE ARTS** requirement

**FINE ARTS** (2 credits required for graduation)

☑ **Courses that fulfill Fine Arts requirement:**

ART113	Art 2D
ART114	Art 3D
ART211/ART212	Advanced Art 2D
ART217/ART218	Art 2D: Portfolio
ART221/ART222	Advanced Art 3D
ART223	Photography 1
ART227/ART228	Art 3D: Portfolio
ART233	Photography 2: Advanced
ART623	Photography 3: Portfolio
ENG163	Theatre
ENG164	Advanced Theatre
ENG365	Film Appreciation I
ENG366	Film Appreciation II
MUS111/MUS112	Band
MUS121/MUS122	Jazz Band
MUS131/MUS132	Orchestra
MUS151/MUS152	Percussion Ensemble
MUS162	Color Guard
MUS191/MUS192	Chorale
MUS321/MUS322	Advanced Orchestra
MUS341/MUS342	Concert Choir
MUS361/MUS362	Music Theory and Harmony
MUS421/MUS422	Honors Chamber Orchestra
MUS571/MUS572	Ambassador Singers

**SPECIALIZED PROGRAMS**

☑ **Courses that count as Elective credits:**

BUS501/BUS502	IJAG 11-12 <b>AL</b>
ELL101/ELL102	Newcomer English Language Learner
ELL201/ELL202	Beginning English Language Learner
ELL301/ELL302	Intermediate English Language Learner
ELL401/ELL402	Advanced English Language Learner

**AL** = OR course may be taken to fulfill **APPLIED LEARNING** requirement

# COURSE DESCRIPTIONS

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Courses are arranged numerically by the graduation requirement they fulfill.  
Refer to page 4 for DCSD graduation requirements.

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## **21 ENGLISH**

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- 21 English
- 25 Speech
- 25 English Electives

## **26 MATHEMATICS**

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## **30 SCIENCE**

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- 30 Physical Science
- 32 Life Science
- 32 Earth / Space Science
- 33 Science Electives

## **35 SOCIAL STUDIES**

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- 35 World History
- 36 U.S. History
- 37 Government
- 38 Behavioral Science
- 40 Social Studies Electives

## **40 WELLNESS**

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## **43 WORLD CULTURES**

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- 43 World Cultures
  - 43 Social Studies
  - 43 World Languages

## **46 APPLIED LEARNING**

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- 46 Financial Literacy
- 46 Applied Learning
  - 46 Business Education
  - 49 Emergency Medical Technician
  - 49 English
  - 50 Family and Consumer Sciences
  - 52 Health
  - 52 Health Science
  - 53 Industrial Technology
  - 58 Information Solutions
  - 60 Work-Based Learning
  - 61 Special Programs

## **62 FINE ARTS**

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- 62 Fine Arts
  - 62 Art
  - 64 English
  - 65 Information Solutions
  - 66 Music

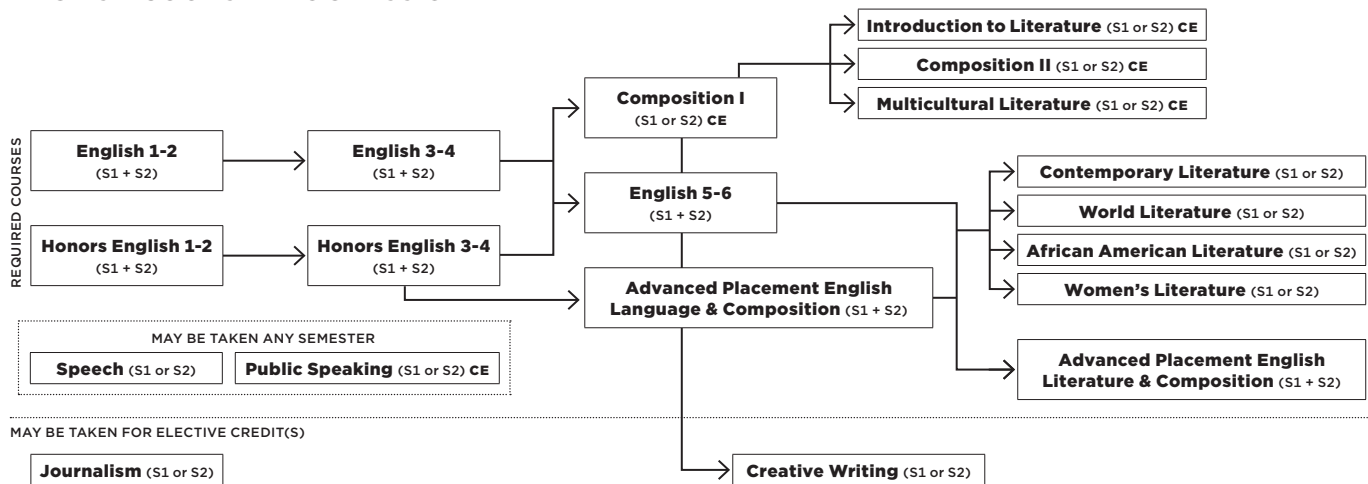
## **70 SPECIALIZED PROGRAMS**

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- 70 Specialized Programs
  - 70 Iowa Jobs for America's Graduates (IJAG)
  - 70 English Language Learners
  - 71 Special Programs
  - 72 Driver Education

# ENGLISH COURSES

## ENGLISH COURSE PROGRESSION



CE = CONCURRENT ENROLLMENT

## ENGLISH

<b>CREDITS REQUIRED FOR GRADUATION</b>	<b>7 credits</b> are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.
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### ENGLISH 1-2

<b>ENG121 (Sem 1), ENG122 (Sem 2)</b>	Students will engage in thematic units covering a variety of genres including informational, literature, novels, poetry, and multimedia around a meaningful essential question. Students will analyze text, cite evidence, and respond critically about their learning. Additionally, reading, writing, language, speaking, and listening skills are taught throughout each semester. Students will work on grammar, vocabulary, sentence structure, and writing through a variety of writing modes.
<b>DURATION:</b>	year course
<b>CREDITS:</b>	2
<b>OPEN TO:</b>	freshmen
<b>NCAA:</b>	approved
<b>PREREQUISITE:</b>	none

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, and Language Strands.*

### HONORS ENGLISH 1-2

<b>ENG131 (Sem 1), ENG132 (Sem 2)</b>	Students will engage in thematic units covering a variety of genres including informational, literature, novels, poetry, and multimedia around a meaningful essential question. Students will analyze text, cite evidence, and respond critically about their learning. Additionally, reading, writing, language, speaking, and listening skills are taught throughout each semester. Students will work on grammar, vocabulary, sentence structure, and writing through a variety of writing modes. Pacing, independent work and supplemental readings will be utilized to provide a deeper analysis of the standards.
<b>DURATION:</b>	year course
<b>CREDITS:</b>	2
<b>OPEN TO:</b>	freshmen
<b>NCAA:</b>	approved
<b>PREREQUISITE:</b>	placement based on 8th grade assessment and instructor recommendation

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, Speaking, and Language Strands.*

### ENGLISH 3-4

<b>ENG221 (Sem 1), ENG222 (Sem 2)</b>	Students will engage in thematic units covering a variety of genres including informational, literature, novels, poetry, and multimedia around a meaningful essential question. Students will analyze text, cite evidence, and respond critically about their learning. Additionally, reading, writing, language, speaking, and listening skills are taught throughout each semester. Students will work on grammar, vocabulary, sentence structure, and writing through a variety of writing modes.
<b>DURATION:</b>	year course
<b>CREDITS:</b>	2
<b>OPEN TO:</b>	sophomores
<b>NCAA:</b>	approved
<b>PREREQUISITE:</b>	English 1-2

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, Speaking, and Language Strands.*

## HONORS ENGLISH 3-4

### ENG231 (Sem 1), ENG232 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores

NCAA: approved

PREREQUISITE: Honors English 1-2 or instructor recommendation

Students will engage in thematic units covering a variety of genres including informational, literature, novels, poetry, and multimedia around a meaningful essential question. Students will analyze text, cite evidence, and respond critically about their learning. Additionally, reading, writing, language, speaking, and listening skills are taught throughout each semester. Students will work on grammar, vocabulary, sentence structure, and writing through a variety of writing modes. Pacing, independent work and supplemental readings will be utilized to provide a deeper analysis of the standards.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, Speaking, and Language Strands.*

## ENGLISH 5-6

### ENG321 (Sem 1), ENG322 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors

NCAA: approved

PREREQUISITE: English 3-4

Students will engage in thematic units covering a variety of genres including informational, literature, novels, poetry, and multimedia around a meaningful essential question. Students will analyze text, cite evidence, and respond critically about their learning. Additionally, reading, writing, language, speaking, and listening skills are taught throughout each semester. Students will work on grammar, vocabulary, sentence structure, and writing through a variety of writing modes.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening, and Language Strands.*

## CONTEMPORARY LITERATURE

### ENG329

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: English 5-6

This one-semester course is designed for students interested in exploring mostly American literature based on contemporary issues and topics. Fiction, non-fiction, plays, film and poetry (including contemporary music lyrics) will be studied in depth. Students will use their skills as a reader to analyze, write and discuss the impact contemporary issues have on their lives and the lives of others.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, Speaking and Listening Strands.*

## WORLD LITERATURE

### ENG337

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: English 5-6

This one-semester course is designed for students interested in exploring literature through various world cultures and time periods. Throughout the texts, students will examine how historical context, geographic location, and setting impacts literature. This course will examine world literature through novels, poetry, short stories, and plays.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

## AFRICAN AMERICAN LITERATURE

### ENG341

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: English 5-6

This one-semester course is designed for students interested in exploring African American literature through historical chronology, as well as a cultural and political lens. Throughout the literature, students will examine how gender, race, and class issues influenced the works of the authors. The African American Literature course delivers a thematic-based survey exploring a broad range of (mostly) African American writers, poets, journalists, critics, filmmakers, lyricists, musicians, essayists, etc. encompassing fiction and nonfiction works. Targeted universal themes include identity (including the dual-self and communal), perceptions/images, voice, conflict, justice, and influence.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

## WOMEN'S LITERATURE

### ENG343

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: English 5-6

This one-semester course will recognize the changing roles women have experienced culturally, socially, and psychologically. We will consider the ways in which women writers have responded to these historical issues. Although gender will serve as the foundation of the course, race, class, age, sexuality, nationality, and religion will also be examined in the relationship of women's writing to the rest of the world.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

**ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION**

**ENG351 (Sem 1), ENG352 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors
NCAA:	approved
PREREQUISITE:	Honors English 3-4 or instructor recommendation

Advanced Placement English Language and Composition will engage students in becoming skilled readers of rich prose written in a variety of periods, disciplines, and rhetorical contexts in a year-long class. Through application, students will become skilled writers who compose for a variety of purposes, thus satisfying the composition graduation requirement. Ultimately, this course will help the student prepare to take the AP English Language and Composition Exam and college reading and writing classes. Summer reading and writing will be required of students who enroll in AP English Language and Composition.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 11-12th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.*

**ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION**

**ENG541 (Sem 1), ENG542 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	instructor and / or GT Facilitator recommendation

Advanced Placement English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course provides students with the skills in analytical reading and expository writing necessary to prepare them for college-level reading and writing. Summer reading and writing will be required of students who enroll in AP English Literature and Composition.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

**COMPOSITION I**

**NICC CONCURRENT COLLEGE CLASS (ENG:105)**

**ENG641**

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors (preference given to seniors)
PREREQUISITE:	must have one of the following: ACT English score of 18, Accuplacer/Writeplacer score of 5 or SAT score of 430 for Writing
RECOMMEND:	successful completion of English 1-2 and English 3-4

This is a writing course that prepares the student for the types of communication and thought essential to academic and working-world success. The course focuses on writing as a process and is intended to help students identify and refine their own personal writing. Students will:

- Write as a means of discovering and clarifying ideas.
- Write in many forms—such as essays, reports, articles, and letters.
- Implement a process approach to writing of generating ideas, drafting, revising, and editing.
- Use appropriate writing strategies for varying purposes and audiences.
- Develop an authentic, personal writing voice and tone appropriate for varying purposes and audiences.
- Organize essays which present logical progression and support through introduction, body, and conclusion.
- Polish individual writing style by using conventions of standard written English.
- Revise writings based on peer, instructor, and sometimes, NICC Writing Center responses.
- Reflect on their own writing in order to make necessary revisions and improvements in content, style, and editing.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**INTRODUCTION TO LITERATURE**

**NICC CONCURRENT COLLEGE CLASS (LIT:101)**

**ENG642**

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors (preference given to seniors)
PREREQUISITE:	Composition I with a minimum grade of C-

Introduction to Literature focuses on the art of fiction, drama, and poetry. Students closely examine literature that challenges and enlightens. Engagement with these works stimulate independent, analytical thinking that is shared through writing and discussion. Students will:

- Effectively analyze literature from various genres.
- Demonstrate an understanding of literary genres and their many forms.
- Explain literature in its historical and cultural context.
- Analyze fiction through the elements of character, setting, plot, point of view, symbols, and theme.
- Analyze drama by dissecting it into the elements of character, setting, plot, dialogue, theme, and staging.
- Analyze poetry through the poetic devices of form, sound, imagery, symbolism, tone, and theme.
- Compare and contrast literature within and across genres.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**COMPOSITION II****NICC CONCURRENT COLLEGE CLASS (ENG:106)****ENG644**

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors  
(preference given to seniors)PREREQUISITE: Composition I with a  
minimum grade of C-

This research writing course analyzes writing as a process with emphasis on developing persuasive, evaluative, analytical, investigative, research, and documentation skills.

Students will:

- Apply the principles of effective persuasion in writing.
- Develop a subject into an academic argument of appropriate scope.
- Analyze and evaluate resources of the library, electronic databases, and other sources.
- Select appropriate strategies for taking notes by quoting directly, summarizing, and paraphrasing.
- Demonstrate understanding of the nature and consequences of plagiarism
- Employ acceptable MLA or APA style documentation.
- Revise for style and adherence to current standards of written English.
- Demonstrate effective application of course competencies through a reflective capstone project.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**MULTICULTURAL LITERATURE****NICC CONCURRENT COLLEGE CLASS (LIT:134)****ENG645**

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors  
(preference given to seniors)PREREQUISITE: Composition I with a  
minimum grade of C-

Multicultural Literature explores, through a variety of genres, a wide range of cultural and ethnic voices. Students will read, discuss, and critique materials from authors who represent diverse ethnic, racial, and cultural populations. Emphasis centers on the assessment and appreciation of the strengths and values that cultural diversity brings to our communities.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**PRACTICAL ENGLISH 1-2****XSM111 (Sem 1), XSM112 (Sem 2)**

DURATION: year course

CREDITS: 2

OPEN TO: freshmen

PREREQUISITE: placement based on  
assessment and instructor  
recommendation

This course is for students who need additional academic assistance as determined by their Individual Education Plan (IEP). The instruction will develop, reinforce and refine specific reading objectives in comprehension and inferential thinking through the use of reading strategies. Units covered include short story, novel, poetry, mythology and drama. Students will also learn to use a variety of sentence types, write organized and concise paragraphs, and be introduced to five-paragraph writing.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core.*

**PRACTICAL ENGLISH 3-4****XSM211 (Sem 1), XSM212 (Sem 2)**

DURATION: year course

CREDITS: 2

OPEN TO: sophomores

PREREQUISITE: Practical English 1-2 or  
instructor recommendation

This course is for students who need additional academic assistance as determined by their Individual Education Plan (IEP). This course follows a thematic approach to literary genres: short story, novel, drama, poetry, and nonfiction. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature from around the world. Students engage in expository, comparison/contrast, persuasive, creative, and personal writing, as well as research and literary analysis. Class discussion is an integral part of the class. Vocabulary, grammar and usage, and other composition skills will be emphasized.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core.*

**PRACTICAL ENGLISH 5-6****XSM311 (Sem 1), XSM312 (Sem 2)**

DURATION: year course

CREDITS: 2

OPEN TO: juniors

PREREQUISITE: Practical English 3-4 or  
instructor recommendation

This course is for students who need additional academic assistance as determined by their Individual Education Plan (IEP). This course follows a thematic approach to literary genres: short story, novel, drama, poetry, and nonfiction. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature from around the world. Students engage in expository, comparison/contrast, persuasive, creative, and personal writing, as well as research and literary analysis. Class discussion is an integral part of the class. Vocabulary, grammar and usage, and other composition skills will be emphasized.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 10-11th grade-band expectations of the Iowa Core.*



**ESSENTIAL ELEMENTS OF ENGLISH**

**XSM721 (Sem 1), XSM722 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The instruction will develop, reinforce and refine specific reading objectives in comprehension, inferential thinking, engage in expository, and comparison/contrast. Units covered include: central idea of text, selecting details, determine logical connections, and determine meaning of words. Real world applications: current events through local resources, career information, cleaning supplies, clothing care, 1st aide and safety procedures, recipes, and job site safety information.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

**PRACTICAL READING**

**XSM811 (Sem 1), XSM812 (Sem 2)**

DURATION:	year course
CREDITS:	2 (1 Literature, 1 Elective)
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). This course addresses strategies used to improve student decoding skills, vocabulary knowledge, and comprehension skills as determined by the individual IEP. Reading skills in content areas are also emphasized.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 9-10th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.*

**SPEECH**

<b>CREDITS REQUIRED FOR GRADUATION</b>	<b>1 credit</b> is required for graduation from the Dubuque Community School District.
	Credits earned beyond the requirement are automatically counted as Elective credits.

**SPEECH**

**ENG153**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	none

Students will be given the opportunity to learn about and practice techniques used in interpersonal, group and public speaking settings. Students will actively participate in units such as listening, group communication, and interpersonal communication. Students will research, organize, outline, write, and present speeches. Students will learn how to apply technology to communication situations.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily of the 9-10th grade-band expectations of the Iowa Core Reading, Writing, and Listening and Speaking Strands.*

**PUBLIC SPEAKING**

**NICC CONCURRENT COLLEGE CLASS (SPC:112)**

**ENG643**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors (preference given to juniors and seniors)
PREREQUISITE:	none
RECOMMEND:	successful completion of high school Speech

An introductory course designed to help students develop skills as speakers and critical listeners, increase understanding of the concepts and principles of verbal communication, and become more effective communicators in formal and informal speaking situations.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits. This course will be offered at Hempstead High School during first hour and open to students at both high schools.

**ENGLISH ELECTIVES**

**CREATIVE WRITING**

**ENG357**

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	successful completion of English 5-6

This course is for students who have mastered basic composition skills and wish to continue to stretch and challenge themselves as writers through the art of creative writing. Students will be writing original poetry, fiction and creative nonfiction. Students will read the work of professional writers and apply the principles of imaginative writing to their own work. Students will share their work with their peers and give and receive feedback, which is then used to improve writing. Students will also conduct research, which will be used to enhance their writing and create a multi genre research portfolio. Work may be polished and submitted for real-life publications.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

## JOURNALISM

### ENG359

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

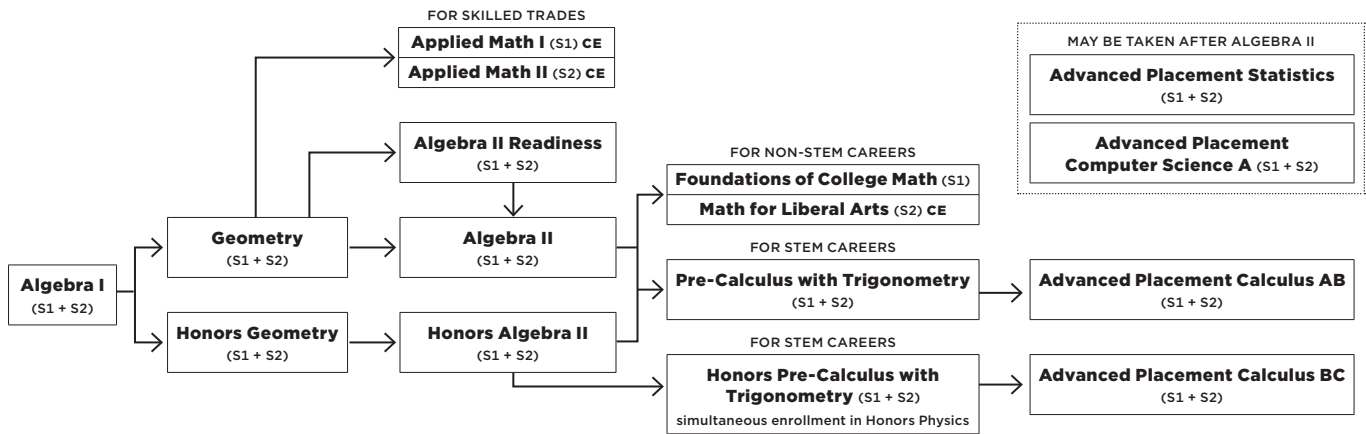
PREREQUISITE: none

Journalism is designed for strong writers who are interested in writing for publications. Student journalists will be expected to enterprise original story ideas and write news, feature, editorial, and sports stories. The journalistic techniques of editing, interviewing, layout, design, and research will also be covered. Students will learn about press law and ethics and are expected to adhere to these standards. Because of the interviewing requirements, it is necessary that students are outgoing and confident in their interpersonal skills.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

## MATHEMATICS COURSES

### MATHEMATICS COURSE PROGRESSION



Most 4-year colleges and universities require Algebra I, Geometry, and Algebra II for admission.

CE = CONCURRENT ENROLLMENT

## MATHEMATICS

### CREDITS REQUIRED FOR GRADUATION

**6 credits** are required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

### ALGEBRA I

#### MTH161 (Sem 1), MTH162 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: instructor recommendation

Equations and inequalities will be interpreted by using tables and graphs and will be solved through algebraic transformations. Students will experience extensive work with linear equations, including systems of equations. Exponential and quadratic functions will be introduced. By being asked to apply algebraic methods to solve a variety of real world and mathematical problems, students will grow in their ability to use abstraction and symbolism. Graphing calculators will be used throughout the course and are necessary for homework completion. Successful completion leads to Geometry.

Alignment to the Iowa Core Curriculum: *Relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.*

### GEOMETRY

#### MTH171 (Sem 1), MTH172 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: Algebra I

Geometry usually follows Algebra I and precedes Algebra II. In Geometry, many of the concepts from Algebra I are employed to present, develop and use concepts involving figures in a plane (such as triangles, squares and other polygons), in space (such as cubes, rectangular solids and prisms), and other solid figures. The entire course is a development of a logical approach to reasoning and recognition of patterns that can be applied to daily life. Successful completion leads to Algebra II.

Alignment to the Iowa Core Curriculum: *Congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; circles with and without coordinates; and applications of probability.*

**HONORS GEOMETRY**

**MTH181 (Sem 1), MTH182 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	freshmen and sophomores
NCAA:	approved
PREREQUISITE:	minimum grade of B- in 8th grade Algebra or instructor / GT facilitator recommendation

Honors Geometry is intended primarily for students who have done well in Algebra I and enjoy the challenge of mathematics. It is designed to meet the needs of students desiring a strong mathematical background. Students will explore the topics of Geometry (MTH171/MTH172) at a greater depth, with some additional topics addressed. Successful completion leads to Honors Algebra II.

Alignment to the Iowa Core Curriculum: *Congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; circles with and without coordinates; and applications of probability.*

**ALGEBRA II**

**MTH271 (Sem 1), MTH272 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	minimum grade of C- in Algebra I and Geometry or instructor recommendation

Algebra II is a two-semester, two-credit course. Topics include graphing of equations and inequalities, systems, polynomials, quadratic systems, logarithms, trigonometry, and the application of these concepts to real-life. This course is needed to meet the entry requirements for many colleges. It is a prerequisite for many advanced math courses. A graphing calculator is necessary. Successful completion leads to Pre-calculus with Trigonometry or Transition to College Mathematics & Statistics.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; trigonometric functions; modeling with functions; and inferences and conclusions from data.*

**HONORS ALGEBRA II**

**MTH281 (Sem 1), MTH282 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	Honors Geometry or Geometry with instructor recommendation

Honors Algebra II is a two-semester, two-credit course with topics similar to Algebra II. This course will cover topics in greater depth than Algebra II (MTH271) and with less time spent in review. It meets college entry requirements and successful completion leads to Pre-Calculus with Trigonometry. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; trigonometric functions; modeling with functions; and inferences and conclusions from data.*

**PRE-CALCULUS WITH TRIGONOMETRY**

**MTH331 (Sem 1), MTH332 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomore, juniors, seniors
NCAA:	approved
PREREQUISITE:	Honors Algebra II or a minimum grade of C- in Algebra II and instructor recommendation

Pre-Calculus with Trigonometry is a higher-level course for students taking AP Calculus in high school or Calculus as college freshmen. To be successful, students must have a very strong background in algebra and geometry. Topics include: functions, analytic geometry, trigonometry, parametric and polar equations and the introduction to calculus. The graphing calculator is used to provide a rich array of representation. Real world problem situations are used. A graphing calculator is necessary. Successful completion leads to AP Calculus.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; Trigonometric functions; Modeling with Functions; and Inferences and conclusions from data.*

**ALGEBRA II READINESS**

**MTH341 (Sem 1), MTH342 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
PREREQUISITE:	Geometry

Algebra II Readiness has been designed for students who have completed Algebra I and Geometry and would like additional math preparation before Algebra II. This course helps solidify students' understanding of Algebra I and Geometry concepts and introduces Algebra II topics.

Alignment to the Iowa Core Curriculum: *Quadratics, Polynomial, rational and radical relationships; Trigonometric functions; Modeling with Functions; and Inferences and conclusions from data.*

COMMENT: This course may not fulfill admission requirement for four-year institutions.

**APPLIED MATH I****NICC CONCURRENT COLLEGE CLASS (MAT:772)****MTH351 (Sem 1)**

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

RECOMMEND: Algebra I and Geometry

Applied Math I is a course designed for students who want to build their mathematical skills for technical fields. Topics include fundamental operations with whole numbers, fractions, decimals, percentages; basic geometry; and measurement. This course has college pacing and rigor. It will require work to be completed outside of class time.

Alignment to Standards: *This course is aligned with the unit objects of the NICC Applied Math Course.*

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 NICC college credits. This course would count towards the following NICC programs: Auto Mechanics Diploma, Auto Technology AAS, Avionics Elect Tech diploma, Diesel Mechanics diploma, Gas Utility Diploma, Industrial Maintenance AAS, HVAC diploma, Renewable Energy diploma, Welding diploma. Applied Math is not a transferable course.

**APPLIED MATH II****NICC CONCURRENT COLLEGE CLASS (MAT:773)****MTH352 (Sem 2)**

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: must have one of the following: ALEKS Math score of 14, ACT Math score of 16, high school cumulative GPA of 2.0, or minimum grade of C- in Applied Math I

RECOMMEND: Algebra I and Geometry

Applied Math II is a course designed for students who want to build their algebra and trigonometry skills for technical fields. Topics include polynomials, equations and formulas, graphing linear equations, systems of linear equations, factoring quadratic equations and trigonometry. This course has college pacing and rigor. It will require work to be completed outside of class time.

Alignment to Standards: *This course is aligned with the unit objects of the NICC Applied Math Course.*

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 NICC college credits. This course would count towards the following NICC programs: Auto Mechanics Diploma, Auto Technology AAS, Avionics Elect Tech diploma, Diesel Mechanics diploma, Gas Utility Diploma, Industrial Maintenance AAS, HVAC diploma, Renewable Energy diploma, Welding diploma. Applied Math is not a transferable course.

**FOUNDATIONS OF COLLEGE MATH****MTH361 (Sem 1)**

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Algebra II

This course is intended to prepare college-bound students for further study in a non-STEM field. This course addresses a variety of topics which will engage students in mathematical decision making. This course will reinforce and expand on topics from prior math courses as well as introduce a variety of topics to prepare students for the Math for Liberal Arts course (MTH362).

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of functions, quantities, and statistics and probability.*

**MATH FOR LIBERAL ARTS****NICC CONCURRENT COLLEGE CLASS (MAT:110)****MTH362 (Sem 2)**

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: must have one of the following: ALEKS Math score of 30, ACT Math score of 19, or high school cumulative GPA of 2.79

RECOMMEND: Algebra II and Foundations of College Math

This course is intended for college-bound students who plan to pursue a non-STEM field. During this course, students will solve problems from many different topics of mathematics. Topics included are: set theory, logic, algebra, graphs, counting techniques, probability, statistics, personal finance, and number representations. The pace and content of this course are college level.

Alignment to Standards: *This course is aligned with the unit objects of the NICC Math for Liberal Arts course.*

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 NICC college credits. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**HONORS PRE-CALCULUS WITH TRIGONOMETRY****MTH391 (Sem 1), MTH392 (Sem 2)**

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: B- or higher in Honors Algebra II or instructor / GT facilitator recommendation; simultaneous enrollment in Honors Physics

Students in Honors Pre-Calculus are taught in-depth Pre-Calculus topics with connections to physics concepts. Honors Pre-Calculus is a higher-level course for students taking AP Calculus in high school or Calculus as college freshmen. To be successful, students must have a very strong background in Algebra, Geometry, and Algebra 2. Topics include: functions, analytic geometry, trigonometry, parametric and polar equations and the introduction to calculus. The graphing calculator is used to provide a rich array of representation. Real world problem situations are used. A graphing calculator is necessary. Successful completion leads to AP Calculus.

Alignment to the Iowa Core Curriculum: *Polynomial, rational and radical relationships; trigonometric functions; modeling with functions; and inferences and conclusions from data.*

**ADVANCED PLACEMENT CALCULUS AB**

**MTH511 (Sem 1), MTH512 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	Pre-Calculus instructor recommendation; completion of, or simultaneously enrolled in, Physics or Honors Physics strongly recommended

AP Calculus AB is designed for students who have successfully completed three years of math including Honors Geometry and Honors Algebra II. This course reviews elementary functions with 90% of the instruction focused on differential and integral calculus and related applications. This course will prepare students to take the Advanced Placement Examination in May. Students may earn college credit depending on the results of the examination. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of algebra and trigonometric relationships.*

**ADVANCED PLACEMENT STATISTICS**

**MTH521 (Sem 1), MTH522 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	Algebra II with instructor recommendation

Statistics is required for many college majors. The major topics in this course include exploring data, planning a study, anticipating patterns, and statistical inference. The course offers the student the opportunity to take the Advanced Placement Examination with the chance to earn college credit depending on the results of the examination. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of statistics, probability and systematic counting.*

**ADVANCED PLACEMENT CALCULUS BC**

**MTH541 (Sem 1), MTH542 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	Honors Pre-Calculus or Pre-Calculus instructor recommendation; completion of, or simultaneously enrolled in, Physics or Honors Physics

AP Calculus BC is the most advanced course in the mathematics curriculum offered in high school. It is a full-year course in the calculus of functions of a single variable and is comparable to calculus courses in colleges and universities. Topics include all Calculus AB topics plus additional topics such as series and parametric, polar and vector calculus. This course will prepare students to take the Advanced Placement Exam in May. Students may earn college credit depending on the results of the examination. The content is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. A graphing calculator is necessary.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of algebra and trigonometric relationships.*

**PRACTICAL MATH 1**

**XSM121 (Sem 1), XSM122 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is designed to teach the fundamental concepts of mathematics along algebra skills. Topics covered may include number theory, decimals and fractions, rational numbers, ratios, proportions, exponents, square roots, statistics and probability. The class will focus on math skills and practical applications as these skills relate to daily living situations.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of numbers and quantity, statistics and probability, and geometric properties.*

**PRACTICAL MATH 2**

**XSM221 (Sem 1), XSM222 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is designed to teach the fundamentals of algebra. Topics covered may be linear equations with one variable, exponents and polynomials, data, statistics, and probability, irrational numbers and radical expressions. The class will focus on math skills and practical applications as these skills relate to daily living situations.

Alignment to the Iowa Core Curriculum: *Understands and applies concepts of algebra, geometry, and statistics and probability.*

**PRACTICAL MATH 3**

**XSM321 (Sem 1), XSM322 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is designed to teach the fundamentals concepts of geometry. Topics covered may be transversal, congruency, transformations, proportion, similarity, geometric figures/measurement, theorems, and proofs. The class will focus on math skills and practical applications as these skills relate to daily living situations.

Alignment to the Iowa Core Curriculum: *Understands, applies and extends understanding of geometry.*

## PRACTICAL MATH 4

XSM421 (Sem 1), XSM422 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

This course is an integrated mathematics course. Concepts are introduced incrementally and are continually practiced throughout the problem sets. Students continue to build upon concepts learned in Practical Math 2 and 3. The class will focus on math skills and practical applications as these skills relate to daily living situations.

Alignment to the Iowa Core Curriculum: *Understands, applies and extends understanding of algebra, geometry, statistics and probability.*

## ESSENTIAL ELEMENTS OF MATH

XSM621 (Sem 1), XSM622 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

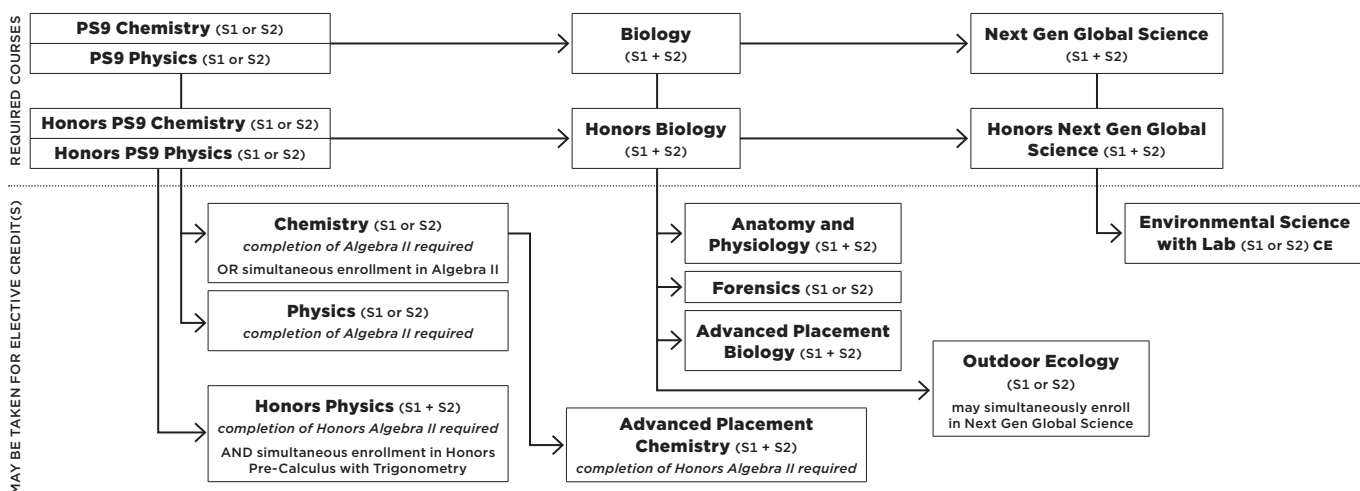
PREREQUISITE: placement based on assessment and instructor recommendation

The instruction will develop fundamental concepts of mathematics and concepts of operations and problem solving. Units covered include: operations with numbers, identify algebraic expressions, solve equations, use of graphs, measurement and solving real world problems. Real world applications: money concepts, comparative shopping, purchasing skills, budgets, measuring (cooking and home repair), reading and using graphs.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

# SCIENCE COURSES

## SCIENCE COURSE PROGRESSION



Students planning to enroll in a 4-year college or university should take at least one additional semester of chemistry or physics as an elective.

CE = CONCURRENT ENROLLMENT

## PHYSICAL SCIENCE

CREDITS REQUIRED FOR GRADUATION

2 credits are required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

### PS9 CHEMISTRY

SCI081

DURATION: semester course

CREDITS: 1

OPEN TO: freshmen

NCAA: approved

PREREQUISITE: none

This physical science course is designed to provide a base understanding of the components of chemistry. The course will focus on the structure and interaction of matter at the molecular level with laboratory experiences that will connect these concepts to a macro level. Connections to students' lives will be woven throughout course.

Alignment to the Iowa Core Science Standards: *HS-PS1 Matter and its Interactions (HSPS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7, HS-PS1-8), HS-PS2 Motion and Stability: Forces and Interactions (HS-PS2-6), HS-PS3 Energy (HS-PS3-4), and HS-ETS Engineering Design (HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4). For more information, please visit [www.nextgenscience.org](http://www.nextgenscience.org) for a full description of each standard.*

COMMENT: Students planning to enroll in a 4 year college or university will want to take at least one additional semester of elective chemistry or physics during their sophomore, junior, or senior year.

**PS9 PHYSICS**

**SCI082**

DURATION:	semester course
CREDITS:	1
OPEN TO:	freshmen
NCAA:	approved
PREREQUISITE:	none

This physical science course is designed to provide a base understanding of the components of physics. The course will focus on how matter moves, how it is made to move, and the energies involved. Key concepts include: motion, forces, momentum, energy, Newton's Laws, waves, electricity/magnetism, and light. Inquiry-based labs and hands-on engineering are integrated in the course.

Alignment to the Iowa Core Science Standards: *HS-PS2 Motion and Stability: Forces and Interactions (HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5), HS-PS3 Energy (HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-5), HS-PS-4 Waves and their Applications in Technologies for Information Transfer (HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5) and HS-ETS Engineering Design (HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4). For more information, please visit [www.nextgenscience.org](http://www.nextgenscience.org) for a full description of each standard.*

COMMENT: Students planning to enroll in a 4 year college or university will want to take at least one additional semester of elective chemistry or physics during their sophomore, junior, or senior year.

**HONORS PS9 CHEMISTRY**

**SCI091**

DURATION:	semester course
CREDITS:	1
OPEN TO:	freshmen
NCAA:	approved
PREREQUISITE:	none

This physical science course is for the academically advanced student seeking a rigorous path in chemistry. The course will focus on the structure and interaction of matter at the molecular level with laboratory experiences that will connect these concepts to a macro level. Pacing and breadth of concepts covered will be increased compared to the regular PS9 Chemistry course. This course will serve as a possible lead-in to AP Chemistry.

Alignment to the Iowa Core Science Standards: *HS-PS1 Matter and its Interactions (HSPS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7, HS-PS1-8), HS-PS2 Motion and Stability: Forces and Interactions (HS-PS2-6), HS-PS3 Energy (HS-PS3-4), and HS-ETS Engineering Design (HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4). For more information, please visit [www.nextgenscience.org](http://www.nextgenscience.org) for a full description of each standard.*

COMMENT: Students planning to enroll in a 4 year college or university will want to take at least one additional semester of elective chemistry or physics during their sophomore, junior, or senior year.

**HONORS PS9 PHYSICS**

**SCI092**

DURATION:	semester course
CREDITS:	1
OPEN TO:	freshmen
NCAA:	approved
PREREQUISITE:	none

This physical science course is for the academically advanced student seeking a rigorous path in physics. This course is designed to provide a base understanding of the components of physics. The course will focus on how matter moves, how it is made to move, and the energies involved. Key concepts include: motion, forces, momentum, energy, Newton's Laws, waves, electricity/magnetism, and light. Inquiry-base labs and hands-on engineering are integrated in the course. Pacing and breadth of concepts covered will be increased compared to the regular PS9 Physics course.

Alignment to the Iowa Core Science Standards: *HS-PS2 Motion and Stability: Forces and Interactions (HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5), HS-PS3 Energy (HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-5), HS-PS-4 Waves and their Applications in Technologies for Information Transfer (HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5) and HS-ETS Engineering Design (HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4). For more information, please visit [www.nextgenscience.org](http://www.nextgenscience.org) for a full description of each standard.*

COMMENT: Students planning to enroll in a 4 year college or university will want to take at least one additional semester of elective chemistry or physics during their sophomore, junior, or senior year.

**ESSENTIAL ELEMENTS OF SCIENCE**

**XSM611 (Sem 1), XSM612 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The instruction will provide students the opportunity to discover and understand the role of physical, earth, and global sciences. Units covered include: apply aspects of chemistry through labs and activities, investigate aspects of science through scientific inquiry, problem solving and discussions. Real world applications: chemical properties, weather, catastrophic occurrences, recycling and making predictions.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

## LIFE SCIENCE

### CREDITS REQUIRED FOR GRADUATION

**2 credits** are required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

## BIOLOGY

### SCI131 (Sem 1), SCI132 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: PS9 Chemistry, PS9 Physics

This course is designed for those students who desire a thorough background in basic biology and a strong basis for further science study. The course of study in Biology includes all the major themes essential to understanding life. This is often achieved through problem solving, laboratory experiences, and group activities. Students will apply the foundational concepts of Biology to real-world scenarios.

Alignment to the Iowa Core Science Standards: *HS-LS1 From Molecules to Organisms: Structures and Processes (HS-LS1-1, HS-LS1-2, HS-LS1-3, HS-LS1-4, HS-LS1-5, HS-LS1-6, HS-LS1-7), HS-LS-2 Ecosystems: Interactions, Energy, and Dynamics (HS-LS2-3, HS-LS2-4, HS-LS2-8), HS-LS3 Heredity: Inheritance and Variation of Traits (HS-LS3-1, HS-LS3-2, HS-LS3-3), HS-PS4 Biological Evolution: Unity and Diversity (HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5, HS-PS4-6) and HS-ETS Engineering Design (HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4).* For more information, please visit [www.nextgenscience.org](http://www.nextgenscience.org) for a full description of each standard.

## HONORS BIOLOGY

### SCI141 (Sem 1), SCI142 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

NCAA: approved

PREREQUISITE: for incoming freshmen, simultaneous enrollment in Honors PS9 Chemistry and Honors PS9 Physics with instructor approval; for sophomores, completion of PS9 Chemistry and PS9 Physics with instructor approval; for juniors and seniors, instructor approval

This course is designed for the academically advanced student who desires a comprehensive background in biology to assist in future science studies. The course of study in Honors Biology includes an in-depth, accelerated approach to all the major themes essential to understanding life. This is often achieved through problem solving, laboratory experiences, and group activities. The text material provides the factual foundation necessary to understanding the principles of life discussed in the course.

Alignment to the Iowa Core Science Standards: *HS-LS1 From Molecules to Organisms: Structures and Processes (HS-LS1-1, HS-LS1-2, HS-LS1-3, HS-LS1-4, HS-LS1-5, HS-LS1-6, HS-LS1-7), HS-LS-2 Ecosystems: Interactions, Energy, and Dynamics (HS-LS2-3, HS-LS2-4, HS-LS2-8), HS-LS3 Heredity: Inheritance and Variation of Traits (HS-LS3-1, HS-LS3-2, HS-LS3-3), HS-PS4 Biological Evolution: Unity and Diversity (HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5, HS-PS4-6) and HS-ETS Engineering Design (HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4).* For more information, please visit [www.nextgenscience.org](http://www.nextgenscience.org) for a full description of each standard.

## ESSENTIAL ELEMENTS OF SCIENCE

### XSM611 (Sem 1), XSM612 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: placement based on assessment and instructor recommendation

The instruction will provide students the opportunity to discover and understand the role of physical, earth, and global sciences. Units covered include: apply aspects of chemistry through labs and activities, investigate aspects of science through scientific inquiry, problem solving and discussions. Real world applications: chemical properties, weather, catastrophic occurrences, recycling and making predictions.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

## EARTH / SPACE SCIENCE

### CREDITS REQUIRED FOR GRADUATION

**2 credits** are required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

## HONORS NEXT GEN GLOBAL SCIENCE

### SCI151 (Sem 1), SCI152 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: PS9 Chemistry (or Honors) and PS9 Physics (or Honors) with instructor approval, completion or simultaneous enrollment in Biology (or Honors) with instructor approval

Honors Next Gen Global Science is a year-long course that will provide students with the opportunity to discover and expand connections between science, technology, and global societies. This study of natural connections will help students become stewards of the environment, more informed citizens, and better decision-makers. Students will investigate the various aspects of our Earth, the Solar System and the Universe through scientific inquiry, laboratory activities, problem solving, current events, discussions, and projects. Honors Next Gen will have a strong presence of mathematics in regards to some concepts, i.e. Kepler's Laws of Motion or Climate Modeling.

Alignment to the Iowa Core Science Standards: *HS-ESS2- Earth's Systems, HS-ESS3 Earth and Human Activity, and HS-LS2 Ecosystems: Interactions, Energy, and Dynamics.* In addition, it includes concepts in *HS-ESS1 Earth's Place in the Universe and HS-LS4 Biological Evolution: Unity and Diversity.*



**NEXT GEN GLOBAL SCIENCE**

**SCI161 (Sem 1), SCI162 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	PS9 Chemistry, PS9 Physics, Biology

Next Gen Global Science is a year-long course that will provide students with the opportunity to discover and expand connections between science, technology, and global societies. This study of natural connections will help students become stewards of the environment, more informed citizens, and better decision-makers. Students will investigate the various aspects of our Earth, the Solar System and the Universe through scientific inquiry, laboratory activities, problem solving, current events, discussions, and projects.

Alignment to the Iowa Core Science Standards: *HS-ESS2- Earth's Systems, HS-ESS3 Earth and Human Activity, and HS-LS2 Ecosystems: Interactions, Energy, and Dynamics. In addition, it includes concepts in HS-ESS1 Earth's Place in the Universe and HS-LS4 Biological Evolution: Unity and Diversity.*

**ESSENTIAL ELEMENTS OF SCIENCE**

**XSM611 (Sem 1), XSM612 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The instruction will provide students the opportunity to discover and understand the role of physical, earth, and global sciences. Units covered include: apply aspects of chemistry through labs and activities, investigate aspects of science through scientific inquiry, problem solving and discussions. Real world applications: chemical properties, weather, catastrophic occurrences, recycling and making predictions.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

**SCIENCE ELECTIVES**

**SEMESTER PHYSICS**

**SCI183**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	PS9 Physics (or Honors), completion of Algebra II

This course is designed for students who have completed the PS-9 Physics course and desire further study in physics. This will be a continuation of the material from PS-9 Physics. Students will further develop critical thinking skills and mathematical application in the context of physics. In this course, a conceptual and analytical approach is taken in investigating and explaining the laws of the physical world. Concepts include: kinematics, forces, vectors, waves, and energy. Students will study these laws through laboratory experiments, demonstrations, and problem solving. This coupled with the PS-9 Physics (9th grade) course will be recognized by Iowa's Regent (State) Universities as 1 year of physics.

Alignment to the Iowa Core Science Standards: *HS-PS1 Matter and Its Interactions, HS-PS2 Motion and Stability: Forces and Interactions, HS-PS3 Energy and HS-PS4 Waves and Their Applications in Technologies for Information Transfer.*

**SEMESTER CHEMISTRY**

**SCI184**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	PS9 Chemistry (or Honors), completion or simultaneous enrollment in Algebra II

This course is designed for students who have completed the PS-9 Chemistry course and desire further study in chemistry. This will be a continuation of the material from PS-9 Chemistry. The course of study is designed to cover concepts of chemistry on a descriptive and quantitative level. Laboratory activities will be used to illustrate the important concepts. This course is designed to equip students with the background to understand how chemistry fits into everyday living. This coupled with the PS-9 Chemistry (9th grade) course will be recognized by Iowa's Regent (State) Universities as 1 year of chemistry.

Alignment to the Iowa Core Science Standards: *HS-PS1 Matter and Its Interactions and HS-PS3 Energy.*

**ANATOMY & PHYSIOLOGY**

**SCI271 (Sem 1), SCI272 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	Biology and instructor recommendation

This course is designed as an advanced biology course. It is intended to provide an elective credit for those students going into health related areas of study.

This course provides students with an in-depth understanding of the structure and function of the human body. It confronts medical issues and promotes a healthy lifestyle. A foundation in anatomical terminology, laboratory techniques and utilization of reference materials are parts of the course of study. Required dissection of the fetal pig is a major part of the course work.

Alignment to NICC Anatomy Lab Standards: *Instruction and experimentation in microscopy and dissection, with emphasis on the atomic, cellular, tissue and organ system levels of organization focusing on the human physiology including neurophysiology, respiratory physiology, lymphatic and immune functions, digestive physiology, and cardiovascular physiology.*

## HONORS PHYSICS

### SCI331 (Sem 1), SCI332 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: B- or higher in Honors Algebra II or instructor / GT facilitator recommendation; simultaneous enrollment in Honors Pre-Calculus

This course is designed for the academically advanced student who desires a comprehensive background in physics to assist in future science studies. In this course, students will investigate and interpret physical phenomenon of everyday life. Scientific investigations, demonstrations, and problem solving are some of the techniques involved in explaining the how and why of the world's operations. Concepts include: kinematics, forces, vectors, waves, and energy. Conceptual understanding will be important, but quantifying the concepts will be emphasized.

Alignment to the Iowa Core Science Standards: *HS-PS1 Matter and Its Interactions, HS-PS2 Motion and Stability: Forces and Interactions, HS-PS3 Energy and HS-PS4 Waves and Their Applications in Technologies for Information Transfer.*

## ADVANCED PLACEMENT BIOLOGY

### SCI531 (Sem 1), SCI532 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: Biology, PS9 Chemistry, and instructor recommendation

This course is designed to be equivalent to a college introductory biology course usually taken by biology majors during their first year. The course of study provides the student with the conceptual framework, knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The primary focus will be on the student's ability to explain, analyze, and interpret biological procedures and phenomena. Laboratory work will focus on the student's ability to make detailed observations, accurate reading, and data interpretations. This course will prepare students to successfully take the AP examination in May, which could earn the students college credit based upon their results on the exam.

Alignment to the Iowa Core Science Standards: *HS-LS1 From Molecules to Organisms: Structures and Processes and HS-LS3 Heredity: Inheritance and Variation of Traits. In addition, it includes concepts in HS-LS2 Ecosystems: Interactions, Energy, and Dynamics and HS-LS4 Biological Evolution: Unity and Diversity. In addition the class will cover the four Advanced Placement Biology Big Ideas and the seven Advanced Placement Science Practices.*

## ADVANCED PLACEMENT CHEMISTRY

### SCI561 (Sem 1), SCI562 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: Algebra II, Biology, Semester Chemistry, and instructor recommendation

This course is designed to be equivalent to a college introductory chemistry course usually taken by science majors in their first year. The course of study expands the students' understanding of chemical principles and their abilities to analyze and solve problems. Laboratory experiments enhance these objectives through the use of new techniques and equipment, while written lab reports demand critical interpretation of data and use of mathematical and verbal skills. This course will prepare students to successfully take the AP examination in May, which could earn the students college credit based upon their results on the exam.

Alignment to the Iowa Core Science Standards: *HS-PS1 Matter and Its Interactions and HS-PS3 Energy. In addition the class will cover the six Advanced Placement Chemistry Big Ideas and the seven Advanced Placement Science Practices.*

## FORENSICS

### SCI602

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: PS9 Chemistry (or Honors), PS9 Physics (or Honors), Biology (or Honors)

This course is designed as an advanced biology course. It is intended to provide an elective credit for students who are interested in going into biology related areas of study. Forensic Science is a one semester course that develops critical thinking and problem-solving skills through the use of case studies and experimentation. Topics of study may include fingerprint identification, hair analysis, trace evidence examination, as well as DNA analysis and heredity. This course is an applied science that is rich in lab work and allows for students to practice science as inquiry.

Alignment to the Iowa Core Science Standards: *HS-LS3 Heredity: Inheritance and Variation of Traits, HS-ETS1 Engineering Design.*

## ENVIRONMENTAL SCIENCE WITH LAB

### NICC CONCURRENT COLLEGE CLASS (ENV:115, ENV:116)

### SCI603

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Next Gen Global Science (or Honors)

This course is an advanced biology and earth science course which looks at the basis of environmental science through humans influence on Earth. Topics of study include humans and nature, ecology, air, water, and soil resources, living resources, energy and mineral resources. Emphasis will be on scientific principles, inter-relationships among resources, and human impact on the environment.

Alignment to Standards: *This course is aligned with the unit objects of the NICC Environmental Science and Environmental Science Lab courses. It also aligns with Iowa Core Science Standards: HS-ESS2 Earth's Systems and HS-ESS3 Earth and Human Activity.*

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 4 NICC college credits.

**OUTDOOR ECOLOGY**

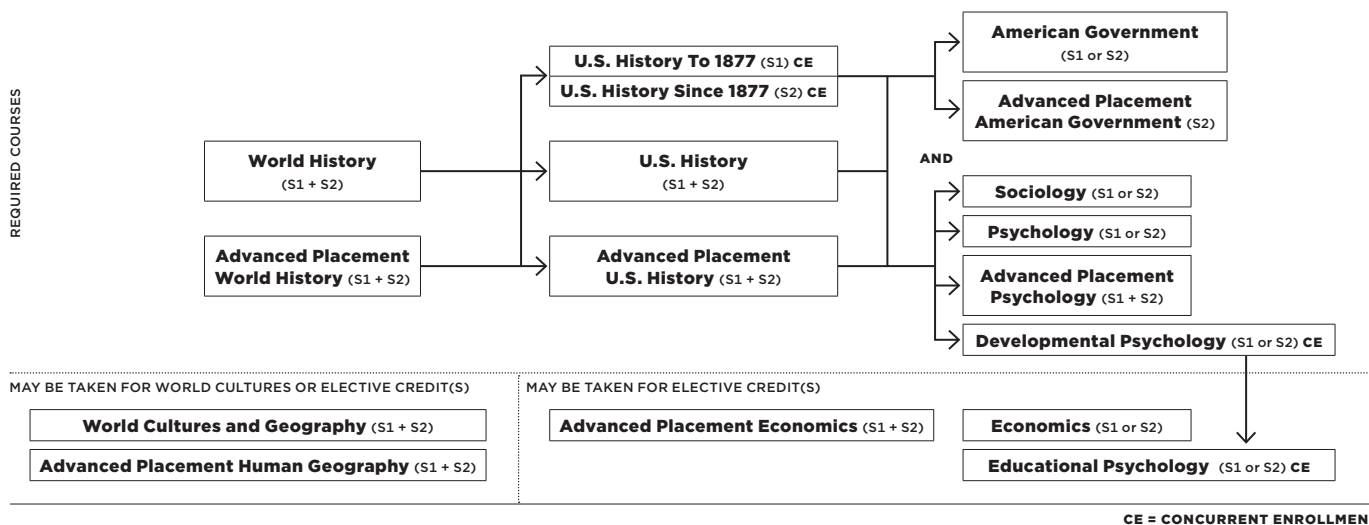
<b>SCI651</b>
DURATION: semester course
CREDITS: 1
OPEN TO: juniors and seniors
PREREQUISITE: Biology (or Honors) and completion or simultaneous enrollment in Next Gen Global Science (or Honors)

This course is designed as an advanced science course. It is intended as an elective credit for students who have an interest in environmental conservation of land and water resources of the Midwest. Topics of study will include principles of ecology, how living organisms survive and interact in an ecosystem, human impact on land and water, and designing solutions to Midwest conservation issues. Other topics of study may include terrestrial and aquatic ecosystems, wildlife, fisheries, and nature preserves. Labs, modeling, research, mathematic modeling, and projects will be used to explore these topics.

Alignment to the Iowa Core Science Standards: *HS-LS2 Ecosystems: Interactions, Energy and Dynamics, HS-LS4 Biological Evolution: Unity and Diversity, HS-ESS2 Earth's Systems, HS-ESS3 Earth and Human Activity; HS-ETS1 Engineering Design.*

**SOCIAL STUDIES COURSES**

SOCIAL STUDIES COURSE PROGRESSION



**WORLD HISTORY**

<b>CREDITS REQUIRED FOR GRADUATION</b>	<b>2 credits</b> are required for graduation from the Dubuque Community School District. Credits earned beyond the requirement are automatically counted as Elective credits.
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**WORLD HISTORY**

<b>SOC221 (Sem 1), SOC222 (Sem 2)</b>
DURATION: year course
CREDITS: 2
OPEN TO: sophomores
NCAA: approved
PREREQUISITE: none

World History is a year-long, two-credit course. The student will study in depth the societies, themes and issues that mark the interaction of the world and will focus on the diversity of the human experience. This course covers the ideas and institutions that have shaped our modern world. Students focus in depth on the world's history in both hemispheres from the Industrial Revolution to the present. Units of study will focus on interactive lessons dealing with Africa, Europe, Asia, the Middle East, and the Americas and their interconnectedness.

Emphasis in this course will be placed on content mastery, literacy skills, and inquiry-based thinking. The general format of the class will include use of historical thinking skills and analysis of primary and secondary texts in addition to inquiry-based discussion and writing assessments.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 World History Standards, and the 9-10 Reading and Writing Standards for History/Social Studies.*

**ADVANCED PLACEMENT WORLD HISTORY**

**SOC511 (Sem 1), SOC512 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores
NCAA:	approved
PREREQUISITE:	Honors English 1-2 or instructor recommendation

Advanced Placement World History is a two credit, year-long course open to tenth grade students. This course will focus on the study of the histories of the world’s civilizations. Through their studies, students will develop an appreciation for the civilizations of the world and the institutions that, over time, became embedded in each culture. In addition, students will be able to see the impact that each civilization had upon one another as contacts were made and relationships were established.

Students will learn strategies that will enhance their abilities to analyze various sources of historical information. Students will demonstrate their historical understanding through written and oral assessments. It will be necessary that all enrolled students exhibit high skill level in written and verbal expression. This two-semester course prepares students for intermediate and advanced college courses with instruction equivalent to a full-year introductory college course as well as preparing students to take the Advanced Placement World History exam in the month of May of each year. Students may earn college credit depending on the results of the examination.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 World History Standards, and the 9-10 Reading and Writing Standards for History/Social Studies.*

**ESSENTIAL ELEMENTS OF SOCIAL STUDIES**

**XSM641 (Sem 1), XSM642 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The instruction will allow students to experience and investigate key social studies concepts as it integrates the history, geography, and culture of other countries. Units covered include: study of societies, ideas, and issues. U.S. political system, rights, and current events. Real world applications: current events, tours of library and museums, Age of Majority, guardianship, tour of city hall, and use of city services.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

**U.S. HISTORY**

<b>CREDITS REQUIRED FOR GRADUATION</b>	<b>2 credits</b> are required for graduation from the Dubuque Community School District.
	Credits earned beyond the requirement are automatically counted as Elective credits.

**U.S. HISTORY**

**SOC321 (Sem 1), SOC322 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors
NCAA:	approved
PREREQUISITE:	none

United States History is a year-long, two-credit course. This course is intended to develop in students a deep appreciation and awareness of this country’s history. A basic chronological order with thematic infusions will be used to cover the significant events that have shaped the country’s development from the Civil War to present day.

Emphasis in this course will be placed on content mastery, literacy skills, and inquiry-based thinking. The general format of the class will include use of historical thinking skills and analysis of primary and secondary texts in addition to inquiry-based discussion and writing assessments.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 United States History Standards, and the 11-12 Reading and Writing Standards for History/Social Studies.*

**ADVANCED PLACEMENT U.S. HISTORY**

**SOC521 (Sem 1), SOC522 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors
NCAA:	approved
PREREQUISITE:	Advanced Placement World History or instructor recommendation

Advanced Placement United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. This two-semester course prepares students for intermediate and advanced college courses with instruction equivalent to a full-year introductory college course, as well as preparing students to take the Advanced Placement United States History exam in the month of May of each year. Students may earn college credit depending on the results of the examination.

A basic chronological approach with an emphasis on dominant themes or strands which permeate the history of the United States will be employed to survey history of the United States from the colonial period to the present time period. Students will assess historical materials and develop interpretations and conclusions for presentation in essay form. The general format of the class will include lecture/discussion, seminar discussion and audio-visual items.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 United States History Standards, and the 11-12 Reading and Writing Standards for History/Social Studies.*

**U.S. HISTORY TO 1877**

**NICC CONCURRENT COLLEGE CLASS (HIS:151)**

<b>SOC601 (Sem 1)</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors (preference given to seniors)
PREREQUISITE:	none

A survey of the emergence of the United States from the colonial era to 1877, including colonization, the Revolutionary period, the early Republic, the Jacksonian era, the Civil War, and Reconstruction. Political, economic, and social themes will be considered.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**U.S. HISTORY SINCE 1877**

**NICC CONCURRENT COLLEGE CLASS (HIS:152)**

<b>SOC602 (Sem 2)</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors (preference given to seniors)
PREREQUISITE:	none

A survey of life in the United States from 1877 to the present including the Age of Industrialism, the Progressive Era, World War I, developments between the wars, World War II, and postwar foreign and domestic issues.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**ESSENTIAL ELEMENTS OF SOCIAL STUDIES**

<b>XSM641 (Sem 1), XSM642 (Sem 2)</b>	
DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The instruction will allow students to experience and investigate key social studies concepts as it integrates the history, geography, and culture of other countries. Units covered include: study of societies, ideas, and issues. U.S. political system, rights, and current events. Real world applications: current events, tours of library and museums, Age of Majority, guardianship, tour of city hall, and use of city services.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

**GOVERNMENT**

<b>CREDITS REQUIRED FOR GRADUATION</b>	<b>1 credit</b> is required for graduation from the Dubuque Community School District.
	Credits earned beyond the requirement are automatically counted as Elective credits.

**AMERICAN GOVERNMENT**

<b>SOC415</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	none

American Government is a required, one-semester course designed for seniors. This course is designed to be a capstone for all students in preparation for active participation in local, state, and national civic life. Knowledge of the fundamentals and principles of the U.S. political system as well as the Iowa political system prepares students for their future responsibilities as citizens of this state and country.

In this course, students study politics and the political processes which underlie United States democracy. Following this introduction, students explore each of the major branches of government - Executive, Legislative, and Judicial as they interact both in cooperative and, at times, adversarial ways. Emphasis in this course will be placed on content mastery, literacy skills, and inquiry-based thinking. The general format of the class will include use of critical thinking skills and analysis of primary and secondary sources in addition to inquiry-based discussion and writing assessments. Additionally, this course will explore local civic involvement and analysis of current events through data, maps, and media sources.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 Civics and Government Standards, and the 11-12 Reading and Writing Standards for History/Social Studies.*

## ADVANCED PLACEMENT AMERICAN GOVERNMENT

### SOC513

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	instructor recommendation

This course is designed to be a capstone for all students in preparation for active participation in local, state, and national civic life. In this course, students come to grips with the nature of politics and the political processes, which underlie United States democracy and the Iowa political system.

This semester course prepares students for intermediate and advanced college courses with instruction equivalent to a one-semester college introductory course in U.S. government and politics. This course is also designed to prepare students to take the Advanced Placement U.S. Government and Politics Exam, which is offered in May every year. Students may earn college credit depending on the results of the examination.

Emphasis in this course will be placed on content mastery, literacy skills, and inquiry-based thinking. The general format of the class will include use of critical thinking skills and analysis of primary and secondary sources in addition to inquiry-based discussion and writing assessments. Additionally, this course will explore local civic involvement and analysis of current events through data, maps, and media sources.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 Civics and Government Standards, and the 11-12 Reading and Writing Standards for History/Social Studies.*

## ESSENTIAL ELEMENTS OF SOCIAL STUDIES

### XSM641

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The instruction will allow students to experience and investigate key social studies concepts as it integrates the history, geography, and culture of other countries. Units covered include: study of societies, ideas, and issues. U.S. political system, rights, and current events. Real world applications: current events, tours of library and museums, Age of Majority, guardianship, tour of city hall, and use of city services.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

## BEHAVIORAL SCIENCE

### CREDITS REQUIRED FOR GRADUATION

**1 credit** is required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

## SOCIOLOGY

### SOC433

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	none

Sociology is a semester, one credit course available to seniors. Sociology is the study of human behavior and groups in society. The study of sociology helps answer the questions we have about our relationships with others. Sociology will help the student understand the issues and problems we face in our society today. Units of study include research methods, culture, socialization, group formation, social inequality, social institutions, and social change.

Emphasis in this course will be placed on content mastery, literacy skills, and inquiry-based thinking. This course incorporates frequent discussions based on compelling topics to enhance critical thinking skills. In addition, to discussion, the course will include evaluation of media, data-analysis, argumentative writing, and steps to informed action.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 Behavioral Science Standards from the Sociology Strand, and the 11-12 Reading and Writing Standards for History/Social Studies.*

## PSYCHOLOGY

### SOC443

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	none

Psychology is a semester, one credit course available to seniors. Through instruction in the course, the student will be introduced to the scientific study of behavior and mental processes needed to develop an understanding for the academic discipline of psychology, its theories and its practical application to everyday life. In addition, students will be able to eliminate common misconceptions about human behavior, demonstrate respect for divergent values and tolerance for individual differences, evaluate and critique psychological information and services. Emphasis will also be placed on what qualities constitute a healthy and balanced personality.

The course will include: the science of psychology, states of consciousness, memory and intelligence, human development, personality, motivation and emotions, gender differences, abnormal behavior, and therapies, stress and adjustment. Students will be expected to participate in discussions, class activities and complete all written and reading assignments.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 Behavioral Science Standards from the Psychology Strand, and the 11-12 Reading and Writing Standards for History/Social Studies.*

**ADVANCED PLACEMENT PSYCHOLOGY**

**SOC541 (Sem 1), SOC542 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	instructor recommendation

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. The AP Psychology course stresses critical thinking, reading and writing within the context of scientific methodology and questioning. A wide range of topics includes neuroscience, development, sensation/perception, consciousness, learning, memory, personality, thinking/intelligence, motivation/emotion, and psychological disorders/therapy.

This course prepares students for intermediate and advanced college courses. This course is ideal for anyone wanting to try an Advanced Placement course as well as those interested in possible careers in areas including (but not limited to): education, counseling/therapy, business, management/administration, health, and neuroscience. This course is also designed to prepare students to take the Advanced Placement Psychology exam which is offered in May every year. Students may earn college credit depending on the results of the examination.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12 Social Studies Inquiry Standards, 9-12 Behavioral Science Standards from the Psychology Strand, and the 11-12 Reading and Writing Standards for History/Social Studies.*

**DEVELOPMENTAL PSYCHOLOGY**

**NICC CONCURRENT COLLEGE CLASS (PSY:121)**

**SOC611**

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
PREREQUISITE:	none
RECOMMEND:	successful completion of high school Psychology

An introductory course in human growth and development throughout the life span. The developmental stages include prenatal, infancy/toddlerhood, early and middle childhood, adolescence, early, middle, and late adulthood, and death, dying and bereavement. Human development looks at the physical, cognitive, social and emotional aspects of development at each developmental stage. Imbedded in each stage are the theories and theorists of each aspect of development.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**EDUCATIONAL PSYCHOLOGY**

**NICC CONCURRENT COLLEGE CLASS (PSY:281)**

**SOC612**

DURATION:	semester course
CREDITS:	1
OPEN TO:	seniors
PREREQUISITE:	Developmental Psychology

The principles of psychology are applied to educational settings in such areas as human development, learning, motivation, testing and measurement, and conditions that facilitate learning. This course recognizes that today's educators are faced with great diversity in student needs as well as techniques of meeting these varied educational needs. The task of educating special needs students requires educators to be more broadly diverse in techniques and principles that will assist in the learning process.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**ESSENTIAL ELEMENTS OF SOCIAL STUDIES**

**XSM642**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

The instruction will allow students to experience and investigate key social studies concepts as it integrates the history, geography, and culture of other countries. Units covered include: study of societies, ideas, and issues. U.S. political system, rights, and current events. Real world applications: current events, tours of library and museums, Age of Majority, guardianship, tour of city hall, and use of city services.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on the 9-12th grade-band expectations of the Iowa Core and the Essential Elements.*

## SOCIAL STUDIES ELECTIVES

### ECONOMICS

#### SOC425

DURATION: semester course

CREDITS: 1

OPEN TO: seniors

NCAA: approved

PREREQUISITE: none

Economics is designed to acquaint students with the economic problems a society must cope with in order to satisfy its economic wants and aspirations beginning with the basic problem of scarcity. Economics demonstrates to the student the complex and dynamic nature of the national and global economy. Special emphasis is placed on the principle of interdependence and comparative advantage in achieving maximum efficiency. Topics include differing economic systems in the world, the market structure, the nature of economic growth and productivity, monetary and fiscal operation of the U.S. economy, as well as international trade.

A topical/thematic approach will be utilized in the teaching of economics. The general format of the class will include lecture/discussion, reading assignments that focus on contemporary economic developments and happenings, audio-visual items, use of primary sources, and simulation activities.

Alignment to the Iowa Core in Economics Grades 11-12: *The economics standards promote the concepts and tools necessary for economic decision making in order to help understand the interaction between buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.*

### ADVANCED PLACEMENT ECONOMICS

#### SOC531 (Sem 1), SOC532 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: seniors

NCAA: approved

PREREQUISITE: instructor recommendation

Advanced Placement Economics is designed to acquaint students with the functions performed by the American economic system (Macroeconomics). An additional emphasis will be to prepare students to deal with the principles of economic decision-making by the individual and businesses (Microeconomic). This course is equivalent to an Introductory Principles of Economics course on the college/university level.

In addition, Advanced Placement Economics is designed to prepare students to take the Advanced Placement exams in Economics (Macroeconomics and Microeconomics) in the month of May of each year. Successful completion of these exams will result in college credits for the students. Students may earn college credit depending on the results of the examination.

A unit/thematic approach will be utilized in the teaching of Advanced Placement Economics. The general activities of the class will include lecture/discussion, reading assignments, the use of programmed instruction, doing research work from a variety of sources and appropriate audio-visual items. A seminar setting will be utilized as much as practical to enhance student understanding.

Alignment to the Iowa Core in Economics Grades 11-12: *Understand how universal economic concepts present themselves in various types of economies throughout the world.*

## WELLNESS COURSES

### WELLNESS

CREDITS REQUIRED FOR GRADUATION

**4 credits** are required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

### ADAPTED WELLNESS

#### PED150

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: instructor recommendation

This is a physical education program that may be adapted or modified to address the individualized needs of students who have gross motor developmental delays. Units include general health education and fitness-based activities. Students may select this class also to act as peer helpers to work with adaptive fitness students. Classes incorporate a variety of fitness-based activities and will have the opportunity to use the Fitness Room.

Alignment to the Shape of America National Physical Education Standards.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the State of Iowa.



**HEALTH CLUB FITNESS**

<b>PED153</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> none

This course is designed to practice and develop skills in fitness-based activities that will help students maintain fitness throughout their life. This class will be an active heart rate driven class. With effort, students can reach their personal target heart rate zones. Classes may explore units in kickboxing, stability ball workout, Pilates, yoga, circuit training, boot camp, walking, fitness games, or any new fitness trend to improve all areas of their personal fitness. Healthy lifestyle topics will also be included such as nutrition, sleep, and goal setting to improve social and emotional health. Assessments are based on SHAPE National Physical Education Standards and may include heart rate data, written work, and fitness testing.

Alignment to the Shape of America National Physical Education Standards.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the Iowa Core.

**WATER FITNESS & GAMES (HEMPSTEAD ONLY)**

<b>PED159</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> must be able to swim comfortably in 6' or deeper water with or without floatation belt

Students will participate in fitness activities and games in the pool. This class will be an active heart rate driven class. Activities may include lap swimming, deep water jogging, deep-water aerobics, water-polo, water volleyball and active pool games. Class emphasis will be on water safety with students having the option to participate with flotation belts. Students will exhibit socially acceptable safe behavior in pool and locker room setting. Healthy lifestyle topics will also be included such as nutrition, sleep, and healthy habits. Students must provide their own shower products, swimsuit, and towel.

Alignment to the Shape of America National Physical Education Standards.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the Iowa Core.

**ACTIVE GAMES & FITNESS CLASS**

<b>PED162</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> none

In this course, students will be introduced to activities designed to increase their likelihood of having an active lifestyle in the future. Students will have the opportunity to participate in a variety of fitness activities and games that include teamwork and strategizing. This class will be an active heart rate driven class. With effort, students can reach their personal target heart rate zones. This class will develop basic and intermediate skills of fitness- based workouts, cooperative games of challenge, individual-dual games, and team games and sports. Healthy lifestyle topics will also be included such as nutrition, sleep, and goal setting to improve social and emotional health. Assessments are based on SHAPE National Physical Education Standards and may include heart rate data, written work, and fitness testing.

Alignment to the Shape of America National Physical Education Standards.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the Iowa Core.

**PERFORMANCE PE**

<b>PED163</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> none

This course is recommended for the serious fitness student. It will focus on knowledge of proper technique for lifts and safety in the weight room. Students will perform high intensity functional fitness that combines aerobic conditioning, strength training, core conditioning, and flexibility. Workouts will consist of a combination of strength training, plyometrics, speed & agility, flexibility as well as other fitness activities. Classroom work may focus on leadership activities, goal setting, nutrition, and other wellness topics. The emphasis is on creating a core fitness that can easily translate into daily activities and other sports. Assessments are based on SHAPE National Physical Education Standards and may include heart rate data, written work, and fitness testing.

Alignment to the Shape of America National Physical Education Standards.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the Iowa Core.

**ADVANCED PERFORMANCE PE**

<b>PED164</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> successful completion of Performance PE

This course will be physically challenging and should be taken by serious athletes and fitness students. Knowledge and performance of proper lifting techniques along with weight room safety is required. Students will perform high intensity functional fitness that combines aerobic conditioning, strength training, core conditioning, speed & agility, and flexibility exercises. Classroom work may include leadership training, video analysis, sports nutrition, workout development, and much more. Course emphasis is on creating core fitness that can easily translate into daily activities and all sports. Assessments are based on SHAPE National Physical Education Standards and may include heart rate data, written work, and fitness testing.

Alignment to the Shape of America National Physical Education Standards.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the Iowa Core.

## EARLY BIRD WELLNESS

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### PED171

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DURATION: semester course

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CREDITS: 1

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OPEN TO: all students

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PREREQUISITE: none

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Students will perform functional fitness lessons that combine heart rate training, strength, and flexibility. This class will be an active heart rate driven class. With effort, students can reach their personal target heart rate zones. This class may consist of a combo of weight training, yoga, boot camp, kickboxing, fitness games or any activity taught in a health club setting. Healthy lifestyle topics will also be included such as nutrition, sleep, and healthy habits. Assessments are based on SHAPE National Physical Education Standards and may include heart rate data, written work, and fitness testing. Early Bird Wellness will be from 6:30-7:22 a.m., Monday through Thursday. Friday wellness will be journaling or lessons on canvas.

Alignment to the Shape of America National Physical Education Standards.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the Iowa Core.

## ACADEMIC EXEMPTION

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### PED702

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CREDITS: NO CREDIT

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OPEN TO: seniors with a full schedule in both semesters

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PREREQUISITE: parent signature and administrative approval

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Students in Grade 12 are permitted an academic exemption from the physical education requirement if they have a full schedule of academic classes with no unscheduled periods for both semesters.

In addition to a full schedule, a written parent/guardian request is required for an academic exemption for all students.

If a student utilizes a physical education exemption and subsequently reduces his/her academic schedule, the student must make up the physical education requirement. Physical education exemptions must be requested by October 1 for the current school year.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the State of Iowa. Students who are granted an academic exemption are NOT exempt from the CPR instruction requirement.

## ATHLETIC EXEMPTION

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### PED902

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CREDITS: NO CREDIT

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OPEN TO: students with documented participation in two school sports

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PREREQUISITE: parent signature and administrative approval

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Students are permitted an athletic exemption from the physical education requirement if they have documented participation in two school sports. These sports include: men's or women's cross country, volleyball, football, women's swimming and diving, men's or women's golf, fall cheerleading, men's or women's basketball, men's swimming, wrestling, winter cheerleading, men's or women's bowling, men's or women's track & field, men's or women's soccer, men's or women's tennis, baseball and softball. Summer sports must be completed prior to the school year to qualify a student for an exemption.

In addition to documented participation in school sports, a written parent/guardian request is required for an athletic exemption for all students.

If a student utilizes a physical education exemption and subsequently does not participate through the athletic season, the student must make up the physical education requirement. Physical education exemption paperwork must be completed by October 1 for the current school year.

COMMENT: Prior to graduation, all students must demonstrate competency in cardiopulmonary resuscitation as required by the Iowa Core. Students who are granted an athletic exemption are NOT exempt from the CPR instruction requirement.

# WORLD CULTURES COURSES

## WORLD CULTURES

CREDITS REQUIRED FOR GRADUATION	<b>2 credits</b> are required for graduation from the Dubuque Community School District.
	Credits earned beyond the requirement are automatically counted as Elective credits.

## SOCIAL STUDIES

### WORLD CULTURES AND GEOGRAPHY

#### SOC101 (Sem 1), SOC102 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	none

World Cultures and Geography is a thematic course that will enable students to develop an understanding of their world through an examination of a variety of regional cultures and geography. This year-long course will study six different regions of the world including: North America, Central and South America, Europe, Asia, North Africa/ Southwest Asia and Africa South of the Sahara. By examining the culture and geography in these regions of the world, students gain an appreciation of the vast diversity of the human experience and the richness of human culture. This understanding will be accomplished by examining general aspects of culture that are common to all peoples: language, literature, art, music, economy, religion, food, recreation, and traditions, as well as an in-depth study of the geography of each region of the world.

Alignment to the Iowa Core in Geography Grades 9-12: *The geography standards emphasize the human and physical characteristics of geography.*

### ADVANCED PLACEMENT HUMAN GEOGRAPHY

#### SOC121 (Sem 1), SOC122 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	instructor recommendation

AP Human Geography is an introductory geography course designed to introduce students to the systematic study of patterns and processes that have helped shaped human understanding, use, and alteration of Earth's surface. Students will use various geographic models to examine human social organization and its environmental consequences. In addition, students will experiment and evaluate the usage of modern day geographic tools, including GPS and GIS. Goals include: Map usage and analyzing spatial data, understanding and interpreting correlative relationships between people, phenomenon, and places, recognizing and interpreting scale differences in global patterns and processes, analyzing areas as "regions" and their significance, identifying the interconnectivity among places.

Alignment to the Iowa Core in Geography Grades 9-12: *The geography standards emphasize the human and physical characteristics of geography.*

## WORLD LANGUAGES

### FRENCH 1-2

#### WFR111 (Sem 1), WFR112 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	none <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Beginning students study language that can be used in everyday communication. Students study French through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the Francophone world.

Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

### FRENCH 3-4

#### WFR211 (Sem 1), WFR212 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in French 1-2 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students will build on the basics learned in French 1-2. Students develop their communication in the target through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will be expected to use the language in class.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning.

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**FRENCH 5-6**

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**WFR311 (Sem 1), WFR312 (Sem 2)**

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**DURATION:** year course**CREDITS:** 2**OPEN TO:** juniors and seniors**NCAA:** approved**PREREQUISITE:** minimum grade of "C-" in French 3-4 or instructor recommendation  
*(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)*

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Students deepen their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The curriculum will emphasize more challenging use of the language.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class starts preparing students for college entrance exams, i.e. college placement tests, or the CLEP test.

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**FRENCH 7-8**

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**WFR411 (Sem 1), WFR412 (Sem 2)**

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**DURATION:** year course**CREDITS:** 2**OPEN TO:** seniors**NCAA:** approved**PREREQUISITE:** minimum grade of "C-" in French 5-6 or instructor recommendation  
*(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)*

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Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. News articles, short stories, poems etc. will provide resources for students to develop a more extensive vocabulary and to expand their knowledge of Francophone culture and history. Students will delve deeper into the target language and culture as they continue to make comparisons and connections between English and the American culture and French and the culture of the Francophone world.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class prepares students for college entrance exams, i.e. college placement tests, or the CLEP test.

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**GERMAN 1-2**

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**WGE131 (Sem 1), WGE132 (Sem 2)**

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**DURATION:** year course**CREDITS:** 2**OPEN TO:** all students**NCAA:** approved**PREREQUISITE:** none  
*(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)*

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Beginning students study language that can be used in everyday communication. Students study German through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the German speaking world.

Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

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**GERMAN 3-4**

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**WGE231 (Sem 1), WGE232 (Sem 2)**

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**DURATION:** year course**CREDITS:** 2**OPEN TO:** sophomores, juniors, seniors**NCAA:** approved**PREREQUISITE:** minimum grade of "C-" in German 1-2 or instructor recommendation  
*(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)*

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Students will build on the basics learned in German 1-2. Students develop their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will be expected to use the language in class.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning.

**GERMAN 5-6**

**WGE331 (Sem 1), WGE332 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in German 3-4 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students deepen their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The curriculum will emphasize more challenging use of the language.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class starts preparing students for college entrance exams, i.e. college placement tests, or the CLEP test.

**GERMAN 7-8**

**WGE431 (Sem 1), WGE432 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in German 5-6 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. News articles, short stories, poems etc. will provide resources for students to develop a more extensive vocabulary and to expand their knowledge of German culture and history. Students will delve deeper into the target language and culture.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class prepares students for college entrance exams, i.e. college placement tests, or the CLEP test.

**SPANISH 1-2**

**WSP181 (Sem 1), WSP182 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	none <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Beginning students study language that can be used in everyday communication. Students study Spanish through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the Spanish-speaking world.

Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

**SPANISH 3-4**

**WSP281 (Sem 1), WSP282 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
NCAA:	approved
PREREQUISITE:	minimum grade of "C-" in Spanish 1-2 or instructor recommendation <i>(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)</i>

Students will build on the basics learned in Spanish 1-2. Students develop their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will be expected to use the language in class.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning.

## SPANISH 5-6

### WSP381 (Sem 1), WSP382 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: minimum grade of "C-" in Spanish 3-4 or instructor recommendation  
*(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)*

Students deepen their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The curriculum will emphasize more challenging use of the language.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class starts preparing students for college entrance exams, i.e. college placement tests, or the CLEP test.

## SPANISH 7-8

### WSP481 (Sem 1), WSP482 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: seniors

NCAA: approved

PREREQUISITE: minimum grade of "C-" in Spanish 5-6 or instructor recommendation  
*(Due to the sequential nature of this course, students will be eligible for second semester if passing first semester.)*

Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. News articles, short stories, poems etc. will provide resources for students to develop a more extensive vocabulary and to expand their knowledge of the Spanish speaking culture and history. Students will delve deeper into the target language and culture.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning. This class prepares students for college entrance exams, i.e. college placement tests, or the CLEP test.

## APPLIED LEARNING COURSES

### FINANCIAL LITERACY

CREDITS REQUIRED FOR GRADUATION

**1 credit** is required for graduation from the Dubuque Community School District.

### FINANCIAL LITERACY

#### BUS245

DURATION: semester course

CREDITS: 1

OPEN TO: juniors

PREREQUISITE: none

Financial Literacy is a course designed for all students, whether going straight to work after high school or pursuing a degree. This course will allow students to actively explore timely financial topics personalized to their needs. Topics include: career decisions and income, savings, financial responsibility and money management, consumer awareness of the power of marketing on buying decisions, credit and debt, investments, wealth-building and post-secondary planning, insurance and risk-management, buying, selling, and renting advantages and disadvantages, and real-estate.

COMMENT: All students must take this course during their junior year. This is the only course that meets state requirements for Iowa Core Financial Literacy.

### APPLIED LEARNING

CREDITS REQUIRED FOR GRADUATION

**1 credit** is required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

### BUSINESS EDUCATION

### INTRODUCTION TO BUSINESS

#### BUS111

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This course will introduce students to the world of business. Well over half of all careers are in the field of business and this course will give students the background needed to enroll in other business courses. The major units covered in the course include: careers in business, owning and operating a business, marketing, advertising, economics, banking services and credit, accounting, the role of the consumer in the marketplace, technology in the marketplace, and international business.

Alignment to the Iowa Core 21st Century Skills: *Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work. (21.9-12.ES.1)*

**COMPUTER ESSENTIALS**

**BUS121**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Computer Essentials provides students with essential technology literacy skills for current and future academic and career success. The course begins with an introduction to Microsoft Office 365--the most commonly used software in the business world--and its various applications.

The course then takes students into an in-depth exploration of Microsoft Office 365. Students will learn about various Office 365 tools such as Word, PowerPoint, Excel, OneNote, Mail, Calendar, Onedrive, Forms, and To Do. Throughout the course, students will learn what it means to be effective digital citizens, including digital footprint & reputation, privacy & security, information literacy, and Internet safety.

COMMENT: Students who participate in this course will have the opportunity to become Microsoft Word and/or Microsoft Excel certified by passing a supervised exam through Certiport. Passing the exam will certify the student as a Microsoft Office Specialist and better prepare students for college and careers.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (21.9-12.TL.1); Apply digital tools to gather, evaluate, and use information. (21.9-12.TL.3)*

**ACCOUNTING I**

**BUS311**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

Accounting is the language of business. Accounting helps people understand business in their careers and in their personal lives. Managers and owners use accounting information as the basis for making business decisions. Accurate accounting records and ethical practices contribute to the success of a business and help to avoid failure and bankruptcy. Accounting I is designed to give students a comprehensive understanding of business operations and provides the financial foundation necessary for employees in a variety of business occupations. Students will learn terminology, how to analyze, journalize and post entries to a general ledger, and how to prepare financial reports for three different forms of business ownership. A special feature of the course includes computerized simulations that are used to give students practical application of accounting concepts.

Alignment to the Iowa Core 21st Century Skills: *Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities. (21.9-12.ES.2)*

**ACCOUNTING II**

**BUS312**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Accounting I

This course is a continuation of Accounting I. In Accounting II, students will learn a variety of methods used in adjustments, budgeting procedures, departmental accounting, cost accounting, and corporate and partnership financing. Financial decision-making will be incorporated throughout this course.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life. (21.9-12.ES.4)*

**ENTREPRENEURSHIP**

**BUS335**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

Being your own boss and owning your own business are the foundations of the American Dream. Entrepreneurship contains an overview of starting and operating your own business. Learn about the fascinating inner workings of owning and operating your own business. The units of study focus on organizing a business, buying an existing business, buying a franchise business, writing a business plan, managing the operations, marketing, and financing of a business. Students will learn the traits and characteristics of successful entrepreneurs and develop an entrepreneurial mindset. Students will apply appropriate business concepts to establish and run their own business.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals. (21.9-12.ES.3); Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life. (21.9-12.ES.4)*

**MARKETING & SALES/ADVERTISING**

**BUS441**

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	none

Marketing touches the lives of people on a daily basis as family members, consumers, and employees. Nike, Google, John Deere, and Apple are examples of companies that flourish in part because of their extremely successful marketing campaigns. This course will cover the following topics: careers in marketing, sales, and advertising, managing a marketing business, marketing research, economic systems, the sales process, psychology of the customer, building an advertising plan and budget, and developing commercials.

Alignment to the Iowa Core 21st Century Skills: *Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work. (21.9-12.ES.1)*

## IJAG 11-12

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### BUS501 (Sem 1), BUS502 (Sem 2)

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DURATION: year course

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CREDITS: 2

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OPEN TO: juniors and seniors

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PREREQUISITE: successful completion of informative intake interview by the IJAG Specialist

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IJAG 11-12 (Iowa Jobs for America's Graduates) is a career exploration and preparation course that provides a hands-on approach to exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and work place "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication.

Individual and team project work will help students come to an understanding of their personality and temperament and the relationship between personal actions and the consequences that follow. Students will make connections to their career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan.

This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest speakers, field trips (including some state IJAG events such as the Leadership Development and Career Development conferences in Des Moines), and career exploration through job shadowing. Students will also participate in the IJAG Career Association in various activities focused on Career and Leadership Development, Service Learning, and Civic/Social Awareness.

COMMENT: IJAG is a multiyear commitment of support including one year of follow-up beyond high school.

## IJAG 9-10

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### BUS503 (Sem 1), BUS504 (Sem 2)

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DURATION: year course

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CREDITS: 2

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OPEN TO: freshmen and sophomores

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PREREQUISITE: successful completion of informative intake interview by the IJAG Specialist

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IJAG 9-10 (Iowa Jobs for America's Graduates) is an introductory level course in career exploration and preparation that provides a hands-on approach to exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and work place "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication.

Individual and team project work will help students come to an understanding of personality and temperament and the relationship between personal actions and the consequences that follow. Students will make connections to their career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan.

This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest speakers, field trips (including some state IJAG events such as the Leadership Development and IJAG national conferences in Des Moines), and career exploration through job shadowing. Students will also participate in the IJAG Career Association in various activities focused on Career and Leadership Development, Service Learning, and Civic/Social Awareness.

COMMENT: IJAG is a multiyear commitment of support including one year of follow-up beyond high school.



**EMERGENCY MEDICAL TECHNICIAN**

**EMERGENCY MEDICAL TECHNICIAN**

**NICC CONCURRENT COLLEGE CLASS (EMS:200)**

**EMT600**

DURATION:	semester course
CREDITS:	2
OPEN TO:	seniors
PREREQUISITE:	see program admission requirements listed in course description

This 132-hour course prepares the Emergency Medical Technician (EMT) student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services, roles and responsibilities of an EMT, anatomy and physiology, medical emergencies, trauma, special considerations for working in the prehospital setting, and providing patient transportation. Students who successfully complete this class will be eligible to take the National Registry of Emergency Medical Technicians for their EMT certification examination. Prior to the first class, a MANDATORY orientation will be scheduled.

This course is designed for students interested in exploring a career in the Emergency and Fire Management Services career pathway, in the Law, Public Safety, Corrections & Security career cluster, or in the Health Science career cluster. This includes but is not limited to the following occupations: Certified Nurse Aide (CNA), Emergency Medical Technicians, Emergency Medicine Physicians, Fire Inspectors and Investigators, Firefighters, Paramedics, Police and Sheriff's Patrol Officers, and Nurse Practitioners.

Learn more about career options at: [www.dbqschools.org/career-exploration](http://www.dbqschools.org/career-exploration)

Program Admission Requirements:

- Must be at least 17 years of age by the first day of class to enroll.
- CPR Certificate from either the American Heart Association Basic Life Support (BLS) or the American Red Cross CPR for Healthcare Providers. The card must be provided to the instructor prior to the first class. This certification must be valid for the duration of the course.
- Other admissions requirements apply, including but not limited to background checks, health records, and drug testing.

Students are responsible for required background check fee and TB skin test fees, uniform and supplies and the optional state licensure exam fee. Students are responsible for their own transportation to labs and clinicals.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 8 college credits at NICC. Due to college registration deadlines, late registrations will be scheduled into second semester if space is available. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**ENGLISH**

**JOURNALISM**

**ENG359**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
NCAA:	approved
PREREQUISITE:	none

Journalism is designed for strong writers who are interested in writing for publications. Student journalists will be expected to enterprise original story ideas and write news, feature, editorial, and sports stories. The journalistic techniques of editing, interviewing, layout, design, and research will also be covered. Students will learn about press law and ethics and are expected to adhere to these standards. Because of the interviewing requirements, it is necessary that students are outgoing and confident in their interpersonal skills.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.*

**YEARBOOK**

**ENG371 (Sem 1), ENG372 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Journalism and Yearbook staff application acceptance

Students in this course will publish a yearbook that reflects the school community, acts as a public relations tool for the school district, and serves as an education vehicle for students. Students are responsible for planning, organizing, designing and publishing the school yearbook. Students are also responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce a professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, yearbook staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

## NEWSPAPER

### ENG381 (Sem 1), ENG382 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Journalism and Newspaper staff application acceptance

Students in this class will be responsible for planning, organizing, designing, and publishing a school newspaper.

Students are responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce professional-looking publications. Students are expected to approach the business community for advertising opportunities. Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, Newspaper staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

## FAMILY AND CONSUMER SCIENCES

### NUTRITION AND FOOD PREPARATION

#### FCS125

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In this course, students will apply nutrition principles to personal diet planning; develop skills in the selection, care and preparation of a variety of food. Students will develop skills in meal management to meet individual and family food needs and understand principles of economics and ecology for cost savings. Labs are designed to help students learn safe food preparation techniques.

Alignment to the Iowa Core Curriculum: *Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities. (21.9-12.ES.2)*

### CHILD HEALTH, SAFETY & NUTRITION

### NICC CONCURRENT COLLEGE CLASS (ECE:133)

#### FCS235

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course addresses the interrelationship of health, safety, and nutrition to the growth and development of young children (age 2-5) and their importance in developing early childhood educational experiences. Learning activities center around the conditions affecting children's health, management of acute and chronic illness, general safety principles in planning the young child's environment, nutrient composition of foods, and the relationship of nutrients to growth, motor cognitive and emotional development of the young child.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

### INFANT / TODDLER CARE & EDUCATION

### NICC CONCURRENT COLLEGE CLASS (ECE:221)

#### FCS245

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course emphasizes the growth and development of infants and toddlers and issues critical to their care. Concentration is focused on their social, emotional, physical, and mental development. Age appropriate practices, curriculum, and environments will be studied and developed to enhance the preparation of the early childhood educator. You will be required to do 16 hours of field experience.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

### EARLY CHILDHOOD CURRICULUM I

### NICC CONCURRENT COLLEGE CLASS (ECE:158)

#### FCS255

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course focuses on the development, implementation, and assessment of age appropriate environments and curricula for young children ages 3-8 years. Learning activities will focus on developing appropriate learning opportunities, interactions and environments within the areas of dramatic play, art, music, and small and large muscle motor play. Students will be expected to demonstrate their understanding of children's developmental stages through the creation of age appropriate practices and/or curriculum.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**CHILD GROWTH & DEVELOPMENT**

**NICC CONCURRENT COLLEGE CLASS (ECE:170)**

<b>FCS275</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

This course reviews typical and atypical development of children from conception to adolescence in all developmental domains. Interactions between child, family, and society with a variety of community and cultural contexts will be examined, as well as theories and evidence based practices associated with understanding and supporting young children.

COMMENT: This course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**FOUNDATIONS IN EDUCATION**

**NICC CONCURRENT COLLEGE CLASS (EDU:210)**

<b>FCS301</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

This course provides a basic historical, philosophical, and sociological orientation to the field of American education, including a study of contemporary issues and problems.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**INTRODUCTION TO TEACHING**

<b>FCS303</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

This course is for students exploring a career in education. Students learn first-hand elementary, middle school, or high school career expectations and experiences. This course will help prepare students for a career in education by reviewing topics such as professionalism, mandatory reporting, cultural responsiveness, etc. Students will have the opportunity to acquire extensive field experience through observations and possibly field trips. Students will work to develop leadership skills toward becoming agents of change in their schools and communities. This class provides a strong foundation and transition to the DCSD Education Pathway.

Alignment to the Iowa Core Curriculum: *Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals. (21.9-12.ES.3)*

**INTRODUCTION TO CHILD DEVELOPMENT**

<b>FCS304</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

This course evaluates how children grow, develop, and learn. Students learn how families plan and prepare for parenting, pregnancy, and childbirth and how to work with and care for children as they grow. Students evaluate the physical, intellectual, and social-emotional development of infants, toddlers, preschoolers, and school-age children.

Additional topics include parenting styles and techniques, child abuse, foster care, adoption, and real-life discussions with guest speakers from community health partners!

Alignment to the Iowa Core Curriculum: *Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life. (21.9-12.ES.4)*

**INTERPERSONAL RELATIONSHIPS/STUDIES**

<b>FCS305</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

This course prepares students for a mature adult role. The coordination of personal, marriage, family and career goals will be explored as well as resources for adjusting to change and crisis. Students will analyze skills needed to establish positive relationships with others.

Alignment to the Iowa Core Curriculum: *Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work. (21.9-12.ES.1)*

**THE COLLEGE EXPERIENCE**

**NICC CONCURRENT COLLEGE CLASS (SDV:179)**

<b>FCS306</b>	
DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	none

College is a new and different experience for many students. This course will convey expectations of the college culture to first-time college students. The course will provide an examination of the student's learning styles, familiarization with college resources and support services, review of important study and test taking skills, development of goal setting and decision making skills, and enhancement of personal skills that relate directly to success in college, and beyond.

COMMENT: This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

## CAREERS IN HUMAN SERVICES

### FCS307

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course is for students interested in a career in the Human Services Career Cluster. Students will be introduced and exposed to career opportunities pertaining to the delivery of individual, family, personal, and consumer services for other human beings. Course topics include child development and services, counseling and mental health services, family and community services, personal care services, and consumer services. Careers pathways explored include Early Childhood Development & Services, Counseling & Mental Health Services, Family & Community Services, Personal Care Services, Consumer Services, Restaurant & Food/Beverage Services, Travel & Tourism, and Teaching/Training.

Alignment to the Iowa Core Curriculum: *Apply critical literacy/thinking skills related to personal, family and community wellness. (21.9-12.HL.3)*

## HEALTH

### HEALTH I

#### HTH101

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Health I will provide students with knowledge in the areas of personal health, environmental health, consumer health, substance abuse and nonuse, human sexuality, emotional and social health, health resources, and prevention and control of diseases.

Alignment to the National Health Education Standards.

COMMENT: This course fulfills the Iowa Core mandate for health literacy.

### HEALTH II

#### HTH102

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Health I

Health II will build upon the information provided in Health I and continue to develop knowledge in the areas of personal health, environmental health, consumer health, substance abuse and nonuse, human sexuality, emotional and social health, health resources, and prevention and control of diseases.

Alignment to the National Health Education Standards.

## HEALTH SCIENCE

### HEALTH OCCUPATIONS

#### HSC110

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

### NICC CONCURRENT COLLEGE CLASS (HSC:110)

This course is an orientation to the institutions that make up our health care system. Students explore the health care system and the ethical, legal, and safety issues influencing and regulating health practice and maintenance. The course explores health career pathways in therapeutic, diagnostic, health informatics, and support services.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

### MEDICAL TERMINOLOGY

#### HSC114

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

### NICC CONCURRENT COLLEGE CLASS (HSC:114)

This course is the study of medical terminology as the language of medicine with emphasis on word analysis, construction of definitions, pronunciation and spelling of medical terms.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

### DOSAGE CALCULATIONS

#### HSC115

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: successful completion of ALEKS math testing with a minimum score of 15

### NICC CONCURRENT COLLEGE CLASS (PNN:200)

This course includes a review of fractions and decimals, conversions of metric, apothecary and household units and computations of drug dosages. The classification of drugs affecting each body system will be an integral part of this course.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 1 college credit at NICC. Due to college registration deadlines, no late registrations will be scheduled. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**INTRODUCTION TO NUTRITION**

**NICC CONCURRENT COLLEGE CLASS (PNN:270)**

**HSC116**

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	none

This course emphasizes a practical knowledge of good nutrition and some knowledge of diet therapy. It includes a background of adequate and accurate information on basic nutritional needs of the body.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 2 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**CERTIFIED NURSE AIDE**

**NICC CONCURRENT COLLEGE CLASS (HSC:172)**

**HSC172**

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	must be 16 years of age by the start of clinical work; successful completion of Accuplacer Reading testing with a minimum score of 44 or ACT English minimum score of 15; two negative TB skin tests; successful background check

The course is designed to provide the knowledge and practical skills necessary to provide care and service to residents in long-term care facilities by preparing individuals to become efficient, caring members of the health-care team. Thirty hours of theory will consist of classroom lecture regarding the cares provided by a Certified Nurse Aide. Fifteen hours in a laboratory setting outside of the school day will provide "hands on" experience of competencies prior to attending 35 hours in a clinical setting. The clinical experience provides students the opportunity to experience resident care in the long-term care environment. Upon successful completion of this course, students will be eligible for state licensing and can test out of skills.

Students are responsible for required background check fee and TB skin test fees, uniform and supplies and the optional state licensure exam fee. Students are responsible for their own transportation to labs and clinicals.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Due to college registration deadlines, late registrations will be scheduled into second semester if space is available. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**INDUSTRIAL TECHNOLOGY**

**ENGINEERING DRAFTING & DESIGN I**

**INT115**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Engineering Drafting and Design I is a semester-long class with two areas of emphasis. The first portion of the semester will be focused on engineering technical drafting done with a 3-D modeling engineering design program. Students will design 3-dimensional models on the computer using industry standard engineering design software. Students will design on the computer and print those designs on a 3-D printer. The second portion of the course will be focused on architectural drafting. Students design homes on the computer using industry standard residential architectural software. The students will conclude the course with the design of a home blueprint. This class serves as the prerequisite for Engineering Drafting and Design II.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems and operations. (21.9-12.TL.6)*

**WOODWORKING**

**INT117**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

This is an introductory course in which students will be taught the basic skills of woodworking. Topics include: joinery, identifying the different types and species of woods, and the processes used to produce a project. Students will be instructed in the proper and safe operation of equipment and tools used in the laboratory. A large portion of the class is hands-on, where students will independently work on projects as directed by the instructor. This course is a prerequisite for Advanced Woodworking.

Alignment to the Iowa Core 21st Century Skills: *Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities. (21.9-12.ES.2)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

**MANUFACTURING**

**INT123**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	Metals

This course builds on skills learned in Metals class. Students will expand their understanding in the areas of the machining processes, math, measurement and problem solving skills that will be used throughout the course. CNC machining, Plasma Cam, design, and the introduction of welding processes will also be used to manufacture a variety of projects. This course gives student a solid background in the processes used in Metalworking and Manufacturing Industries.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life. (21.9-12.ES.4)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

## AUTO CARE & MAINTENANCE

### INT213

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Auto Care is a class designed for everyone who plans to drive and own a vehicle. The class explores all facets of the automobile. Diagnostic and repair techniques are lab activities associated with this class. Dealing with emergencies and making educated decisions concerning automotive problems are benefits derived from successful completion of this class.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. (21.9-12.TL.6)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

## AUTO DIAGNOSTICS

### INT215

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Auto Care & Maintenance

Auto Diagnostics is a course designed for students who are serious about understanding modern automobiles. Hands-on experiences with tools and equipment are incorporated into lab activities exploring various automobile systems, including fuel and emission systems, ignition and electrical. Students use diagnostic equipment and learn recommended repair replacement and adjustment techniques. Students will be able to understand and appreciate the complexity of modern automobiles. Students will be familiar with systems components and be experienced doing basic trouble shooting techniques.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. (21.9-12.TL.6)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

## AUTO CHASSIS & DRIVE TRAINS

### INT217

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Auto Care & Maintenance

The chassis course is designed for all students who find a need to further their knowledge about the automobile and want to learn how the drive train components work together to help the car perform safely and as designed. The course is designed to help students diagnose repairs needed, and service a car's brake, steering, suspension and drive train systems. Lab activities will include: tire mounting and balancing, flat tire repair, disc and drum brakes service, shock absorber, spring, strut, and suspension parts replacement, and wheel alignment.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. (21.9-12.TL.6)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

## SMALL ENGINE REPAIR

### INT223

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Small Engine Repair class deals with all facets of small engine application including lawn mowers, cycles, snowmobiles, outboards, and power saws. Hand and power tool use, as well as personal safety are skills associated with completion of this class. Small engine theory (two and four cycle), maintenance, tune-up, diagnostics and overhaul are all concepts associated with class activities. Students enrolled in this course will also learn about careers as a diesel technician through a partnership with Truck Country.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. (21.9-12.TL.6)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

## ELECTRICITY / ELECTRONICS

### INT323

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Knowledge of electricity is the foundation of understanding all modern personal electronic devices. The electricity units of this course will focus on both alternating and direct current. Students will learn the design process of developing circuitry. They will develop teamwork and communication methods and produce technical documentation.

Students will contrast analog electronics, where information is represented by continuously varying voltage and digital electronics where signals are represented by two discreet voltages or logic levels. This distinction allows for greater understanding of signal speed and storage capabilities and has revolutionized the world of electronics. Students will analyze, design and build digital electronic circuits.

During the course of the semester, students will learn through research as well as activities the basics of solid state electronics.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems and operations. (21.9-12.TL.6)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

**METALS**

**INT332**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

This course will cover basic processes in welding, sheet metal, bench metal, machining, foundry, and CNC. Students will do a variety of activities in the preceding areas with some leading to take-home projects and others offering opportunities to do maintenance and repair demonstrating their newly learned skills and knowledge. Students will learn processes for working with metals from raw materials to end, usable products.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (21.9-12.TL.1)*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

**WELDING**

**INT363**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Manufacturing or Metals with instructor approval

This course will increase the student's competency and proficiency in many aspects of welding. Students will have experience working with oxyacetylene, shielded metal arc welding (SMAW), gas metal arc welding (GMAW)-MIG and gas tungsten arc welding (GTAW)-TIG welding processes. Along with the bonding of metals, students will gain experience in cutting metals and with fabrication procedures.

Alignment to the Iowa Core 21st Century Skills: *Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities. (21.9-12.ES.2)*

COMMENT: One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed.

**ADVANCED WOODWORKING**

**INT383**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Woodworking or instructor approval

Advanced Woodworking is a one-semester course that is project based and activity oriented. The course focuses on advanced joinery and processes utilized in the woodworking industry. It is designed for all students interested in developing quality design, machining, construction, and finishing techniques. Excellence is the key factor stressed in project development and is evident as your project moves from an idea to the finished product. This class is intended to prepare the student for a variety of future life situations from consumerism to entering the workforce directly. Students will develop an appreciation for craftsmanship through the creation of their projects. Instruction, demonstrations and guidance as to the safe operation of all woodworking tools and equipment will be used during this course will be provided.

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

**CONSTRUCTION I**

**INT385**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Construction I provides students with the opportunity to explore a wide variety of construction techniques related to residential construction and related career opportunities. This course will teach proper safety and application of tools. Students will learn starting from the ground up: footers/foundations, walls, floor plans, wall framing, wall coverings, and related components. Mathematical components and equations will be applied to the construction process.

Alignment with the Common Career Technical Core: *Construction Career Pathway standards 1-9.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

**CONSTRUCTION II**

**INT387**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	Construction I

In this course, students will be learning the completion of the house which may include: exterior finishing, electrical, plumbing, heating, room layout, insulation, wall covering, floor covering and trim work. Mathematical components and equations will be applied to the construction process.

Alignment with the Common Career Technical Core: *Construction Career Pathway standards 10-18.*

COMMENT: One pair of safety glasses will be provided. A fee may be assessed for material consumed.

## ENGINEERING I

### INT401

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In Engineering I, students will gain an understanding of engineering and scientific concepts through units based on various engineering fields such as aerospace engineering, mechanical engineering, civil engineering, and finding solutions of engineering design problems. The course exposes students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Engineering I gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning.

In addition, students utilize 3D solid modeling design software and various tools to help them design solutions to solve proposed problems. Students will develop problem solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions. (21.9-12.TL.4)*

## ENGINEERING II

### INT402

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Engineering I or instructor approval

Engineering II builds on principles learned in Engineering I to gain a deeper understanding of the design process, research and analysis, engineering concepts, and technical documentation. Students will encounter major themes and concepts brought up in post-secondary engineering and technical course studies.

Engineering II employs automation and robotics to allow students to apply skills gained in class to build physical prototypes and complete automated tasks using programmable technology. Students will develop a deeper understanding of engineering processes by building on modern manufacturing practices and theories such as Six Sigma, Just in Time, and Continuous Improvement. While producing projects, students will be able to use manufacturing practices and concepts to design for efficiency and manufacturability. Students will continue to grow in communication and documentation skills that will allow them to discuss technical solutions to problems with peers and professionals.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions. (21.9-12.TL.4)*

## ENGINEERING DRAFTING & DESIGN II

### INT413

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Engineering Drafting & Design I

This course will teach students computer 2D, 3D, and solid modeling techniques used in mechanical drafting. It is also designed to take a closer look at the Engineering Design software. The design software is used by thousands of engineers who work in the industry today, and students in this class will have the opportunity to learn the same techniques as those engineers. Students in this class will be solving engineering problems through design, creating their own 3-D computer models, reverse engineering problem solving, and 3-D printer experiences.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*

COMMENT: A fee may be assessed for materials consumed.

## ARCHITECTURAL DESIGN

### INT433

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This course is intended for students who want to be an architect, designer/builder, carpenter/contractor or an interior designer. It is designed to help students learn about the design of buildings, building layouts, structural and visual components, design processes, CAD software packages, career opportunities in architecture and construction, and more. During the course the student will design and draw his/her own single-family residence. This set of plans will include a floor plan, elevations, plot plans, presentation drawings, plus special details. Students will also be working on 3-D rendering of the inside and the outside of the house so students would be able to virtually walk through their house design.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*



**INTRODUCTION TO PROFESSIONAL WELDING**

**INT501 (Sem 1), INT502 (Sem 2)**

DURATION:	year course
CREDITS:	4
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Welding or instructor approval

**WELDING SAFETY**

**NICC Concurrent College Class (WEL:228)**

This portion of the Introduction to Professional Welding course provides students with an orientation to the welding profession and will cover the basics of safety and health within the welding profession. Students who participate in this course will have the opportunity to become OSHA 10 certified by enrolling in an online 10-hour training program and passing the OSHA 10 exam.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 1 college credit at NICC. One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**WELDING BLUEPRINT READING**

**NICC Concurrent College Class (WEL:110)**

This portion of the Introduction to Professional Welding course introduces students to the concept and practice of blueprint interpretation as needed by welders in an industrial setting. Emphasis is on the basics of interpretation and application in specific situations.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 2.0 college credits at NICC. One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**BASIC GAS METAL ARC WELDING**

**NICC Concurrent College Class (WEL:433)**

This portion of the Introduction to Professional Welding course provides students with an introductory study of short-circuit gas metal arc welding (GMAW) and other related processes. Students study process variation, welding in various positions, principles of operation, shielding gases, and wires. The course stresses safety and practical application of these welding processes.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3.5 college credits at NICC. One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**FLAME/PLASMA CUTTING FUNDAMENTALS NICC Concurrent College Class (WEL:434)**

This portion of the Introduction to Professional Welding course is a study of the history and principles of material cutting, as well as the nomenclature of the equipment. Procedures such as positional welding, cutting, beveling plates, and scarfing plates are practiced.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 1.5 college credits at NICC. One pair of safety glasses and other required safety apparel will be provided. A fee may be assessed for material consumed. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate productivity and accountability by meeting high expectations. (21.9-12.ES.5)*

Students who are enrolled in this class are eligible for an apprenticeship with John Deere, Unison Solutions, Universal Tank and Fabrication, or a new partner business with the newly created Welding Registered Apprenticeship Program. Contact your instructor for further details.

**DIESEL TECHNICIAN I****NICC CONCURRENT COLLEGE CLASS (DSL:632, AUT:321)****INT701 (Sem 1)**

DURATION: semester course

CREDITS: 2

OPEN TO: juniors and seniors

PREREQUISITE: completion of at least two of the following: Auto Care and Maintenance, Auto Diagnostics, Auto Chassis and Drive Trains and/or Small Engine Repair

RECOMMEND: Welding, Electricity/ Electronics

This course is intended for students who want to explore a career as a **Truck Mechanic and Diesel Engine Technician**. It is designed to help students learn how to diagnose, adjust, repair, or overhaul heavy duty trucks or maintain and repair any type of diesel engines. It includes in introduction to careers as mechanics and technicians primarily working with diesel engines, diesel exhaust systems, diesel transmissions, HVAC, and electronic systems.

Learn more about career options at: [www.dbqschools.org/career-exploration](http://www.dbqschools.org/career-exploration)

This course is designed to help students learn best practices for working safely in the industry. Students will learn about the basic functions of an air system, work with the fundamentals for air brakes and wheel ends. Finally students will learn about transmission, clutches, and drivetrains, including operations, gear flow, and functionality.

This Diesel Technician course will be offered at Truck Country's state-of-the-art technical Training Institute by highly-experienced trainers. The course will take place during the last two periods of each day. Students are responsible for their own transportation to the training institute.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 4 college credits at NICC. One pair of safety glasses and other required safety apparel will be provided. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**DIESEL TECHNICIAN II****NICC CONCURRENT COLLEGE CLASS (DSL:533)****INT702 (Sem 2)**

DURATION: semester course

CREDITS: 2

OPEN TO: juniors and seniors

PREREQUISITE: INT701

This course is intended for students who want to explore a career as a **Truck Mechanic and Diesel Engine Technician**. It is designed to help students learn how to diagnose, adjust, repair, or overhaul heavy duty trucks or maintain and repair any type of diesel engines. It includes in introduction to careers as mechanics and technicians primarily working with diesel engines, diesel exhaust systems, diesel transmissions, HVAC, and electronic systems.

Learn more about career options at: [www.dbqschools.org/career-exploration](http://www.dbqschools.org/career-exploration)

This course is designed to help students learn best practices for working safely in the industry. Students will continue to deepen their knowledge and understanding of careers as a diesel technician, including learning about start, charge, and electric systems, suspensions, kingpins, drivetrains, and power dividers.

This Diesel Technician course will be offered at Truck Country's state-of-the-art technical Training Institute by highly-experienced trainers. The course will take place during the last two periods of each day. Students are responsible for their own transportation to the training institute.

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 4 college credits at NICC. One pair of safety glasses and other required safety apparel will be provided. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

**INFORMATION SOLUTIONS****MULTIMEDIA****ISS121**

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In Multimedia, students will explore photo editing, web design, audio/video editing and video game design. Multimedia introduces media platforms used throughout many 21st century careers. Students gain technology literacy skills necessary for current and future academic and career success. Using industry relevant software students will learn what it means to be effective digital citizens, including digital footprint & reputation, privacy & security, information literacy, and Internet safety. All photo editing, web design, audio/video editing and video game design units are to help students choose and explore the 21st century technology that most aligns with future goals and current interests.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (21.9-12.TL.1)*

**COMPUTER SCIENCE PRINCIPLES I**

<b>ISS131</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> none

Computer Science Principles I introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. This course was designed with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. Topics include: the internet, digital information, java script programming, and big data and privacy.

Alignment to the Iowa Core 21st Century Skills: *Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (21.9-12.TL.2)*

**COMPUTER SCIENCE PRINCIPLES II**

<b>ISS132</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> Computer Science Principles I

Computer Science Principles II builds upon the concepts from Computer Science Principles I, introducing new concepts and projects that include programming, big data and privacy, and building apps.

Alignment to the Iowa Core 21st Century Skills: *Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (21.9-12.TL.2)*

**VIDEO PRODUCTION**

<b>ISS221</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> none

The focus of this course lies in the three central areas of video production: planning, production, and editing. Students will develop a comprehensive plan, shoot video, and edit both audio and video to produce a finished project. Students will be creating various films with provided video equipment and software. Projects may include music videos, green screen videos, documentaries, studio work, and short films.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. (21.9-12.TL.6)*

COMMENT: Course may be repeated as an independent study with instructor approval.

**ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

<b>ISS231 (Sem 1), ISS232 (Sem 2)</b>
<b>DURATION:</b> year course
<b>CREDITS:</b> 2
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> none

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. The course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. This course was designed with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. Topics include: the internet, digital information, java script programming, big data, privacy and building apps.

**STUDENT RUN HELP DESK**

<b>ISS311 (Sem 1), ISS312 (Sem 2)</b>
<b>DURATION:</b> year course
<b>CREDITS:</b> 2
<b>OPEN TO:</b> sophomores, juniors, seniors
<b>PREREQUISITE:</b> customer-service strategies and application process

Want to earn credit while troubleshooting computer hardware and software problems? The Student Run Help Desk provides students opportunities to explore different careers in technology, learn hands-on skills, train students/staff, support computer hardware and software, and practice customers service skills.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions. (21.9-12.TL.4)*

COMMENT: Students will be selected based on an interview process with instructor. This course may be repeated.

**TROUBLESHOOTING**

**NICC CONCURRENT COLLEGE CLASS (NET:103)**

<b>ISS411</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> none

The course is designed to provide students with the knowledge of basic troubleshooting skills. These skills apply to the troubleshooting of microcomputer hardware and software.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems and operations. (21.9-12.TL.6)*

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

## ADVANCED PLACEMENT COMPUTER SCIENCE A

### ISS531 (Sem 1), ISS532 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

NCAA: approved

PREREQUISITE: minimum grade of C- in Algebra II and instructor recommendation

AP Computer Science A is designed to serve as a first course in computer science for students with no prior programming experience. The course is meant to be the equivalent of a first-semester college-level course in computer science. Student will focus on problem solving by developing computer programs or parts of programs that correctly solve a given problem. Students will explore and learn about design issues that make programs understandable, adaptable, and, when appropriate, reusable. In writing effective and useful programs, students will also develop and analyze algorithms, develop and use fundamental data structures, and learn about typical applications of standard algorithms. This course will prepare students to take the Advanced Placement Examination in May. Students may earn college credit depending on the results of the examination.

Alignment to the Iowa Career and Technical Education Information Technology Standards: *Understand the concept of design, development, implementation, and maintenance of computer software.*

## FUNDAMENTALS OF WEB DESIGN

### ISS701

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Introduces the student to the basics of the creation and maintenance of Web pages. The hypertext markup language is used in the creation of Web pages. Good screen layout and design principles are stressed. The use of application software to create web pages is discussed. Enhancements and extensions of HTML as well as the incorporation of scripting in creating web pages will be explored.

Alignment to the Iowa Core 21st Century Skills: *Demonstrate a sound understanding of technology concepts, systems, and operations. (21.9-12.TL.6)*

## NICC CONCURRENT COLLEGE CLASS (CIS:197)

## COMPUTER ETHICS

### ISS702

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course provides a study of ethics and moral philosophy as a means for providing a framework for ethically grounded decision making in the information age. Students will study current regulation and practices pertaining to professional conduct and responsibility.

Alignment to the Iowa Core 21st Century Skills: *Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (21.9-12.TL.5)*

COMMENT: This is a concurrent enrollment course. In addition to high school credit, students will earn 3 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

## NICC CONCURRENT COLLEGE CLASS (CIS:101)

## WORK-BASED LEARNING

## EMPLOYABILITY SKILLS WITH JOB SHADOWING

### WBL300

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

This course provides students with the skills necessary to obtain a career. Students will complete career exploration, team-building, leadership, and workplace problem-solving strategies.

Students will visit workplaces of interest to learn about specific jobs and professional requirements. Networking with local employers and learning about employment opportunities through job shadows is a crucial course component. Additional key outcomes include:

- Practicing professionalism and the skills and attitudes required for job success.
- Understanding the interviewing process.
- Creating a resume.
- Aligning career goals with future planning.

COMMENT: Students must provide their own transportation to their job shadows. This is a concurrent enrollment course. In addition to high school credit, students will earn 4 college credits at NICC. Contact your school counselor and/or the admissions office of the postsecondary institution you plan to attend for more information on the transferability of the credits.

## NICC CONCURRENT COLLEGE CLASS (WBL:110, WBL:150)

**INTERNSHIP**

<b>WBL401</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> juniors and seniors
<b>PREREQUISITE:</b> successful completion of Employability Skills with Job Shadowing

Internship provides students the opportunity to learn and apply valuable skills related to their future education and career goals.

Students will learn about business careers of their interest, receive support in attaining employment, apply career skills, and reflect weekly in a classroom setting. Internship positions are either paid or non-paid, providing students the opportunity to \$earn\$ while they learn! Students will work with employers, parents, and the instructor to develop a training agreement that goes beyond the typical entry-based worker experience to provide students with an overview of all aspects of industry within the organization for which they are employed.

**COMMENT:** Internship will meet once per week. Must provide own transportation to work-site. This course will be offered in the spring semester.

**SPECIAL PROGRAMS**

**PRACTICAL WORK EXPLORATORY**

<b>XSM153</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> placement based on assessment and instructor recommendation

Practical Work Exploratory is a semester long course designed for students that are placed on a non-paid part-time job in school or out in the community for a minimum of 4 hours per week. This course will assist students with exploring their potential career interest areas while at the same time, helping to develop the required soft skills necessary for any type of employment. The Work Experience Coordinator will visit the job sites monthly for evaluation of student performance in accordance with the training agreement. During the evaluation meeting, they will develop the competencies necessary for the student to survive and prosper in the work environment. The goal will be to identify and describe ways to develop the student’s personal/social/occupational competencies and to allow the student to explore interest areas. Units of study will include employment skills, customer service skills, decision-making skills, labor laws for minors under 18, occupational safety training, how to properly leave a job, and career exploration. This course may be repeated for additional credit(s).

**PRACTICAL WORK EXPERIENCE**

<b>XSM154</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> all students
<b>PREREQUISITE:</b> placement based on assessment and instructor recommendation

Practical Work Experience is a semester long course designed for students that are placed on a paid part-time job in school or out in the community for a minimum of 10 hours per week. This course will assist students in gaining access to competitive employment by offering training in job skills and providing a flexible learning environment suited to student needs. The Work Experience Coordinator will visit the job sites monthly for evaluation of student performance in accordance with the training agreement. During the evaluation meeting, they will develop the competencies necessary for the student with special needs to survive and prosper in the work environment. The goal will be to identify and describe ways to develop the student’s personal/social/occupational competencies. Units of study will include employment skills, customer service skills, decision-making skills, payroll deductions/stubs, labor laws for minors under 18, occupational safety training, income taxes training, how to properly leave a job, and career exploration. This course may be repeated for additional credit(s).

**PRACTICAL CAREER SKILLS I**

<b>XSM551</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 1
<b>OPEN TO:</b> freshmen and sophomores
<b>PREREQUISITE:</b> placement based on assessment and instructor recommendation

Career Skills I is a semester long course designed to develop the competencies necessary for the student with special needs to survive and prosper in the work environment. The goal will be to identify and describe ways to develop the student’s personal/social/occupational competencies. Units of study will include communication skills, decision making skills, setting & achieving goals, conflict resolution, problem solving, organization and time management.

**PRACTICAL CAREER SKILLS II**

<b>XSM552</b>
<b>DURATION:</b> semester course
<b>CREDITS:</b> 2
<b>OPEN TO:</b> juniors and seniors
<b>PREREQUISITE:</b> placement based on assessment and instructor recommendation

Career Skills II is a semester long course designed to develop the competencies necessary for the student with special needs to survive and prosper in the work environment. In Career Skills II, students identify and develop individual short term and long term career planning goals. Units of study will include planning for higher education, job research, networking, job applications, interviewing, communicating on the job, work ethic, job advancement and managing your finances. The course will end with a student planned service learning project.

## PRACTICAL TRANSITION PLANNING

### XSM558 (Sem 1), XSM559 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

PREREQUISITE: placement based on assessment and instructor recommendation

Practical Transition Planning is a year-long course designed to develop the competencies necessary for the student to develop the skills necessary to live as independently as possible. Instruction will be driven by the transition areas of living, learning, working as written in student's IEP's. Topics may include: housing options, financial planning, career readiness, basic money skills, insurance, investing, and self-determination skills. Skills will be generalized through community experiences to facilities such as: department of housing, utility offices, hospitals and banking.

## FINE ARTS COURSES

### FINE ARTS

#### CREDITS REQUIRED FOR GRADUATION

**2 credits** are required for graduation from the Dubuque Community School District.

Credits earned beyond the requirement are automatically counted as Elective credits.

### ART

#### ART 2D (2 DIMENSIONAL)

##### ART 113

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In this introductory course students will become familiar with and learn how to use the elements of visual design, a variety of materials, processes and techniques. Drawing, painting, and printmaking are explored. Students should anticipate a studio-based art class which may include creative problem solving, sketchbook studies, production of artwork, critiques, self-evaluation, readings, note taking, tests, and quizzes. Also introduced in the class are historical and contemporary trends in art, which are explored through visual examples. It is highly recommended to enroll in Art 3D in addition to Art 2D to gain a more complete understanding of art concepts and skills needed to be successful in the advanced art courses.

Alignment to the 2014 National Core Arts Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

#### ART 3D (3 DIMENSIONAL)

##### ART 114

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In this introductory course students will become familiar with and learn how to use the elements of visual design, a variety of materials, processes and techniques. Ceramics and other sculpture materials are explored. Students should anticipate a studio-based art class which may include creative problem solving, production of artwork, critiques, self-evaluation, readings, note taking, tests, and quizzes. Also introduced in the class are historical and contemporary trends in art, which are explored through visual examples. It is highly recommended to enroll in Art 2D in addition to Art 3D to gain a more complete understanding of art concepts and skills needed to be successful in the advanced art courses.

Alignment to the 2014 National Core Arts Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

#### ADVANCED ART 2D (2 DIMENSIONAL)

##### ART211 (Sem 1), ART212 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Art 2D

Advanced Art 2D is a continuation and expansion of Art 2D. Emphasis is placed on in-depth studies in: visual design, observational studies, drawing, painting and printmaking. Units will continue to focus on concept development, and the elements and principles of design to generate original compositions and designs. Subject matter may include, but is not limited to, the human figure, organic forms, landscape, and everyday objects. Historical and contemporary trends in art will continue to be explored. Students should anticipate a studio-based art class, which may include creative problem solving, sketchbook studies, production of artwork, critiques, self-evaluation, research, readings, note taking, tests, and quizzes.

Alignment to the 2014 National Core Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course is designed as a full year course. Students may opt to complete only one semester, however, first semester is a prerequisite for the second semester of the course.

**ART 2D: PORTFOLIO**

**ART217 (Sem 1), ART218 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
PREREQUISITE:	Art 2D, Advanced Art 2D

This course allows interested students to do in-depth exploration and study of two-dimensional concepts. Students will reflect and build upon previous concepts, techniques, and art history gained in Advanced Art 2D and propose innovative ideas to generate original/creative artwork. Focus will be on portfolio development. Students selecting this class should have a strong interest and understanding of two-dimensional concepts. Students will develop a diverse body of work for their two-dimensional art portfolio.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course may be repeated with advanced learning goals in techniques, concepts and art history.

**ADVANCED ART 3D (3 DIMENSIONAL)**

**ART221 (Sem 1), ART222 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Art 3D (Art 2D recommended)

Advanced Art 3D is a continuation and expansion of Art 3D. Emphasis is placed on in- depth studies in: three-dimensional visual design, ceramics, and sculpture materials and processes. Units will continue to focus on the elements and principles of design to generate original compositions. Historical and contemporary trends in art will continue to be explored. Students should anticipate a studio-based art class which may include creative problem solving, production of artwork, readings, critiques, self-evaluation, research, note taking, tests and quizzes.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course is designed as a full year course. Students may opt to complete one semester only. It is highly recommended to enroll in Art 2D prior to taking Advanced Art 3D to gain a more complete understanding of art concepts and skills needed to be successful in the Advanced Art 3D course.

**PHOTOGRAPHY 1**

**ART223**

DURATION:	semester course
CREDITS:	1
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	none

Students will experience photography in a studio-based setting through a series of activities and projects including construction and operation of a pinhole camera, discussion of features common to both film and digital techniques, hands-on experience with processing black and white negatives and prints, working with photo chemicals, camera operations, and darkroom processes. Activities may include an introduction to the history of photography, photographic careers and post-secondary educational possibilities.

Students should anticipate an introduction to photographic design elements/ composition, and creative assignments resulting in the presentation of photographs. Assessments will include self and teacher evaluations, critiques, quizzes, and tests. Class requires a high level of student self-direction regarding studio work time, readings, note taking and refinement of creative ideas.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: Camera work is required to be completed outside of school.

**ART 3D: PORTFOLIO**

**ART227 (Sem 1), ART228 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and seniors
PREREQUISITE:	Art 3D, Advanced Art 3D

This course allows interested students to do in-depth exploration and study of three-dimensional concepts. Students will reflect and build upon previous concepts, techniques, and art history gained in Advanced Art 3D and propose innovative ideas to generate original/creative artwork. Focus will be on portfolio development. Students selecting this class should have a strong interest and understanding of three-dimensional concepts. Students will develop a diverse body of work for their three-dimensional art portfolio.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

COMMENT: This course may be repeated with advanced learning goals in techniques, concepts and art history.

## PHOTOGRAPHY 2: ADVANCED

### ART233

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Photography 1: Basic

Photography 2: Advanced builds on the skills and creative abilities learned in Photo 1. Students will experience more complex approaches to photographic image creation, advanced printing and presentation techniques. Students should anticipate creative problem solving, multiple image assignments, a deeper look into photo history and photographers and use of a variety of photo equipment and formats. Assessments will include: self and teacher evaluation, critiques, and quizzes. Students will engage in continued discussions, comparisons and contrasts between 35mm and digital photographic mediums.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting*.

COMMENT: Camera work is required to be completed outside of school.

## PHOTOGRAPHY 3: PORTFOLIO

### ART623

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Photography 1: Basic,  
Photography 2: Advanced and  
instructor recommendation

Photography 3: Portfolio is an elective, advanced semester of photography. This course allows interested students to do in-depth exploration and study in the area of photography. The class is based on traditional black and white photographic techniques, most of which readily transfer to digital photography. Emphasis is placed on extended projects, concept development as well as advanced photographic techniques. Students should anticipate hands-on projects, demonstrations, readings, writing, quizzes, portfolio development and class exhibitions. Students selecting this course should have a strong interest and abilities in photography and the ability to work independently.

Alignment to the 2014 National Core Art Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting*.

COMMENT: Camera work is required to be completed out of school. This course may be repeated with advanced learning goals in camera and darkroom techniques and art history and a focus on portfolio development and presentation.

## ENGLISH

## THEATRE

### ENG163

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: none

Students will have the opportunity to explore the world of theatre onstage and backstage. The course is designed to introduce students to all aspects of the theatre through the study of acting, improvisation, technical theatre, design and theatrical conventions. By the end of the semester, students will be able to create and perform theatrical works, both scripted and unscripted.

Instruction, learning targets and assessments are based on alignment to the 2014 National Core Arts Standards in Theatre: *Creating, Performing, and Responding*.

## ADVANCED THEATRE

### ENG164

DURATION: semester course

CREDITS: 1

OPEN TO: all students

NCAA: approved

PREREQUISITE: Theatre and instructor  
recommendation

Students will expand their understanding of the world of theatre, onstage and backstage. The course is designed to apply all aspects of theatre through the study of acting, technical theatre, design and theatrical conventions. By the end of the semester, students will write, direct and produce an original scripted performance for an audience.

Instruction, learning targets and assessments are based on alignment to the 2014 National Core Arts Standards in Theatre: *Creating, Performing, Responding, and Connecting*.

## CREATIVE WRITING

### ENG357

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

NCAA: approved

PREREQUISITE: none

This course is for students who have mastered basic composition skills and wish to continue to stretch and challenge themselves as writers. Writing forms that may be explored include memoir, literary nonfiction, essay, poetry, and drama. All students will create a multi-genre research project.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands*.



**FILM APPRECIATION I**

**ENG365**

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	none

Film Appreciation I is a combination of viewing, written analysis and oral discussion of a variety of films spanning all decades and genres. Students are given an appreciation of the language of film and how films function as communication, entertainment and art. Discussion and writing activities will stress analysis, evaluation and comparison/contrast. In addition, students will be expected to use film concepts and vocabulary as they explore their understanding of this art form.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.*

**FILM APPRECIATION II**

**ENG366**

DURATION:	semester course
CREDITS:	1
OPEN TO:	juniors and seniors
PREREQUISITE:	Film I with a grade of C or higher

In this course students study the styles and classic works of famous directors. Other famous classics and the film noir genre will also be studied. The student will view and react more independently than in Film Appreciation I and must be capable of summarizing, analyzing and interpreting symbolism and thematic statements.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.*

**YEARBOOK**

**ENG371 (Sem 1), ENG372 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Journalism and Yearbook staff application acceptance

Students in this course will publish a yearbook that reflects the school community, acts as a public relations tool for the school district, and serves as an education vehicle for students. Students are responsible for planning, organizing, designing and publishing the school yearbook. Students are also responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce a professional-looking publication. Students are also expected to approach the business community for advertising opportunities.

Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, yearbook staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

**NEWSPAPER**

**ENG381 (Sem 1), ENG382 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores, juniors, seniors
PREREQUISITE:	Journalism and Newspaper staff application acceptance

Students in this class will be responsible for planning, organizing, designing, and publishing a school newspaper. Students are responsible for journalistic writing, editing, and photography. Desktop publishing and photo editing programs will be used to produce professional-looking publications. Students are expected to approach the business community for advertising opportunities.

Students must apply for staff positions including completing an application, teacher recommendation, and portfolio. Students and parents must agree to a staff contract.

Because interviews must be conducted and photos taken outside of class time, Newspaper staff members must be willing to devote time after school to these responsibilities.

Alignment to the Iowa Core Curriculum: *Instruction, learning, and assessment are built on a selection of the 11-12th grade band expectations from the Iowa Core Writing Strand.*

COMMENT: This course may be repeated.

**INFORMATION SOLUTIONS**

**MULTIMEDIA**

**ISS121**

DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Multimedia provides students with the technology literacy skills necessary for current and future academic and career success. Students will then learn about various multimedia software that is used in business and education. Throughout the course, students will learn what it means to be effective digital citizens, including digital footprint & reputation, privacy & security, information literacy, and Internet safety.

Students can choose to explore the technology that most aligns with future goals and current interests, including, but not limited to advanced photo editing, web design, video editing, and visual presentations.

Alignment to the Iowa Core Curriculum: *Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (21.9-12.TL.1)*

## VIDEO PRODUCTION

ISS221

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

The focus of this course lies in the three central areas of video production: planning, production, and editing. Students will develop a comprehensive plan, shoot video, and edit both audio and video to produce a finished project. Students will be creating various films with provided video equipment and software. Projects may include music videos, green screen videos, documentaries, studio work, and short films.

Alignment to the Iowa Core Curriculum: *Demonstrate a sound understanding of technology concepts, systems, and operations. (21.9-12.TL.6)*

COMMENT: Course may be repeated as an independent study with instructor approval.

## MUSIC

### BAND

MUS111 (Sem 1), MUS112 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: minimum of two years experience on a woodwind, brass or percussion instrument

Band is a two-semester, two-credit course that meets every day and provides students opportunities to study and perform within large and small instrumental ensembles and become lifelong learners of the arts. Students will participate in a variety of musical and aesthetic experiences through performance of music from a wide variety of styles, genres, cultures, and historical periods. Sectional and Chamber rehearsals take place as needed and guest artists are brought in to help teach in their area of expertise for large projects or advanced music. During the year, all students not currently taking private lessons outside of school will receive a private or small group twenty-minute lesson every two weeks. The following large ensembles make up the band program throughout the year:

- **Marching Band**

This ensemble performs at all home football games (pre-game, pep-band, and halftime shows), as well as one parade and marching band competition throughout the fall. There will be additional marching band rehearsals during the pre-season summer camp and evenings throughout the fall.

- **Symphonic Band**

This ensemble gives students the opportunity to expand the fundamentals of ensemble playing as well as developing an individual's responsibility within the ensemble. The Symphonic Band will perform several times during the year, including the Winter Concert, Spring Concert, Large Group Festival, as well as other opportunities throughout the year.

- **Pep Band**

This group will perform at sports events and pep assemblies throughout the year as called by the director.

Alignment to the 2014 National Core Arts Standards for Music: *Performing and Responding.*

### JAZZ BAND

MUS121 (Sem 1), MUS122 (Sem 2)

DURATION: year course

CREDITS: .8 (meets 2 days per week)

OPEN TO: all students

PREREQUISITE: audition or instructor recommendation

The Jazz Studies Program provides students with a comprehensive jazz education. Particular emphasis is given to jazz styles, genres, listening, improvisation, expression, and interaction. Emphasis is also placed on comprehension, analysis, synthesis, and application so students can become lifelong learners and consumers of jazz. Traditionally the instrumentation of a jazz band includes saxophones, trumpets, trombones, and rhythm section (piano, bass, guitar, and drums).

If there are enough students interested in this course of study we will provide two big band ensembles. The Jazz Band will perform several times throughout the year, including performances at school, community, district and state events. The jazz combo will provide opportunities or those students interested in learning more about the jazz idiom and improvisational skills. The following ensembles make up the jazz program:

- **Jazz Band I**

Jazz Band I is an auditioned group of students who have demonstrated proficiency at sight-reading, aural, rhythmic, and improvisation skills. Emphasis will be on listening, interaction, expression, and the further development of rhythmic, aural, improvisation, and ensemble skills as well as comprehension of jazz theory.

- **Jazz Band II**

Jazz Band II is open to anyone who plays (or is willing to learn) a jazz instrument interested in playing in a jazz band. Emphasis will be on participation, listening, interaction, improvisation, and expression, as well as developing sight-reading, rhythmic, and aural skills.

- **Combo**

Combo is an ensemble for students interested in learning to develop their aural, improvisation, and expressive skills. Traditionally, a jazz combo is made of a rhythm section (piano, bass, drums, possibly guitar or vibes), and one - four horn players. Any wind instruments can be involved in combo playing and in any combination.

Alignment to the 2014 National Core Arts Standards for Music: *Performing and Responding.*

**ORCHESTRA**

**MUS131 (Sem 1), MUS132 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	previous experience on violin, viola, cello, or double bass

Orchestra is a two-semester, two-credit course that meets every day and provides students opportunities to study and perform within large and small instrumental ensembles and become lifelong learners of the arts. Orchestra is offered all four years of high school. Students will participate in a variety of musical and aesthetic experiences through performance of music from a wide variety of styles, genres, cultures, and historical periods. Sectional and Chamber rehearsals take place as needed. Guest artists lend their expertise for large projects or advanced music. During the year, all students will receive a regular individual lesson.

Orchestra students will perform in a variety of settings for hundreds of people, learn teamwork, develop valuable work habits, exhibit pride in their accomplishments, and make new and lasting friends with other students who have similar interests and talents.

This ensemble gives students of all levels the opportunity to expand the fundamentals of ensemble playing as well as developing an individual's responsibility within the ensemble. This ensemble will perform several times during the year including major concerts and festivals. Winds, brass and/or percussion may be added at different points of the year following Marching band season. All ninth grade orchestra students begin in this ensemble. New or transferring students will start in this ensemble.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing and Responding.*

**PERCUSSION**

**MUS151 (Sem 1), MUS152 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	minimum of two years experience on a woodwind, brass or percussion instrument

All band students who play percussion instruments register for Percussion, a graded course that will meet daily. Content for the course will closely parallel that of the Marching and Symphonic Bands. In addition, Percussion will explore, through careful study, preparation, and performance, music written exclusively for percussion as well as traditional and ethnic styles of music including Taiko, West African, and Latin. Particular emphasis will be given to performing the highest quality literature available, enabling students to become lifelong learners in music through conceptual teaching. The Percussion will perform several times during each academic year.

Particular emphasis is also given to the individual's responsibility in developing an excellent ensemble. Students are expected to practice parts individually in order to achieve a greater ensemble experience.

Alignment to the 2014 National Core Arts Standards for Music: *Performing and Responding.*

**COLOR GUARD**

**MUS162**

DURATION:	semester course
CREDITS:	.5
OPEN TO:	all students
PREREQUISITE:	audition, instructor recommendation

During the fall, the color guard is an auxiliary unit of the marching band. The color guard will learn to use flags, dance and other props to enhance the visual pageantry of the marching program. Daily rehearsal will occur during marching band rehearsals. There will be additional color guard /marching band rehearsals during the pre-season summer camp and evenings throughout the fall. The whole marching band and color guard will perform at all home football games, local parades, and a couple of weekend competitions in late September and early October.

**CHORALE**

**MUS191 (Sem 1), MUS192 (Sem 2)**

DURATION:	year course
CREDITS:	2 (meets 5 days per week)
OPEN TO:	all students new to high school choir
PREREQUISITE:	placement audition

This entry-level auditioned choir is designed to introduce novice and intermediate students to proper body alignment, breathing technique, rehearsal technique, rehearsal etiquette, audience etiquette, basic notation and rhythm reading skills, vocal health and maintenance. Students will learn to sing unison, 2-, 3- and 4- part harmony through a variety of musical styles. They will explore cultural and historical context and sing in a foreign language. In the second semester, students will have the opportunity to participate in the Iowa State Solo and Ensemble Festival. This course will teach students how to set up a performance resume and e-portfolio. Students are required to perform with the Chorale in public performances throughout the year and the school's graduation ceremony.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting.*

## ADVANCED ORCHESTRA

### MUS321 (Sem 1), MUS322 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: previous experience on violin, viola, cello, or double bass and instructor approval

Orchestra is a two-semester, two-credit course that meets every day and provides students opportunities to study and perform within large and small instrumental ensembles and become lifelong learners of the arts. Orchestra is offered all four years of high school. Students will participate in a variety of musical and aesthetic experiences through performance of music from a wide variety of styles, genres, cultures, and historical periods. Sectional and Chamber rehearsals take place as needed. Guest artists lend their expertise for large projects or advanced music. During the year, all students will receive a regular individual lesson.

Orchestra students will perform in a variety of settings for hundreds of people, learn teamwork, develop valuable work habits, exhibit pride in their accomplishments, and make new and lasting friends with other students who have similar interests and talents.

This ensemble gives advanced students the opportunity to expand the fundamentals of ensemble playing as well as developing an individual's responsibility within the ensemble. This ensemble will perform several times during the year including major concerts and festivals. Winds, brass, and/or percussion may be added to the Symphony Orchestra following Marching Band Season. Entrance to this ensemble is per instructor approval.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing and Responding*.

## CONCERT CHOIR

### MUS341 (Sem 1), MUS342 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: successful completion of Chorale, or equivalent skill demonstration

Concert Choir is an auditioned 2-part, 3-part, or mixed chorus for intermediate, proficient and accomplished students. Repertoire is advanced choral literature encompassing styles from Renaissance to 21st Century. Students will refine rehearsal techniques, rehearsal etiquette, audience etiquette, intermediate music notation and rhythm reading skills. Students will continue exploring cultural and historical context and sing in foreign languages. They will have the opportunity to participate in the Iowa State Solo and Ensemble Festival and community performances.

This course will teach students how to update and maintain their performance resume and e-portfolio. They will learn teamwork, responsibility, and leadership. Seniors are encouraged to participate in college honor choirs and prepare for college choir auditions. Students are required to perform with the Concert Choir in public performances throughout the year and the school's graduation ceremony.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting*.

## MUSIC THEORY AND HARMONY

### MUS361 (Sem 1), MUS362 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: minimum of one year in band, choir, or orchestra; minimum of one year piano instruction; instructor recommendation

In Music Theory, students will gain a deeper understanding of the fundamentals of the music they hear, play, and sing. Topics of study include but are not limited to history, scales, modes, intervals, transposition, chords, harmonic analysis, formal analysis, and composition.

This is a course designed for the most serious music students who plan to continue their study of music at the collegiate level or wish to pursue it as a major life activity.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting*.

**HONORS CHAMBER ORCHESTRA**

**MUS421 (Sem 1), MUS422 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	audition; previous experience on violin, viola, cello, or double bass and instructor approval; woodwinds, brass and percussion students selected from Band

Honors Chamber Orchestra is a two-semester, two-credit course that meets every day and provides students opportunities to study and perform within large and small instrumental ensembles and become lifelong learners of the arts. Orchestra is offered all four years of high school. Students will participate in a variety of musical and aesthetic experiences through performance of music from a wide variety of styles, genres, cultures, and historical periods. Sectional and chamber music rehearsals take place as needed. Guest artists lend their expertise for large projects or advanced music. During the year, all students will receive a regular individual lesson. All levels of repertoire is programmed for this ensemble with the goal of reaching professional levels of string playing.

Orchestra students will perform in a variety of settings for hundreds of people, learn teamwork, develop valuable work habits, exhibit pride in their accomplishments, and make new and lasting friends with other students who have similar interests and talents.

This ensemble gives advanced students the opportunity to expand the fundamentals of ensemble playing as well as developing an individual’s responsibility within the ensemble. This ensemble will perform several times during the year including major concerts and festivals. Winds, brass, and/or percussion may be added at different points of the year following Marching Band Season. Entrance to this ensemble is per instructor approval.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing and Responding*.

**AMBASSADOR SINGERS**

**MUS571 (Sem 1), MUS572 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	audition and interview; simultaneous enrollment in Chorale or Concert Choir

The primary objective for this ensemble is to provide opportunities for leadership, responsibility, service, teamwork, community performances, and public relations. Ambassador Singers is an auditioned mixed choir. This class teaches a variety of chamber music from madrigal to jazz and popular, and may include choreography. Ambassador singer presentations may include: Madrigal, Singing Valentines, and various community performances including elementary and middle school audiences. Auditions are held in May.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting*.

**ADVANCED CHORAL MUSIC: PORTFOLIO**

**MUS601 (Sem 1), MUS602 (Sem 2)**

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
PREREQUISITE:	recommendation of the director of vocal music

The primary purpose of this advanced level course is to prepare senior music students for college auditions, applications, scholarships, and careers in music. Students are recommended based on their interest, participation and leadership in school music programs, and career aspirations. Students will prepare and maintain a performance portfolio and resume for college auditions and career planning. Students will have weekly voice lessons and meetings with their faculty advisor to monitor progress and meet college application deadlines. Students will prepare and audition for the Iowa All State Chorus. Students will perform at State Solo and Ensemble Festival. Students will participate in at least one college or university honor choir experience. Students will have opportunities to meet with and perform for various college music faculty. Students will present their final portfolio to music department faculty, their school counselor, an administrator, and invited guests.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting*.

## SPECIALIZED PROGRAMS

### IOWA JOBS FOR AMERICA'S GRADUATES (IJAG)

#### IJAG 11-12

##### BUS501 (Sem 1), BUS502 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: juniors and seniors

PREREQUISITE: successful completion of informative intake interview by the IJAG Specialist

IJAG 11-12 (Iowa Jobs for America's Graduates) is a career exploration and preparation course that provides a hands-on approach to exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and work place "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication.

Individual and team project work will help students come to an understanding of their personality and temperament and the relationship between personal actions and the consequences that follow. Students will make connections to their career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan.

This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest speakers, field trips (including some state IJAG events such as the Leadership Development and Career Development conferences in Des Moines), and career exploration through job shadowing. Students will also participate in the IJAG Career Association in various activities focused on Career and Leadership Development, Service Learning, and Civic/Social Awareness.

COMMENT: IJAG is a multiyear commitment of support including one year of follow-up beyond high school.

#### IJAG 9-10

##### BUS503 (Sem 1), BUS504 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: freshmen and sophomores

PREREQUISITE: successful completion of informative intake interview by the IJAG Specialist

IJAG 9-10 (Iowa Jobs for America's Graduates) is an introductory level course in career exploration and preparation that provides a hands-on approach to exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and work place "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication.

Individual and team project work will help students come to an understanding of personality and temperament and the relationship between personal actions and the consequences that follow. Students will make connections to their career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan.

This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest speakers, field trips (including some state IJAG events such as the Leadership Development and IJAG national conferences in Des Moines), and career exploration through job shadowing. Students will also participate in the IJAG Career Association in various activities focused on Career and Leadership Development, Service Learning, and Civic/Social Awareness.

COMMENT: IJAG is a multiyear commitment of support including one year of follow-up beyond high school.

### ENGLISH LANGUAGE LEARNER

#### NEWCOMER ENGLISH LANGUAGE LEARNER

##### ELL101 (Sem 1), ELL102 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: English proficiency screening

This is an English class for students who are new to the United States and for whom English is a new language. The focus of this class is on beginning development of listening, speaking, reading, and writing. Vocabulary and grammar development, as well as basic reading and writing skills, are emphasized. Students in the Newcomer course also learn about American school, American culture, and social skills for the American classroom and culture.

COMMENT: ELL courses may count toward a variety of graduation requirements.

**BEGINNING ENGLISH LANGUAGE LEARNER**

<b>ELL201 (Sem 1), ELL202 (Sem 2)</b>	
DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	English proficiency screening

This is an English course for students who have completed Newcomer ELL or who have a comparable level of English language proficiency. It focuses on further development of vocabulary and grammar along with reading and writing skills.

COMMENT: ELL courses may count toward a variety of graduation requirements. This course may be repeated if the student has not demonstrated necessary growth in English proficiency based on ELPA21 scores.

**INTERMEDIATE ENGLISH LANGUAGE LEARNER**

<b>ELL301 (Sem 1), ELL302 (Sem 2)</b>	
DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	English proficiency screening

The English Language Learner course is for students who have been identified as non-English language proficient because English is not their home or native language. In this course, instruction is for the purpose of developing conversational and academic English proficiency. To attain this goal, reading, writing, speaking, and listening are the major instructional elements. Vocabulary development, conversation and academic English are intensive, required elements of instruction. Students in an ELL course also learn about American schooling, American culture, and social skills for the American classroom and culture.

COMMENT: ELL courses may count toward a variety of graduation requirements. This course may be repeated if the student has not demonstrated necessary growth in English proficiency based on ELPA21 scores.

**ADVANCED ENGLISH LANGUAGE LEARNER**

<b>ELL401 (Sem 1), ELL402 (Sem 2)</b>	
DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	English proficiency screening

The English Language Learner course is for students who have been identified as non-English language proficient because English is not their home or native language. In this course, instruction continues from Intermediate ELL for the purpose of increasing conversational and academic English proficiency. Reading, writing, speaking, and listening are the major instructional elements. Vocabulary development of survival, conversation and academic English are intensive, required elements of instruction. Students in an ELL course also learn about American schooling, American culture, and social skills for the American classroom and culture.

COMMENT: ELL courses may count toward a variety of graduation requirements. This course may be repeated if the student has not demonstrated necessary growth in English proficiency based on ELPA21 scores.

**SPECIAL PROGRAMS**

**GRAD (GRADUATION, REALITY AND DECISION-MAKING)**

<b>XSM411 (Sem 1), XSM412 (Sem 2)</b>	
DURATION:	year course
CREDITS:	2
OPEN TO:	all students
PREREQUISITE:	placement based on assessment and instructor recommendation

This course is for students that need a specific behavior support. Best practices in classroom and behavior management will be presented, included organizing time, materials, transitions, strategies for managing individual and large group student behaviors. Students will be taught the social skills needed for independent functioning within the community. Topics may include self-regulation, self-control, problem-solving, crime and punishment, anger control, decision-making, interacting with others, and maintaining relationships. This course may be repeated for additional credit(s).

**RESOURCE 9**

<b>XSR101 (Sem 1), XSR102 (Sem 2)</b>	
DURATION:	year course
CREDITS:	2
OPEN TO:	freshmen
PREREQUISITE:	placement based on assessment and instructor recommendation

This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in ninth grade courses such as English 1-2 and Science. Students learn strategies to support their success in writing tasks required in ninth grade as well as strategies for tackling math concepts encountered in ninth grade. Students are instructed in notetaking, organization, and test-taking strategies. Students receive instruction in orientation to high school, time management, accessing resources, using learning management systems, social skills for high school, self-advocacy, and mapping out a plan for graduation. Also included is instruction specifically designed to meet their Individual Educational Plan goals.

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**RESOURCE 10**

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**XSR201 (Sem 1), XSR202 (Sem 2)**

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**DURATION:** year course

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**CREDITS:** 2

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**OPEN TO:** sophomores

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**PREREQUISITE:** placement based on assessment and instructor recommendation

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This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in tenth grade courses such as English 3-4, World History and Biology. Students learn strategies to support their success in writing tasks required in tenth grade as well as strategies for tackling math concepts encountered in tenth grade. Students are instructed in notetaking, organization, and test-taking strategies. Students receive instruction in responsible use of technology, working collaboratively, developing leadership skills, ethical behavior, time management, stress management, accessing resources, social responsibility, self-advocacy, and individual plans for graduation.

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**RESOURCE 11**

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**XSR301 (Sem 1), XSR302 (Sem 2)**

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**DURATION:** year course

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**CREDITS:** 2

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**OPEN TO:** juniors

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**PREREQUISITE:** placement based on assessment and instructor recommendation

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This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in eleventh grade courses such as literature, U.S. History, and 11th grade Science. Students learn strategies to support their success in writing tasks required in eleventh grade as well as strategies for tackling math concepts encountered in eleventh grade. Students are instructed in test-taking strategies designed to support them as they prepare for post-secondary education. Students continue instruction in responsible use of technology, working collaboratively, leadership development, ethical behavior, time management, stress management, accessing school and community resources, social responsibility, self-advocacy, and individual plans for graduation and transition to life after high school. Also included is instruction specifically designed to meet their Individual Educational Plan goals.

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**RESOURCE 12**

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**XSR401 (Sem 1), XSR402 (Sem 2)**

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**DURATION:** year course

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**CREDITS:** 2

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**OPEN TO:** seniors

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**PREREQUISITE:** placement based on assessment and instructor recommendation

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This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in twelfth grade courses such as literature, American Government, and human/society study courses. Students learn strategies to support their success in writing tasks required in twelfth grade as well as strategies for tackling math concepts encountered in twelfth grade. Students are instructed in test-taking strategies designed to support them as they prepare for post-secondary education. Students continue instruction in responsible use of technology, working collaboratively, leadership, ethical behavior, time management, stress management, accessing school and community resources, civic and social responsibility, self-advocacy, and individual plans for transition to life after high school. Also included is instruction specifically designed to meet their Individual Educational Plan goals.

**DRIVER EDUCATION**

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**DRIVER EDUCATION**

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**CREDITS:** 1

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Driver Education is offered and made available for students residing in the Dubuque Community School District. Dubuque Community School District contracts with Northeast Iowa Community College (NICC) to offer an approved driver education course before school, after school, on weekends, and during the summer at either Hempstead or Senior.

Students may register for the NICC course in the high school business office. Students must complete a registration form, attach a photocopy of a current Iowa Driver's Permit, and enclose a non-refundable fee payment as determined by the Board of Education annually. Students who qualify for a fee waiver may have this fee adjusted. Registration is accepted on a first come-first served basis.

If you complete driver education from NICC or another private instructor and have a valid Iowa driver's license, you are eligible to receive credit toward graduation. Please see your counselor.



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