

ELECTIVE COURSES

ELECTIVES

CREDITS REQUIRED FOR GRADUATION

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

ENGLISH

THEATRE

ENG163

DURATION: semester course

CREDITS: 1

OPEN TO: all students

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

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: successful completion of English 3-4

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.*

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.*

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.

SCIENCE

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

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

SCI651

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: completion or simultaneous
enrollment in Biology (or
Honors) and 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, 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

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.*

ADVANCED PLACEMENT ECONOMICS

SOC531 (Sem 1), SOC532 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	juniors and 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.

COMMENT: This course meets the state financial literacy requirement with completion of both semesters. When both semesters are taken students receive credit for Financial Literacy and an elective credit.

Alignment to the Iowa Core in Economics Grades 9-12: *Understand how universal economic concepts present themselves in various types of economies throughout the world.*

Alignment to the Iowa Core in Financial Literacy Grades 9-12: *The financial literacy standards promote the goal of financial capability. The standards focus on setting goals, saving and spending, credit and debt, investing, and measuring financial risk.*

ART

ART 2D: DRAWING & PAINTING

ART 113

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

In this introductory course students will explore 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/activities, production of artwork, critiques and self-reflection. Also introduced in the class are historical and contemporary trends in art, which are explored through visual examples. This class will serve as a foundation for careers in the arts and design. 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 advanced art courses.

Alignment to the 2014 National Core Arts Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

ART 3D: CERAMICS (CLAY) & SCULPTURE

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 (clay) 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-reflection, and quizzes. Also introduced in the class are historical and contemporary trends in art, which are explored through visual examples. This class will serve as a foundation for careers in the arts and design. 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.*

DIGITAL ART 1

ART 115

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

RECOMMEND: Art 2D and/or Art 3D

Do you want to create stunning digital art? Are you considering a career in Graphic Design, Animation, Video Game Design, or Commercial/Industrial Design? Look no further! Digital Art I is the perfect starting point for aspiring digital artists.

In this exciting course, students will dive into the world of digital art, exploring the essential tools, concepts, and techniques used by professionals. You will get hands-on experience with industry-standard software like Adobe Illustrator, Adobe Fresco, among others. Additionally, you'll learn to use cutting-edge technology and digital art equipment such as Microsoft Surface Studio Pro 2 Computers, Meta Quest 3 Virtual Reality Headsets, and Wacom drawing tablets.

In this course, you will also have the opportunity to learn, analyze, and apply digital design concepts. You will present, share, and evaluate your work and that of your peers. You will also relate knowledge and personal experiences to create meaningful digital works of art.

This course is designed to ignite your creativity and help you develop the skills needed to succeed in the digital art world.

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 and meaningful artwork and designs. Use inquiry methods of observation, research, and experimentation to explore a variety of themes such as identity, natural forms, human forms, social/cultural issues and everyday spaces and/or 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/activities, production of artwork, critiques, self-reflection, and research.

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 in 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: BASIC

ART223

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

Do you like to take photographs and want to learn more? Interested in commercial, studio, fine art, or hobby photography? This class will also serve as a foundation for careers in the arts and design.

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. Camera work may be required to be completed outside of school.

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.*

PHOTOGRAPHY: DARKROOM & FILM DEVELOPMENT

ART224

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Photography 1: Basic

Join us in Photography: Darkroom & Film Development to enhance your artistic skills and explore exciting career opportunities in the visual arts. This course builds on the foundational skills from Photo 1. This course offers a deeper dive into Image creation using film cameras, development and darkroom work.

Students will explore and expand on photographic techniques, advanced printing, and presentation methods learned in Photography 1: Basic. Expect to engage in creative problem-solving, multiple image assignments, and a thorough study of photo history and notable photographers. The course emphasizes hands-on learning with film cameras and darkroom printing, fostering both darkroom proficiency and artistic expression. Camera work will be required to be completed outside of school.

Assessments include self-assessment, teacher evaluations, and critiques, ensuring a comprehensive understanding of the material. This course not only prepares students for higher education in photography and visual arts but also opens doors to careers in photography, graphic design, digital art, photojournalism, and multimedia. Class requires a high level of student self-direction regarding studio work time, 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 out of school.

PHOTOGRAPHY: DIGITAL & PHOTO EDITING

ART225

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Photography 1: Basic

This course builds on the foundational skills from Photo 1. This course offers a deeper dive into digital photography and photo editing software, adhering to the National Core Arts Standards for Visual Arts: *Creating, Presenting, Responding, and Connecting.*

Students will explore complex photographic techniques, advanced printing, and presentation methods. Expect to engage in creative problem-solving, multiple image assignments, and a thorough study of photo history and notable photographers. The course emphasizes hands-on learning with digital cameras and editing software, fostering both technical proficiency and artistic expression.

Assessments include self and teacher evaluations, critiques, and quizzes, ensuring a comprehensive understanding of the material. This course not only prepares students for higher education in visual arts but also opens doors to careers in photography, graphic design, digital art, photojournalism, and multimedia.

Join us in Photography: Digital & Photo Editing to enhance your artistic skills and explore exciting career opportunities in the visual arts.

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.

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 3: PORTFOLIO

ART623

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: Photography 1: Basic, Photography: Darkroom & Film Development and/or Photography: Digital & Photo Editing 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.

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

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

The iJAG (Iowa's Jobs for America's Graduates) elective course focuses on Seven Essential Constructs: Career Readiness, Character and Self Development, Communication and Technology, Critical Thinking and Productivity, Life Skills, Self-Advocacy & Conflict Resolution, and Work Based Learning. Lessons and activities are student-centered using project-based learning (PBL) as the mode of instruction with a Trauma Informed Care Approach.

iJAG's interactive class has a student-led Career Association where students focus on careers, leadership, and social and civic responsibility. Students will participate in state-wide conferences with an opportunity to attend national conferences showcasing their talents in competitions involving careers and employment opportunities. iJAG students are given the opportunity to experience work based learning through job shadowing, internships, apprenticeships and on-the-job-training. The iJAG class will support young leaders to find their passion and purpose through individualized planning and then connect them with the resources they need to move into the workforce and thrive.

COMMENT: Additionally, seniors will receive 12 months of school-to-work follow up services after 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

The iJAG (Iowa's Jobs for America's Graduates) elective course focuses on Seven Essential Constructs: Career Readiness, Character and Self Development, Communication and Technology, Critical Thinking and Productivity, Life Skills, Self-Advocacy & Conflict Resolution, and Work Based Learning. Lessons and activities are student-centered using project-based learning (PBL) as the mode of instruction with a Trauma Informed Care Approach.

iJAG's interactive class has a student-led Career Association where students focus on careers, leadership, and social and civic responsibility. Students will participate in state-wide conferences with an opportunity to attend national conferences showcasing their talents in competitions involving careers and employment opportunities. iJAG students are given the opportunity to experience work based learning through job shadowing, internships, apprenticeships and on-the-job-training. The iJAG class will support young leaders to find their passion and purpose through individualized planning and then connect them with the resources they need to move into the workforce and thrive.

COMMENT: Additionally, seniors will receive 12 months of school-to-work follow up services after high school.

DRIVER EDUCATION

DRIVER EDUCATION

CREDITS: 1

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 Hempstead, Dubuque Senior or the NICC Downtown Campus.

Students may register for the NICC course through NICC Driver Education - Northeast Iowa Community College (nicc.edu). 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 through NICC or another private instructor, you are eligible to receive credit toward graduation. To earn credit students must turn in a certificate of completion from the Driver Education Instructor or have the driver education instructor complete a *Verification of Driver Education Coursework for High School Credit* form. Forms are available in the school counseling office. Completed forms should be returned to the Registrar Office.

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

Program Admission Requirements:

- Must be at least 17 years of age by the first day of class to enroll.
- Must have health insurance.
- 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.

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)****FCS275**

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)****FCS301**

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**FCS303**

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

This course is designed for students who are interested in exploring a career in education. It's like getting your own personal coaching and mentoring to become a future teacher.

You'll get to experience what it's like to work with students in elementary, middle, or high school and learn all about the exciting world of teaching. We'll cover important topics like how to be a professional, how to help others, and how to be respectful to people from different backgrounds.

Not only that, but you'll also have the chance to go out into the real world and observe teachers in action. Think of it as on-the-job training! Plus, we'll help you develop leadership skills so you can become a positive force in your school and community.

This course is the perfect starting point on your journey to becoming a teacher in our school district. It's like having your very own personal trainer for your teaching career!

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

FCS304	
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

FCS305	
DURATION:	semester course
CREDITS:	1
OPEN TO:	all students
PREREQUISITE:	none

Welcome to Interpersonal Relationships/Studies! In this exciting course, you'll learn valuable skills that will help you navigate your journey into adulthood with confidence. We'll explore the art of effective communication, helping you build strong connections with others, whether it's with friends, family, or future colleagues.

Throughout the course, we'll delve into the exciting world of personal growth, marriage, family dynamics, and career aspirations. You'll discover how to balance these important aspects of life and learn how to adapt to changes and overcome challenges.

But that's not all! We'll also dive deep into the secrets of successful relationships, teaching you how to listen actively, express yourself clearly, and resolve conflicts peacefully. You'll gain the tools you need to create positive connections and handle both the ups and downs of life with skill and grace.

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)

FCS306	
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

Welcome to an exciting adventure in the world of Human Services! This course is like a treasure map for students who are curious about helping people.

Get ready to discover a whole bunch of awesome career possibilities where you can make a real difference in people's lives. We'll explore everything from taking care of kids and helping with mental health to supporting families and even working in cool places like restaurants and travel destinations.

During our journey, we'll dive into exciting topics like child development, counseling, community support, personal care, and how to be a smart consumer. Think of it as unlocking the secrets to making the world a better place!

We'll explore paths like becoming a childcare expert, a superhero for mental health, a community champion, a personal care guru, a savvy shopper, a culinary artist, a travel guide, and even a future teacher or trainer.

So, get ready to embark on a fun and eye-opening journey in the Human Services Career Cluster. Who knows? You might just discover your dream job along the way!

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

FRESHMAN SEMINAR

FRESHMAN SEMINAR

TSC100

DURATION: semester course

CREDITS: 1

OPEN TO: freshmen

PREREQUISITE: none

This course is designed to assist students with the transition to high school. This course will teach and reinforce skills needed to be successful in the high school environment. Topics covered include basic school information, technology in high school, graduation requirements and four year planning, successful academic behaviors and preparing for post-secondary.

Alignment to Iowa Core 21st Century Skills Standards

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 SCIENCES

HEALTH OCCUPATIONS

NICC CONCURRENT COLLEGE CLASS (HSC:110)

HSC110

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

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

NICC CONCURRENT COLLEGE CLASS (HSC:114)

HSC114

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: none

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

NICC CONCURRENT COLLEGE CLASS (PNN:200)

HSC115

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

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

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.

AUTOS I - CARE & MAINTENANCE

INT213

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: none

Autos I - Care & Maintenance 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.

AUTOS II - DIAGNOSTICS

INT215

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Autos I - Care & Maintenance

Autos II - 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.

AUTOS III - CHASSIS & DRIVE TRAINS

INT217

DURATION: semester course

CREDITS: 1

OPEN TO: sophomores, juniors, seniors

PREREQUISITE: Autos II - Diagnostics

The Autos III - Chassis & Drive Trains 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: none

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

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

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

ISS131
DURATION: semester course
CREDITS: 1
OPEN TO: all students
PREREQUISITE: minimum grade of C- in Algebra I or instructor recommendation

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

ISS132
DURATION: semester course
CREDITS: 1
OPEN TO: all students
PREREQUISITE: minimum grade of C- in 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)*

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

ISS231 (Sem 1), ISS232 (Sem 2)
DURATION: year course
CREDITS: 2
OPEN TO: all students
PREREQUISITE: minimum grade of C- in Algebra I or instructor recommendation

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

ISS311 (Sem 1), ISS312 (Sem 2)
DURATION: year course
CREDITS: 2
OPEN TO: sophomores, juniors, seniors
PREREQUISITE: 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)

ISS411
DURATION: semester course
CREDITS: 1
OPEN TO: all students
PREREQUISITE: 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 OR minimum grade of C- in AP Computer Science Principles

This is a college-level introductory programming course for students with no prior programming experience. Students will learn programming fundamentals such as conditional statements, loops, and simple data structures using the Java language. Object-oriented design is stressed as students focus on developing computer programs or parts of programs that correctly solve a given problem. A focus is also given to reading and understanding code written by others. Successful students should have strong reading skills as well as logical thinking skills. 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.*

COMMENT: Students cannot take AP Computer Science Principles after completing this course.

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)

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.*

MODERN BAND TECHNIQUE & TECH 1

MUS811

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: none

In Modern Band Technique & Tech 1, the students will gain a basic grasp of playing instruments in the modern rock band: Guitar, bass, piano, and drums as well as basic vocal and music reading/writing skills. Students will learn basic techniques to be able to play these instruments in a classroom group and use their knowledge to be able to set up and perform as a class ensemble.

This class is open to any student who wants to gain a basic understanding of the instruments in a modern band and develop basic songwriting/arranging skills.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting.*

MODERN BAND TECHNIQUE & TECH 2

MUS812

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: Modern Band Technique & Tech 1

This is an expansion of Modern Band Technique & Tech 1. This class focuses on the Live and recording audio as well as the business side of being a self-sufficient musician.

This class will focus on the basic of sound physics, microphone use and placement, Home digital audio workstations, live sound mixers, and proper techniques in recording through hands on experiences.

We will also explore the business side of the music industry, working on writing a contract for a potential job opportunity, building a production rider, and culminating the class experience with a set up and execution of recording a track and performing a live show.

Alignment to the 2014 National Core Arts Standards for Music: *Creating, Performing, Responding, and Connecting.*

WORK-BASED LEARNING

EMPLOYABILITY SKILLS WITH JOB SHADOWING

NICC CONCURRENT COLLEGE CLASS (WBL:110, WBL:150)

WBL300

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and 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. They will also have opportunities to attend field trips to learn more about specific careers. 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: The course will be offered in both the fall and spring semester. 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.

INTERNSHIP

WBL401

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: successful completion of Employability Skills with Job Shadowing or VERTEX Career Coach and instructor approval

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.

WELDING APPRENTICESHIP

WBL121 (Sem 1), WBL122 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
PREREQUISITE:	successful completion of Employability Skills with Job Shadowing and Introduction to Professional Welding

Prepare for a rewarding career in welding through our Welding Apprenticeship program designed exclusively for high school students. This comprehensive program integrates key components, including metals and manufacturing courses, followed by high school welding and culminating in professional welding. It provides you with the expertise and hands-on experience needed to excel in the welding profession.

Program Highlights:

- Metals and Manufacturing Courses: Dive into the world of metals and manufacturing, gaining in-depth knowledge of materials and processes essential to welding
- Employability Skills: Develop vital employability skills, including teamwork, leadership, and problem-solving, which are crucial for success in any career.
- High School Welding: Build a strong foundation in welding, acquiring essential skills and expertise in the field.
- Professional Welding: This advanced phase of the program takes your skills to the next level. You'll have multiple opportunities to engage with employers through classroom projects and visits to employers. Here, you'll deepen your understanding of welding processes, techniques, and equipment, all while maintaining a focus on safety.
- On-The-Job Training: As a key component of this apprenticeship, you'll have the opportunity to apply your skills in real-world settings. Starting in the summer after your 11th-grade year, you can apply for positions with industry-leading partners such as John Deere, Unison Solutions, Rite-Hite, Advance Pump, Universal Tank and Fabrication, or other new business partners. This on-the-job training will provide invaluable experience and allow you to further hone your welding expertise.
- Networking Opportunities: Networking with local employers and professionals in the field is a fundamental aspect of this apprenticeship. By connecting with industry experts, you'll gain insights into potential career paths and employment opportunities.

Embark on a journey to become a skilled welder, equipped with the knowledge, hands-on experience, and industry connections needed to succeed in this dynamic field. Take the first step towards your welding career with our Welding Apprenticeship program.

COMMENT: Must provide own transportation to work-site. Students may take either semester or both semesters. First semester is not a prerequisite for the second semester of the course.

DIESEL TECHNICIAN APPRENTICESHIP

WBL131 (Sem 1), WBL132 (Sem 2)

DURATION:	year course
CREDITS:	2
OPEN TO:	seniors
PREREQUISITE:	successful completion of Small Engine Repair, Autos I - Care & Maintenance, Autos II - Diagnostics, Autos III - Chassis & Drive Trains, Diesel Technician I, Diesel Technician II, and Employability Skills with Job Shadowing

Launch a career in diesel technology through our Diesel Technician Registered Apprenticeship, crafted specifically for high school students. This comprehensive program covers essential diesel systems and hands-on skills, beginning with foundational courses and culminating in real-world training at a leading technical institute. Through coursework and on-the-job training, students gain valuable experience needed to excel in the diesel technology field.

Program Highlights:

- Foundational Courses: Develop technical knowledge in small engine repair, vehicle diagnostics, and chassis systems.
- Diesel Technician Training: Specialized instruction in diesel systems, HVAC, electrical systems, suspensions, and drivetrains, taught by experienced trainers at Truck Country's technical institute.
- On-the-Job Training: Following Grade 11, eligible students begin full-time training, transitioning to part-time during Grade 12 with industry partners like Brown NationalLease, Dubuque Community Schools, Hirschbach, Thompson Truck & Trailer, Truck Country, and Tucker Freight.
- Networking Opportunities: Work alongside local professionals, gain insights into diesel technology careers, and build industry connections.
- Post-Graduation Pathways: After completing high school, students can continue the Registered Apprenticeship, enroll in NICC's Diesel Tech Program with transferable credits, or join an 18+ program with their employer.

Embark on a pathway to becoming a skilled Diesel Technician, equipped with technical expertise, industry certifications, and real-world experience. Take the first step toward a rewarding career in diesel technology with our Diesel Technician Apprenticeship.

COMMENT: Must provide own transportation to work-site. Students may take either semester or both semesters. First semester is not a prerequisite for the second semester of the course.

SPECIAL PROGRAMS

PRACTICAL WORK EXPLORATORY

XSM153

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: 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

XSM154

DURATION: semester course

CREDITS: 1

OPEN TO: all students

PREREQUISITE: 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).

GRAD (GRADUATION, REALITY AND DECISION-MAKING)

XSM411 (Sem 1), XSM412 (Sem 2)

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).

PRACTICAL CAREER SKILLS I

XSM551

DURATION: semester course

CREDITS: 1

OPEN TO: freshmen and sophomores

PREREQUISITE: 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

XSM552

DURATION: semester course

CREDITS: 1

OPEN TO: juniors and seniors

PREREQUISITE: 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 READING 1-2

XSM811 (Sem 1), XSM812 (Sem 2)	
DURATION:	year course
CREDITS:	2
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.*

PRACTICAL READING 3-4

XSM911 (Sem 1), XSM912 (Sem 2)	
DURATION:	year course
CREDITS:	2
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.*

RESOURCE 9

XSR101 (Sem 1), XSR102 (Sem 2)	
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.

RESOURCE 10

XSR201 (Sem 1), XSR202 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	sophomores
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 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.

RESOURCE 11

XSR301 (Sem 1), XSR302 (Sem 2)	
DURATION:	year course
CREDITS:	2
OPEN TO:	juniors
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 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.

RESOURCE 12

XSR401 (Sem 1), XSR402 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: seniors

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 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.

SPECIALIZED PROGRAM COURSES

ENGLISH LANGUAGE LEARNER

MULTILINGUAL NEWCOMER

ELM101 (Sem 1), ELM102 (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 Multilingual Newcomer course also learn about American school, American culture, and social skills for the American classroom and culture.

COMMENT: ELM 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.

MULTILINGUAL BEGINNER

ELM201 (Sem 1), ELM202 (Sem 2)

DURATION: year course

CREDITS: 2

OPEN TO: all students

PREREQUISITE: English proficiency screening

This is an English course for students who have completed Multilingual Newcomer 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: ELM 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.

MULTILINGUAL INTERMEDIATE

ELM301 (Sem 1), ELM302 (Sem 2)

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 ELM course also learn about American schooling, American culture, and social skills for the American classroom and culture.

COMMENT: ELM 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.

MULTILINGUAL ADVANCED

ELM401 (Sem 1), ELM402 (Sem 2)

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 Multilingual Intermediate 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 ELM course also learn about American schooling, American culture, and social skills for the American classroom and culture.

COMMENT: ELM 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.