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Waterloo, IA 50702

www.WaterlooSchools.org
319-433-1800



Waterloo Schools High School Program of Studies

Course Catalog

2025-2026

STATEMENT OF NON-DISCRIMINATION IN PROGRAMS AND EMPLOYMENT

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

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

Anthony Spurgetis, Chief Officer of Human Resources

1516 Washington Street, Waterloo, IA 50702

Phone: (319) 433-1800

Email: spurgetisa@waterlooschools.org

Dr. Jared Smith

Superintendent

Education Service Center

1516 Washington Street | Waterloo, IA 50702

smithjr@waterlooschools.org

(319) 433-1874



Dear Student and Parents,

We are thrilled to welcome you to the exciting world of high school at Waterloo Schools! These four years are a crucial and transformative time in a student's educational journey. At Waterloo Schools, we believe in empowering students with **multiple choices and pathways** to create a successful and fulfilling academic experience so that every student graduates with a diploma and a plan.

Waterloo Schools offers a comprehensive **Program of Studies** designed to challenge and inspire you. We provide a wide range of **rigorous academic courses**, fostering intellectual curiosity and preparing you for success in college or your chosen career path. Our curriculum encompasses extensive college-credit options (Advanced Placement and dual credit courses), STEM, International Baccalaureate® (IB), career-based pathways, cross-curricular opportunities, and hands-on learning experiences.

But Waterloo goes beyond academics. Here's what sets us apart:

- **Leadership Opportunities:** Develop your skills and make a difference through student government, clubs, extracurricular activities, and programs like *Leader in Me*.
- **Welcoming and Supportive Environment:** We foster a sense of belonging, where every student feels valued and respected.
- **Celebrating Diversity:** Embrace a vibrant learning community enriched by a variety of backgrounds and perspectives. Waterloo students are prepared for success beyond high school - in local, national, and even global communities.
- **Strong Parent and Community Involvement:** Partner with caring, dedicated educators and a supportive community to ensure your success.
- **Career and Technical Education (CTE):** Explore your interests and gain valuable job-ready, hands-on skills through specialized programs.
- **Exposure to Business Partners and Internships:** Gain real-world experience through partnerships and internship opportunities.

Planning Your High School Journey:

Our comprehensive **2025-2026 Program of Studies** provides a detailed roadmap for your academic journey. Some core courses are required for graduation, while others offer a broad spectrum of elective options to **personalize your learning experience**. This allows you to explore your interests, develop strengths, and prepare for your future aspirations.

We encourage you to be thoughtful as you delve into the planning guide. Consider your interests, strengths, and future goals. Most importantly, **get involved!** Participate in activities, connect with teachers and counselors, and discover your passion. Together, we will navigate this exciting phase of your educational journey.

We are so excited for you to experience high school in Waterloo! We are dedicated to providing you with the best possible learning experience, and we can't wait to see you flourish over the next four years!

Sincerely,

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

Dr. Jared Smith, Superintendent
Waterloo Community Schools

WE INSPIRE STUDENTS TO BE BOLD

Waterloo Community School District
<http://www.waterlooschools.org>

Our Vision

One Waterloo, Infinite Possibilities

Mission

The Waterloo Schools will set the standard for urban education by ensuring that every student is given the comprehensive support and diverse experiences needed to graduate with a diploma and a plan.

Goals

(School Year 25-26)

1. ATTENDANCE:

As a district, chronic absenteeism will decrease from 30% to 25% by the end of the school year.

2. CULTURE:

As a district, employee satisfaction will increase from 84% to 89% by the end of the school year.

3. ACHIEVEMENT:

As a district, ISASP scores in ELA will increase from 57% to 62% by the end of the school year. As a district, ISASP scores in math will increase from 56% to 61% by the end of the school year.

Board of Education

Astor Williams, President
Lyle Schmitt, Vice President
Jesse Knight
Stacie Mills
Janelle Ewing
Jonathon Cox
Krystal Madlock

Waterloo School District Administration Staff

Superintendent.....Dr. Jared Smith
Executive Director of Teaching & Learning.....Amy Schmidt
Chief Human Resources OfficerAnthony Spurgetis
Associate Director of Human Resources.....Sam Kreassig
Chief Financial Officer.....Jeff Sommerfeldt
Executive Director of Professional Technical EducationJeff Frost
Director of Student Services.....Sheena Canady
Associate Director of Student Services.....Adriane Carlson
Director of Secondary EducationJosh Johnson
Secondary Coordinator of Curriculum and Advanced ProgrammingSherice Ortman
Director of Athletics/Activities & Safety Coordinator.....Dan Huff
Director of Elementary EducationJennifer Hartman
Elementary Curriculum CoordinatorNeldrekka Whitaker
Director of Equity, Inclusion & Belonging.....Gina Weekley
Director of School and Community RelationsEmily Neuendorf Frederick
Director of Special EducationMegan Allen
Director of TechnologyMatt O'Brien
Director of OperationsZach Kelly
Educational Technology SpecialistRon Morlan
Director of K-12 Career DevelopmentAmy Miede
Director of School Improvement.....Dana Harskamp

Welcome to the High School Program of Studies

Course Catalog School Year 2025-2026

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

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

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

- Develop students' core academic, technical, and employability skills,
- Provide students with continuous and sequenced rigorous education and training,
- Place students in high-demand, high opportunity employment, and,
- Prepare students for success as college students.

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

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

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

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



High School Administrative Teams

East High School Administration

Phone: 319.433.2400

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

Principal.....	Byron Phillips
Assistant Principal.....	Rob Griffin
Assistant Principal.....	Sharrie Wright
Assistant Principal.....	Tim Moses
Assistant Principal/PBDA Coordinator.....	Mike Penning

East High School Counseling Services

Counselor, P-Z.....	Stephen Anderson
Counselor, H-O.....	Anna Rogers
Counselor, A-G, ELL	Nykole Miller
Counselor, PBDA, IB & AP.....	Shannon Prehm

West High School Administration

Phone: 319.433.2700

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

Principal	Andy Mieke
Assistant Principal	Allison Hildman
Assistant Principal	Brian Ortman
Assistant Principal	Wade Timmins
Assistant Principal	Steve Winters
PBDA Coordinator	Trent Duniven

West High School Counseling Services

School Counselor, Hannah-Jones Academy.....	Noelle Iben
School Counselor, Duncan Academy.....	Kisha Smith
School Counselor, Rohlf Academy.....	Benjamin Hirdler
School Counselor, specific 9th grade.....	Devon Moore
School Counselor, Cole Academy & IB	Jessica Wass
School Counselor, PBD Academy	Marsha Watters
School Counselor, ELL.....	Sheila Houston

Expo Alternative Learning Center

Phone: 319.433.1930

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

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

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WCSD Graduation Requirements

Standard Diploma Requirements	
Credits	
English	8 (must include English 9,10, Am.Lit./Comp)
Mathematics	6 (must include Algebra I or equivalent)
Science Earth and Space Science Biology <i>And one of the following combinations:</i> Physical Science A&B Physical Science A & Chemistry A/B Physical Science B & Physics A/B Chemistry A/B & Physics A/B	2 2 2 3 3 4
Social Sciences U.S. History World History U.S. Government Geography Economics	2 2 (can be satisfied by taking IB History/IB Econ) 1 1 (Can be satisfied by taking WCSD Pre-IB Advanced World History, IB History or Econ) 1 (Econ., Personal Finance/WCC Personal Finance, IB econ, IB History)
C3 Foundations	1 (can be earned in 8th gr. Or by taking ELP, IBDP, DP, JROTC, or Strategies)
Health	1
Physical Education	4 (or equivalent exemptions)
Electives	9-11+
Credits for Graduation with a Standard Diploma 44+	

WCSD Graduation Requirements

Honors Diploma Requirements Credits	
English	8 (must include English 9,10, Am.Lit./Comp)
Mathematics	6 (must include Algebra I or equivalent)
Science Earth and Space Science Biology <i>And one of the following combinations:</i> Physical Science A&B Physical Science A & Chemistry A/B Physical Science B & Physics A/B Chemistry A/B & Physics A/B	2 2 2 3 3 4
Social Sciences U.S. History World History U.S. Government Geography	2 2 (can be satisfied by taking IB history/IB Econ) 1 1 (Can be satisfied by taking WCSD Pre-IB, Advanced World History, IB History or Econ)
Economics	1 (Econ., Personal Finance/WCC Personal Finance, IB Econ., IB History)
C3 Foundations	1 (can be earned in 8th gr. Or by taking ELP, IBDP, DP, JROTC, or Strategies)
Health	1
Physical Education	4 (or equivalent exemptions)
Career Technical Course/Electives	18-20+
<u>Credits for Graduation with an Honors Diploma 53+</u> Students must also successfully complete ten credits of college courses from PSEO (Post-Secondary Enrollment Option), AP (Advanced Placement), IB (International Baccalaureate), and/or concurrent courses, which can include CTE (Career Technical Education) courses. A GPA of 3.0 or higher, either weighted or unweighted, required.	

WCSD Core Diploma Requirements

Core Diploma Requirements-Credits for Graduation with a Core Diploma 35-43

Credits

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

Scheduling Classes

Planning Schedules

Course offerings, staff assignments, and the master schedule for the following school year are determined by students' initial course requests. Based on those requests some courses may not be offered in the "final" master schedule. Four-year academic plans are created in 8th grade that incorporate appropriate course selections for students' future career interests. In addition to core requirements identified in the plan, electives are also chosen and should be selected to strengthen a student's area of career interest. The four-year plans are reviewed annually throughout high school. Only students with senior status will be allowed to arrive late and/or leave early during the school day. This is a special request and granted on the basis of need. Final approval is given by the building principal.

Academic Load/Academic Probation

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

Schedule Changes

All schedule changes are initiated through the counselors. Schedule changes for reasons other than inappropriate or incorrect course placement are kept to a minimum and made on a "space available" basis. Students may drop a course prior to the fifth school day of class in any semester. The dropped course will not affect the student's grade point average (GPA).

Dropping a Course

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

Withdrawing from a Course

Students earning a "D" or an "F" at the end of the first and third quarters may withdraw with a W. A student taking seven or more classes may withdraw from up to two classes and a student taking five or six courses may withdraw from one class. This option only applies to students taking five or more academic classes. A request to withdraw from a course can occur five school days after the end of the first and third quarters. Approval is required from the parents and the building principal/administrator. The withdrawn course will not affect the student's grade point average (GPA). For students who are academically exempt from PE, dropping a course rescinds the PE exemption, and PE will be added to the students' next semester schedules. A student who is taking an academic course as pass/fail and receives an "F" or "NC" at the end of the semester will still be considered as an "F" for eligibility purposes.

Zero Hour Classes

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

Attendance Policy

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

(Policy 509.0 and 509.0-R)

Grade Level Placement

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

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

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

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

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

Learning Support

Educational Alternatives

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

Credit Recovery

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

Tutoring and Academic Support

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

Additional Options for Learning

Weighted Grades

Weighted grades are applied in Advanced Placement and International Baccalaureate courses. This recognizes the academic rigor of these courses and means students will be graded on a 5-point scale rather than a 4-point scale.

Grades will be weighted as follows: A = 5.0, B = 4.0, C = 3.0, D = 2.0. Plus and minus will also be used when calculating the grade point average.

Auditing a Class

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

Acceleration Option

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

Independent Study Coursework

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

International Baccalaureate Program (IB)

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

This rigorous program provides high school students an opportunity to take college level classes while still in high school. Many colleges offer credit at their institutions for IB courses taken in high school. Students should be sure of the specific policies at colleges they are interested in attending. The International Baccalaureate Program in Waterloo is a two year course of study for juniors and seniors encompassing six curricular areas. Enrollment in the IB program requires an application through the IB coordinator at each school. For more formation contact the Administrator for Advanced Learning Programs, at (319) 433-1800.

Outside Credits

In addition to credits earned in the Waterloo Community School District (WCSD), students who are residents of the WCSD may earn up to four (4) credits from another accredited institution or high school. This does not include credits for students: (a) placed in treatment programs and placements by Juvenile Court Services and the Department of Human Services, (b) participating in Post-Secondary Enrollment Options, or (c) attending an institution of higher learning through an articulation agreement, such as Hawkeye Community College or University of Northern Iowa. Students may transfer more than four (4) credits under special circumstances approved by a building administrator. Credits from Waterloo alternative programs are not considered outside credits. These credits are recorded as letter grades for inclusion in the student's grade point average.

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

(Policy 502.3)

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

Pass/No Credit Option

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

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

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

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

Physical Education Exemption

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

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

- Academic exemption (1) The student must be taking a full academic load (9th-12th grades). A full load includes seven courses plus seminar. If a course is withdrawn/dropped, the exemption is rescinded. (2) The student is in an approved cooperative, work study, or other educational school authorized program which requires the student's absence from the school's premises during the school day (12th grade only).
- Athletic exemption (9th, 10th, and 11th grade students may be exempt for one semester during their season of athletic participation; eligible participation includes those sports sanctioned by the Iowa High School Athletic Association and the Iowa High School Girls Athletic Association and/or activities recognized by the Waterloo Community Schools. Band, cheerleading, dance team, hockey, color guard, and trapshooting are not included because they are non-sanctioned activities. 12th grade students may be exempt both semesters if they are participating in eligible sports.)
- 1st semester athletic exemptions: Football, Volleyball, Boys Golf, Cross Country, Swimming, Basketball, Wrestling, Bowling
- 2nd semester athletic exemptions: Basketball, Wrestling, Boys Swimming, Bowling, Track, Girls Golf, Soccer, Tennis
- Medical exemption (medical doctor's permanent medical excuse)
- Religious exemption (documented religious excuse) (Policy 602.9-R)
- Students enrolled in a junior officers' training corp shall not be required to participate in physical education activities, but shall receive 1/8th physical education credit for each semester the student is enrolled in the program.

Retaking a Course

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

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

Shared Coursework with East or West

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

Summer Courses/Academic Eligibility

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

Transfer Credit/Enrollment

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

Students Re-Entering High School

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

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

Graduation

Commencement

Students participating in commencement exercises must have met all graduation requirements by the published deadline date. In order for students to participate in commencement exercises, all graduation requirements must be met, all fees and fines must be paid, and students must attend commencement practice. Students are not permitted to participate in commencement if they have not met EVERY requirement. Students are not required to participate in the graduation ceremony. Students who complete graduation requirements after the specified graduation deadline will graduate with the next year's class. (Policy 602.5 VI)

Early Graduation

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

Mid Year Graduates

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

Special Graduation Recognition

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

Thinking About the Future

Testing

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

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

Advanced Placement Courses/Testing

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

Post-Secondary Enrollment Options

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

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

The PSEO includes very specific and detailed guidelines. It is important that students consult with their counselors for specific important information, enrollment forms, and assistance with the PSEO registration process. NOTE: Registration deadline for a PSEO fall course is May 15th and the registration deadline for a spring course is November 30th.

Entering College or University

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

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

Dual Enrollment

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

Scholarships

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

West High: Scholarships are posted on the West High website under the Counseling Services tab. **East High:** <https://sites.google.com/waterlooschools.net/ehscounseling>. **Expo:** see your counselor.

Tips for Taking College-Level Courses in High School

1. Before you take a college-level course, think about how it will affect your high school connections such as extracurricular activities or a part-time job. You will want to have enough time for the course and the homework.
2. The grades you receive for these courses will not only be a part of your high school transcript but your college transcript as well.
3. Your high school and college academic calendars may be different. This means that even though you don't have to go to your high school classes, you may still have to go to your college classes.
4. The Waterloo Community School District pays for contracted board approved college courses. If you take college courses beyond those contracted, make sure you know all of the costs (such as tuition, fees, books, and supplies) ahead of time. You don't want to get into the class and then realize you don't have enough money to cover the expenses.
5. Make sure you set aside enough time for your college homework. You may get more than you are used to.
6. Find out how your college credits will transfer into your major at your next college or university.

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

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

Sports and Learning.

NCAA Eligibility Center/Athletic Requirements

Students who plan to participate in Division I or II college athletics and/or accept an athletic scholarship must register with and be certified by the NCAA Initial-Eligibility Center. Students should register with the NCAA Eligibility Center at www.ncaa.org during their junior year of high school. On the following pages, you will find the standards of course work and test scores to be declared eligible by the NCAA. Eligibility Center procedures include very specific and detailed guidelines. It is very important that both athletes and parents understand these requirements. Planning for NCAA eligibility must start in the freshman year in order to ensure that the required academic standards are met. It is the responsibility of the student to consult with their counselor, athletic director, and coach if they intend to apply for NCAA eligibility.

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

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

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

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

NCAA Approved District Courses

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

NCAA Academic-Eligibility Requirements

(source: www.eligibilitycenter.org)

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

DIVISION I

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

Core Course Requirements–Division I

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

DIVISION II

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

Core Course Requirements for Division II

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

DIVISION III

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

Taking College Classes While in High School

Students can get a jump start on college and post high school training and earn college credits by taking Concurrent, PSEO or Dual Enrollment classes. Each program is different and the chart explains the differences.

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

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

Iowa's Regent Universities: High School Course Requirements

In addition

	<i>Minimum</i> Requirements for Admission		
	Iowa State University	The University of Iowa	University of Northern Iowa
English/ Language Arts	4 years emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.	4 years, with an emphasis on the analysis and interpretation of literature, composition and speech.	4 years, including one year of composition; may also include one year of speech, communication, or journalism.
Math	3 years including one year each of algebra, geometry, and advanced algebra	3 years including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Sciences. 4 years including two years of algebra, one year of geometry, and one year of higher math (trigonometry, analysis, or calculus) for admission to the College of Engineering.	3 years, including the equivalent of algebra, geometry and algebra II.
Natural Science	3 years including at least two years of courses which emphasize elements of biology, chemistry, or physics.	3 years, including courses in physical science, biology, chemistry, environmental science, physics for admission to the college of Liberal Arts and Sciences. 3 years, with at least one year each in chemistry and physics for admission to the College of Engineering. Nursing - 3 years including one year each of biology, chemistry and physics.	3 years including courses in general science, biology, chemistry, earth science or physics. Laboratory experience is highly recommended.
Social Science	2 years for admission to the Colleges of Agriculture and Life Sciences, Business Design Engineering, and Human Sciences. 3 years for admission to the College of Liberal Arts and Sciences.	3 years with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years with U.S. history and world history recommended for admission to the College of Engineering.	3 years including courses in anthropology, economics, geography, government, history, psychology, or sociology.
World Language	2 years of a single world language for admission to the College of Liberal Arts and Sciences and the College of Engineering.	2 years of a single world language are required for admission. For many degrees, the fourth year of proficiency is required for graduation. Nursing-minimum second level proficiency in one world language	World language courses are not required for admission. However, two years of a world language in high school with a C- or above in the last term will meet the university graduation requirement.
Other Courses	Specific elective courses are not required for admission	Specific elective courses are not required.	2 years of additional courses from the required subject areas, world language, or fine arts.

Source: <https://www.iowaregents.edu/institutions/higher-education-links/regent-admission-index/rai-info>

Updated: October, 2024

Regent Admission Index (RAI)

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

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

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

RAI Formula

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

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

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

Figuring the Number of High School Courses

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

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

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

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

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

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

Below is a list of SCED codes that have been approved for the Regents Admission Index (RAI). The first five digits of the 11 digit SCED codes are included in the table below. Please note that the sixth digit of the SCED code, which represents the level of instruction, must be **G, H, E** or **C** for the SCED code to be counted toward the RAI (some S levels count).

ENGLISH	SOCIAL SCIENCE
01001 - 01007	04001 - 04005
01011 - 01014	04051 - 04056
01051 - 01066	04058-04068
01070	04101 - 04111
01101 - 01106	04151 - 04162
01151 - 01155	04165
01201 - 01202	04167
01204	04169
11101	04201 - 04206
22109	04208 - 04209
MATHEMATICS	04251
02052	
02054	04253 - 04261
02056 - 02057	04301 - 04310
02062 - 02065	07002 - 07004
02072 - 02073	07017
02101 - 02114	COMPUTER TECHNOLOGY
02121 - 02126	10011
02131 - 02134	10014 - 10015
02136	10019
02139	10157
02149	10159
02201 - 02203	
02205	
SCIENCE	
03001 – 03009	
03013	
03051 - 03061	
03063 - 03064	
03101 - 03104	
03106 - 03108	
03151 - 03152	
03156 - 03159	
03162 - 03166	
03201	
03207 - 03209	
21004	
21018	

WORLD LANGUAGE	
24052 - 24057	24502 - 24507
24060	24510
24062 - 24068	24512 - 24513
24102 - 24107	24517
24110	24552 - 24557
24112 - 24114	24560
24117 - 24118	24562
24152 - 24157	24602 - 24607
24160	24610
24162 - 24164	24612
24167 - 24168	24652 - 24657
24202 - 24207	24660
24210	24662 - 24663
24212	24667 - 24668
24217	24702 - 24707
24252 - 24257	24710
24260	24712 - 24713
24262 – 24264	24752 - 24757
24267 – 24279	24760
24302 – 24307	24762 - 24763
24310	24767 - 24768
24312	24802 - 24807
24317	24810
24342 - 24346	24812
24352	24818
24355	24852 – 24856
24372 – 24376	24902 - 24907
24382	24910
24402 – 24407	24952 - 24956
24410	24962 - 24963
24412 – 24414	24967 - 24968
24417 - 24418	
24452 - 24457	
24460	Reviewed Sept. 2024
24462 - 24464	
24467 – 24468	

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

Performance Based Diploma Academy at East & West

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

Program Description

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

Students in the PBD Academy:

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

PBD Academy Components

Academic

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

PBD Academy Core Courses

<u>English</u>	<u>Math</u>	<u>Science</u>	<u>Social Science</u>
English 9 & 10	Algebra I	Biology	Economics
American Lit/Comp	Algebra I part I A/B	Chemistry	U.S. History
World Lit	Algebra I part II A/B	Earth Science	World History
English 12	Algebra II	Physical Science	Government
	Geometry	Ecology	Contemporary Affairs
	Consumer Math		Geography
			Psych I, II
			Laws, Order & Society

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

Career

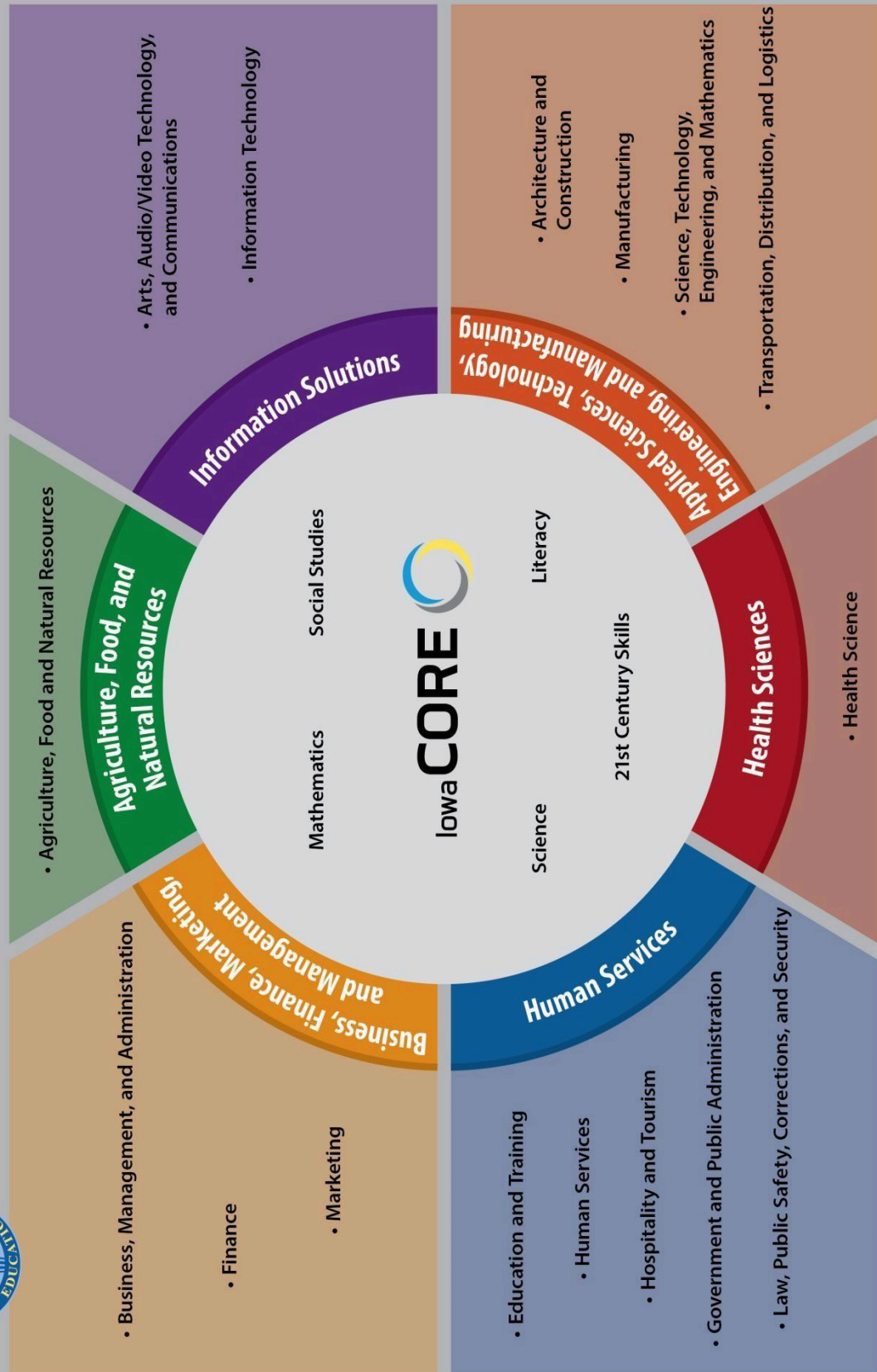
Students will learn the importance of seeking careers that help them realize their life potential. Students will also take the Waterloo Schools' elective courses in their areas of career interests. The hope would be to have all students take advantage of one or more career pathway options at the Waterloo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

Counseling

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



Iowa's Career and Technical Education Service Areas



WATERLOO CAREERCENTER

Programs

Service Areas

ADVANCED MANUFACTURING	Applied Sciences, Technology, Engineering, and Manufacturing
AGRI-SCIENCE	Agriculture, Food, and Natural Resources
BEAUTY AND WELLNESS	Human Services
BUSINESS AND MARKETING MANAGEMENT	Business, Finance, Marketing, and Management
CRIMINAL JUSTICE/POLICE SCIENCE	Human Services
CULINARY PROGRAM	Human Services
DIGITAL MASS MEDIA	Information Solutions
EARLY CHILDHOOD EDUCATION	Human Services
ELECTRICAL CONSTRUCTION TRADES	Applied Sciences, Technology, Engineering, and Manufacturing
FIRE SCIENCE/EMERGENCY MEDICAL SERVICES	Health Sciences
GRAPHIC DESIGN	Information Solutions
HEALTH CORE	Health Sciences
HOSPITALITY MANAGEMENT	Human Services
K-12 TEACHER EDUCATION	Human Services
NETWORKING, WEB DEVELOPMENT, AND CYBERSECURITY	Information Solutions
PLUMBING TECHNICIAN	Applied Sciences, Technology, Engineering, and Manufacturing
POWER TECH ACADEMY	Applied Sciences, Technology, Engineering, and Manufacturing
PRE-NURSING	Health Sciences
SUSTAINABLE CONSTRUCTION AND DESIGN	Applied Sciences, Technology, Engineering, and Manufacturing

Waterloo Career Center

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

*Concurrent courses with Hawkeye Community College.

	Course Title	9	10	11	12		Credits
	Advanced Manufacturing						
ADM340	Introduction to Robotics			X	X		2
IND383	Introduction to 3D Modeling*			X	X		2
IND314	Machine Trade Print Reading I*			X	X		2
IND320	Intro to CNC Programming I*		X	X	X		1
IND349	Basic Machine Theory*			X	X		1
IND352/IND353	IGNITE I- Program at East and West Only	X	X	X	X		1
IND 356/IND357	IGNITE II-Program at East and West Only	X	X	X	X		1
IND 358/359	New Age Industrial Technology-Program at East and West Only	X	X	X	X		1
	Agri-Science						
AGR100	Agriculture Foundations		X	X	X		2
AGR110	Plant Science		X	X	X		2
AGR120	Animal Science		X	X	X		2
AGR 150	Veterinary Science			X	X		2
	Beauty and Wellness						
BAW310	Introduction to Beauty and Wellness			X	X		2
BAW320	Beauty and Wellness Career Path			X	X		2
	Business and Marketing Management						
BUS310	Introduction to Business*			X	X		2
BUS220	Introduction to Accounting*			X	X		2
BUS320	Introduction to Accounting II*			X	X		2
BUS322	Sports Marketing*			X	X		2
BUS324	Principles of Marketing*			X	X		2
BUS325	Principles of Management*			X	X		2
BUS327	Principles of Selling*			X	X		2
BUS343	Personal Finance*			X	X		2
BUS348	Small Business Management*		X	X	X		2
	Criminal Justice/Police Science						
CRJ310	Criminal Investigation*			X	X		2
CRJ320	Juvenile Justice*			X	X		2
SOC341	Criminology* ♦			X	X		2
SOC345	Introduction to Criminal Justice*			X	X		2
	Culinary						
FCS215	ProStart Culinary Level I		X	X	X		2
FCS315	ProStart Culinary Level II		X	X	X		2

	Digital Mass Media						
COM415	Camera I*		X	X	X		2
COM229	Motion Graphics for Video		X	X	X		2
DMM310	Video Production I*		X	X	X		2
DMM320	Audio Production*		X	X	X		2
	Early Childhood Education						
FCS415	Introduction to Early Childhood Education*			X	X		2
FCS417	Early Childhood Curriculum I*			X	X		2
FCS419	Child Health, Safety, and Nutrition*			X	X		2
FCS421	Early Childhood Guidance*			X	X		2
	Electrical Construction Trades						
ECT310	NEC 1		X	X	X		2
ECT320	NEC 2		X	X	X		2
ECT330	Advanced Electricity			X	X		2
	Fire Science/Emergency Medical Services						
CAR340-CW	Principles of Emergency Services*			X	X		2
CAR495	Emergency Medical Technician I*			X	X		2
CAR496	Emergency Medical Technician II*			X	X		2
CAR497	Emergency Medical Tech II Clinical*			X	X		1
	Graphic Design						
ART205	Drawing and Composition*			X	X		2
COM220	Desktop Publishing*			X	X		2
COM223	Graphic Imaging*			X	X		2
	Health Core						
CAR329	Intro to Health Professions			X	X		2
SCI472-CW	Human Biology* ❖			X	X		2
SCI480	Nutrition*			X	X		2
SCI481	Human Anatomy and Physiology I* ❖			X	X		2
SCI482	Human Anatomy and Physiology II* ❖			X	X		2
	Hospitality Management						
FCS318	Hospitality & Tourism Exploratory	X	X	X	X		1
FCS329	Menu Planning and Design*	X	X	X	X		1
FCS326	Event Planning & Customer Service*		X	X	X		2
FCS328	Introduction to Hospitality*		X	X	X		2
	K-12 Teacher Education						
CAR337	Technology in the Classroom*			X	X		2
CAR338	Foundations of Education*			X	X		2
CAR486	Including Diverse Learners*			X	X		2
CAR487	Academic Service Learning*			X	X		2
	Networking, Web Development, and Cybersecurity						
COM226	Intro to Programming Logic*			X	X		2
NWC310	Intro to Game Development			X	X		2

NWC320	Introduction to Web Development*			X	X		2
NWC330	Cyber 1	X	X	X	X		2
NWC340	Intro to Cybersecurity*		X	X	X		2
NWC350	Introduction to Database*		X	X	X		2
NWC370-CW	College Experience*			X	X		.5
Plumbing Technician							
PLT310	Plumbing Theory			X	X		2
PLT320	Plumbing Practices			X	X		2
PLT330	Piping Layout & Welding			X	X		2
Power Tech Academy							
AUT310	Introduction to Automotive Technology*			X	X		1
AUT320	Introduction to Automotive Technology II*			X	X		1
AUT340	Automotive Engine Repair*			X	X		2
AUT350	Gas Engine Rebuild*			X	X		2
Pre-Nursing							
CAR323	Nurse Aide*			X	X		3
Sustainable Construction & Design							
SCD310	Construction 1		X	X	X		2
SCD320	Construction 2		X	X	X		2
SCD330	Construction 3		X	X	X		2
Work-Based Learning							
	Internships			X	X		1
CTE500/501	Internship Course			X	X		1
	Apprenticeships			X	X		1
	Work Place-Project Based			X	X		1

Liberal Arts

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

Advanced Manufacturing

Introduction to Robotics

ADM340

13-204-G-078-30

Open to 11-12

2 Credits

This course examines specific topics related to machining and is intended for students to operate, program a CNC mill, CNC Lathe and Fanuc ER-4iA Robot. The course consists of lectures, chapter reviews, demonstrations and a series of lab exercises.

Introduction to 3D Modeling*

IND383

13-999-C-056-00

Open to 11-12

2 credits

Hawkeye Community College MFG107

3 credits

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

Machine Trade Print Reading I*

IND314

21-108-C-056-20

Open to 11-12

2 credits

Hawkeye Community College MFG122

3 credits

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

Intro to CNC Programming I*

IND320

21-010-C-033-00

Open to 10-11-12

1 credit

Hawkeye Community College MFG157

2 credits

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

Basic Machine Theory*

IND349

13-203-C-044-00

Open to 10-11-12

1 credit

Hawkeye Community College MFG211

2 credits

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

Manufacturing and Industrial Tech courses taught at the high school locations.

IGNITE I **IND352/IND353**

17-108-G-050-10

Open to 9-10-11-12

1 credit

This course is offered at East and West High Schools only.

General courses teach fundamental concepts of CNC, CAD, robotics, pneumatics, measurement, electricity, and electronics, including safety procedures, and may introduce students to the available occupations. Topics covered typically include components of circuits; reading schematics and diagrams; electricity and using equipment common to these occupations, such as ammeters, voltmeters, capacitor checkers, transistor testers, signal generators, and ohmmeters. This course requires module completion to take IGNITE II.

IGNITE II **IND356/IND357**

13-003-G-050-00

Open to 9-10-11-12

1 credit

This course is offered at East and West High Schools only.

Prerequisite: Completion of all modules in IGNITE I

This course builds on fundamental concepts presented in IGNITE I.

New Age Industrial Technology **IND358/359**

13-002-G-050-00

Open to 9-10-11-12

1 credit

This course is offered at East and West High Schools only.

This course introduces students to the various methods used to process and transform materials. The project based hands on learning will illustrate the impact of engineering, technology, and applied sciences on society and the environment. This course allows students to gain a deeper understanding of how inventions, innovations, products, and specialized tools have evolved across agricultural, engineering and technology professions.

Agri-Science

Agriculture Foundations **AGR100**

18-001-G-056-00

Open to 10-11-12

2 credits

Introduction to Agriculture and Natural Resources courses survey a wide array of topics within the agricultural industry, exposing students to the many and varied types of agriculture and career opportunities and those in related fields. These courses serve to introduce students to the agricultural field, providing them an opportunity to identify an area for continued study or to determine that their interest lies elsewhere. These courses often focus on developing communication skills, scientific research, types of business ownership, business principles, and leadership skills.

Plant Science **AGR110**

18-051-G-056-00

Open to 10-11-12

2 credits

Plant Systems/Science courses provide knowledge about the propagation of plants for food and fiber. These courses may cover such topics as soil science, irrigation, pest and weed control, food and fiber processing, and farm operations. These courses may also cover the knowledge and skills needed to produce all types of crops or may emphasize a particular area of the agricultural industry.

Animal Science **AGR120**
18-101-G-056-00
Open to 10-11-12 2 credits
Animal Production/Science courses impart information about the care and management of companion and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, research, qualitative and quantitative analyses as a basis for decision making, and marketing. Students may study a particular species, or they may learn how to care for and maintain livestock as a more inclusive study.

Veterinary Science **AGR150**
18-105-G-056-00
Open 11-12 2 credits
Veterinary Science courses impart information about the causes, diagnosis, and treatment of diseases and injuries of animals, typically emphasizing domestic companion and farm animals. Course topics focus on anatomy and physiology, nutrition, behavior and training, disease prevention, reproduction, ethics of animal care, grooming, feeding, maintaining equipment and facilities, and other areas of study as appropriate.

Beauty and Wellness

Certification opportunities available through Beauty and Wellness courses.

Introduction to Beauty and Wellness **BAW310**
19-104-G-078-00
Open to 11-12 2 credits
Recommended: Anatomy & Physiology (SCI 402/SCI 403)
This course provides students with the knowledge and skills applicable to the care of hair, skin, and nails, but does not necessarily prepare students for the state's Board of Cosmetology examinations. Students gain experience in hair care, facials, and manicures; course topics usually include human anatomy, sanitation and sterilization, and related chemistry and bacteriology. Shop management and state regulations may also be included.

Beauty and Wellness Career Path **BAW320**
19-107-G-078-00
Open to 11-12 2 credits
Recommended: Anatomy & Physiology (SCI 402/SCI 403)
This course examines specific topics related to cosmetology. This course will define your interest in this career path. Dissect more into design elements and how they affect each area of the industry. Advance your skill set in braiding with extensions, simulated application practice for color and perming skills, and blow out style skills.

Business and Marketing Management

Introduction to Business* **BUS310**
12-051-C-056-00
Open to 11-12 2 credits
Hawkeye Community College BUS102 3 credits
WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.
This course is an introductory survey course which provides an overview of the major functions in business with relation to current social, economic, global, and environmental concerns.

Introduction to Accounting*	BUS220
12-104-C-078- 10	
Open to 11-12	2 credits
Hawkeye Community College ACC115	4 credits
This course presents the fundamental concepts, procedures, and applications of the accounting cycle for service and merchandising businesses. The proprietorship form of ownership is studied. Topics include the special journals, payroll accounting, and accounting for cash.	
Introduction to Accounting II*	BUS320
12-104-C-078-20	
Open to 11-12	2 credits
Hawkeye Community College ACC116	4 credits
<i>Required "C-" or higher in ACC115</i>	
This course is a continuation of Introduction to Accounting (ACC115) emphasizing the principles of accrual accounting. Emphasis is placed on accounting for corporations and a manufacturing business. Topics include accounting for receivables, inventory, and long-term assets.	
Sports Marketing*	BUS322
12-163-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College MKT198	3 credits
Entrance requirements may apply.	
This course will explain the basics of sports marketing, research, and delivery.	
Principles of Marketing*	BUS324
12-152-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College MKT110	3 credits
<i>WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.</i>	
This course is an overview of the processes, problems and activities associated with the planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges.	
Principles of Management*	BUS325
12-052-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College MGT101	3 credits
<i>WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.</i>	
A study of current theory and practice of leading a complex business organization toward the accomplishment of organizational objectives.	
Principles of Selling*	BUS327
12-202-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College MKT140	3 credits
This course has planned learning activities and experiences emphasizing the psychology of selling, the selling process, sales techniques, and selling as a professional career.	
Personal Finance*	BUS343
19-262-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College FIN121	3 credits
This course enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, professional, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will integrate course topics. Upon completion, students should be able to better understand scarcity, supply and demand, market structures, the role of government, money and the role of financial institutions, economic stabilization and cycles, investing and financial markets, and consumer credit.	

Small Business Management* **BUS348**
 12-055-C-050-60
 Open to 10-11-12 2 credits
 HCC MGT110 3 credits
 A study of current theory and practices in creating and running a small business. The course includes the study of management functions as well as a discussion of business startups, including the creation of a business plan.

Criminal Justice/Police Science

Criminal Investigation* **CRJ310**
 15-056-C-056-00
 Open 11-12 2 credits
 Hawkeye Community College CRJ141 3 credits
WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.
 This course examines the techniques and procedures used to investigate crimes.
 Prerequisite(s): A minimum grade of C- in CRJ-100.

Juvenile Justice* **CRJ320**
 15-053-C-056-00
 Open to 11-12 2 credits
 Hawkeye Community College CRJ316 3 credits
WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.
 This course examines the juvenile justice system from a practitioner perspective. It provides operational knowledge of how law enforcement, the courts, and correctional facilities navigate the juvenile offender. Prerequisite(s): A minimum grade of C- in CRJ-100.

Criminology* ❖ **SOC341**
 04-259-C-056-00
 Open to 11-12 2 credits
 Hawkeye Community College CRJ200 3 credits
WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.
 This course explores theories of factors that influence criminal behavior, and analyzes criminal behavior in relationship to other social problems.

Introduction to Criminal Justice* **SOC345**
 15-051-C-056-00
 Open 11-12 2 credits
 Hawkeye Community College CRJ100 3 credits
WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science. This course examines the day-to-day operation of criminal justice in our society. Emphasis is on the inter-relationships of the components of law enforcement, the courts, corrections, and the juvenile justice system.

Culinary Program

ProStart Culinary Level I **FCS215**
 16-056-G-100-10
 Open to 10-11-12 2 credits
Open to follow successful completion of Exploring Careers in Human Service course
 Students will develop essential skills necessary to begin a successful career in the culinary and food industry. This course will cover an overview of the restaurant and foodservice industry, how to create a safe operation, an introduction to the kitchen, service and management, and it will incorporate a lab component. Students will discuss and learn how the industry has grown globally, its trends and the technology used within the industry. Students who take and pass the ProStart final exam for level 1 will be on the path to receive the national ProStart Certification of Achievement (COA).

ProStart Culinary Level II **FCS315**
 16-056-G-100-20
 Open to 10-11-12 2 credits
Open to follow successful completion of ProStart Culinary Arts Level I. May also seek teacher approval. Students will develop fundamental skills necessary to maintain a successful career in the food industry and culinary. This course will cover topics such as reaching your customers; managing costs; today's operational concerns, meat, poultry, seafood, baking and desserts; and it will incorporate a lab component. Students who have taken and passed the ProStart Culinary level I final exam and then take and pass the ProStart final exam for level II will be on the path to receive the National ProStart Certification of Achievement (COA). COA can give you a head start to careers and collegiate opportunities. Numerous restaurants, foodservice and hospitality programs offer benefits to ProStart graduates.

Digital Mass Media

Camera I* **COM415**
 05-167-C-056-00
 Open to 10-11-12 2 credits
 Hawkeye Community College PHT-108 3 credits
 This course is an introduction to the basics of camera handling, exposure and meter usage.

Motion Graphics for Video **COM229**
 11-056-G-067-00
 Open to 10-11-12 2 credits
 This course explains the theory and execution of motion graphics in a video production environment. Instruction in use of and methods for constructing a variety of motion graphics and animation techniques will be delivered. Media management and output formats will also be addressed.

Video Production I* **DMM310**
 11-051-C-078-10
 Open to 10-11-12 2 credits
 Hawkeye Community College MMS111 3 credits
 This course will introduce creative storytelling using the basics of video production, camera handling, digital exposure, audio capture and workflow. Emphasis is on the aesthetics and application of production techniques to produce professional video output.

Audio Production* **DMM320**
 11-051-C-078-20
 Open to 10-11-12 2 credits
 Hawkeye Community College MMS105 3 credits
 This course examines the principles of sound and acoustics and basic audio capture techniques. The equipment for recording as well as production and editing audio will be analyzed and employed. Sound quality and final output issues will be addressed.

Early Childhood Education

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

Introduction to Early Childhood Education*

FCS415

19-153-C-056-10

Open to 11-12

2 credits

Hawkeye Community College ECE103

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.

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

Early Childhood Curriculum I*

FCS417

19-153-C-056-20

Open to 11-12

2 credits

Hawkeye Community College ECE158

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.

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

Child Health, Safety and Nutrition*

FCS419

19-151-C-056-00

Open to 11-12

2 credits

Hawkeye Community College ECE133

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science. This course focuses on current concepts in the fields of health, safety, and nutrition and their relationship to the growth and development of the young child ages birth to eight. Blends current theory with practical applications and assessments. Includes the influences of families and diversity on health, safety, and nutrition in early childhood settings.

Early Childhood Guidance*

FCS421

19-153-C-056-30

Open to 11-12

2 credits

Hawkeye Community College ECE243

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.

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

Electrical Construction Trades

NEC 1

17-102-G-078-00

Open to 10-11-12

ECT310

2 credits

This is the first class in the series to become a licensed electrician. This class begins with OSHA 10-hour certification. OSHA's safety rules and lessons with electricity, electrical theory, and the basics of electrical systems will be taught. Digital multimeter principles will also be covered with certification. In the latter part, students will be introduced to, and begin utilizing the National Electrical Code. Certification will be awarded after completing the class with a 70% passing grade. Lab work focusing on tool safety and hands-on projects will increase the apprentice's knowledge creating a competitive advantage for future employment.

NEC 2

17-103-G-078-00

Open to 10-11-12

ECT320

2 credits

Required: Students must complete NEC 1 with 70% passing grade prior to taking this class. Continuation of OSHA's construction safety rules and the first three chapters of the National Electrical Code are part of the curriculum. Equipment specific to alternating current will be introduced. Residential and commercial wiring methods and practices will be covered during this course. Certification will be awarded after completing the class with a 70% passing grade. Continuation of lab work including commercial and residential wiring will increase the apprentice's knowledge creating a competitive advantage for future employment.

Advanced Electricity

17-104-G-078-00

Open to 11-12

ECT330

2 credits

Required: Students must complete NEC 1 & 2 with 70% passing grade prior to taking this class. This class will continue to focus on the aspects of the National Electrical Code. Lab work will include programmable logic controllers, variable frequency drives and motor controls. Sustainable energy components including electric vehicles, solar (PV) photovoltaic and energy storage systems, and wind energy will be taught. Preparation for the Journeyman exam combined with Work Based Learning can also be an opportunity with field experience and/or job placement.

Fire Science/Emergency Medical Services

Principles of Emergency Services* **CAR340**
 15-199-C-056-00
 Open to 11-12 2 credits
 Hawkeye Community College FIR213 3 credits
 This course provides an overview to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics.

<p>Emergency Medical Technician I (Qtr 1 & 3)* CAR495 14-055-C-078-10 Open to 11-12 2 credits Hawkeye Community College EMS363 3 credits Requirement: Students must be 17 prior to the start date of this course. This course prepares the student to provide emergency care at an Emergency Medical Technician (EMT) level as outlined by the National Emergency Medical Services Education standards. Introduces basic emergency care concepts including fundamental knowledge of the EMS system, safety/well-being of the EMT and medical/legal and ethical issues to the provision of emergency care. Focuses on adult patient assessment, care and transportation. Students receive Mandatory Reporting for child/adult training and earn American Heart Association Basic Life Support certification.</p>
<p>Emergency Medical Technician II (Qtr 3 & 4)* CAR496 14-055-C-078-20 Open to 11-12 2 credit Hawkeye Community College EMS364 Required "C- " or higher in EMS363 3 credits Prerequisite: EMS363 Requirement: Students must be 17 prior to the start date of this course. This course introduces shock and resuscitation, patient assessment, care and transportation of the acutely ill, trauma patient, special patient populations and EMS operations. It also focuses on Geriatric Education for EMS (GEMS), Hazmat Awareness and Incident Command. Students will be required to demonstrate proficiency for skills within the scope of practice for patients of all ages. If a student is not passing EMT II with a C- or higher, the student will NOT be allowed to attend the clinical portion and will be dismissed from the remainder of the course. Students are required to attend a minimum of 75 hours of the course</p>
<p>Emergency Medical Tech II Clinical (Qtr 2 & 4)* CAR497 14-098-C-044-00 Open to 11-12 1 credit Hawkeye Community College EMS365 Required "C-" or higher in EMS364 1 credit Requirement: Student must be 17 prior to the start date of this course. This course prepares students to provide emergency medical assessment, care and transportation of acutely ill or injured patients of all ages. Develops student proficiency in previously learned skills when providing direct patient care in selected clinical settings. Requires student participation in and documentation of patient contacts and field experience approved by the medical director and the EMS program director. Students must demonstrate competency in skills for patients of all ages within the scope of practice.</p>

Graphic Design

Drawing and Composition*

ART205

05-199-C-112-00

Open to 11-12

2 credits

Hawkeye Community College GRA105

4 credits

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

Desktop Publishing*

COM220

11-152-C-112-00

Open to 11-12

2 credits

Hawkeye Community College GRA133

4 credits

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

Graphic Imaging*

COM223

11-054-C-067-00

Open to 11-12

2 credits

Hawkeye Community College GRA142

4 credits

Required "D" or higher in GRA133

Prerequisites: Desktop Publishing

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

Health Core

Human Biology* ❖	SCI472
03-063-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College BIO154	3 credits
<i>WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.</i>	
Human Biology explores human structure and function and the relationship of humans to other living organisms. The course examines the application of basic biological principles to practical human concerns. The course is a one-semester biology course intended for students who do not wish to major in the biological or health sciences.	
Nutrition*	SCI480
03-069-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College BIO151	3 credits
<i>WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.</i>	
Principles of Nutrition will introduce students to the science of nutrition. The course will examine individual nutrients; their structure and function in the human body; nutrient composition of food; and selection of food to meet nutrient needs, maintain health and satisfaction. Students will understand and apply present day knowledge of nutrition to dietary patterns and needs of selected individuals and groups. The course is an advanced beginning course in human nutrition designed for students with a science background.	
Human Anatomy and Physiology I* ❖	SCI481
03-053-C-067-10	
Open to 11-12	2 credits
Hawkeye Community College BIO168	4 credits
<i>WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science. Recommended: successful completion of Biology & Chemistry.</i> The first of a two-semester sequence especially designed for students pursuing careers in allied health fields as well as any student desiring an in-depth undergraduate transfer course. The course focuses on the interdependent relationships between the structure and functions of body systems and the ways these parts interact (homeostasis) to insure the survival of the organism. Major topics addressed include levels of organization, the chemistry of life, support/movement, integration/control and coordination. Coordinated laboratory exercises focus on anatomical knowledge and physiological functions. To be applicable to any health career program, successful completion of both BIO-168 and BIO-173 with a grade of C or better is required.	
Human Anatomy and Physiology II* ❖	SCI482
03-053-C-067-20	
Open to 11-12	2 credits
Hawkeye Community College BIO173	4 credits
<i>WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science. Required "C-" or higher in Human Anatomy and Physiology I Recommended: successful completion of Biology & Chemistry.</i> The second of a two-semester sequence designed for students pursuing careers in allied health fields or wishing an in-depth undergraduate transfer course in the biological sciences. The course focuses on interdependent relationships between the structures and functions of body systems and the way these parts interact (homeostasis) to insure survival of the organism. Major topics addressed include systems associated with circulation, maintenance, elimination, and continuity. Coordinated laboratory exercises focus on anatomical knowledge and physiological function.	

Hospitality Management

Hospitality & Tourism Exploratory (Qtr 1 & 3) 16-001-G-033-00 Open to 9- 10-11-12 This course explores the various pathways, career opportunities, and programming within the Hospitality & Tourism industry and course offerings at the Waterloo Career Center. Exploration of Hospitality Careers courses survey a wide array of topics while exposing students to the variety of career opportunities in hospitality fields (such as food service, lodging, tourism, and recreation). These courses serve to introduce students to the general field of hospitality, providing an opportunity to identify a focus for continued study.	FCS318 1 credit
Menu Planning and Design* (Qtr 2&4) 16-054-C-033-00 Open to 9-10-11-12 Hawkeye Community College HCM240 <i>Recommended successful completion of Hospitality & Tourism Exploratory</i> This course applies the principles of menu planning and layout to the development of menus for a variety of types of facilities and service. The course will also examine the kitchen design, and facility layout.	FCS329 1 credit 2 credits

Introduction to Hospitality* **FCS328**
16-001-C-056-00
Open to 10 – 11 -12 2 credits
Hawkeye Community College HCM608 3 credits
Introduction to the food service, lodging, and tourism components of the hospitality industry. Background information, current issues, resume writing, and future challenges in various segments of the industry.

Event Planning & Customer Service 1* **FCS326**
16-057-C-056-00
Open to 10 – 11 - 12 2 credits
Hawkeye Community College HCM336 3 credits
This course will cover all aspects of event planning and customer service relating to the restaurant and hospitality fields. Students will engage in a hands-on learning experience of dealing with real life customers and planning events.

K-12 Teacher Education

Technology in the Classroom*

CAR337

19-155-C-05600

Open to 11-12

2 credits

Hawkeye Community College EDU255

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science. This is a basic course in the planning and practical use of technology resources to enhance and extend the learning process in the face to face classroom, hybrid, and online learning. Students will be exposed to various ways of thinking about educational media and its applications in the classroom. The course is designed to provide the student with experiences that will enable them to select, arrange, utilize, and produce a variety of resources to enhance student learning through their creation of a thematic unit.

Foundations of Education (MWF w/ASL)*

CAR338

19-151-C-050-000

Open to 11-12

1 credit

Hawkeye Community College EDU210

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.

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

Academic Service Learning (TR w/FE)*

CAR487

19-199-C-033-00

Open to 11-12

1 credit

Hawkeye Community College EDU901

2 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science. This course provides 30 hours of field experience.

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

Including Diverse Learners*

CAR486

19-154-C-056-00

Open to 11-12

2 credits

Hawkeye Community College EDU246

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science. Students are introduced to the issues and practices regarding the inclusion of diverse student populations in general education settings. The needs of all students including general education, special education, and gifted will be emphasized. Strategies for adapting curriculum and the classroom will be examined. Support services that are available to teachers and students will be explored.

Networking, Web Development, and Cybersecurity

Intro to Programming Logic*

COM226

10-152-C-078-00

Open to 11-12

2 credits

Hawkeye Community College CIS121

3 credits

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

Intro to Game Development

NWC310

10-205-G-078-00

Open to 11-12

2 credits

This course prepares students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies. Students in this course will collaborate with the Graphic Design class to further develop their characters and objects.

Introduction to Web Development*

NWC320

10-201-C-078-00

Open to 11-12

2 credits

Hawkeye Community College WDV102

3 credits

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

Cyber 1

NWC330

10-020-G-078-00

Open to 9-10-11-12

2 credits

This course introduces students to the concepts of cybersecurity. This course provides students with the knowledge and skills to assess cyber risks to computers, networks, and software programs. Students will be introduced to secure programming concepts through software application security. This includes Cryptography, least privilege, attack surface reduction, securing headers, cross-scripting (XSS), and other secure programming concepts.

Intro to Cybersecurity*

NWC340

10-020-C-067-00

Open to 10-11-12

2 credits

HCC NET178

3 credits

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

Introduction to Database*

NWC350

10-052-C-078-00

Open to 10-11-12

2 credits

Hawkeye Community College CIS303

3 credits

This course will introduce students to data management using databases. Multiple DBMS will be discussed and utilized to experience similarities and differences. SQL language will be used to create databases, populate tables and query data.

Plumbing Technician

Plumbing Theory

PLT310

17-058-G-078-00

Open to 11-12

2 credits

This course provides students with instruction in installing waste and vent systems, water and gas pipes, trim, and fixtures. Skills taught include cutting and joining various types of pipe (for instance, steel, plastic) using various methods (cement, seat method, and so on).

Plumbing Practices

PLT320

17-059-G-078-10

Open to 11-12

2 credits

This course addresses the installation, assembly, maintenance, and repair of piping, plumbing, heating equipment, and water and drainage systems. Students gain experience with electric, gas, and oil furnaces; vacuum pumps; air compressors; and mechanical and pneumatic testing equipment.

Piping Layout & Welding

PLT330

17-059-G-078-20

Open to 11-12

2 credits

This course addresses the installation, assembly, maintenance, and repair of piping, plumbing, heating equipment, and water and drainage systems. Topics covered include the computation of heat losses, BTU requirements, and blueprint reading.

Power Tech Academy

Introduction to Automotive Technology*(Qtr 1 &3)

AUT310

20-103-C-033-10

Open to 11-12

1 credits

Hawkeye Community College AUT106

2 credits

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

Introduction to Automotive Technology II* (Qtr 2 & 4)

AUT320

20-103-C-056-20

Open to 11 - 12

1 credits

Hawkeye Community College AUT 109

2 credits

This course includes the use of hand and power tools, the understanding of electronic repair information and the importance of preventative maintenance.

Automotive Engine Repair*

AUT340

20-104-C-100-00

Open to 11 - 12

2 credits

Hawkeye Community College AUT164

4 credits

Basic theory of two-cycle and four-cycle gasoline engines and their application will be introduced. Disassembly, inspection and reassembly of an engine will be experienced as well as cooling, lubrication, induction, exhaust, compression, and valve systems discussed. Students will develop competencies in precision measuring and services procedures.

Gas Engine Rebuild***AUT350**

18-402-C-100-00

Open to 11-12

2 credits

Hawkeye Community College AGM111

4 credits

This course covers the theory of gas engines and the construction, diagnosis, and repair of all the systems. Fuel, ignition, and supportive systems are also included.

Pre-Nursing

Nurse Aide***CAR323**

14-051-C-112-00

Open to 11-12

3 credits

Hawkeye Community College HSC168

3 credits

Must be 16

Recommended: Successful completion of Advanced Health Comprehensive prior to taking this course.

Prerequisite: Instructor, parental and coordinator approvals, and C or higher grade in Biology. This course requires students to be fully vaccinated and complete a background check. Vaccine exemptions can be filed. Approval/denial at discretion of clinical location.

This course is designed to meet the training requirements of the Omnibus Reconciliation Act (OBRA) for aides working in nursing facilities (NF) and skilled nursing facilities (SNF). Emphasis in the course is on students achieving a basic level of knowledge and demonstrating skills to provide safe, effective resident/client care. This course includes laboratory and clinical work at a local nursing care facility. The career exploration experience components will include community service/volunteer work, obtaining continuing education units through professional development opportunities and/or done individually at a nursing care facility for pass/fail credit only. **If a student is not passing the lecture with a minimum of 80% and/or lab portion with a passing grade prior to the start of clinical rotation, the student will NOT be allowed to attend the clinical portion and will be dismissed from the remainder of the course.**

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

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

- The Nurse Aide in Long-Term Care
- Foundations of Resident Care
- Understanding Residents
- Body Systems and Related Conditions
- Confusion, Dementia and Alzheimer's disease
- Personal Care Skills
- Basic Nursing Skills

Sustainable Construction & Design

Construction 1 is required to be the first course in this program's sequence.

Construction 1 **SCD310**
17-002-G-078-00
Open to 10-11-12 2 credits
This course provides students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance.

Construction 2 **SCD320**
17-003-G-078-00
Open to 10-11-12 2 credits
This course provides information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Carpentry courses may also include career exploration, good work habits, and employability skills.

Construction 3 **SCD330**
17-004-G-078-00
Open to 10-11-12 2 credits
This course provides students with much of the same knowledge as general carpentry courses (knowledge of various types and grades of woods, proper and safe use of hand and power tools, and site selection and preparation), but place a special emphasis on construction methods applicable to floor, wall, roof, and/or stair framing. Course content may also include insulation installation and painting.

Work-Based Learning Internships

<u>WCSD Course Number</u>	<u>Course Title/Code</u>	<u>11</u>	<u>12</u>		<u>Credits</u>	<u>Recommended Prerequisite</u>
BUS524/525	Business Internship A/B-12998	X	X		1	Yes
CAR520/521	Health Science Internship A/B-14298	X	X		1	Yes
FCS520/521	Education Internship A/B-19198	X	X		1	Yes
FCS524/525	Family and Consumer Science Internship A/B-19298	X	X		1	Yes
FCS528/529	Restaurant, Food & Beverage Services Internship A/B-16098	X	X		1	Yes
NWC520/521	Information Solutions Internship A/B-10998	X	X		1	Yes
SCD520/521	Construction Internship A/B-17048	X	X		1	Yes
SCD524/525	Manufacturing Internship A/B-13998	X	X		1	Yes

Internships A/B

Sced #(5 digit code based on content area)-G-050-00

Open to 11-12

1 credit

Recommended: Instructor and application approval

Internships are a professional training experience that provides students the opportunity to gain professional and technical skills while under the supervision of an industry professional in a career path of interest. Internships are structured experiences for a set period of time that require student interns to complete real work to reach the specific learning goals. Internships are paid opportunities. Internship programs provide ample support from the work-based learning coordinator, including regular visits to the internship site, regular evaluations, and program documentation with training agreements and student-individualized training plans. Students are expected to average 5 hours per week to obtain a credit.

Internship Course A/B

CTE500/501

22-998-G-050-00

Open to 11-12

1 credit

Recommended: Instructor and application approval

The internship course is a required part of a semester-long internship experience. This course is to be taken with their first internship experience. A student enrolled in an internship for longer than one semester, only needs to take the course once. Internships provide student learners with the opportunity to participate in training while gaining experience in problem-solving, decision-making, and skill-building projects.

Work-Based Learning Apprenticeships

<u>WCSD Course Number</u>	<u>Course Title/Code</u>	11	12		Credits	Recommended Prerequisite
CAR540/541	Nursing Assistant Apprenticeship A/B-14098	X	X		1	Yes
ECT540/541	Electrical Apprenticeship A/B-17048	X	X		1	Yes
FCS540/541	Childcare Development Apprenticeship A/B-19198	X	X		1	Yes
NWC540/541	Cyber Security Apprenticeship A/B-10298	X	X		1	Yes
NWC544/545	Networking & Web Development Apprenticeship A/B-21998	X	X		1	Yes
PLT540/541	Welder Apprenticeship A/B-13248	X	X		1	Yes
SCD544/545	CNC-Milling & Turning Apprenticeship A/B-13098	X	X		1	Yes
SCD540/541	Construction Apprenticeship A/B-17048	X	X		1	Yes
SCD548/549	Machinist Apprenticeship A/B-13098	X	X		1	Yes

Apprenticeships A/B

Apprenticeships receives 1 credit

Sced #(5 Digit code based on content area)-G-050-00

Open to 11-12

1 credit

Recommended: Instructor Approval

Apprenticeships are training experiences that provide on-the-job training or learning (OJT/OJL) with related technical or classroom instruction (RTI), enabling students to earn compensation while they learn a career or trade. Apprentices are employed by the employer/organization during an apprenticeship. An apprenticeship that meets certain requirements set forth by the United States Department of Labor is called a Registered Apprenticeship (RA) program. A special feature of RAs is that they provide opportunities for apprentices- earned wages to increase as progression is made through the program. In addition, portable industry credentials are awarded to those who complete RAs. RAs can last between one and five years and a recommended minimum of 44 hours of RTI.

Work-Based Learning Career Project-Based Learning

<u>WCSD Course Number</u>	<u>Course Title/Code</u>	<u>11</u>	<u>12</u>		<u>Credits</u>	<u>Recommended Prerequisite</u>
BUS550/551	Business and Marketing A/B-12994	X	X		1	Yes
CAR550/551	Health Care Sciences A/B-14994	X	X		1	Yes
CTE550/551	Miscellaneous A/B-22901	X	X		1	Yes
DMM550/551	Communication and Audio/Visual Technology A/B-11994	X	X		1	Yes
FCS550/551	Hospitality and Tourism (Culinary Arts) A/B-16994	X	X		1	Yes
NWC550/551	Information Technology A/B-10994	X	X		1	Yes
SCD554/555	Architecture and Construction A/B-17994	X	X		1	Yes
SCD550/551	Manufacturing A/B-13994	X	X		1	Yes

Career Project-Based Learning

Career Project-Based Learning receives 1 credit

Sced #(5 Digit code based on content area)-G-050-00

Open to 11-12

1 credit

Recommended: Instructor Approval

Career project-based learning courses provide students with an introduction to careers in the (subject area) field. Students will work in cooperation with local businesses, community organizations, or nonprofit agencies to develop and solve real-world problems that could arise in the workplace. These courses typically do not include work in the field.

NOTE: projects are developed and supported under the supervision of an instructor.



International Baccalaureate Diploma Program

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

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

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

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

Group 1 Subjects:

Language A-Studies in Language and Literature

English Language and Literature HL

Group 2 Subjects:

Language B- Language Acquisition

Spanish SL

Spanish HL

German SL

Group 3 Subjects:

Individuals and Societies

History HL

Economics SL

Economics HL

Group 4 Subjects:

Experimental Sciences

Biology SL

Biology HL

Chemistry SL

Chemistry HL

Group 5 Subjects:

Mathematics

Math Analysis and Approaches SL

Math Analysis and Approaches HL

Group 6 Subjects:

The Arts

Visual Arts SL

Visual Arts HL

Theatre Arts SL

Theatre Arts HL

Film SL

Film HL

Full IB Diploma students must study one course from groups 1 through 5. In addition, students must select either an arts course or an elective from groups 2, 3, or 4. In addition, all diploma candidates must fulfill three central requirements:

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

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

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

How to enroll:

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



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

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

	Course Title	9	10	11	12		Credits per year	Recommended Prerequisite
	ENGLISH							
ENG360/361 ENG460/461	IB Language & Literature English HL A/B ❖			X	X		2	Yes
ENG 464/465	Extended Essay			X	X		0.5	Yes
	WORLD LANGUAGES							
FOR362/363 FOR462/463	IB Spanish SL A/B ❖			X	X		2	Yes
FOR366/367 FOR466/467	IB Spanish HL A/B ❖			X	X		2	Yes
FOR310/311 FOR410/411	IB German SL A/B ❖			X	X		2	Yes
	SOCIAL SCIENCES							
SOC370/371 SOC372/373	IB History HL A/B ❖			X	X		2	Yes
SOC376/377 SOC476/477	IB Economics SL A/B ❖			X	X		2	Yes
SOC378/379 SOC478/479	IB Economics HL A/B ❖			X	X		2	Yes
SOC380/381 SOC480/481	IB Theory of Knowledge ❖			X	X		1	Yes
	SCIENCE							
SCI360/361 SCI460/461	IB Biology SL A/B ❖			X	X		2	Yes
SCI376/377 SCI476/477	IB Biology HL A/B ❖			X	X		2	Yes
SCI362/363 SCI462/463	IB Chemistry SL A/B ❖			X	X		2	Yes
SCI364/365 SCI464/465	IB Chemistry HL A/B ❖			X	X		2	Yes
	MATHEMATICS							
MAT370/371 MAT470/471	IB Math SL-Analysis and Approaches A/B ❖			X	X		2	Yes
MAT374/375 MAT474/475	IB Math HL-Analysis and Approaches A/B ❖			X	X		2	Yes
	ART							
ART360/361 ART460/461	IB Visual Arts SL/HL A/B			X	X		2	Yes
ENG362/363 ENG462/463	IB Theatre Arts SL/HL A/B			X	X		2	Yes
ENG 364/365 ENG =366/367	IB Film SL/HL A/B			X	X		2	Yes

IB Visual Arts SL/HL A/B

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

ART360/361

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

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

ART460/461

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

Open to 11-12

2 credits

Recommended: Fundamentals of Art & Design and teacher approval

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

IB Theatre Arts SL/HL A/B

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

ENG362/363

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

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

ENG462/463

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

Open to 11-12

2 credits

Recommended: Adv Theatre Arts, teacher approval

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

IB Film SL/HL A/B**ENG364/365**

05-194-H-050-11 (11A)

05-194-H-050-21 (11B)

05-194-H-050-12 (12A)

ENG366/367

05-194-H-050-22 (12B)

Open to 11-12

2 credits

IB Film HL is a two-year course that offers a rigorous academic approach to visual/digital media.

IB Film courses prepare students to take the International Baccalaureate Film exams. IB Film courses develop students' understanding and appreciation of the craft of film through the construction and deconstruction of film text. Course content includes textual analysis of film sequences, film theory and history, and the creative process of producing films.

IB Language & Literature English HL A/B ♦

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

ENG360/361

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

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

ENG460/461

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

Open to 11-12

2 credits

Recommended: AP Language and Composition

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

IB Math SL Analysis and Approaches A/B ♦

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

MAT370/371

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

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

MAT470/471

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

Open to 11-12

2 credits

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

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

IB Math HL Analysis and Approaches A/B ♦

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

MAT374/375

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

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

MAT474/475

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

Open to 11-12

2 credits

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

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

IB Biology SL A/B ♦

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

SCI360/361

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

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

SCI460/461

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

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Integrated Life/Physical Science

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

IB Biology HL ❖

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

SCI376/377

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

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

SCI476/477

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

2 credits

Recommended: WCSD Pre-IB Integrated Life/Physical Science

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

IB Chemistry SL A/B ❖

03-107-H-050-11 (11A)

SCI362/363

03-107-H-050-21 (11B)

03-107-H-050-12 (12A)

SCI462/463

03-107-H-050-22 (12B)

Open to 11-12

2 credits

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

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

IB Chemistry HL A/B ❖

03-107-H-050-11 (11A)

SCI364/365

03-107-H-050-21 (11B)

03-107-H-050-12 (12A)

SCI464/465

03-107-H-050-22 (12B)

Open to 11-12

2 credits

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

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

IB History HL A/B ❖

04-054-H-050-11 (11A)

SOC370/371

04-054-H-050-21 (11B)

04-054-H-050-12 (12A)

SOC372/373

04-054-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB US History

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

IB Economics SL A/B ❖

04-206-H-050-11 (11A)

SOC376/377

04-206-H-050-21 (11B)

04-206-H-050-12 (12A)

SOC476/477

04-206-H-050-22 (12B)

Open to 11-12

2 credits

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

IB Economics HL A/B ❖

04-206-H-050-11 (11A)

SOC378/379

04-206-H-050-21 (11B)

04-206-H-050-12 (12A)

SOC478/479

04-206-H-050-22 (12B)

Open to 11-12

2 credits

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

IB Theory of Knowledge A/B ❖

04-304-H-025-11(11A)

SOC380/381

04-304-H-025-21 (11B)

04-304-H-025-12(12A)

SOC480/481

04-304-H-025-22 (12B)

Open to 11-12

1 credit

Recommended: International Baccalaureate Diploma Candidate

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

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

IB Extended Essay A/B**ENG464/465**

25-002-H-025-11 (11A)

25-002-H-025-21 (11B)

25-002-H-025-12 (12A)

25-002-H-025-22 (12B)

Open to 11-12

0.5 credit

Recommended: International Baccalaureate Diploma Candidate

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

This is a requirement for all IB Diploma students.

IB Spanish SL A/B ❖

24-063-H-050-11 (11A)

FOR362/363

24-063-H-050-21 (11B)

24-063-H-050-12 (12A)

FOR462/463

24-063-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Spanish II or Spanish III

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

IB Spanish HL A/B ❖

24-063-H-050-11 (11A)

FOR366/367

24-063-H-050-21 (11B)

24-063-H-050-12 (12A)

FOR466/467

24-063-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Spanish II or Spanish III

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

IB German SL A/B ❖

24-263-H-050-11 (11A)

FOR310/311

24-263-H-050-21 (11B)

24-263-H-050-1 (12A)

FOR410/411

24-263-H-050-22 (12B)

Open to 11-12 (W)

2 credits

Recommended: WCSD Pre-IB German II

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

ART

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
ART100	Art 1 -Fundamentals of Art and Design	X	X	X	X		1	
ART101	Art 2 - Drawing and Painting	X	X	X	X		1	Yes
ART102	Sculpture and Ceramics	X	X	X	X		1	Yes
ART103	Jewelry Design		X	X	X		1	Yes
ART104	Mixed Media Design	X	X	X	X		1	
ART 105	Modern Calligraphy	X	X	X	X		1	
ART200	Graphic Design		X	X	X		1	Yes
ART201	Photography		X	X	X		1	Yes
ART360/361 ART460/461	IB Visual Arts SL/HL A/B			X	X		2	Yes
ART300 courses	Advanced Studio Courses		X	X	X		1	Yes
ART400 courses	Independent Study Courses		X	X	X		1	Yes
ART100	Fundamentals of Art and Design	X	X	X	X		1	Yes

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

ART I-Fundamentals of Art and Design

ART100

05-151-G-050-00

Open to 9-10-11-12

1 credit

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

Modern Calligraphy

ART105

05-176-G-050-00

Open to 9-10-11-12

1 credit

Students will work various styles of inscribing letters, design developments by means of lettering, the romance of lettering through the ages, and modern use of lettering in advertising and art. This course presents contemporary examples of calligraphy and a mindfulness about writing. Students who successfully complete this course can assist in school related tasks associated with the art of calligraphy.

Studio Courses

ART II-Drawing and Painting 05-155-G-050-10 Open to 10-11-12 <i>Recommended: Fundamentals of Art and Design</i> Students will learn various drawing and painting techniques and complete assignments using a variety of mediums including graphite, pastels, watercolors, acrylic paint, and ink. A sketchbook is required for this course.	ART101 1 credit
Sculpture and Ceramics 05-158-G-050-10 Open to 9-10-11-12 <i>Recommended: Fundamentals of Art and Design</i> Students will work with three-dimensional media such as clay, wood, plaster, and paper. Hand-built and wheel-thrown forms of clay construction are also part of this course.	ART102 1 credit
Jewelry Design 05-166-G-050-10 Open to 10-11-12 <i>Recommended: Fundamentals of Art and Design</i> Students will learn the process of wire working, glass, clay, finishing jewelry, and other materials. Specific design assignments will be the focus to formulate ideas for jewelry.	ART103 1 credit
Mixed Media Design 05-165-G-050-10 Open to 9-10-11-12 Students will apply the elements of art and principles of design to create unique 2 and 3-dimensional works of art. Students will be introduced to current trends in the mixed media and crafting industry. Focus will be on learning about a variety of mediums, tools, methods, and techniques.	ART104 1 credit
Graphic Design 05-162-G-050-10 Open to 10-11-12 <i>Recommended: Fundamentals of Art and Design.</i> Students will work on a variety of graphic design projects including illustration, typography, package design, stage design, and computer graphics. Students will learn elements of Adobe Master Collection software for use in digital projects. A sketchbook is required for this course.	ART200 1 credit
Photography 05-167-G-050-10 Open to 10-11-12 <i>Recommended: Fundamentals of Art and Design</i> Students will develop an understanding of the use of cameras. Composition, focal control, printing photographs, and use of lighting will be focus areas. The use of Adobe Photoshop will be practiced for editing photos. Students may take Advanced Photography after taking Photography.	ART201 1 credit

IB Visual Arts SL/HL A/B

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

ART360/361

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

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

ART460/461

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

Open to 11-12

2 credits

Recommended: Fundamentals of Art & Design and Teacher Approval

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

Advanced Studio Courses & Independent Study

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

Open to 10-11-12

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

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

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

Advanced Studio Courses

ART300 Advanced Drawing and Painting

05-155-G-050-20

ART301 Advanced Sculpture and Ceramics

05-158-G-050-20

ART302 Advanced Jewelry Design

05-166-G-050-20

ART303 Advanced Photography

05-167-G-050-20

ART305 Advanced Graphic Design

05-162-G-050-20

ART306 Advanced Mixed Media Design

05-165-G-050-20

Independent Study Courses

ART450 Independent Study Drawing and Painting

05-155-G-050-30

ART451 Independent Study Sculpture & Ceramics

05-158-G-050-30

ART452 Independent Study Jewelry

05-166-G-050-30

ART453 Independent Study Photography

05-167-G-050-30

ART455 Independent Study Graphic Design

05-162-G-050-30

ART456 Independent Study Mixed Media

05-165-G-050-30

Business and Computers

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

Integrity/Internet Contracts

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

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

Accounting A/B

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

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

Open to 10-11-12

BUS301/302

2 credits

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

Business Law 12-054-G-050-00 Open to 10-11-12	BUS304 1 credit
Students will be introduced to the concepts of law that relate to business. Major topics include sources of law and ethics, criminal law, civil law, alternative dispute resolution, torts, contracts, consumer protection, real property, negotiable instruments, and employment. Students analyze real cases to uncover the nature of these topics. Students also develop a sense for how and why businesses may behave in certain ways.	
Exploring Business Careers 12-051-G-050-00 Open to 9-10-11-12	BUS326 1 credit
This class is an introduction to business pathways. No matter your future career path, everyone works for a business. Students will get hands-on experience with a variety of careers including: management, entrepreneurship, law, human resource, accounting, a variety of marketing areas, and advertising. Along with learning about careers, students will gain knowledge about the seven marketing functions and be provided with opportunities to learn and identify consumer concepts.	
Intro to Entrepreneurship 12-053-G-050-00 Open to 11-12	BUS328 1 credit
If you are able to identify a need and want to find a way to fill it, you may be an entrepreneur. Our entrepreneur pathway will give students an experience-based approach to small business ownership. You will develop business ideas, write a business plan, identify finance sources, and practice economic concepts with business ownership. Students may compete with other high school entrepreneurs in national competitions.	
Computer Applications I 10-001-G-050-10 Open to 9-10-11-12	COM101 1 credit
This course is strongly recommended to be taken before any other computer class. Students will improve their word processing, graphic skills, presentations, table creation, online resource use, document formatting, spreadsheet, and typing skills. Focus is placed on information processing for future success for all students.	
Computer Applications II 10-001-G-050-20 Open to 9-10-11-12	COM102 1 credit
<i>Recommended C- or higher in a Computer Apps type class.</i> This class prepares students to take the Microsoft Word and Microsoft Excel certification exams. Students may also test in PowerPoint or Access.	
Intro to Computer Careers 10-001-G-050-00 Open to 9-10-11-12	COM109 1 credit
This course will expose students to various information technology careers such as programming, computer repair, networking, security, and systems administration. Professions which heavily utilize technology, such as computer aided drafting and web design will also be surveyed. Through various projects, students will also have the opportunity to hone communication, teamwork, and project management skills. Covered will be software/programming, web design, electronic engineering, networking-Cisco (information technology pathway), server/PC building, security, and some computer forensics.	
Multimedia Applications 10-008-G-050-00 Open to 9-10-11-12	COM211 1 credit
This course will give students hands-on experience with multimedia and Web applications at an introductory level. Topics covered: video production, desktop publishing, mobile app creation, web design, Adobe software, and graphic design.	

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

This course offering provides on-the-job training (including apprenticeships) in any of the occupational areas with the related classroom instruction and is available to all high school seniors with coordinator approval. MOC Career Internship is an instructional method that combines the efforts and resources of the employment community and the school to jointly prepare students for future employment and further education. Students accepted into this course have the opportunity to do “flex-work” schedules around their school classes and/or extracurricular activities if needed. Students will receive credit for both the related class and their paid work experience. This course offering includes the following two components:

Career Internship Related Class A/B

CAR400/401

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

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

Open to 12

2 credits

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

Transportation is the responsibility of the student.

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

Career Internship Work Experience

CAR402/403/404/405

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

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

Open to 12

2 credits

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

Transportation is the responsibility of the student.

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

Career Exploration Experience A/B

CAR320/321

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

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

Open to 11-12

2 credits

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

This course provides students opportunities to observe and systematically sample a variety of work conditions in order to decide if they wish to pursue certain careers and to determine their suitability for occupations being explored. Development of saleable skills is not the purpose of this course offering. A minimum of 90 hours is required during the semester, which may include classroom-related instruction, community service/volunteer work, job shadowing, and non-paid work experience for credit, professional development, continuing education, career portfolio development, etc. Course hours may have to be taken before or after school and/or weekends during the semester.

Work-Based Learning Related Class A/B

CAR802/803

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

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

Open to 11-12

2 credits

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

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

Work-Based Learning Internship

CAR800/801

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

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

Open to 11-12

2 credits

Work-Based Learning Internship II A/B

CAR900/901

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

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

Open to 11-12

4 credits

Recommended co-requisite: Worked Based Learning Related class along with the IEP team decision.

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

English

	Course Title	9	10	11	12	Credits	Recommended Prerequisite
RDG100/101	Reading Workshop A/B	X	X	X		2	
ENG100/101	English 9 A/B ❖◇	X				2	
ENG600/601 ENG060/061	English 9 A/B Individualized English 9 A/B	X				2	
ENG102/103	WCSD Pre-IB Adv. English 9 A/B ❖◇	X				2	
ENG200/201	English 10 A/B ❖◇		X			2	
ENG700/701 ENG070/071	English 10 A/B Individualized English 10 A/B		X			2	
ENG202/203	WCSD Pre-IB Adv. English 10 A/B ❖◇	X	X			2	
ENG205	Creative Writing ❖◇		X	X	X	1	
ENG206	Journalism ❖◇		X	X	X	1	
ENG209	Theatre Arts I	X	X	X	X	1	
ENG210	Theatre Arts II			X	X	1	Yes
ENG362/363 ENG462/463	IB Theatre Arts SL/HL A/B			X	X	2	Yes
ENG300/301	American Literature/Composition A/B ❖◇			X	X	2	
ENG800/801 ENG080/081	American Literature/Composition A/B Individualized American Lit/Comp A/B			X	X	2	Yes
ENG302	WCSD Pre-IB Adv. American Literature ❖◇		X	X	X	1	
ENG303	WCSD Pre-IB Adv. Composition ❖◇		X	X	X	1	
ENG304/305	AP English Language & Composition A/B ❖◇		X	X		2	
ENG360/361 ENG460/461	IB Language & Literature HL A/B ❖◇			X	X	2	Yes
ENG306	Contemporary Literature ❖◇			X	X	1	
ENG309	Speech ❖◇			X	X	1	
ENG312	Film Studies as Literature ❖			X	X	1	
ENG314	Independent Reading			X	X	1	
ENG 364/365 ENG 366/367	IB Film			X	X	2	Yes
ENG400/401	AP English Literature & Composition A/B ❖◇				X	2	
ENG402	Communicating in the Workplace			X	X	1	
ENG900/901 ENG090/091	Communicating in the Workplace I/II Individualized Communicating in the Workplace I/II			X	X	2	
ENG409	Writing in the Workplace			X	X	1	
ENG370	Mythology ❖			X	X	1	
ENG371	Mystery Literature: Connecting the Dots ❖			X	X	1	

ENG405	World Literature ❖◇				X		1	
ENG415	English 12 B ❖				X		1	Yes
CAR480/481	Online Publications A/B ❖		X	X	X		2	Yes
CAR326/327 CAR426/427 CAR428/429	Publications: Yearbook I A/B ❖ Publications: Yearbook II A/B ❖ Publications: Yearbook III A/B ❖			X X X	X X X		2	Yes
ENG410	Fundamentals of Oral Communications *❖◇			X	X		1	Yes
ENG411	Composition I*❖◇			X	X		1	Yes
ENG414	Composition II*❖◇			X	X		1	Yes
RDG600/601 RDG060/061	Literacy I A/B Individualized Literacy I A/B	X	X	X	X		2	
RDG700/701 RDG070/071	Literacy II A/B Individualized Literacy II A/B	X	X	X	X		2	
RDG800/801 RDG080/081	Literacy III A/B Individualized Literacy III A/B	X	X	X	X		2	
HIM100/101 HIM201/202 HIM301/302 HIM401/402	English I, II, III, IV (Hearing Impaired)	X	X	X	X		2	
LCC124/125 LCC224/225 LCC324/325 LCC424/425	English I, II, III, IV A/B	X	X	X	X		2	
LCC420/421 LCC520/521	Real World Reading I, II A/B	X	X	X	X		2	

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

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

◇ Denotes the course is approved by the NCAA Eligibility Center

Eight English credits are required for graduation. Students are required to successfully complete English 9 and 10, and American Literature/ Composition. To earn the 8 English credits, students must successfully complete two additional electives. A writing elective course is highly recommended. Yearbook counts as a general elective. It does not count toward required English credits. All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Grade 9 Required: English 9 or WCS D Pre-IB Adv English 9 or WCS D Pre-IB Adv English 10, Reading Workshop
Electives: Theatre Arts I

Grade 10 Required: English 10 or WCS D Pre-IB Adv English 10 or Creative Writing
Electives: Journalism, Reading Workshop, WCS D Pre-IB Adv Am Lit., WCS D Pre-IB Adv Composition, Theatre Arts I,

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

Reading Workshop A/B

RDG100/101

01-066-B-050-10 (A)

01-066-B-050-20 (B)

Open to 9-10-11

2 credits

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

English 9 A/B ❖❖

ENG100/101

01-001-G-050-10 (9A)

01-001-G-050-20 (9B)

English 9 A/B

ENG600/601

Individualized English 9 A/B

ENG060/061

01-001-S-050-00 (9A)

01-001-S-050-00 (9B)

Open to 9

2 credits

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

WCSD Pre-IB Adv. English 9 A/B ❖❖**ENG102/103**

01-001-E-050-10 (9A)

01-001-E-050-20 (9B)

Open to 9

2 credits

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

English 10 A/B ❖❖**ENG200/201**

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

01-002-G-050-20 (10B)

English 10 A/B**Individualized English 10 A/B**

01-002-S-050-00 (10A)

ENG700/701

01-002-S-050-00 (10B)

ENG070/071

Open to 10

2 credits

This course further develops the student's appreciation and knowledge of literary genres, speaking skills, and writing competency. This course is an extension of the composition skills developed in English 9 and includes training in writing and revising full-length, multi-paragraph essays. Speech activities include expository speaking, recitation, and persuasion. The literary study includes a novel, selected nonfiction, poetry, and short stories. Students will write a research paper regarding a self-chosen topic. Collaborative work, use of technology tools, and presentations are part of the learning process.

WCSD Pre-IB Adv. English 10 A/B ❖❖**ENG202/203**

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

01-002-E-050-20 (10B)

Open to 9-10

2 credits

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

Creative Writing ❖❖**ENG205**

01-104-G-050-00

Open to 10-11-12

1 credit

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

Journalism ❖❖**ENG206**

11-101-G-050-00

Open to 10-11-12

1 credit

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

Theatre Arts I

05-051-G-050-00

Open to 9-10-11-12

ENG209

1 credit

Theatre Arts is a performance and theory-based class that introduces students to the fundamentals of theatre arts. In this course, students create, rehearse, and present theatre in front of their peers and the instructor. The course offers engaging, creative, and fun projects allowing students to tap into their creativity, gain self-confidence, and experience working collaboratively with others. Through instruction, training and performance experiences, the student will develop knowledge and skills critical to the following career pathways: the performing arts, journalism, and broadcasting, telecommunications, visual arts, and audio and film technology. As students gain a broader theatre arts background, they develop other skills that have application to college and careers in and beyond theatre—communication, leadership and teamwork, presentation and performing skills, creative, imaginative problem solving, and critical thinking.

Theatre Arts II

05-052-G-050-00

Open to 11-12

ENG210

1 credit

Theatre Arts or instructor approval based on proof of competency.

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

IB Theatre Arts SL/HL A/B

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

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

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

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

Open to 11-12

ENG362/363**ENG462/463**

2 credits

Recommended: Theatre Arts II, teacher approval

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

American Literature/Composition A/B ❖❖

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

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

ENG300/301**American Literature/Comp. A/B❖****Indiv. American Lit. /Comp. A/B**

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

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

ENG800/801**ENG080/081**

Open to 11-12

2 credits

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

WCSD Pre-IB Advanced American Literature ❖❖**ENG302**

01-054-E-050-00

Open to 10-11-12

1 credit

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

WCSD Pre-IB Advanced Composition ❖❖**ENG303**

01-103-E-050-00

Open to 10-11-12

1 credit

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

AP English Language/Composition A/B ❖❖**ENG304/305**

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

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

Open to 11 or teacher approved students who have completed English 10

2 credits

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

IB Language & Literature HL A/B ❖❖

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

ENG360/361

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

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

ENG460/461

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

Open to 11-12

2 credits

Recommended: AP Language and Composition.

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

Contemporary Literature ❖❖**ENG306**

01-053-G-050-00

Open to 11-12

1 credit

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

Speech ❖◇**ENG309**

01-151-G-050-00

Open to 11-12

1 credit

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

Film Studies as Literature ❖**ENG312**

01-061-E-050-00

Open to 11-12

1 credit

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

We commonly use storytelling in which to communicate personal experiences, imaginary events, or historical events. Stories told with film have a large influence on popular culture, our attitudes and our perceptions of the world around us, and are a powerful tool in today’s culture to convey information and shape attitudes and values. In this one semester course, students will view, study, analyze, discuss, and write about film while enhancing their media literacy (including industrial, technological, aesthetic, or culture in motion pictures). Students will develop critical thinking skills and strengthen writing skills. Students will write one formal analysis essay, one literary criticism essay, write a student created film scene (employing film script text features) and other coursework as assigned.

Independent Reading**ENG314**

01-097-E-050-00

Open to 11-12

1 credit

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

IB Film SL/HL A/B

05-194 -H-050-11 (11A)

ENG364/365

05-194 -H-050-21 (11B)

05-194 -H-050-12 (12A)

ENG366/367

05-194 -H-050-22 (12B)

Open to 11-12

2 credits

IB Film HL is a two-year course that offers a rigorous academic approach to visual/digital media.

IB Film courses prepare students to take the International Baccalaureate Film exams. IB Film courses develop students’ understanding and appreciation of the craft of film through the construction and deconstruction of film text. Course content includes textual analysis of film sequences, film theory and history, and the creative process of producing films.

AP English Literature/Composition A/B ❖❖**ENG400/401**

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

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

Open to 12

2 credits

Teacher approval based on completion of AP English Lang/Comp

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

Communicating in the Workplace**ENG402**

01-156-G-050-10

Communicating in the Workplace I/II**ENG900/901****Individual. Communicating in the Workplace I/II****ENG090/091**

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

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

Open to 11-12

1 credit

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

Writing in the Workplace**ENG409**

01-156-G-050-20

Open to 11-12

1 credit

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

Mythology ❖**ENG370**

01-069-G-050-00

Open to 11 - 12

1 credit

This semester-long course is an elective English credit that introduces students to the origins and meaning of myths, including how cultures use myths to explain natural or social phenomena. Students will explore the major themes, stories, characters, and archetypes present in the mythologies of several different cultures.

Mystery Literature: Connecting the Dots ❖

ENG371

01-061-G-050-00

Open to 11 - 12

1 credit

The course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on a particular author and his or her work. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required. The course focuses on critical thinking about mystery literature and other forms of investigative media. It focuses on analysis, critical interpretation of literature, outside research regarding real life events, and current science and scientific practices in investigation.

World Literature ❖◇

ENG405

01-058-G-050-00

Open to 11 (with instructor approval) and 12

1 credit

This is an online English course open to PBDA and Expo students. Emphasis is on literature and writing.

English 12 B ❖

ENG415

01-058-G-050-00

Open to 12

1 credit

Teacher recommendation

This is an online English course open to PBDA and Expo students. Emphasis is on literature and writing.

Online Publications A/B ❖

CAR480/481

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

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

Open to 10 -11-12

2 credits

Recommended: Journalism and/or instructor approval based on proof of competency. For requisite skills, see Journalism description.

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

Publications: Yearbook A/B ❖

11-104-G-050-10 (IA)

CAR326/327

11-104-G-050-20 (I B)

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

CAR426/427

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

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

CAR428/429

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

Yearbook I Open to 10-11-12

2 credits

Yearbook II Open to 11-12

Yearbook III Open to 11-12

Instructor approval; Journalism and/or Creative Writing recommended.

Students will develop a high school yearbook reflective of the year's activities. Course topics covered include methods of layout and design, computer technology, copywriting, photo editing, advertising, caption writing, meeting deadlines, and selling ads. Students are expected to sell advertising. This course may be repeated for elective credit.

Yearbook counts as a general elective. It does not count toward required English credits.

Fundamentals of Oral Communication ❖❖**ENG410**

01-151-C-050-00

Open to 11-12

1 credit

Hawkeye Community College SPC101

3 credits

*WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.**Prerequisite: Approval process and must meet ISASP score requirement*

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

Composition I ❖❖**ENG411**

01-103-C-050-10

Open to 11-12

1 credit

Hawkeye Community College ENG105

3 credits

*WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.**Prerequisite: Approval process, including an appropriate writing placement score and must meet ISASP score requirement.*

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

Composition II ❖❖**ENG414**

01-103-C-050-20

Open to 11-12

1 credit

Hawkeye Community College ENG106

3 credits

*WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.**Prerequisite: Successful completion of Composition I*

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

Literacy I A /B**Individualized Literacy I A/B**

01-067-S-050-00 (A)

RDG600/601

01-067-S-050-00 (B)

RDG060/061

Open to 9-10-11-12

1-2 credits

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

Literacy II A/B**Individualized Literacy II A/B**

01-067-S-050-00 (A)

RDG700/701

01-067-S-050-00 (B)

RDG070/071

Open to 9-10-11-12

1-2 credits

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

Literacy III A/B**Individualized Literacy III A/B**

01-067-S-050-00 (A)

RDG800/801

01-067-S-050-00 (B)

RDG080/081

Open to 9-10-11-12

1-2 credits

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

English I, II, III, IV A/B

01-103-S-050-00 (A)

LCC124/125

01-103-S-050-00 (B)

LCC224/225

01-103-S-050-00 (A)

LCC324/325

01-103-S-050-00 (B)

LCC424/525

Open to 9-10-11-12

2 credits

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

Real World Reading I, II A/B

01-067-S-050-00 (A)

LCC420/421

01-067-S-050-00 (B)

01-067-S-050-00 (A)

LCC520/521

01-067-S-050-00 (B)

Open to 9-10-11-12

2 credits

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

English Language Learners (ELL)

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
ELL026/027	ELL Learning Lab A/B*	X	X	X	X		2	
ENG010/011	ELL Newcomer A/B*	X	X	X	X		2	
ENG012/013	ELL Strategies for Beginning Reading A/B*	X	X	X	X		2	
ENG014/015	ELL Language Development A/B*	X	X	X	X		2	
ENG020/021	ELL Intro to English A/B*	X	X	X	X		2	
ENG022/023	ELL Academic Writing I A/B*	X	X	X	X		2	
ENG030/031	ELL English I A/B*	X	X	X	X		2	
ENG032/033	ELL Conversation A/B*	X	X	X	X		2	
ENG040/041	ELL English II A/B*	X	X	X	X		2	
ENG042/043	ELL Academic Reading & Writing A/B	X	X	X	X		2	
ENG050/051	ELL English 9 A/B* ❖	X					2	
ENG052/053	ELL English 10 A/B* ❖		X	X	X		2	
ENG054/055	ELL American Literature/Composition A/B* ❖			X	X		2	
BUS020	ELL Keyboarding	X	X	X	X		1	
COM030	ELL Intro to Computer Applications	X	X	X	X		1	
CAR005	ELL C3 Foundations	X	X				1	
MAT012/013	ELL Pre-Algebra A/B	X	X	X	X		2	
MAT018/019	ELL Algebra I A/B ❖	X	X	X	X		2	
MAT014/015 MAT016/017	ELL Algebra I Part I A/B ELL Algebra Part I Part II A/B	x	x	x			2	
MAT022/023	ELL Foundations Mathematics: General Mathematics	X	X				2	
PHE010	ELL Health and Life Management		X				1	
SCI010/011	ELL Physical Science A/B ❖ ◇	X	X	X	X		2	
SCI020/021	ELL Biology A/B ❖ ◇		X	X	X		2	
SCI035/036	ELL Earth and Space Science A/B ❖	X	X	X	X		2	
SOC010/011/012	ELL U.S. History A/B ❖	X	X	X	X		2	
SOC020	ELL U.S. Government ❖	X	X	X	X		1	
SOC025	ELL Economics ❖		X	X	X		1	
SOC030/031/032	ELL World History A/B ❖		X	X	X		2	
SOC040	ELL Contemporary Affairs ❖			X	X		1	
SOC045	ELL Geography ❖	X	X	X	X		1	
	ELL Multimedia Applications	X	X	X	X		1	

	*Language Instruction Education Program courses	
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- ❖ Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E, or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.
- ◇ Denotes the course is approved by the NCAA Eligibility Center

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

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

9-12 ELL Program Goals

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

ELL Courses

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

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

ELL Learning Lab A/B*

ELL026/027

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

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

Open to 9-10-11-12

2 credits

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

ELL Newcomer A/B*

ENG010/011

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

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

Open to 9-10-11-12

2 credits

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

ELL Multimedia Applications**COM011**

10-008-G-050-00

Open to 10-11-12

1 credit

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

ELL Strategies for Beginning Reading A/B***ENG012/013**

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

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

Open to 9-10-11-12

2 credits

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

ELL Conversation A/B***ENG032/033**

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

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

Open to 9-10-11-12

2 credits

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

ELL Language Development A/B***ENG014/015**

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

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

Open to 9-10-11-12

2 credits

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

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

ELL Intro to English A/B***ENG020/021**

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

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

Open to 9-10-11-12

2 credits

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

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

ELL Academic Writing I A/B***ENG022/023**

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

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

Open to 9-10-11-12

2 credits

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

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

ELL English I A/B***ENG030/031**

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

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

Open to 9-10-11-12

2 credits

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

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

ELL English II A/B***ENG040/041**

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

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

Open to 9-10-11-12

2 credits

ELL English II is an intermediate English class for English Language Learners. The students will learn more about writing complex sentences and the process used for writing multiple paragraphs. The skills of listening, speaking, and reading will also be developed in conjunction with writing and grammar. NOTE: This course provides credits that count toward the eight required English credits for graduation.

ELL Academic Reading & Writing A/B***ENG042/043**

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

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

Open to 9-10-11-12

2 credits

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

ELL English 9 A/B* ❖**ENG050/051**

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

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

Open to 9

2 credits

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

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

ELL English 10 A/B* ❖**ENG052/053**

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

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

Open to 10-11-12

2 credits

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. This course further develops the student's appreciation and knowledge of literary genres, speaking skills and writing competency. This course is an extension of the composition skills developed in English 9 and includes training in writing and revising full-length, multi-paragraph essays. Speech activities include expository speaking, recitation, and persuasion. The literary study includes a novel, selected nonfiction, poetry, and short stories. Students will write a research paper regarding a self-chosen topic. Collaborative work, use of technology tools, and presentations are part of the learning process.

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

ELL American Literature/Composition A/B* ❖**ENG054/055**

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

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

Open to 11-12

2 credits

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

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

ELL Keyboarding**BUS020**

12-005-S-050-00

Open to 9-10-11-12

1 credit

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

ELL Intro to Computers Applications**COM030**

10-001-S-050-00

Open to 9-10-11-12

1 credit

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

ELL C3 Foundations**CAR005**

22-152-G-050-00

Open to 9-10

1 credit

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

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

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

ELL Foundations of Mathematics: General Mathematics A/B**MAT022/023**

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

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

Open to 9-10

2 credits

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

ELL Pre-Algebra A/B**MAT012/013**

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

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

Open to 9-10-11-1

2 credits

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

ELL Algebra I A/B ❖**MAT018/019**

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

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

Open to 9-10-11-12

2 credits

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

ELL Algebra I Part I A/B**MAT014/015**

02-052-S-050-10

02-052-S-050-20

2 credits

ELL Algebra I Part II A/B**MAT016/017**

02-052-S-050-30

02-052-S-050-40

Open to 9-10-11

2 credits

ELL students will explore basic algebraic concepts and engage in hands on, discussion based learning to support foundational algebraic concepts over two years. Students will focus on the language of math to further develop knowledge of math concepts; such as, properties and operations of numerical and variable expressions, using equations to solve career context problems, performing operations with polynomials, systems of linear equations, solving inequalities, coordinate graphing of equations, factoring, radical expressions, and equations containing radical expressions.

ELL Health and Life Management**PHE010**

08-057-G-050-00

Open to 10

1 credit

This course is a graduation requirement.

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

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

ELL Physical Science A/B ❖◇**SCI010/011**

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

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

Open to 9-10-11-12

2 credits

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

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

ELL Biology A/B ❖◇**SCI020/021**

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

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

Open to 10-11-12

2 credits

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

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

ELL Earth and Space Science A/B ❖**SCI035/036**

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

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

Open to 9-10-11-12

2 credits

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

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

ELL U.S. History A/B ❖**SOC010/011**

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

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

Open to 9-10-11-12

2 credits

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

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

ELL Geography ❖**SOC045**

04-001-G-050-00

Open to 9-10-11-12

1 credit

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

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

ELL U.S. Government ❖**SOC020**

04-151-G-050-00

Open to 11-12

1 credit

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

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

ELL Economics ❖**SOC025**

04-201-G-050-00

Open to 10-11-12

1 credit

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

ELL World History A/B ❖**SOC030/031**

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

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

Open to 10-11-12

2 credits

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

ELL Contemporary Affairs ❖**SOC040**

04-156-G-050-00

Open to 11-12

1 credit

This course is designed for the English Language Learner. ELL strategies and modifications are used to enhance understanding. Students will study current world events and issues from the United States' perspective. Students will critically analyze background information and events leading to the event/issue and will also consider the geographic influences and multiple perspectives impacting the event/issue. Students will engage in discussions and generate possible outcomes/solutions regarding current world events/issues. The course will have a unit on careers related to social studies.

NOTE: This course counts in the RAI.

Human Services

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
HUM120	Exploring Careers in Human Services	X	X	X	X		1	
FCS101	Introduction to Foods & Nutrition	X	X	X	X		1	
FCS323	Hospitality and Tourism Management	X	X	X	X		1	
FCS220	Beginning Personal Finance		X	X	X		1	
FCS229	Child Development	X	X	X	X		1	
LEA206/207	Peer Tutor A/B		X	X	X		1	Yes
LEA410/411	Teacher Assistant A/B			X	X		1	Yes
FCS065/066 FCS075/076	Personal & Social Development I, II A/B	X	X	X	X		2	
LCC126/127 LCC226/227	Extended Core Personal & Social Relationships I, II A/B	X	X	X	X		2	

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

Exploring Careers in Human Service

HUM120

22-151-G-050-00

Open to 9-10-11-12

1 credit

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

Introduction to Foods & Nutrition

FCS101

19-252-G-050-10

Open to 9-10-11-12

1 credit

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

Hospitality and Tourism Management

FCS323

16-999-G-050-00

Open to 9-10-11-12

1 credit

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

Beginning Personal Finance**FCS220**

19-262-G-050-00

Open to 10-11-12

1 credit

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

Child Development**FCS229**

19-052-G-050-00

Open to 9-10-11-12

1 credit

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

Peer Tutor A/B**LEA206/207**

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

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

Open to 10-11-12

1 credit

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

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

It is the supervising teacher's responsibility to provide the work area, assigned work, and any other aid needed. Students will work one period per day. This is a pass/no credit course and the supervising teacher is responsible for turning in the grade.

Teacher Assistant**LEA410/411**

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

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

Open to 11-12

2 credits

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

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

Personal & Social Development A/B

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

FCS065/066

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

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

FCS075/076

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

Open to 9-10-11-12

2 credits

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

Extended Core Personal & Social Relationships I, II A/B

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

LCC126/127

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

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

LCC226/227

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

Open to 9-10-11-12

2 credits

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

Junior Reserve Officer Training Corps (JROTC)

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

Students enrolled in a junior officers' training corp shall not be required to participate in physical education activities, but shall receive 1/8th physical education credit for each semester the student is enrolled in the program.

ARMY JROTC

(Offered at East High)

Open to 9-10-11-12

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

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

LET 1 The Emerging Leader

ARR100/101

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

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

Open to 9-10-11-12

2 credits

Army Junior Reserve Officer Training Corps (ROTC) I courses include instruction in the organization and functions of the U.S. Army, leadership skills, and life skills education. The content of these courses cover (but is not limited to) the history and evolution of the Army, including its structure, operations, customs and courtesies; maps and navigation; first aid, personal hygiene, and field sanitation; and substance abuse prevention. These courses also introduce students to principles of leadership and citizenship.

LET 2 Developing Leader**ARR200/201**

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

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

Open to 10-11-12

2 credits

Recommended: Let 1

Army Junior Reserve Officer Training Corps (ROTC) II courses build upon the content of Army Junior ROTC I and include (but are not limited to) ongoing instruction in leadership principles and citizenship; drill and ceremonies; organizational structure; command and staff relationships, functions, and responsibilities; significant military campaigns and leaders; map-reading and orienteering; weapon safety and marksmanship; and survival training.

LET 3 The Supervising Leader**ARR300/301**

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

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

Open to 11-12

2 credits

Recommended: Let 2

Army Junior Reserve Officer Training Corps (ROTC) III courses build upon prior Army Junior ROTC courses, giving more emphasis to leadership development. These courses serve to strengthen students' leadership skills (including planning, problem-solving, motivation, and performance appraisal) and management skills (with regard to time, personnel, and other resources) through allowing them to assume leadership duties. Students study topics introduced in earlier years—such as military history, map-reading and orienteering, marksmanship, and drill and ceremonies—at a more advanced level and are also provided with military service opportunities.

LET 4 Fourth Year**ARR400/401**

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

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

Open to 12

2 credits

Recommended: Let 3

Army Junior Reserve Officer Training Corps (ROTC) IV courses focus on practical leadership by assigning students to command and staff positions in which they present instruction to lower Army Junior ROTC classes and continue to study and review staff functions and actions, staff-commander relationships, and leadership principles. Topics introduced in earlier years may be studied at more advanced levels.

AIR FORCE JROTC

(Offered at West High)

Open to 9-10-11-12

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

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

First Year (AS/LE-10X)**AFR100/101**

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

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

2 credits

Air Force Junior Reserve Officer Training Corps (ROTC) I courses include both aerospace studies and leadership/life skills education. In these courses, leadership/life skills lessons cover the heritage and development of the Air Force, including its structure, operations, customs, and courtesies. Aerospace topics include the development, history, and impact of flight; aircraft and spacecraft; and the environment in which these crafts operate.

Second Year (AS/LE-20X)

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

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

Recommended: Successful completion of first year

Air Force Junior Reserve Officer Training Corps (ROTC) II courses include both aerospace studies and leadership/life skills education. In these courses, leadership/life skills lessons cover intercommunication skills, drill, and military ceremonies. Aerospace topics emphasize the science of flight, including factors of aerospace power, aircraft flight, and navigation.

AFR200/201

2 credits

Third Year (AS/LE-30X)

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

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

Recommended: Successful completion of second year

Air Force Junior Reserve Officer Training Corps (ROTC) III courses include both aerospace studies and leadership/life skills education. These courses continue to develop students' life and leadership skills and the ways in which they apply to military life. Aerospace topics emphasize space technology and exploration; examine national defense systems; and advance students' knowledge of aviation, propulsion, and navigation.

AFR300/301

2 credits

Fourth Year (AS/LE-40X)

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

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

Recommended: Successful completion of third year

Air Force Junior Reserve Officer Training Corps (ROTC) IV courses include both aerospace studies and leadership/life skills education. The life skills education portion of these courses concentrates on leadership and management principles and career opportunities, and aerospace topics include advanced aerodynamics and aeronautics. Course content may also cover elements of national power and relationships between the nations of the world.

AFR400/401

2 credits

Air Force JROTC Drill & Ceremony Class A/B

09-003-G-050-10

09-003-G-050-20

Open to 9-10-11-12

Reserve Officer Training Corps (ROTC) Drill courses provide students with an additional opportunity to improve their skills in military precision. These courses emphasize marching style and formations, firearm manipulation, body coordination and mechanics, and performing as a member of an orchestrated team. Class members typically participate in ceremonies and competitions.

AFR406/407

2 credits

Mathematics

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
MAT104/105	Algebra I A/B ❖◇	X	X	X	X		2	Yes
MAT102/103	Algebra I Part I A/B	X	X	X			2	
MAT108A/108B	Math Lab I - Algebra I A/B	X					2	
MAT304/305	WCSD Pre-IB Advanced Algebra I A/B ❖	X					2	
MAT106/107	Geometry A/B ❖◇	X	X	X	X		2	Yes
MAT112A/112B	Math Lab II Geometry A/B		X	X	X		2	
MAT160/161	WCSD Pre-IB Advanced Geometry A/B ❖◇	X	X				2	Yes
MAT402/403	Consumer Math I A/B		X	X	X		2	
MAT800/ 801 MAT080/081	Consumer Math I A/B Individualized Consumer Math A/B			X	X		2	
MAT200/201	Algebra I Part II A/B	X	X	X			2	
MAT202/203	Algebra II A/B ❖◇	X	X	X	X		2	Yes
MAT113A/113B	Math Lab III-Algebra II A/B		X	X	X		2	Yes
MAT162/163	WCSD Pre-IB Advanced Algebra II A/B ❖◇	X	X				2	Yes
MAT114/115	Financial Algebra A/B			X	X		2	Yes
MAT303	Intro to Statistics ❖◇			X	X		1	Yes
MAT300/301	Pre-Calculus/WCSD Pre-IB ❖◇		X	X	X		2	Yes
MAT409	Statistics* ❖◇			X	X		1	
MAT409-CW2	Statistics* ❖◇			X	X		2	
MAT400/401	Advanced Placement Calculus A/B ❖◇			X	X		2	Yes
MAT370/371 MAT470/471	IB Math SL-Analysis and Approaches A/B ❖◇			X	X		2	Yes
MAT374/375 MAT474/475	IB Math HL-Analysis and Approaches A/B ❖◇			X	X		2	Yes
MAT700/701 MAT070/071	Foundations of Math A/B Individualized Foundations of Math A/B		X	X	X		2	
MAT900/901 MAT090/091	Pre-Algebra A/B Individualized Pre-Algebra A/B	X	X	X	X		2	
LCC606/607 LCC610/611 LCC612/613	Math I, II, III, IV A/B	X	X	X	X		2	

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

◇ Denotes the course is approved by the NCAA Eligibility Center. Six math credits are required for graduation and must include Algebra I or equivalency. Six math credits are required for admission to most colleges and universities. All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of

all students. The special education service delivery plan outlines services available for students with an Individualized Education Program.

Algebra I A/B ❖

MAT104/105

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

Open to 9-10-11-12

2 credits

Recommended: Successful completion of Pre-Algebra.

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

Algebra I Part I A/B

MAT 102/103

02-052-G-050-10

02-052-G-050-20

Open to 9-10-11

2 credits

Algebra I Part II A/B

MAT 200/201

02-052-G-050-30

02-052-G-050-40

Open to 9-10-11

2 credits

This course adjusts the pace of basic algebraic concepts to engage students in hands on, discussion based learning, to support foundational algebraic concepts over two years. A criteria determines participation in this section. Students will explore the following algebraic concepts: properties and operations of numerical and variable expressions, equation solving using equations to solve career context problems, performing operations with polynomials, systems of linear equations, solving inequalities, coordinate graphing of equations, factoring, radical expressions, and equations containing radical expressions.

Math Lab I, Algebra I A/B

MAT108A/108B

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

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

Open to 9th graders enrolled in Algebra I

2 credits

In this course, students will work to strengthen Pre-Algebra skills needed to be successful in Algebra I as well as support newly learned material. This course will concentrate on the enhancement, not introduction, of basic math computational skill and is to be taken concurrently with Math 104/105 (Algebra I). This course will incorporate mathematics lab experiences; computer-based learning; traditional learning techniques and career focus experiences. The credit for this class does NOT fulfill one of the six required math credits.

WCSD Pre-IB Adv. Algebra I A/B ❖

MAT304/305

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

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

Open to 9

2 credits

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

Geometry A/B ❖◇ **MAT106/107**
02-072-G-050-10 (A)
02-072-G-050-20 (B)
Open to 9-10-11-12 2 credits

Recommended: Successful completion of Algebra I

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

Math Lab II-Geometry A/B **MAT112A/112B**
02-002-B-050-10 (A)
02-002-B-050-20 (B)

Open to 10-11-12th graders enrolled in Geometry 2 credits
In this course, students will work to strengthen Algebra skills needed to be successful in Geometry as well as support newly learned material. This course will concentrate on the enhancement, not introduction, of basic algebraic principles and is to be taken concurrently with Math 106/107 (Geometry). This course will incorporate mathematics lab experiences, computer based learning, traditional learning techniques and career focus experiences. The credit for this class does NOT fulfill one of the six required math credits.

WCSD Pre-IB Adv. Geometry A/B ❖◇ **MAT160/161**
02-072-E-050-10 (A)
02-072-E-050-20 (B)
Open to 9-10 2 credits

Recommended: Successful completion of Algebra I

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

Consumer Math I A/B **MAT402/403**
02-157-G-050-10 (A)
02-157-G-050-20 (B)

Consumer Math I A/B **MAT800/801**
Indiv. Consumer Math I A/B **MAT080/081**

02-157-S-050-00 (A)
02-157-S-050-00 (B)
Open to 10-11-12 2 credits

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

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

Algebra II A/B ❖◇ **MAT202/203**
02-056-G-050-10 (A)
02-056-G-050-20 (B)
Open to 9-10-11-12 2 credits

Recommended: Successful completion of Algebra I.

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

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

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

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

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

2 credits

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

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

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

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

Open to 9-10

2 credits

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

WCSD Pre-IB Algebra II is an accelerated study that extends beginning algebraic concepts. Properties of second-degree (quadratic polynomials) functions are developed. Sample topics studied include sets, open sentences, linear equations, polynomials, factoring, rational numbers, relations, and functions, irrational numbers, and quadratics. This course is designed for highly motivated students interested in further study in mathematics, engineering, physical science, and other technical fields. A scientific calculator is recommended.

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

02-155-G-050-10 (A)

02-155-G-050-20 (B)

Open to 11-12

2 credits

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

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

Intro to Statistics ❖◇**MAT303**

02-201-G-050-00

Open to 11-12

1 credit

Recommended: Successful completion of Algebra & Geometry.

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

Statistics ❖◇**MAT409**

02-205-C-050-00

Open to 11-12

1 credit

Hawkeye Community College MAT156

3 credits

WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.

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

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

Statistics ❖◇	MAT409-CW2
02-205-C-056-00	
Open to 11-12	2 credits
Hawkeye Community College MAT156	3 credits
<i>WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.</i>	
Prerequisite: Students must meet the HCC entrance requirements and complete the registration process. This course is a study of descriptive statistics including graphical representation, central tendency, correlation, and regression, intuitive treatment of probability, and inferential statistics including hypothesis testing. Students taking this course at the WCC location will learn about career pathways that integrate statistics and apply real world connections.	
Pre-Calculus A/B ❖◇	MAT300/301
02-110-G-050-10 (A)	
02-110-G-050-20 (B)	
Open to 10-11-12	2 credits
<i>Recommended: Successful completion of Algebra II</i>	
Students will review, extend, and apply topics of Geometry and Algebra II. Topics covered include: linear relations and functions, matrices, the nature of graphs, polynomial and rational functions, trigonometry, conic sections, exponential and logarithmic functions, sequences and series, and probability. The course is geared to students interested in mathematics, physics, chemistry, engineering, and other related technical fields. Students who have completed both Algebra and Geometry in middle school and who have taken WCSD Pre-IB Adv. Algebra II as a freshman and who have the consent of the teacher are encouraged to enroll in Pre-Calculus as a sophomore.	
AP Calculus A/B ❖◇	MAT400/401
02-124-H-050-10 (A)	
02-124-H-050-20 (B)	
Open to 11-12	2 credits
<i>Recommended: Completion of Pre-Calculus</i>	
Topics include limits and continuity, derivatives, and their application and integration.	
IB Math SL-Analysis and Approaches A/B ❖◇	
02-140-H-050-11 (11A)	MAT370/371
02-140-H-050-21 (11B)	
02-140-H-050-12 (12A)	MAT470/471
02-140-H-050-22 (12B)	
Open to 11-12	2 credits
<i>Recommended: WCSD Pre-IB Algebra II, Pre-Calculus</i>	
IB Math SL is a two-year course. Topics of study include fundamental algebra, functions, trigonometry, geometry, statistics & probability, and calculus. The emphasis of this course is calculus and statistics, economics, and math itself.	
Math I, II, III, IV A/B	
02-002-S-050-00 (A)	LCC606/607
02-002-S-050-00 (B)	
02-002-S-050-00 (A)	LCC608/609
02-002-S-050-00 (B)	
02-002-S-050-00 (A)	LCC610/611
02-002-S-050-00 (B)	
02-002-S-050-00 (A)	LCC612/613
02-002-S-050-00 (B)	
Open to 9-10-11-12	2 credits
In this series of courses students will learn and apply essential elements that are specific statements of knowledge and skills linked to the grade-level math expectations identified in the Common Core State Standards. Students will also learn math skills based on their individual goals for future living, learning, and working environments.	

IB Math HL-Analysis and Approaches A/B ♦♦

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

MAT374/375

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

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

MAT474/475

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

Open to 11-12

2 credits

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

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

Foundations of Math A/B**MAT700/701****Indiv. Foundations of Math A/B****MAT070/071**

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

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

Open to 10-11-12

2 credits

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

WCSD Pre-Algebra A/B**MAT900/901****Indiv. Pre-Algebra A/B****MAT090/091**

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

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

Open to 9-10-11-12

2 credits

Students will be introduced to the language and skills of basic algebra. This course is a first step in preparing students to meet graduation requirements for math. Topics covered in this course include the properties and operations of numerical and variable expressions, equation solving, using equations to solve real world problems, and solving inequalities. Property and problem solving are also covered.

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

Music

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
MUS100/101 MUS102/103	Band A/B	X	X	X	X		2	
MUS307	Marching Band	X	X	X	X		0.25	Yes
MUS104/105 MUS106/107	Orchestra A/B	X	X	X	X		2	
MUS108/109	Treble Clef Chorus A/B	X	X	X	X		2	
MUS110/111	Bass Clef Chorus A/B	X	X	X	X		2	
MUS112	Color Guard	X	X	X	X		0.25	Audition
MUS130/131	Guitar Level I A/B	X	X	X	X		2	
MUS132/133	Guitar Level II A/B		X	X	X		2	
MUS204/205	Concert Choir A/B	X (E)	X	X	X		2	Audition
MUS303/304	AP Music Theory A/B			X	X		2	Yes
MUS305	Wings		X	X	X		1	
MUS308	Applied Instrumental Lessons		X	X	X		1	
MUS309/310	Piano Lab I A/B		X	X	X		2	
MUS311/312	Songwriting and Composition A/B		X	X	X		2	

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

Note: Instrumental music instruction is available to all students who have a desire to play a band or orchestral instrument even if they have had no experience. They will be assigned to a skills sectional and eventually a large group ensemble. A sequence of skills needed to successfully play in the organization will be outlined and the student will work on these skills until they have developed enough technique to be able to successfully participate in the large group. Note: Jazz Band and Percussion Ensemble are extracurricular activities and not specific courses. For more information, please see the band teacher at the respective high schools.

Band A/B

9th MUS100/101

05-101-G-050-11 (A)

05-101-G-050-21 (B)

05-101-G-050-12 (A)

10th/11th/12th MUS102/103

05-101-G-050-22 (B)

Open to 9-10-11-12

2 credits

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

Marching Band**MUS307**

05-103-G-025-00

Open to 9-10-11-12

.25 credit

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

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

Orchestra A/B**9th/10th MUS104/105**

05-104-G-050-11 (A)

05-104-G-050-21 (B)

05-104-G-050-12 (A)

11th/12th MUS106/107

05-104-G-050-22 (B)

Open to 9-10-11-12

2 credits

Orchestra students will study and perform a variety of standard repertoire. To continue developing individual musicianship and technique, students will be required to attend individual or small group lessons outside of class. Participation in Chamber Orchestra, state honors orchestras, solo festivals, and similar events are available to advanced students. Students are required to participate in all performances unless excused by the director prior to the event.

Treble Clef Chorus A/B**MUS108/109**

05-111-G-050-12 (A)

05-111-G-050-22 (B)

Open to 9-10-11-12

2 credits

This class meets daily and is open to all sopranos and altos. Students will learn to sing correctly, improve music reading skills, and study basic music theory. A variety of choral literature will be studied and performed. Students will have the opportunity to participate in music festivals. To continue the development of individual musicianship, students will be required to attend individual or small group lessons outside of class. Students selecting this class are required to participate in all performances unless excused by the director prior to the event.

Bass Clef Chorus A/B**MUS110/111**

05-111-G-050-11 (A)

05-111-G-050-21 (B)

Open to 9-10-11-12

2 credits

This class meets daily and is open to all tenors and basses. Students will learn to sing correctly, improve music-reading skills, and study some music theory. A variety of choral literature will be studied and performed. Students will have the opportunity to participate in music festivals. To continue the development of individual musicianship, students will be required to attend individual or small group lessons outside of class. Students selecting this class are required to participate in all performances unless excused by the director prior to the event.

Color Guard**MUS112**

08-006-G-025-00

Open to 9-10-11-12

.25 credit

Recommended: Audition

Students will explore the elements of musical expression through coordinated movement. The color guard rehearses and performs with the band at all marching functions, including home football games, parades, and all festivals/competitions.

Guitar Level I A/B**MUS130/131**

05-108-G-050-11 05-108-G-050-21

Open to 9-10-11-12

2 credits

This course is designed for students with no previous formal guitar training. Students will receive guidance and direction in problem solving related to playing guitar at a beginning level. Students will learn chords and melodies in first position, reading standard notation, TAB, and chord charts. Students will be introduced to both strumming and fingerstyle playing. Success in the courses is based primarily on participation and effort.

Guitar Level II A/B**MUS132/133**

05-108-G-050-12

05-108-G-050-22

Open to 10-11-12

2 credits

Recommended: Intro to Alternative String Instruments-Guitar Level I or previous formal instruction.

Level II will expand on skills learned in Level I to include advanced chords, melodies, composition, and improvisation. Students will be introduced to the various styles and genres of music played by the guitar. Compared to Level I, higher emphasis and expectation will be placed on skill mastery and performance.

Concert Choir A/B**MUS204/205**

05-110-G-050-10 (A)

05-110-G-050-20 (B)

Open to 9-10-11-12 (E)

Open to 10-11-12 (W)

2 credits

Recommended: Audition

During daily class meetings students will work to develop a good choral blend with all voice parts, correct diction, proper breathing, and gain a rounded appreciation of choral music. A wide variety of choral literature will be studied and performed in concert settings. To continue the development of individual musicianship students will be required to attend individual or small group lessons outside of class. Students will also have the opportunity to participate in music festivals. Students are required to participate in all performances unless excused by the director prior to the event.

AP Music Theory A/B**MUS303/304**

05-114-H-050-10

05-114-H-050-20

Open to 11-12

2 credits

Recommended: Strong ability to read and write musical notation is fundamental for this course. It is also recommended you have acquired at least basic performance skills in voice or on an instrument or instructor approval.

The ultimate goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured bass notation.

Wings**MUS305**

05-116-G-050-00

Open to 10-11-12

1 credit

(Inspirational based choral music performance)

Using music as a vehicle, students will travel through time to learn about the history and context of 19th and 20th century cultural music. We will explore the impact on society of genres such as gospel, inspirational, jazz, blues, and rock and roll. While discussing these topics students will have the opportunity to engage with the music and have possible performances showcasing their knowledge.

Applied Instrumental Lessons**MUS308**

05-109-G-050-00

Open to 10-11-12

1 credit

Students will improve technique, tone, and musicianship on an instrument through practice of etudes, exercises, scales and solos. Students are expected to practice daily and will have weekly scheduled lessons. Students will be expected to learn all major scales and chromatic scales up to All-State tempo by the end of the first quarter of study. Objectives can be added as needed to fit specific student goals. Students must approach this class with strict diligence.

Piano Lab I A/B**MUS309/310**

05-107-G-050-10

05-107-G-050-20

Open to 10-11-12

2 credits

This course is designed for students with no previous or minimal formal piano training. Students will receive guidance and direction in problem solving related to playing piano at a beginning level. Students will learn chords and melodies, fingerings, and reading standard notation. Success in the course is based primarily on participation and effort.

Songwriting and Composition A/B**MUS311/312**

05-119-G-050-10

05-119-G-050-20

Open to 10-11-12

2 credits

Students will build their knowledge of basic music concepts and applications. This course will introduce these concepts through study and utilization of popular styles of music. Students will engage in songwriting, beat writing, and other practical applications of music theory. Through practical application, students will acquire a knowledge of basic music literacy; notational systems; rhythmic, harmonic, and melodic part writing; and other musical skills.

Physical Education

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
PHE121	Physical Education	X	X	X	X		1	
PHE123/124	Adapted/Modified Physical Education	X	X	X	X		1	
PHE221/221B	Strength & Conditioning	X	X	X	X		1	
PHE233/233B	Adv. Strength & Conditioning			X	X		1	X
PHE231	Fitness PE	X	X	X	X		1	
PHE222	Community Wellness/PE 70				X		1	X
PHE300/020/030	Health and Life Management	X	X	X	X		1	
PHE235/235B	Advanced Health Comprehensive			X	X		2	

Students are required to be in Physical Education a minimum of one semester each year (unless they are exempt). **For any PE exemptions, see counselor.** As a graduation requirement they must complete and pass 4 physical education courses in addition to one Health & Life Management credit. All Physical Education courses encourage students to explore activities that can be incorporated as a part of a healthy working lifestyle. Corporations and businesses associate healthy lifestyles with productivity in the workplace. Exposure to any of the physical education class offerings should help students transition to active healthy adulthood.

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

Physical Education

PHE121

08-001-G-050-10

Open to 9-10-11-12

1 credit

General Physical Education allows students to learn social and personal responsibility associated with participation in physical activity and to understand that physical activity provides an opportunity for enjoyment, challenge, self-exploration, social interaction, and the pursuit of leisure-time activity. Activities taught include:

Aerobics/Dance	Floor Hockey	Pickleball	Speedball
Archery	Frisbee Golf	Ping Pong	Team Handball
Arena Football	Golf	Power Walking	Tennis
Badminton	Ice Fishing	Rock Climbing	Volleyball
Basketball	Indoor Games	Roller Skating	Weightlifting
Bocce Ball	Matt Ball	Rugby	Wiffle Ball
Cross Country Skiing	New Zealand Ball	Snow Shoeing	Yoga/Tai Chi
Eclipse Ball	Omnikin Ball	Soccer	
Flag Football	Pass-Catch	Softball	

*All Semesters will include fitness activities and fitness testing.

*Some activities are subject to availability and weather conditions.

Adapted/Modified Physical Education**PHE123/124**

08-007-S-050-00

Open to 9-10-11-12

1 credit

Appropriate Physical Education activities are designed to meet a wide range of academic, social, emotional, and physical needs. Adapted/Modified Physical Education classes utilize inclusive practices which further enhance student learning.

Strength and Conditioning**PHE221/221B**

08-005-G-050-10

Open to 9-10-11-12

1 credit

The focus of this class is to build strength through regular participation in weightlifting opportunities provided in class. The class will primarily focus on free weightlifting and the Olympic lifts. Students will learn proper lifting techniques, weight room safety, and proper rest and nutrition for maximum results. In this class, students will be expected to lift and participate throughout the semester. Daily warm-up and conditioning are incorporated as a part of each workout. Students are expected to keep track of their lifting and chart lifts each day during class.

Adv. Strength and Conditioning**PHE233/233B**

08-005-G-050-20

Open to 9-10-11-12

1 credit

This class provides an opportunity during the school day for students to participate in a program designed to enhance athletic performance. Each class or “training session” is built using appropriate exercise selection, volume and loading that focuses on long- and short-term goals as well as peaking athletic performance. The use of online platforms by a certified strength and conditioning specialist allows for individualized programs that offer multiple options and performance-tracking capabilities to increase accountability and optimal training.

Fitness PE**PHE231**

08-005-G-050-20

Open to 9-10-11-12

1 credit

This is a non-competitive, individually based course focused on lifetime fitness/wellness through movement activities. Students will focus their workouts incorporating wellness as a part of a healthy lifestyle through different types of exercise. Movement and activities will include but not be limited to non-competitive games and activities, walking and jogging, yoga/Pilates, fitness videos, aerobic workouts, and circuit training. This class is designed to be a safe, non-judgmental, fitness-based course. Students are expected to keep track of their workouts, plan an exercise program, complete an exercise program, set fitness goals, and complete a summary paper.

Community Wellness/PE 70**PHE222**

08-016-G-050-00

Open to 12

1 credit

Recommended: Must have previously taken one physical education class

This PE course is a transition course for seniors to assist them with connecting to community wellness activities and classes. The course is designed to be an independent study program for students to participate in wellness activities at the Cedar Valley Sportsplex and/or other exercise facilities. Credit will be given for minutes in and above target heart rate zone as recorded on their heart rate monitor. West and East High PE faculty monitor student progress. Students are responsible for logging hours and turning in timesheets weekly. Credit will be given when students complete a log of a minimum of 70 activity hours to receive credit.

Health and Life Management PHE300

08-057-G-050-00

Health and Life Management PHE020

08-057-S-050-00

Health and Life Management PHE030

08-057-S-050-00

Open to 9-10-11-12

1 credit

This class is a requirement for graduation.

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

Advanced Health Comprehensive PHE235/235B

08-051-G-050-10

08-051-G-050-20

Open to 10-11-12

2 credits

Recommended: students who plan to pursue a health science pathway or instructor approval

Advanced Health is a year long class that meets the graduation Health requirement. This course covers nutrition, mental health, stress management, drug/alcohol abuse prevention, disease prevention, and consumer health issues. This course integrates occupations within health related fields, along with medical terminology used in Nurse Aide and EMT courses.

Science

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
	<i>EARTH SCIENCES</i>							
SCI202/203	Earth and Space Science A/B ❖❖	X	X	X	X		2	
SCI900/901 SCI090/091	Earth and Space Science A/B Individualized Earth and Space Science A/B	X	X	X	X		2	
	<i>LIFE SCIENCES</i>							
SCI200/201	Biology A/B ❖❖		X	X	X		2	
SCI700/701 SCI070/071	Biology A/B Individualized Biology A/B		X	X	X		2	
SCI404/405	Advanced Placement Biology A/B ❖❖			X	X		2	Yes
SCI360/361 SCI460/461	IB Biology SL ❖❖			X	X		2	Yes
SCI376/377 SCI476/477	IB Biology HL			X	X		2	Yes
SCI303/304	Ecology A/B ❖❖		X	X	X		2	Yes
SCI392/393	WCSD Pre-IB Adv. Integrated Life Science A/B ❖	X					3	
SCI402/403	Human Anatomy and Physiology A/B ❖❖		X	X	X		2	Yes
	<i>PHYSICAL SCIENCES</i>							
SCI100	Physical Science A ❖❖		X	X	X		1	
SCI660 SCI060	Physical Science A Individualized Physical Science A		X	X	X		1	
SCI101	Physical Science B ❖❖		X	X	X		1	
SCI661 SCI061	Physical Science B Individualized Physical Science B		X	X	X		1	
SCI300/301	Chemistry A/B ❖❖		X	X	X		2	Yes
SCI409/410	Advanced Placement Chemistry A/B ❖❖			X	X		2	Yes
SCI362/363 SCI462/463	IB Chemistry SL A/B ❖❖			X	X		2	Yes
SCI364/365 SCI464/465	IB Chemistry HL A/B ❖❖			X	X		2	Yes
SCI400/401	Physics A/B ❖❖		X	X	X		2	Yes
SCI394/395	WCSD Pre-IB Adv. Integrated Physical Science ❖		X				3	Yes
SCI407/408	Advanced Placement Physics I ❖❖		X	X	X		2	Yes

LCC122/123 LCC222/223 LCC322/323	Science I, II, III A/B	X	X	X	X		2	
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❖ Denotes the course is accepted in the Regents-Approved Index (RAI) of courses. The letters G, H, E or C must be in the coding to be an approved course. Generally, S coded courses do not count in the RAI.

◇ Denotes the course is approved by the NCAA Eligibility Center

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

The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

Six science credits are required for graduation and must include 2 credits of Earth and Space Science, 2 credits of Biology and 2 credits of Physical Science (or equivalent chemistry/physics option).

GRADE 9: Earth and Space Science, Biology, WCSD Pre IB Adv. Integrated Life Science.

GRADE 10: Earth and Space Science, Biology, Human Anatomy and Physiology, Ecology, Physical Science, Chemistry, Physics, WCSD Pre IB Adv. Integrated Physical Science.

GRADE 11: Earth and Space Science, Biology, AP Biology, IB Biology SL, Human Anatomy and Physiology, Physical Science, Chemistry, AP Chemistry, IB Chemistry SL, IB Chemistry HL, Physics, AP Physics.

GRADE 12: Earth and Space Science, Biology, AP Biology, IB Biology SL, Human Anatomy & Physiology, Physical Science, Chemistry, AP Chemistry, IB Chemistry SL, IB Chemistry HL, Physics, AP Physics I..

Required Credits

Earth and Space A&B	Biology A&B	Physical Science A	Physical Science B
<i>Successful Completion of:</i> <ul style="list-style-type: none"> ● Integrated Physical Science A&B ● Integrated Life Science A&B 	<i>Successful Completion of:</i> <ul style="list-style-type: none"> ● Integrated Life Science A&B ● IB Biology SL/HL 11A&B ● AP Biology A&B 	<i>Successful completion of:</i> <ul style="list-style-type: none"> ● Integrated Physical Science A&B ● Physics A and/or B ● AP Physics A and/or B 	<i>Successful completion of:</i> <ul style="list-style-type: none"> ● Integrated Physical Science B ● Chemistry A and/or B ● AP Chemistry A and/or B ● IB Chemistry SL/HL 11A and /or B

Advanced Pathways: WCSD Pre-IB Adv Integrated Sciences are two-year long courses that are meant to be taken in serial. These classes are designed for highly motivated students interested in pursuing AP and IB classes their junior and senior year. These courses are designed to be rigorous and fast paced. They bend learning outcomes between different science disciplines to enhance understanding of cross cutting concepts. The goal of the courses is to cover all state science standards in two years, rather than three, which gives the students more freedom of choice during their junior and senior years.

Earth and Space Science A/B ❖◇ **SCI202/203**
03-008-G-050-10 (A)
03-008-G-050-20 (B)

Earth and Space Science A/B **SCI900/901**
Individualized Earth and Space Science A/B **SCI090/091**

03-008-S-050-00 (A)
03-008-S-050-00 (B)
Open to 9-10-11-12 2 credits

Earth and Space Science builds on middle school ideas and skills, allowing high school students to explain more in-depth phenomena. The course will help students formulate an answer to these questions: “What is the universe, and what is Earth’s place in it?” Topics include the universe and its stars, the solar system and the history of planet Earth. “How and why is Earth constantly changing?” Topics include earth materials and systems, plate tectonics, the roles of water on earth, weather, climate and biogeology. “How do Earth’s surface processes and human activities affect each other?” Topics include natural resources and hazards, humanity's impact on Earth systems, and global climate change. This course blends these core ideas with scientific and engineering practices to support students in developing usable knowledge to explain ideas across the science disciplines.

Ecology A/B ❖◇ **SCI303/304**
03-003-G-050-10 (A)
03-003-G-050-20 (B)
Open to 10-11-12 2 credits

Recommended: One year of science

Students will develop an awareness of current environmental issues and the technologies for dealing with them. Topics such as solid and hazardous waste disposal, oil spill, wastewater treatment and air pollution will be included. Examples of requirements include research and experiencing environmental issues through indoor and outdoor experiences, guest speakers, field trips, interactive activities, readings and projects. Class includes an independent research component.

Biology A/B ❖◇ **SCI200/201**
03-051-G-050-10 (A)
03-051-G-050-20 (B)

Biology A/B **SCI700/701**
Individualized Biology A/B **SCI070/071**

03-051-S-050-00 (A)
03-051-S-050-00 (B)
Open to 10-11-12 2 credits

Recommended: One year of earth science

In this course, all issues relate to the theme of sustainability. Sustainability refers to the ability of a community to meet its present needs without compromising the ability of future generations to meet their own needs. Students will engage in a process of inquiry similar to that which scientists use. This involves asking questions about the natural world, gathering evidence and constructing logical explanations to answer those questions. Students will participate in a wide range of activities, including hands-on labs, hands-on models, interactive computer simulations of scientific concepts and discussions that connect what is learned in their own life, their community, and the world. Units covered include ecology, cell biology, genetics, and evolution.

Advanced Placement (AP) Biology A/B ❖◇ **SCI404/405**
03-056-H-050-10 (A)
03-056-H-050-20 (B)

Open to 11-12 2 credits

Recommended: One year of biology with a grade of B or higher

This course is designed to be the equivalent of a college introductory biology course. Students are provided with the conceptual framework, factual knowledge and analytical skills necessary to deal with the rapidly changing science of biology. Three general areas will be emphasized: molecules and cells, genetics and evolution, and organisms and populations. Laboratory experiences are an integral part of the course, including written laboratory reports.

IB Biology SL A/B ❖

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

SCI360/361

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

SCI360/361

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

SCI460/461

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

SCI460/461

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Integrated Life/Physical Science

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

IB Biology HL ❖

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

SCI376/377

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

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

SCI476/477

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

2 credits

Recommended: WCSD Pre-IB Integrated Life/Physical Science

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

WCSD Pre-IB Integrated Sciences are two-year long courses that are meant to be taken in series. These classes are designed for highly motivated, hardworking students who are interested in pursuing AP and IB classes their junior and senior years. The courses are designed to be rigorous and fast paced. They blend learning outcomes between different science disciplines to enhance understanding of cross cutting concepts and compact learning outcomes. The goal of the courses is to cover all state science standards in two years, rather than three, giving students more freedom of choice during their junior and senior years.

WCSD Pre-IB Adv Integrated Life Science A/B ❖**SCI392/393**

03-201-E-050-11(A)

03-201-E-050-21 (B)

Open to 9

3 credits

This is a 3-semester course compacted into 2 semesters.

This course will cover Biology A&B along with Earth and Space Science B standards. Students will learn about the interdependence of living things and their environment. Students will explore the structure of living things; how DNA is used to store, process, and edit biological information; and how reproduction allows for information to be passed on and altered in successive generations. Students will discover how Earth's place in a solar system, and its unique atmosphere, enable it to sustain life while other planets cannot. The Earth will be studied as a living entity, focusing on the cycle of Earth's resources, and how its surface features are altered over time by unseen forces to distribute resources into disparate ecosystems. We will use scientific data to assess how human alterations to the environment have disrupted natural processes and explore ways in which our society can become more sustainable. A central theme of the course will be how the availability of these resources and the disruptions caused by the changing planet act as a driving force for the evolution of species. Students who are successful in this course will leave with a foundation of understanding and skills that will prepare them for AP and IB coursework in biology.

WCSD Pre-IB Adv Integrated Physical Science A/B ❖**SCI394/395**

03-201-E-050-12(A)

03-201-E-050-22 (B)

Open to 10

3 credits

This is a 3-semester course compacted into 2 semesters.

This course will cover Physical Science A&B with Earth, and Space Science A standards. The matter of the earth and its minerals will be used as a theme for studying elements' compounds, and how their atomic scale forces affect their macroscopic properties. Physics concepts will be used to understand the motion of objects with respect to their mass, inertia, and the forces acting on them. Students will study the nature of chemical change and energy transformation before applying their understanding to explain, predict, and design useful interactions. We will discuss the nature of electricity, the resources we use to generate it, the effect they have on our environment, and their conservation. Forms of electromagnetic radiation and their uses for transferring energy and data will be explored. A central theme of this course will be how understanding and manipulating matter was key to the development of new technologies and the progress of society. Students who are successful in this course will leave with a foundation of understanding and skills that will prepare them for AP and IB coursework in chemistry and physics.

Physical Science A/B ❖◇**SCI100/101**

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

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

2 Credits

Physical Science courses involve study of the structures and states of matter. This introductory survey course includes forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

Physical Science A**SCI660****Individualized Physical Science A****SCI060**

03-159-S-050-00 (A)

Open to 10-11-12

1 credit

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

Physical Science B**SCI661****Individualized Physical Science B****SCI061**

03-159-S-050-00 (B)

Open to 10-11-12

1 credit

This is an introductory level chemistry class that focuses on matter and interactions. Students will explore the periodic table to discover trends and patterns among the elements that make up all matter. The students will also use chemical reactions to show how particles within atoms interact with each other to form new substances while mass and the number of atoms are conserved. The students will communicate scientific and technical information about why the molecular level is important in the design of materials. Finally, the students will use models and nuclear reactions to investigate how changes within the nucleus occur to create energy through the processes of fission and fusion.

Chemistry A/B ❖◇**SCI300/301**

03-101-G-050-10 (A)

03-101-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: One year of science and Algebra I

This is a college preparatory class that focuses on matter and its interactions. Students will explore the periodic table to discover trends and patterns among the elements that make up all matter. Students will also use chemical reactions to show how particles within atoms interact with each other to form new substances while mass and the number of atoms are conserved. Students will use stoichiometry to explain and explore the relationships between different chemical quantities as used in industry. Students will communicate scientific and technical information about why the molecular level is important in the design of materials. Finally, students will use models and nuclear reactions to investigate how changes within the nucleus occur to create energy through the processes of fission and fusion. Some mathematical expressions will be used at a Geometry level.

Advanced Placement (AP) Chemistry A/B ❖❖**SCI409/410**

03-106-H-050-10 (A)

03-106-H-050-20 (B)

Open to 11-12

2 credits

Recommended: One year of Chemistry and Algebra II (Algebra II may be taken concurrently)

The Advanced Placement Chemistry course is the equivalent of a college introductory chemistry course. It provides students with a depth of understanding of fundamentals and a competence in dealing with chemical problems. Laboratory experiences are an essential part of the course. Four general areas are emphasized: structure of matter, states of matter, reactions, and descriptive chemistry.

IB Chemistry SL A/B ❖❖

03-107-H-050-11 (11A)

SCI362/363

03-107-H-050-21 (11B)

03-107-H-050-12 (12A)

SCI462/463

03-107-H-050-22 (12B)

Open to 11-12

2 credits

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

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

IB Chemistry HL A/B ❖❖

03-107-H-050-11(11A)

SCI364/365

03-107-H-050-21 (11B)

03-107-H-050-12 (12A)

SCI464/465

03-107-H-050-22 (12B)

Open to 11-12

2 credits

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

Integrated Life/Physical Science

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

Physics A/B ❖❖**SCI400/401**

03-151-G-050-10 (A)

03-151-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: One year of science and Geometry, which may be taken concurrently

This is a college preparatory physics course designed around motion and energy. Students will investigate and calculate how objects are affected by the laws of motion, gravity, and forces. Students will design and evaluate a device that minimizes the effects of these forces on macroscopic objects. Students will also explore and measure how energy is converted, transferred, and conserved within a system. Finally, students will investigate and calculate electromagnetic energy in the forms of electricity, magnetism, and the different parts of the electromagnetic spectrum. This course will include quantitative expressions at a Geometry level.

Advanced Placement (AP) Physics I A/B ❖❖

SCI407/408

03-155-H-050-11 (A)

03-155-H-050-21 (B)

Open to 10-11-12

2 credits

Recommended: One year of science and Algebra II which may be taken concurrently. No previous physics coursework is necessary.

AP Physics I is designed to be equivalent to the first semester of an introductory, algebra-based college physics class. It is appropriate for any student intending to attend college and especially those who may continue into a scientific, medical, engineering, manufacturing or technical career. Physics is considered to be the most basic science, with applications to a wide variety of situations and most professional careers. Students will study the interactions between energy and matter.

Students will explore principles of Newtonian mechanics, work, energy and power; mechanical waves and sound; and introductory, simple circuits. Laboratory experiments will be a major part of this course.

Human Anatomy and Physiology A/B ❖❖

SCI402/403

03-053-G-050-10 (A)

03-053-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: Biology & Chemistry (Chemistry may be taken concurrently)

Students will learn the structure (anatomy) and operation (physiology) of various tissues, organs, and organ systems of the human body. Laboratory work comprises a major portion of the course involving microscopes, dissection of a cat, and numerous chemical and/or biological techniques. This course is useful in preparation for medical, biological, and physical education careers.

Biology A/B

HIM230/231

03-151-S-050-00 (A)

03-151-S-050-00 (B)

Open to 9-10-11-12

2 credits

Through the use of sign language, students will be studying living things and the interrelatedness of man, plants, animals and the environment. Students will also study good health practices, human body systems, common diseases, sexuality, physical fitness and wellness, nutrition, chemical dependencies, and problem solving related to topics studied.

Earth Science A/B

HIM330/331

03-001-S-050-00 (A)

03-001-S-050-00 (B)

Open to 9-10-11-12

2 credits

Students will study ecology, current trends in environmental issues, recycling, conservation of resources, safe environment shopping, weather patterns, and problem-solving using sign language. Participation in Life Centered Curriculum Courses is determined through an IEP team decision. The course of study within the IEP defines graduation requirements based on individual needs.

Science I, II, III A/B

03-202-S-050-00(A)

LCC122/123

03-202-S-050-00 (B)

03-202-S-050-00 (A)

LCC222/223

03-202-S-050-00 (B)

03-202-S-050-00 (A)

LCC322/323

03-202-S-050-00 (B)

Open to 9-10-11-12

2 credits

In this series of courses students will conduct investigations and gather evidence to explain scientific phenomena in biology, physical science, and earth and space science. Students will learn and apply essential elements that are specific statements of knowledge and skills linked to the grade-level science expectations identified in the Common Core State Standards. Students will engage in three-dimensional learning to include science and engineering practices, disciplinary core ideas, and crosscutting concepts. Students will construct explanations and use models to evaluate scientific evidence across the three domains of science.

Social Sciences

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
SOC310/311	U.S. History A/B ❖❖	X					2	
SOC600/601/602 SOC060/061/062	U.S. History A/B Individualized U.S. History A/B	X					2	
SOC330/331	WCSD Pre-IB Adv. U.S History A/B❖	X					2	
SOC215/216	World History A/B ❖❖		X				2	
SOC700/701/702 SOC070/071/072	World History A/B Individualized World History A/B		X				2	
SOC356/357	WCSD Pre-IB Adv. World History A/B❖❖	X	X				3	
SOC370/371 SOC372/373	IB History HL A/B ❖❖			X	X		2	Yes
SOC304	The African American Experience ❖❖		X	X	X		1	
SOC306	Psychology I: Perspectives in Psychology ❖❖		X	X	X		1	
SOC337	Psychology II: Psychological Disorders & Personality ❖❖		X	X	X		1	Yes
SOC307	Sociology ❖❖			X	X		1	
SOC312	Economics ❖❖			X	X		1	
SOC801 SOC081	Economics Individualized Economics			X	X		1	
SOC376/377 SOC476/477	IB Economics SL A/B ❖❖			X	X		2	Yes
SOC378/379 SOC478/479	IB Economics HL A/B ❖❖			X	X		2	Yes
SOC315	Contemporary Affairs ❖❖			X			1	
SOC802 SOC082	Contemporary Affairs Individualized Contemporary Affairs			X			1	
SOC325	Geography ❖❖		X	X	X		1	
SOC803 SOC083	Geography Individualized Geography		X	X	X		1	
SOC339	Laws, Order, and Society❖		X	X	X		1	
SOC415	U.S. Government ❖❖				X		1	
SOC800 SOC080	U.S. Government Individualized U.S. Government				X		1	
SOC417/418	AP U.S. Government A/B❖❖				X		2	Yes
SOC308/309	AP Psychology A/B❖❖		X	X	X		2	

SOC380/381 SOC480/481	IB Theory of Knowledge ❖◇			X	X		1	Yes
SOC332	US History to 1877*❖◇			X	X		1	Yes
SOC353	US History Since 1877*❖◇			X	X		1	Yes
LCC104/105 LCC204/205 LCC304/305 LCC404	Social Sciences I, II, III, IV, A/B	X	X	X	X		2	
SOC360	Women's Studies ❖		X	X	X		1	

* Concurrent courses with Hawkeye Community College must meet entrance requirements

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

◇ Denotes the course is approved by the NCAA Eligibility Center

Six credits are required in Social Sciences and must include two credits in United States History, two credits in World History, one credit in United States Government, and one credit in Geography. Six, or more, social science credits are required for admission to most colleges and universities. Students in all social science courses will work on developing literacy and critical thinking skills to build their skills to be successful in real world situations. All courses emphasize 21st century skills and literacy development. Instruction is differentiated to meet the needs of all students. The special education service delivery plan outlines services available for students with an Individualized Education Program (IEP).

U.S. History A/B ❖◇

SOC310/311

04-103-G-050-11 (A)

04-103-G-050-21 (B)

U.S. History A/B

SOC600/601

Individualized U.S. History A/B

SOC060/061

04-103-S-050-11 (A)

04-103-S-050-21 (B)

Open to 9

2 credits

Students will study political, cultural, and social history to understand how that has determined the present. Studying key people, events, and American life will be the basis for understanding connections between diverse peoples. Focus will be on the turning points in history and events that have a lasting impact on our contemporary lives. First semester covers the Civil War to the Great Depression Era. Second semester covers World War 2 to 9/11 Students will engage in the standards of the Iowa Core Curriculum.

WCSD Pre-IB Adv U.S. History A/B ❖◇

SOC330/331

04-103-E-050-10 (A)

04-103-E-050-20 (B)

Open to 9

2 credits

Pre-IB Advanced World History is a rigorous, deep-thinking World History course with geography embedded in the curriculum. Students will engage in a thematic study of history which highlights causes and effects, similarities among events across time, and the *why* of history. Geographical concerns are analyzed as students learn about different historical eras. Students will compare, contrast, and analyze how historical and geographical information relates to contemporary situations. In preparation for IB, AP, and concurrent courses, students will be challenged to study independently, engage in historical writing and research, analyze historical evidence, formulate questions to issues, use evidence to defend arguments, and draw conclusions about historical events. Students will engage in the standards of the Iowa Core Curriculum.

World History A/B ❖

SOC215/216

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

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

World History A

SOC700

Individualized World History A

SOC070

04-051-S-050-10

Open to 10

2 credits

Students will study cultural areas of the world from a chronological perspective. They will relate historical information to contemporary situations. World History A covers the Middle Ages through the Enlightenment. World History B covers Revolutions through modern-day history. Students will engage in the standards of the Iowa Core Curriculum.

WCSD Pre-IB Adv. World History A/B ❖

SOC356/357

04-051-E-050-10 (A)

04-051-E-050-20 (B)

Open to 9-10

3 credits

Geography is embedded in this course.

Students who choose to engage in a faster-paced, and rigorous World History course are encouraged to take WCSD Pre-IB Advanced World History. Students will study cultural areas of the world from a chronological perspective. They will relate historical and geographical information to contemporary situations. World History A covers ancient civilizations through the Middle Ages. World History B covers the Renaissance through Imperialism. In preparation for IB, AP, and concurrent courses, students will learn to study independently, engage in historical writing and research, analyze historical evidence, formulate questions to issues, use evidence to defend arguments, and draw conclusions about historical events. Students will engage in the standards of the Iowa Core Curriculum.

IB History HL A/B ❖

04-054-H-050-11 (11A)

SOC370/371

04-054-H-050-21 (11B)

04-054-H-050-12 (12A)

SOC372/373

04-054-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Adv. US History

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

The African American Experience ❖

SOC304

04-107-G-050-00

Open to 10-11-12

1 credit

Celebrate the African American culture through a hands on, interactive learning experience that reviews the major role African Americans have played in shaping the history and culture of the United States. The course begins with the study of early West African societies, moves through the story of the establishment, development, and modernization of our country, and concludes with current times. Students will review both historical and current events through the lens of arts and literature, technology, and social and political contributions. An emphasis will be given to the African American story in Waterloo and in Iowa, and the role African American Iowans played in shaping our nation. Regardless of your race, ethnicity, or heritage, you will enjoy this view of history from a unique and engaging perspective.

Women's Studies ❖

SOC360

04-108-050-00

Open to 10-11-12

1 credit

This course is designed to introduce students to women's studies as an interdisciplinary field of knowledge. Women's Studies strives to provide equal education to both women and men by making the study of the history and culture of women the central focus of concentrated scholarship and learning. The purpose of the course is to involve students in the ongoing dialogue of women's experiences and women's socialization by sex, class, color, and culture. Gender Studies courses examine the history, politics, economics, and/or culture of gender in U.S. society.

Psychology I: Perspectives in Psychology ❖❖

SOC306

04-254-G-050-00

Open to 10-11-12

1 credit

Many people associate psychology with psychologists and the treatment of individuals with emotional or mental health problems. However, there are many different topics and careers associated with the study of psychology. In this course, students will learn about the different psychological approaches such as: Behaviorism, Psychodynamics, Humanistic, Cognitive, Biological, and Sociocultural. Topics include sleep and dreams, brain function, the developing human, sensation, perception, gender, and more. Even if you're not interested in becoming a psychologist, having a good understanding of the human mind and behavior will serve you well in any career. Psychology is about the connection between the mind and the body, and the combination of people's thoughts, feelings, and actions.

Psychology II: Psychological Disorders & Personality ❖❖

SOC337

04-255-G-050-00

Open to 10-11-12

1 credit

Recommended: Psychology I

Have you ever wondered what makes people who they are? Are you curious as to what interferes with a person's ability to function in a healthy way? In this course students will study psychological disorders and how they impact the way people think, feel, and behave in society. Students will discover different theories describing our personalities, and will look at the reasoning behind what motivates behavior. As a part of this, students will learn how to assess, diagnose, and offer treatments to people suffering from mental illnesses. Topics range from anxiety disorders to schizophrenia, to depression, to violent behavior. Not only will this help prepare for careers in psychology/psychiatry, but will also offer an understanding of people and their mental health issues, which can assist in any career as well as personal relationships.

Sociology ❖❖

SOC307

04-258-G-050-00

Open to 11-12

1 credit

Why do some people commit crimes while others don't? What can be done about poverty and inequality in the United States? Should sports teams with Indian mascots be allowed? Why is it considered normal to eat puppies in some parts of the world? If you are fascinated by the behavior of others and why we act the way we do, then sociology is for you. Sociology teaches us to answer "what," "how," and "why" about what is going on in our personal lives, our communities, and the world. Sociology challenges your basic assumptions about why people live the way they do. During the semester we frequently examine and discuss current events through a sociological perspective. Students enjoy conducting their own research study in this class. Similar to real-life sociologists, students will have the opportunity to study data from surveys that investigate important issues, attitudes, and experiences.

Economics ❖❖

SOC312

04-201-G-050-00

Economics

SOC801

Individualized Economics

SOC081

04-201-S-050-00

Open to 11-12

1 credit

Students will learn about how society makes decisions by exploring concepts such as supply and demand, market pricing and government intervention, and be able to relate them to social issues pertinent to their personal lives. Students will also learn personal finance skills such as managing a budget, taxes, and retirement planning. The course will cover the history of economics and geopolitical studies. Students will engage in the standards of the Iowa Core Curriculum.

IB Economics SL A/B ❖❖

04-206-H-050-11 (11A)

SOC376/377

04-206-H-050-21 (11B)

04-206-H-050-12 (12A)

SOC476/477

04-206-H-050-22 (12B)

Open to 11-12

2 credits

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

IB Economics HL A/B ❖❖

04-206-H-050-11 (11A)

SOC378/379

04-206-H-050-21 (11B)

04-206-H-050-12 (12A)

SOC478/479

04-206-H-050-22 (12B)

Open to 11-12

2 credits

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

Contemporary Affairs ❖❖**SOC315**

04-156-G-050-10

Contemporary Affairs**SOC802****Individualized Contemporary Affairs****SOC082**

04-156-S-050-00

Open to 11

1 credit

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

Geography ❖❖**SOC325**

04-001-G-050-00

Geography**SOC803****Individualized Geography****SOC083**

04-001-S-050-00

Open to 10-11-12

1 credit

The Geography credit can be satisfied by taking WCSD Pre-IB Adv. World History, IB History or IB Economics. This course is designed to help students better understand our constantly changing and complex world through the study of geography. The course will study geography from the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The course should compare and contrast these themes across all continents. Special emphasis will be placed on geographical skills, and geographic literacy (locating countries, capitals, and physical features of the world) as well as global, human issues in a contemporary world.

Laws, Order, and Society◇ **SOC339**
04-166-G-050-00
Open to 10-11-12 1 credit
Students will examine the critical question of “What is justice”? Students will explore the political, economic, and sociological underpinnings that support and maintain society. From there students will examine the criminal justice system in the United States, the rights of the accused, as well as protections for criminal victims. Students will also explore careers in the fields of law and criminal justice.

U. S. Government ◇◇ **SOC415**
04-151-G-050-00
U.S. Government **SOC800**
Individualized U.S. Government **SOC080**
04-151-S-050-00
Open to 12 1 credit
Students will learn the concepts of our national, state, and local governments. They will be guided in developing an appropriate sense of responsible citizenship as participants in our democratic society. Topics covered include all branches of government and the interrelatedness of their functions and experiences to show students how government affects their daily life and how they can affect government. Students will engage in the standards of the Iowa Core Curriculum.

AP U.S. Government A/B ◇◇ **SOC417/418**
04-159-H-050-10 (A)
04-159-H-050-20 (B)
Open to 12 2 credits
All students interested in government are encouraged to consider taking this course; teacher recommendation. It is strongly recommended that students take Government prior to this course. Students must complete this course to get the government credit on their transcript. Students will learn the concepts of our national, state, and local governments. They will be guided in developing an appropriate sense of responsible citizenship as participants in our democratic society. Topics covered include all branches of government and the interrelatedness of their functions and experiences to show students how government affects their daily life and how they can affect government. The course will contain more writing components and more in-depth analysis. Students will engage in the standards of the Iowa Core Curriculum.

AP Psychology A/B ◇◇ **SOC308/309**
04-256-H-050-10 (A)
04-256-H-050-20 (B)
Open to 10-11-12 2 credits
Students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings, exposed to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice. Students will explore how psychologists use research methods and critical analysis to explore human behavior. Students will engage in the standards of the Iowa Core Curriculum.

IB Theory of Knowledge A/B ◇◇ **SOC380/381**
04-304-H-025-11 (11A)
04-304-H-025-21 (11B) **SOC480/481**
04-304-H-025-12 (12A)
04-304-H-025-22 (12B)
Open to 11-12 1 credit
Recommended: International Baccalaureate Diploma Candidate
Theory of Knowledge provides a connecting link for the learner to synthesize the approaches to understanding gained over the course of IB study. TOK is taken every other day with a seminar on alternating days. Students will explore and apply the eight Areas of Knowledge and eight Ways of Knowing. The course raises questions about the validity of knowledge, and in so doing seeks a cross-curricular understanding of how a learner learns and, ultimately, knows. Students will pursue a wide range of readings to be examined in a Socratic Seminar setting combining literature, history, science, mathematics, and fine arts, among others. This course should be taken by students who are pursuing the International Baccalaureate Diploma.

US History to 1877 ❖❖ **SOC332**
 04-102-C-050-00
 Open to 11-12 1 credit
 Hawkeye Community College HIS151 3 credits
WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.
Students must meet the HCC entrance requirements and complete the registration process.
 This United States history course examines the country's colonial experience, revolutionary period, and 19th century history through Reconstruction. The course includes political, economic, and social history of this period, as well as the development of American thought.

US History Since 1877 ❖❖ **SOC353**
 04-103-C-050-00
 Open to 11-12 1 credit
 Hawkeye Community College HIS152 3 credits
WCSD Required: Proficient or higher on the most recent ISASP in English-language arts, math, and science.
Students must meet the HCC entrance requirements and complete the registration process.
 This United States history course examines the period from the end of reconstruction to the present. Emphasis is placed upon industrialization and its impact, the development of a strong federal government, an aggressive foreign policy, and a growing involvement in an international economy. The course includes political, economic, and social history of this period, as well as the development of American thought.

World Studies A/B **HIM220/221**
 04-051-S-050-00 (A)
 04-051-S-050-00 (B)
 Open to 9-10-11-12 2 credits
 Students will develop an understanding of geography and cultural diversities through the use of signs. Current events in the world will be discussed and related to the everyday lives of the students.

U.S. Government **HIM321**
 04-151-S-050-00
 Open to 9-10-11-12 1 credit
 Students will learn the basic structure of government at all levels and how government affects their daily lives now and in the future. Emphasis will be on their rights and responsibilities. Participation in Life Centered Curriculum Courses is determined through an IEP team decision. The course of study within the IEP defines graduation requirements based on individual needs

Social Sciences I, II, III, IV A/B
 04-305-S-050-00 (A) **LCC104/105**
 04-305-S-050-00 (B)
 04-305-S-050-00 (A) **LCC204/205**
 04-305-S-050-00 (B)
 04-305-S-050-00(A) **LCC304/305**
 04-305-S-050-00(B)
 04-305-S-050-00 (A) **LCC404**
 04-305-S-050-00 (B)
 Open to 9-10-11-12 2 credits
 In this series of courses students will learn and apply essential elements that are specific statements of knowledge and skills linked to the grade-level English expectations identified in the Common Core State Standards. Students will also learn to use different forms of technology for writing based on their individual goals for future living, learning, and working environments.

Specialized Offerings

	Course Title	9	10	11	12		Credits	Recommended Approval
CAR105	C3 Foundations	X					1	
LEA100/101	Expanded Learning Program A/B	X	X	X	X		2	Yes
CAR 208/209 CAR210/211	I-JAG A/B (East)	X	X	X	X		1	
LCC110/111	Employability in the 21st Century A/B	X	X	X	X		2	

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

C3 Foundations

22-152-G-050-00

Open to 9

This is a required course for 9th grade students (unless the credit was earned in 8th grade). The Expanded Learning Program, IB Diploma Program, JROTC, and ELL C3 courses also meet the requirement for C3 Foundations. The course includes employability skills in the areas of career choices. Financial literacy and high school pathway orientation is also embedded. Students will match their interest and aptitudes to career options with a focus on using employment information effectively, acquiring and improving employability skills that allow people to gain, remain, and advance in the workplace as well as in society. Students will review and update their academic pathway and explore various options (liberal arts, CTE, and IB Diploma Program). Students will gain an understanding of working in a global society.

CAR105

1 credit

Expanded Learning Program A/B

22-101-H-050-10 (A)

22-101-H-050-20 (B)

Open to 9-10-11-12 **Offered at East High Only**

Recommended: Identified for Expanded Learning Program services, enrolled in Advanced English 9 or 10, Advanced Placement courses, Post-Secondary enrollment, and/or instructor approval

This class is especially designed to meet the needs of gifted and talented learners. ELP offers the opportunity to extend and apply discussion, research, production, and critical thinking skills.

This class emphasizes the development of independent, lifelong learners. Students will design and complete investigations and/or in-depth studies based on personal interests. Grades are assigned. The pass/no credit option is available. Students may select the course each semester, all four years. **When the Expanded Learning course is taken as a 9th grader, the requirement of the C3 Foundations credit is met in one semester.**

LEA100/101

2 credits

I-JAG A/B (East)

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

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

22-151-G-050-30 (A)

22-151-G-050-40 (B)

Open to 9-10-11-12

Iowa Jobs for America's Graduates is a course that focuses on leadership, teambuilding, and career-skills. The class includes (1) a career association-a student run organization that plans events and maintains its own governing body, (2) job shadowing-choose a career association-a student run organization that plans events and maintains its own governing body, (2) job-shadowing choose a career field and shadow a person in that field for a day, (3) guest speakers-listen to professionals from various career fields and educational institutions, and (4) leadership development conference-student elected leaders attend the state conference in Des Moines and may possibly attend a national meeting.

CAR 208/209

CAR210/211

1 credit

Employability in the 21st Century A/B**LCC110/111**

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

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

Open to 9-10-11-12

2 credits

Students will participate in the school-based enterprise. Students will apply their knowledge and skills in a “live” business setting where challenges arise daily and interactions with customers are varied. This school-based enterprise helps prepare students to transition from school to work or college by deepening students’ communication, active listening, critical thinking, collaboration, time management, positive social interactions, and community awareness skills. For many students, this school-based enterprise provides them with their first work experience and opportunities to develop critical employability skills. For other students, this school-based enterprise provides an opportunity to build management and leadership skills.

World Languages

	Course Title	9	10	11	12		Credits	Recommended Prerequisite
FOR100/101	Spanish I A/B ❖❖	X	X	X	X		2	Yes
FOR106/206	Compacted Spanish I & II A/B ❖❖	X					4	Yes
FOR 230/231	Heritage Spanish	X	X	X	X		2	
FOR102/103	French I A/B ❖❖	X	X	X	X		2	Yes
FOR104/105	German I A/B ❖❖	X	X	X	X		2	Yes
FOR164/165	WCSD Pre-IB Adv German I A/B ❖❖	X					2	Yes
FOR200/201	Spanish II A/B ❖❖		X	X	X		2	Yes
FOR260/261	WCSD Pre-IB Adv Spanish II A/B ❖❖	X	X				2	Yes
FOR202/203	French II A/B ❖❖		X	X	X		2	Yes
FOR204/205	German II A/B ❖❖		X	X	X		2	Yes
FOR306/307	WCSD Pre-IB Adv German II A/B ❖❖	X	X				2	Yes
FOR300/301	Spanish III A/B ❖❖			X	X		2	Yes
FOR360/361	WCSD Pre-IB Adv Spanish III A/B ❖❖		X	X			2	Yes
FOR362/363 FOR462/463	IB Spanish SL A./B ❖❖			X	X		2	Yes
FOR366/367 FOR466/467	IB Spanish HL A./B ❖❖			X	X		2	Yes
FOR302/303	French III A/B ❖❖			X	X		2	Yes
FOR304/305	German III A/B ❖❖			X	X		2	Yes
FOR310/311 FOR410/411	IB German SL A./B ❖❖			X	X		2	Yes
FOR400/401	Spanish IV A/B ❖❖			X	X		2	Yes
FOR402/403	French IV A/B ❖❖				X		2	Yes
FOR404/405	German IV A/ ❖❖				X		2	Yes

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

❖ Denotes the course is approved by the NCAA Eligibility Center

Native speakers or students transferring into the program with previous language experience are required to take a placement test to determine appropriate course level. Contact your counselor to arrange testing.

The National Standards for Foreign Language Learning, as outlined by the American Council on the Teaching of Foreign Languages (ACTFL), are the basis for the design of each world language course. The “5 Cs” of Communication, Cultures, Connections, Comparisons and Communities describe what students should know and be able to do as a result of world language study.

Communication: Students will learn how to communicate in meaningful contexts.
Cultures: Students will learn about the practices and products of other cultures from a variety of perspectives.
Connections: Students will link their study of the language to their personal lives and academic pursuits.
Comparisons: Students will compare their own language and culture to those of other countries.
Communities: Students will develop the skills and knowledge to use language outside the classroom and to become lifelong language learners.

World language entrance (admission) requirements vary from college to college and even within a college, depending on the major and degree. World language requirements may range from 0-4 years. Many colleges also have exit world language requirements, which differ from entrance requirements. Some colleges do not honor Pass/Fail grades because they have a C minimum requirement. The best guidelines for college language entrance/exit requirements are: (1) check with the specific colleges under consideration, and (2) take four consecutive years of the same language with a minimum of a C to ensure compliance with language requirements. Throughout all levels of world language courses, there will be a curricular focus on each career interest area.

In order to fulfill the UNI requirement, students must have maintained a minimum of C- in their high school world language courses and students cannot take a 1st or 2nd year language course as pass/fail.

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

Spanish I A/B ❖

FOR100/101

24-052-G-050-10(A)

24-052-G-050-20(B)

Open to 9-10-11-12

2 credits

Recommended: Students must have successfully completed 8th grade Language Arts. Students who have received a C or above in their most recent English course will have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

This course introduces students to the people, language, and cultures of the Spanish speaking world. Students will learn to communicate basic information about themselves and their environment and will develop the fundamentals of speaking, listening, reading, and writing in Spanish.

Compacted Spanish I & II A/B ❖

FOR106/206

24-052-H-050-10 (A)

24-053-H-050-10 (B)

Open to 9, 10

4 credits

Recommended: Students must successfully complete 8th grade Language Arts. Students who have received a C or above in their most recent English course have a better chance of success.

Compacted Spanish compacts four semesters of Spanish (two semesters of Spanish I and two semesters of Spanish II) into two semesters. Students will complete both semesters of Spanish I during the fall semester of this course, the first semester of Spanish II during the spring semester of this course, and the second semester of Spanish II during the summer. **For the student who signs up for this course, the summer class will be a priority over sports and vacation plans.** The class will be fast paced and challenging. Students will be expected to do much study and learning on their own. This course introduces students to the people, language, and culture of the Spanish speaking world. Students will learn basic communication and the fundamentals of the Spanish language through the study of vocabulary and grammatical structures. Throughout the course, students will develop their skill in speaking, listening, reading and writing.

Heritage Spanish

FOR 230/231

24-957-G-050-10 (A)

24-957-G-050-20 (B)

Open to 9-10-11-12

2 credits

This course is for Spanish speakers who have already attained fluency in spoken Spanish, but require continued study in grammar, vocabulary, and writing. Emphasis will be placed on text analysis writing. This course will be taught entirely in Spanish. Students taking this course must have advanced-level comprehension skills. This course can better prepare students for the Biliteracy Seal exam.

French I A/B ❖**FOR102/103**

24-102-G-050-10 (A)

24-102-G-050-20 (B)

Open to 9-10-11-12

2 credits

Recommended: Students must successfully complete 8th grade Language Arts. Students who have received a C or above in their most recent English course have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

This course introduces students to the people, language, and cultures of the French speaking world. Students will learn to communicate basic information about themselves and their environment, and will develop the fundamentals of speaking, listening, reading, and writing in French.

German I A/B ❖**FOR104/105**

24-252-G-050-10 (A)

24-252-G-050-20 (B)

Open to 9-10-11-12

2 credits

Recommended: Students must have successfully completed 8th grade Language Arts. Students who have received a C or above in their most recent English course will have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

This course introduces students to the people, language, and cultures of the German speaking world. Students will learn to communicate basic information about themselves and their environment and will develop the fundamentals of speaking, listening, reading, and writing in German.

WCSD Pre-IB Adv German I A/B ❖**FOR164/165**

24-252-E-050-10 (A)

24-252-E-050-20 (B)

Open to 9

2 credits

Recommended: Students must have successfully completed 8th grade Language Arts. Students who have received a C or above in their most recent English course will have a better chance of success. Students must successfully complete the first semester to continue to the second semester.

WCSD Pre-IB Adv German I is designed with more intensive coverage of curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

Spanish II A/B ❖**FOR200/201**

24-053-G-050-10 (A)

24-053-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: Students must have successfully completed both semesters of Spanish I; students must also successfully complete the first semester of Spanish II to continue to the second semester.

The main objective of the second-year course is to expand on the language and culture of Spanish speaking countries by building all skills: speaking, listening, reading, and writing.

WCSD Pre-IB Adv Spanish II A/B ❖**FOR260/261**

24-053-E-050-10 (A)

24-053-E-050-20 (B)

Open to 9-10

2 credits

Recommended: WCSD Pre-IB Adv Spanish I

WCSD Pre-IB Adv Spanish II is designed with more intensive coverage of the level II curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

French II A/B ❖**FOR202/203**

24-103-G-050-10 (A)

24-103-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Students must have successfully completed both semesters of French I; students must also successfully complete the first semester of French II to continue to the second semester.

The main objective of the second-year course is to expand on the language and culture of French speaking countries by building all skills: speaking, listening, reading, and writing.

German II A/B ❖**FOR204/205**

24-253-G-050-10 (A)

24-253-G-050-20 (B)

Open to 10-11-12

2 credits

Recommended: Students must have successfully completed both semesters of German I; students must also successfully complete the first semester of German II to continue to the second semester.

The main objective of the second-year course is to expand on the language and culture of German speaking countries by building all skills: speaking, listening, reading, and writing.

WCSD Pre-IB Adv German II A/B ❖**FOR306/307**

24-253-E-050-10 (A)

24-253-E-050-20 (B)

Open to 9-10

2 credits

Recommended: WCSD Pre-IB Adv German I

WCSD Pre-IB Adv German II is designed with more intensive coverage of the level II curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

Spanish III A/B ❖**FOR300/301**

24-054-G-050-10 (A)

24-054-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Students must have successfully completed both semesters of Spanish II; students must also successfully complete the first semester of Spanish III to continue to the second semester.

This course will further expand on the language and culture of Spanish speaking countries by building more complex and involved speaking, listening, reading, and writing skills. Class discussion in Spanish is spontaneous and frequent. Proficiency and refinement of oral and written expression in the language is the major emphasis of the third-year course.

WCSD Pre-IB Adv Spanish III A/B ❖**FOR360/361**

24-054-E-050-10 (A)

24-054-E-050-20 (B)

Open to 10-11

2 credits

Recommended: WCSD Pre-IB Adv Spanish II,

WCSD Pre-IB Spanish III is designed with more intensive coverage of the level III curriculum. The pace of this course is accelerated and is intended for students pursuing the International Baccalaureate Diploma Program.

IB Spanish SL A/B ❖

24-063-H-050-11 (11A)

FOR362/363

24-063-H-050-21 (11B)

24-063-H-050-12 (12A)

FOR462/463

24-063-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Spanish II or Spanish III

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

IB Spanish HL A/B ❖

24-063-H-050-11 (11A)

FOR366/367

24-063-H-050-21 (11B)

24-063-H-050-12 (12A)

FOR466/467

24-063-H-050-22 (12B)

Open to 11-12

2 credits

Recommended: WCSD Pre-IB Spanish II or Spanish III

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

French III A/B ❖**FOR302/303**

24-104-G-050-10 (A)

24-104-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Students must have successfully completed both semesters of French II; students must also successfully complete the first semester of French III to continue to the second semester.

This course will further expand on the language and culture of French speaking countries by building more complex and involved speaking, listening, reading, and writing skills. Class discussion in French is spontaneous and frequent. Proficiency and refinement of oral and written expression in the language is the major emphasis of the third-year course.

German III A/B ❖**FOR304/305**

24-254-G-050-10 (A)

24-254-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Students must have successfully completed both semesters of German II; students must also successfully complete the first semester of German III to continue to the second semester.

This course will further expand on the language and culture of German speaking countries by building more complex and involved speaking, listening, reading, and writing skills. Class discussion in German is spontaneous and frequent. Proficiency and refinement of oral and written expression in the language is the major emphasis of the third-year course.

IB German SL A/B ❖

24-263-H-050-11 (11A)

FOR310/311

24-263-H-050-21 (11B)

24-263-H-050-12 (12A)

FOR410/411

24-263-H-050-22 (12B)

Open to 11-12 (W)

2 credits

Recommended: WCSD Pre-IB German II

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

Spanish IV A/B ❖**FOR400/401**

24-055-G-050-10 (A)

24-055-G-050-20 (B)

Open to 11-12

2 credits

Recommended: Students must have successfully completed both semesters of Spanish III; students must also successfully complete the first semester to continue to the second semester.

Communication in Spanish is the emphasis of this course. This is achieved through the exploration of contemporary and historical topics. The class is conducted in Spanish; student participation in Spanish is expected.

French IV A/B ❖

FOR402/403

24-105-G-050-10 (A)

24-105-G-050-20 (B)

Open to 12

2 credits

Recommended: Students must have successfully completed both semesters of French III; students must successfully complete the first semester to continue to the second semester.

Communication in French is the emphasis of this course. This is achieved through the exploration of contemporary and historical topics. The class is conducted in French; student participation in French is expected.

German IV A/B ❖

FOR404/405

24-255-G-050-10 (A)

24-255-G-050-20 (B)

Open to 12

2 credits

Recommended: Students must have successfully completed both semesters of German III; students must successfully complete the first semester to continue to the second semester.

Communication in German is the emphasis of this course. This is achieved through the exploration of contemporary and historical topics. The class is conducted in German; student participation in German is expected.