

# **West Lyon Course Handbook**

## **Introduction**

Students and Parents:

This course handbook has been carefully designed to assist you in planning for your educational future. It will provide you with a considerable amount of information for your use. Please read and carefully consider the information contained in this handbook. Only through careful investigation and planning can you develop an educational program for your future that will lead to attaining your goals and dreams.

Your attendance and success at West Lyon High School is of primary importance to us. We will provide you with adequate course offerings to help develop your individual skills and career options. You are encouraged to make course selections based on what will best benefit YOU in the preparation for YOUR future.

In addition to the multiple course offerings at West Lyon High School, we also offer a wide variety of extra-curricular activities including sports, fine arts, and academics. Students are encouraged to explore and develop their interests and talents through these varied activities in addition to their regular classes.

The importance of a high school diploma cannot be overstated and how having a high school diploma has a significant impact on your financial future. The difference in average weekly wages between a high school graduate and a high school dropout is \$210 a week. Over a lifetime of work, that adds up to \$436,800 difference in having a high school diploma or not. In today's complex, global economy, a high school education is the bare minimum expectation in today's working world, and in many cases even that is not enough. Often, education beyond high school is expected.

Students today face many challenges. Our goal is to assist you in the discovery and development of your talents so that you may better your school, community and self.



Doug Jiskoot, Principal

## NCAA Eligibility

Are you hoping to participate in athletics in college? If so, there's no better time to start preparing yourself than now! You are encouraged to think about the courses that are required for college eligibility when making your course selections.

If you intend to participate in Division I or Division II athletics you must register and be certified by the NCAA initial-Eligibility Clearinghouse. This clearinghouse has initial-eligibility standards that must be met while you're in high school. These standards are spelled out below.

### DIVISION 1

#### 16 Core Courses:

- 4 yrs of English
- 3 yrs of Math (Alg 1 or higher)
- 2 yrs Natural/Physical Science
- 1 yr additional English, Math or Science
- 2 yrs Social Studies
- 4 yrs of additional courses from list below

### DIVISION II

#### 16 Core Courses:

- 3 yrs of English
- 2 yrs of Math (Alg 1 or higher)
- 2 yrs Natural/Physical Science
- 3 yrs additional English, Math or Science
- 2 yrs Social Studies
- 4 yrs of additional courses from list below

The West Lyon courses that have been approved by the NCAA Clearinghouse as Core Courses are listed below:

Composition I & II	The Novel	Lit of Genre
College Composition I & II	Creative Writing	Eng 11 Lit
College Intro to Lit	World History	Spanish I, II, III, IV
English I & II	World Geography	Physical Science
Algebra I & II	American History	Biology
Extended Alg I & II (1/2 credit/yr)	American Gov't	Chemistry
Geometry	Sociology	Human Anatomy
Pre-Calculus	Calculus	Physics

#### Other Eligibility Requirements:

Division I has a sliding scale of a minimum core subject GPA of 2.0 and a minimum SAT score of 1010 or ACT sum score of 86. Division II has a sliding scale of a minimum core subject of a GPA 2.0 and minimum SAT score of 860 or ACT sum score of 68. Only the core courses listed above are used in the NCAA GPA calculation. Sliding scales are posted in the West Lyon counselor office.

## Transcript Check List Graduation Credits

Student \_\_\_\_\_ Year to Graduate \_\_\_\_\_

(Note: "A" in the course names - 1st semester class, "B" - 2nd semester class)

### **ENGLISH** (need 8 credits - 1 credit each semester)

- |                              |                            |
|------------------------------|----------------------------|
| _____ English I A            | _____ English I B          |
| _____ English II A           | _____ English II B         |
| _____ Composition I          | _____ Eng 11 Literature    |
| _____ Composition II         | _____ Lit of Genre         |
| _____ Creative Writing       | _____ The Novel            |
| _____ College Composition I  | _____ College Intro to Lit |
| _____ College Composition II |                            |
| _____ Life Skills Eng 9 A    | _____ Life Skills Eng 9 B  |
| _____ Life Skills Eng 10 A   | _____ Life Skills Eng 10 B |
| _____ Life Skills Eng 11 A   | _____ Life Skills Eng 11 B |
| _____ Life Skills Eng 12 A   | _____ Life Skills Eng 12 B |

\_\_\_\_\_ **Total English Credits**

### **SCIENCE** (need 6 credits - must include 2 cr in Phy Sciences + 2 cr in Life Science)

#### ***Physical Science***

*(need 1 year - 2 credits)*

- \_\_\_\_\_ Physical Science A
- \_\_\_\_\_ Physical Science B
- \_\_\_\_\_ Chemistry A
- \_\_\_\_\_ Chemistry B
- \_\_\_\_\_ Physics A
- \_\_\_\_\_ Physics B

#### ***Life Science***

*(need 1 year - 2 credits)*

- \_\_\_\_\_ Pre Biology A
- \_\_\_\_\_ Pre Biology B
- \_\_\_\_\_ Biology A
- \_\_\_\_\_ Biology B
- \_\_\_\_\_ Human Anatomy A
- \_\_\_\_\_ Human Anatomy B

#### ***Basic Science***

- \_\_\_\_\_ LifeSkillSci 9A
- \_\_\_\_\_ LifeSkillSci 9B
- \_\_\_\_\_ LifeSkillSci 10A
- \_\_\_\_\_ LifeSkillSci 10B
- \_\_\_\_\_ Integr Sci A
- \_\_\_\_\_ Integr Sci B

\_\_\_\_\_ **Total Science Credits**

### **MATH** (need 6 credits)

- |                         |                           |                        |
|-------------------------|---------------------------|------------------------|
| _____ Extended Alg I A  | _____ Extended Alg I B    | _____ LifeSkillSci 9A  |
| _____ Extended Alg II A | _____ Extended Alg II B   | _____ LifeSkillSci 9B  |
| _____ Consumer Math A   | _____ Fund. of Geometry B | _____ LifeSkillSci 10A |
| _____ Algebra I A       | _____ Algebra I B         | _____ LifeSkillSci 10B |
| _____ Geometry A        | _____ Geometry B          | _____ LifeSkillSci 11A |
| _____ Algebra II A      | _____ Algebra II B        | _____ LifeSkillSci 11B |
| _____ Pre-Calculus A    | _____ Pre-Calculus B      | _____ LifeSkillSci 12A |
| _____ Calculus A        | _____ Calculus B          | _____ LifeSkillSci 12B |

\_\_\_\_\_ **Total Math Credits**

**21st Century Skills - Workplace Readiness & Personal Finance**

\_\_\_\_\_ Workplace Readiness (1 cr)                      \_\_\_\_\_ Computer Personal Finance (1 cr)

\_\_\_\_\_ **Total Business & Personal Finance Credits**

**SOCIAL STUDIES** (need 6 credits)

\_\_\_\_\_ World Geography/World History A      \_\_\_\_\_ World Geography/World History B  
\_\_\_\_\_ American History A                      \_\_\_\_\_ American History B  
\_\_\_\_\_ American Government A                  \_\_\_\_\_ American Government B  
\_\_\_\_\_ Sociology A                                  \_\_\_\_\_ Psychology B

\_\_\_\_\_ **Total Social Studies Credits**

**PHYSICAL EDUCATION** (need 4 credits - 1/2 credit each semester if don't qualify for exemption status)

\_\_\_\_\_ Freshman PE A                                  \_\_\_\_\_ Freshman PE B  
\_\_\_\_\_ Soph PE A    \_\_\_\_\_ Soph PE B  
\_\_\_\_\_ Junior PE A                                        \_\_\_\_\_ Junior PE B  
\_\_\_\_\_ Senior PE A                                        \_\_\_\_\_ Senior PE B

\_\_\_\_\_ Soph Weight Lifting (WL) A                  \_\_\_\_\_ Soph Weight Lifting (WL) B  
\_\_\_\_\_ Junior WL A                                        \_\_\_\_\_ Junior WL B  
\_\_\_\_\_ Senior WL A                                        \_\_\_\_\_ Senior WL B

\_\_\_\_\_ **Total PE Credits**

**ELECTIVES** (Tag everyday is 1 cr/sem, every other day is 1/2 cr/sem)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Total Electives**

**MUSIC** (Electives)

**BAND** (1 credit/sem) **VOCAL** (1/2 cr/sem for mixed; 1/2 cr/sem for women's chorus)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Total Music Electives**

\_\_\_\_\_ **TOTAL OVERALL CREDITS** (46 credits needed to Graduate)  
(Soph - minimum of 11 cr; Jr - min of 22 cr; Sr - min of 33 cr)

\_\_\_\_\_ Date Last Checked

## Graduation Requirements for West Lyon

The WL Board of Education requires all students to earn 46 credits (or more) before receiving a WL diploma:

English - 8 cr                      Soc. St. - 6 cr (Am Hist & Am Gov't, plus 2 cr)  
 Math - 6 cr                        Personal Finance - 1 cr  
 Science - 6 cr                    Workplace Readiness - 1 cr  
 PE - 1 cr minimum              Electives - 17 cr

Physical Education - 4 years (.5 credits per semester)

Exemption criteria:

- Grade 9-12 students may exempt PE for one semester if they participate in the following activities at school:

Exempt 1 <sup>st</sup> Semester	Exempt 1 <sup>st</sup> Semester OR 2 <sup>nd</sup> Semester	Exempt 2 <sup>nd</sup> Semester
Football	Basketball	Track
Volleyball	Wrestling	Golf
Marching Band/Color Guard	Basketball or Wrest. Cheerleading	Softball
Football Cheerleading		Baseball
Cross Country		

- Students who participate in an organized physical activity outside of school may exempt PE for one semester during the time the activity is occurring. Examples of outside activities include: rodeo, soccer, dance class, and similar activities requiring physical exertion. Students need to see the guidance counselor for a form to exempt PE for outside events. The coach, or adult supervisor of the activity, must sign this form and then the student needs to return it to the guidance counselor.
- Students may also exempt PE if a medical doctor provides a written statement saying the student is physically unable to participate.
- Students taking a full course load of classes and cannot fit PE into a schedule may exempt PE for one semester.
- Students not meeting exemption criteria as outlined above, must take PE class.

## College Courses - Concurrent Enrollment

Students in grades 11-12 with a minimum of a 3.0 cum GPA have the opportunity to take college courses paid for by the WL district up to \$250 per student, per course. Concurrent Enrollment courses are taught online through NCC.

Courses are offered through NCC and students receive college credit. However, not all colleges recognize courses done in this manner when transferring. Students are advised to discuss this with their prospective college.

**Senior students** only, that take two or more NCC Online Classes may have in their schedule, a 3rd study hall. All other students grades 9-11 are limited to two study halls in their class schedule. Seniors who do not take an NCC course or only one NCC course are also limited to two study halls in their schedule.

Course possibilities include: Speech, American Literature, Western Civilization, College Composition and others available online. For a full description of college courses offered online through NCC, see page 51 of this handbook. This course list is subject to change based on enrollment and NCC offerings.

Students who fail a concurrent enrollment college level course are ineligible for athletic and/or competitive activity participation for 30 calendar days, per state law.

If a student chooses to WITHDRAWAL from a concurrent enrollment ONLINE class due to low grades in the class (after the initial 2 week drop date established by NCC), that student will not be allowed to take future concurrent enrollment ONLINE classes while at West Lyon.

If a student fails a concurrent enrollment ONLINE class, they are ineligible to take another concurrent enrollment ONLINE class in the future while at West Lyon.

## SENIOR LATE START (LS) or EARLY RELEASE (ER) PRIVILEGES

Seniors may have a late start (attend periods 2-8) OR an early release (attend periods 1-7). Students cannot have both privileges in the same semester.

To have LS/ER as a senior, 1st semester, you must meet the following criteria the second semester of your junior year. Students may appeal to the principal for unusual attendance circumstances (i.e. hospital stays, bereavement, etc.). The attendance situations should be rare and unusual. To have this privilege 2nd semester of senior year, you must meet the following criteria during the previous semester.

1. Attendance: maximum of 8 days absent in a semester.
2. Tardy: a maximum of 5 in a semester.
3. Detention: A maximum of 3 detention assignments in two consecutive semesters.

4. ISS or OSS: A maximum of 3 days (combined) for two consecutive semesters.
5. While having LS/ER, senior quarter GPA cannot drop below cumulative GPA earned at the end of junior year.
6. For 1st semester privilege. - Earned 34 credits prior to 1st semester senior year. For 2nd semester privilege - earned 40 credits prior to the 2nd semester senior year.
7. MUST NOTIFY your intent for LS/ED when registering for classes. NO changes will be made in your schedule to accommodate LS/ED.
8. LS cannot be combined with work release.

Students who are in violation of any of the above provisions may lose LS/ED privileges for the remainder of the school year.

Students who are in violation of the West Lyon Good Conduct policy will lose LS/ED as outlined in the policy (1st offense = 2 weeks, etc.)

## **WORK RELEASE**

WR allows senior students to be away from campus 3 consecutive periods to work at an approved job to gain employment skills. The expectation is that students in WR work a minimum of 12 hours a week and that the employer be a business or similar entity. The student will be expected to produce a pay stub to Mr. Childress at least once a month verifying employment and hours worked

Students enrolled in the work release program will need to see Mr Jeremy Childress for paperwork at the start of the year (semester). To be eligible, students cannot have more than 8 absences or 5 tardies 2nd semester, Junior year and must have earned 38 credits.

Once enrolled in the work release program, students violating any of the following regulations may be placed on probation or removed from the program for the remainder of the year:

1. Absent 5 or more days in a semester, Senior year.
2. Tardy 3 or more days in a semester, Senior year.
3. GPA drops below GPA of Junior year.
4. WR students must be enrolled in 5 classes, periods 1-5 or 4-8.

Work release cannot be combined with the Late Start/Early Release privilege. Students in WR must be in class 5 periods if they are participating in a school activity that evening. The only exception is for doctor appointments (verified with dr's note).

## **NOTICE of NON-DISCRIMINATION**

It is the policy of the West Lyon School District not to discriminate on the basis of race, color, creed, gender, national origin, religion, sexual orientation, gender identity, marital status, socioeconomic status, age or disability in its educational programs, activities, or employment policies as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is the policy of the West Lyon School District that the curriculum content and instructional materials utilized reflect the culture and racial diversity present in the United States and the many careers, roles, and lifestyles open to women as well as men in our society. One objective of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias of race, color, creed, gender, national origin, religion, sexual orientation, gender identity, marital status, socioeconomic status, age or disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

#### Grievance Procedure

Any student or employee of the West Lyon School District shall have the right to file a formal complaint alleging noncompliance with regulations outlined in Titles VI or VII of the 1964 Civil Right Act, Title IX of the 1972 Education Amendments and Section 504 of the Federal Rehabilitation Act of 1973.

#### Principal or Immediate Supervisor

The first action can be informal and is an optional step; i.e. may be bypassed by the grievant. Any employee with a grievance of discrimination on the basis of race, color, creed, gender, national origin, religion, sexual orientation, gender identity, marital status, socioeconomic status, age or disability may first discuss the matter with his/her principal or immediate supervisor, with the object being the resolution of the situation informally. A student with a complaint of discrimination may discuss it with his/her teacher, counselor, or principal.

#### Compliance Officers

Any student or employee may file a formal complaint alleging non discrimination with a compliance officer. The following have been assigned as compliance officers:  
Doug Jiskoot and Tim Snyder  
West Lyon School District  
Inwood, Iowa 51240  
(712) 753-4917

The West Lyon CSD offers career and technical programs in the following service areas: Industrial Arts, Agriculture, Family & Consumer Science, Business.

It is the policy of the West Lyon Community School District not to discriminate on the basis of race, color, national origin, sex, 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 this policy please contact the district's Equity Coordinator, Shawn Kreman, Superintendent, 1787 182 North, Inwood, Iowa, 51240, 712-753-4917 or [skreman@lwildcats.org](mailto:skreman@lwildcats.org).



## AGRICULTURAL EDUCATION

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Sem	Year
<b>Ag Business Management</b>	2		X	X	X		X
<b>Ag Sales</b> (2nd sem students earn 3 cr with NCC)	2			X	X		X
<b>Ag Tech</b>	2		X	X	X		X
<b>Alternative Ag Practices</b>	2		X	X	X		X
<b>Animal Science</b>	2		X	X	X		X
<b>Food &amp; Fiber</b>	2		X	X	X		X
<b>Natural Resources and Conservation</b>	1		X	X	X	2nd	
<b>Plant Processes</b>	2		X	X	X		X
<b>Principles of Ag</b>	2	X	X	X	X		X
<b>Small Animal Care</b>	1		X	X	X	2nd	
<b>Wildlife &amp; Fisheries</b>	1		X	X	X	1st	

**Any one of the above courses allows a student the opportunity to participate in FFA.**

### **AG BUSINESS MANAGEMENT**

Year 2 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: Ag Business Management is a comprehensive business course that allows students to develop agricultural business knowledge and skills related to operating a business as well as learn from industry experts. Students will learn about the management and economics of a business. This class will incorporate employability and interview skills. In addition, students will have the opportunity to develop a Supervised Agricultural Experience (SAE) program, which is an independent project coordinated with the National FFA Organization. The student will have the option to participate in FFA Chapter activities and develop leadership and communication skills through that process.

This class would be an excellent college preparatory class for the student who plans to pursue a career in agriculture, ag business, or business.

Students will be able to:

1. The student will be able to identify different types of business organizations and decide which option is best for the circumstances.

2. The student will be able to develop a marketing plan that would include the following methods of marketing cash, forward contracts, futures contracts, and options on futures.
3. The student will hold inventory, count money, calculate profit and expenses, make professional calls or emails, and prepare the concessions stand as part of a class project.
4. The student will develop job seeking and getting skills which includes a resume, letter of application, job application forms, and interview skills.
5. The student will be able to complete a budget and partial budget as well as analyze and compare enterprises through the budgeting process.
6. The student will be able to complete a personal inventory, net worth statement, and profit/loss statement.
7. Students will complete application forms and evaluate their SAE (Supervised Agricultural Experience) programs.

### **AG SALES**

Year      1 cr.      Grades 11-12

Prerequisite: Principles of Ag

Course Description: Ag Sales is designed to teach principles of selling with application to agri-cultural and food related businesses. We review attitude, value systems, and behavioral patterns that relate to agricultural sales and examine marketing, selling strategies, preparing for sales calls, making sales presentations, handling objections, and closing sales. This course analyzes the buying or purchasing process and evaluates the agri-selling profession to develop student skills necessary to effectively create promotional materials, spreadsheets, databases, and presentations. Using video and speaking strategies, students will also develop skills used to effectively sell products and develop a marketing plan for it. This course is highly recommended for any student considering a career in Ag. Business, Sales, or Marketing.

Half of this course (1 semester) will be devoted to earning 3 college credits through NCC in addition to the 1 credit for high school. Students will be required to purchase a textbook through NCC. In addition, students will have the opportunity to develop a Supervised Agricultural Experience (SAE) program, which is an independent project coordinated with the National FFA Organization. The student will be able to participate in FFA Chapter activities and develop leadership and communication skills through that process.

Students will be able to:

1. Students will complete application forms and evaluate their SAE (Supervised Agricultural Experience) programs.
2. Students will describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
3. Students will develop advanced skills in designing and utilizing promotional materials.
4. Students will demonstrate the principles of effective selling, advertising, and marketing.

NCC Course Objectives:

5. Describe the importance and purpose of selling.
6. Identify your own attitude toward sales.
7. List the steps for an effective sales strategy.

8. Explain and practice prospecting new customers.
9. Demonstrate the ability to identify customer's needs.

**AG TECH**

Year 2 cr. Grades 10-12

Prerequisite: Principles of Ag

This course is designed to expose students to technology advancements in many agriculture sectors including plants, animals, biotechnology, and equipment. Students will learn and practice food preservation methods, fuel, metal production, electricity and wiring, drone use, equipment evolution, animal technology like genetics, GPS, biotechnology, and precision ag practices. In addition, students will have the opportunity to develop a Supervised Agricultural Experience (SAE) program, which is an independent project coordinated with the National FFA Organization. The student will be able to participate in FFA Chapter activities and develop leadership and communication skills through that process.

Students will be able to:

1. Students will complete application forms and evaluate their SAE programs.
2. Students will describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
3. Students will assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).
4. Students will demonstrate the application of technology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).
5. Select and safely process quality food products for storage, distribution and consumption.

**ALTERNATIVE AGRICULTURAL PRACTICES**

Year 2 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: Are you interested in learning about the diversity of agriculture? Check this class out! We will evaluate conventional and alternative farming methods in the USA and other countries. Learn the effects of those practices on environmental quality, and food security. Some topics will include: urban farming, green spaces, pasture raised animals, aquaculture/hydroponics, vertical farming, organic, niche markets, irrigation, algae production and uses, pearl production, and labeling of these products.

Students will be able to:

1. Select, plan, and develop a SAE program.
2. Describe and understand the importance of alternative farming methods and the impact on the environment and economy.
3. Properly set up, run, and maintain a hydroponics unit
4. Learn about the diversity of agricultural products
5. Become exposed to popular agricultural products from around various regions of the United States

**ANIMAL SCIENCE**

Year 2 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: In this course we will dive into the livestock industry, and touch on each species of production animal. Topics will include but are not limited to: domestication of livestock, anatomy and physiology of livestock animals, feed nutrients, breeds, basic health, reproduction, genetics, consumer concerns, marketing of livestock products and safety around livestock animals. This course will give students a general knowledge of the livestock industry.

Students will be able to:

1. Practice techniques of modern livestock evaluation and selection..
2. Develop a basic livestock production program.
3. List and explain proper milking procedures.
4. Select, plan, and develop a SAE program.
5. Understand the importance of food safety in food preparation and processing.
6. Implement correct animal health applications through handling, medical treatment, and feeding.
7. Compare and contrast livestock management practices.

**FOOD and FIBER**

Year 2 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: This course is designed for those students considering a career or hobbies in the following categories: meat science and meat processing, leather making and leather crafting, taxidermy, paper production, rope, or wool. Activities will be often completed hands-on in a lab based setting where students will be able to cut meat, develop new products, design leather projects, create stationary, or preserve wildlife. In addition, students will have the opportunity to develop a Supervised Agricultural Experience (SAE) program, which is an independent project coordinated with the National FFA Organization. The student will have the option to participate in FFA Chapter activities and develop leadership and communication skills through that process.

Students will be able to:

1. Students will examine live animals to determine their productive value while understanding muscle structure, formation, and grades.
2. Students will implement food safety methods while producing wholesale and retail cuts of meat to be properly packaged.
3. Students will explore leather tanning and leather crafting skills like sewing, stamping, and staining.
4. Students will understand the paper industry and be introduced to its production.
5. Students will research value added practices to each industry by developing new products or uses.

**NATURAL RESOURCES AND CONSERVATION**

Sem 1 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: Continue to explore the natural resources and wildlife of not only Northwestern Iowa, but all of Iowa! Learn the importance of both views of conservation and preservation of land and resources. Students will learn about wildlife disease, taxidermy, snow recreation (snow shoeing, X Country skiing, snowmobile safety), ice fishing, and survival skills.

Students will be able to:

1. Select, plan, and develop a SAE program.
2. Describe and understand the importance of preservation and conservation of land and natural resources
3. Practice and learn snow recreation sports
4. Demonstrate how to survive in the wilderness (fire making, compass reading, and shelter building)
5. Learn the value of Natural resources and wildlife

### **PLANT PROCESSES**

Year 2 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: A course designed to develop knowledge, skills and explore careers in plant and soil science. This course is designed for those students considering a career in any plant science area, biotechnology, natural resources, or any ag-related business field. Class activities include performing lessons and learning from representatives at Lake Pahoja, and activities relating to weed management, GPS systems, soil and water management, biotech, hydroponics, career planning, and planting/harvesting a test plot. Students will also become proficient in parliamentary procedure. In addition, students will have the opportunity to develop a Supervised Agricultural Experience (SAE) program, which is an independent project coordinated with the National FFA Organization. The student will have the option to participate in FFA Chapter activities and develop leadership and communication skills through that process.

Students will be able to:

1. Students will complete application forms and evaluate their SAE programs.
2. Students will describe career opportunities and means to achieve those in each of the Agriculture, Food & Natural Resources career pathways.
3. Students will develop an understanding of various sustainable practices and make natural resource management decisions that conserve energy, protect the environment, and maintain profit.
4. Students will research various corn or soybean varieties and organize an experiment in the form of a test plot. Additionally, students will develop and implement a crop management plan for a given production goal that accounts for environmental factors.
5. Students will apply principles of classification, plant anatomy, and plant physiology to plant production and management.
6. Students will identify weeds, seeds, and crops common in agriculture.

### **PRINCIPLES OF AG**

Year 2 cr. Grades 9-12

Prerequisite: None

Course Description: Principles of Ag will study agriculture from the Ag-Business career development aspect. Units of study include leadership and FFA, entrepreneurship, Supervised Ag Experience (SAE) programs, record-keeping, production of the following animals and their products: cattle, swine, sheep, dairy; livestock selection, livestock reproduction, processing livestock, livestock nutrition, disease prevention, marketing.

Students will be able to:

1. Practice techniques of modern livestock evaluation and selection..
2. Develop a basic livestock production program.
3. List and explain proper milking procedures.
4. Meet the requirements to earn the Greenhand degree and describe the operational procedures of the FFA.
5. Select, plan, and develop a SAE program.
6. Understand the importance of food safety in food preparation and processing.
7. Implement correct animal health applications through handling, medical treatment, and feeding.
8. Compare and contrast livestock management practices.

**SMALL ANIMAL CARE**

Sem 1 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: If you are interested in having a pet in the future, this is the class for you! We will learn about various small animals from ferrets, dogs, birds, and reptiles. Proper management, selection, nutrition, and daily maintenance will be discussed. Students will also keep an up-to-date record book using the AET manager system. Animals with jobs will be discussed (service animals, emotional support animals, police dogs). You will learn about the vast career options such as animal handler/trainer, animal nutritionist, reproduction specialist, vet science.

Students will be able to:

1. Learn to keep up to date records
2. Learn the industry in producing companion animals
3. Learn safety issues involved with managing small animals
4. Explain the responsibilities and factors involved with owning/caring for a pet
5. Distinguish the characteristics of both animal rights and animal welfare
6. Describe the digestive system and nutritional needs of animals

**WILDLIFE AND FISHERIES**

Sem 1 cr. Grades 10-12

Prerequisite: Principles of Ag

Course Description: Explore the natural resources and wildlife of not only Northwestern Iowa, but all of Iowa! Learn the importance of both views of conservation and preservation of land and resources. Students will learn fish, bird, and mammal identification and habitat preferences, how to construct habitat for backyard critters, learn about soil and water health, game management, and responsible outdoor recreation.

Students will be able to:

1. Select, plan, and develop a SAE program.
2. Describe and understand the importance of preservation and conservation of land and natural resources
3. Identify common Iowa fish, mammals, and birds
4. Plan and create a viable backyard habitat for an Iowa species
5. Learn the value of Natural resources and wildlife

## BUSINESS

Computer Personal Finance, & Workplace Readiness  
are required courses for graduation.

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>Accounting</b>	<b>2</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Computer Graphics</b>	<b>1</b>				<b>X</b>		<b>X</b>
<b>Computer Programming</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>2nd</b>	
<b>Intro to Business</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>1st</b>	
<b>Personal Finance</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Workplace Readiness</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

### **ACCOUNTING**

Year                      2 cr.    Grades 10-12

Prerequisite: None

Course Description: Accounting is an introduction to the fundamental principles of double entry accounting. The course is for students with a variety of career objectives (1) beginning vocational preparation for careers in accounting; (2) accounting skill needed for a careers in related business fields; (3) a foundation to continue studying business at the collegiate level. Practical applications and concepts are directed toward service and merchandising types of business.

Course Objectives:

Students will be able to

1. Systematically record the daily transactions
2. Identify the common and current vocabulary terms used in business activity
3. Prepare and interpret financial records
4. Know the accounting cycle with special journals and ledgers
5. Demonstrate the ability to do payroll accounting

### **COMPUTER GRAPHICS** (Yearbook)

Year\*                      1 cr.    Grade 12

Prerequisite: None

\* (Meets every-other-day, all year)

Course Description: A course designed to offer the student practical experience in yearbook production. Opportunities will be given for hands-on experience in photography, layout design, and editing. The end product of the class will be the Wildcat Yearbook.

Course Outcomes:

Students will be able to

1. Design layouts for the yearbook using paper/pencil design.
2. Demonstrate proper computer proficiency skills needs to successfully transfer paper page designs to desktop publishing program -- PageMaker.





Course Objectives:

Students will be able to:

1. Define what it means to be a "smart" consumer.
2. Demonstrate a deeper level of understanding how to manage their finances stay out of debt.
3. Exhibit essential lifelong skills and practical applications of technology in their daily lives centering around money.

**WORKPLACE READINESS** (required)                      Sem                      1 cr.                      Grade 10 - 12

Prerequisite: None

Course Description: Previously known as "Employability" this course will go beyond the skills of obtaining a job. Students will realize the skills necessary to maintain that job and thrive in the workplace both as an employee and as a member of the community.

A detailed look at life after high school will be the focus while building upon all of the skills necessary for this upcoming stage in life.

Course Outcomes:

Students will be able to:

1. Demonstrate seeking, applying, and interviewing skills in the workforce.
2. Identifying what is necessary to survive and thrive having once acquired a job.
3. Begin taking the steps for life after high school in college planning and/or immediate entry to the workforce.

## ENGLISH

8 Credits are required for graduation.

Course Title	Cr	9th	10th	11th	12th	1 Sem	Year
<b>English I</b>	<b>2</b>	<b>X</b>					<b>X</b>
<b>English II</b>	<b>2</b>		<b>X</b>				<b>X</b>
<b>College Composition I</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>College Composition II</b>	<b>1</b>				<b>X</b>	<b>X</b>	
<b>Composition I (Writing Lab)</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Composition II (Career &amp; Community Writing)</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Creative Writing</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>College Intro to Lit</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Eng 11 Lit (Reading Lab)</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Literature of Genre</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Modern Mass Media*</b>	<b>2</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>The Novel (Strategic Reading)</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	

\* Counts as elective credit only. Mass Media does not count towards the 8 English credits required for graduation.

### **ENGLISH I**

Year

2 cr.

Grade 9

Prerequisite: None

**Course Description:** This course concentrates on further developing skills in reading, writing, speaking, and listening. The student will master 9<sup>th</sup> grade level vocabulary; understand the literary forms of the novel, drama, the short story, and the epic; practice speaking techniques; and understand grammar and usage as it applies to writing.

**Course Outcomes:**

Students will be able to:

1. Read critically short stories, novels, and drama
2. Identify literary elements and techniques.
3. Write a multi-paragraph essay using the techniques of planning, drafting, and revising. (Narrative, Theme, and Research)
4. Demonstrate competence in writing voice, grammatical conventions, organization, content, word choice, and sentence structure.

5. Engage in a variety of independent reading.
6. Broaden vocabulary.
7. Participate in large and small group discussions.
8. Listen accurately and critically to oral presentations.
9. Use speaking techniques in a variety of situations: speeches, class participation, and group presentations.

**ENGLISH II**

Semester 1 cr. Grade 10

Prerequisite: English I

Course Description: This semester course is comprised of reading and writing experiences on one or more of the following units: Short Story, Non-Fiction, Poetry, Drama, Legends, and Novels.

Course Outcomes:

Students will be able to:

1. Make connections between literature and their own lives and observations.
2. Use a variety of writing strategies.
3. Articulate literature connections through oral and written discussion.
4. Research and complete technical writing assignments such as a research paper.
5. Distinguish various types of writing.
6. Identify selected literary devices used in writing.

**ENGLISH II (Speech)**

Semester 1 cr. Grade 10

Prerequisite: English I

Course Description: Students will learn public speaking communications skills through experiences in performance of various types of speeches. This required course stresses the experience in the performance of various kinds of formal and informal speaking.

Course Outcomes:

Students will be able to:

1. Retrieve library information from various sources.
2. Demonstrate poise and self-confidence in public speaking.
3. Demonstrate organizational skills in writing speeches.
4. Demonstrate effective public speaking delivery skills.
5. Demonstrate skills needed for group interaction.
6. Exhibit an appreciation for others' ideas and opinions.
7. Take responsibility for use of words and actions in effective speaking skills.

**MODERN MASS MEDIA**

Year 2 cr. Grade 11-12

Prerequisite: Successful completion of Eng II and a recommendation from a previous English teacher.

**This course does NOT count towards the 8 credits of English required for graduation. It does count as an elective class beyond the 8 credits of English.**

Course Description: Modern Mass Media is an advanced speaking/writing course offered to high school students who are above average in English composition and

oral communication skills. In addition to advanced communication skills, students will need a strong work ethic in order to complete well-written assignments on a weekly basis. The primary task of the Mass Media course is to work directly with The West Lyon Herald and The Larchwood FOCUS to provide materials for weekly publishing. Students will also practice advanced, professional work with podcasts, interviews, sports writing, feature writing, broadcasting, and internet media, such as blogs, Twitter, Facebook, and Snapchat. In this class, students will be held accountable to professional deadlines and quality writing, while still expressing their creative side.

Course Outcomes:

Students will be able to:

1. Perform the functions of a journalist.
2. Demonstrate proficiency in writing, critical thinking, social and verbal skills.
3. Demonstrate responsibility and creativity as it relates to publishing for a real audience.
4. Refine research skills.
5. Develop interview skills.
6. Communicate clear, detailed accounts of community events.
7. Communicate to a wider audience through the use of modern technology.
8. Work successfully as a team.
9. Express individuality and community through public writings.

## **Fall Semester Writing Classes (Junior and Senior)**

### **Composition I (Writing Lab)**

Prerequisite: English I and English II      1st Sem      1 cr      Gr 11 - 12

Course Description: The Composition I course provides 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, or developing writing and composition skills.

Course Outcomes:

Demonstrate independence in:

1. Recognizing and writing complete sentences.
2. Using standard English punctuation, capitalization, and spelling.
3. Writing a complete paragraph for a variety of audiences and tasks.
4. Improving vocabulary through various strategies.

### **Composition II (Career and Community Writing)**

Prerequisite: English I and English II      1st Sem      1 cr.      Gr 11 - 12

Course Description: Composition II is a course designed to help students acquire the skills for written communication that they will be required to do in day-to-day life as they move into the adult world. Students will complete a variety of short writing

assignments geared toward perfecting their ability to change tone and level of formality of language based on the purpose and audience.

Course Outcomes:

1. Write arguments, narratives, and informative texts.
2. Write for a variety of audiences and tasks.
3. Participate in the writing process.
4. Use research processes such as finding reliable sources, synthesizing multiple sources, paraphrasing to avoid plagiarism, and drawing evidence from sources to support analysis.
5. Demonstrate command of standard English grammar, usage, punctuation, capitalization, and spelling.

**College Composition I (NCC Concurrent Enrollment Class)**

Prerequisite: English I and English II      1st Sem      1 cr.      Gr 11 - 12

Students are expected to buy their own college textbook for this dual credit class. You also need to have an **ACT test taken by April of this year and the English score needs to be at least 17** to be accepted by NCC for College Composition.

Course Descriptions: This course is a dual-credit/concurrent enrollment class, allowing students to earn high school credits as well as 3 college credits through NCC. While most colleges accept these credits as transfer credits, students taking this course are encouraged to investigate their potential college plans to see how likely these courses are to transfer to their potential colleges. Additionally, students taking this college class should be prepared for high academic rigor and discussion of challenging topics.

This course focuses on developing written communication skills through various experiences including expository, persuasive, and research papers. Instruction will also include basic research and documentation skills.

Course Outcomes:

1. Demonstrate an understanding of the grammar and mechanics of Formal Written English.
2. Demonstrate proper grammatical usage and mechanics.
3. Write well-focused papers.
4. Structure original essays logically.
5. Respond constructively to written work according to predetermined standards.
6. Incorporate sources into a research paper.
7. Document papers according to either MLA or APA guidelines.

**College Composition II (NCC Concurrent Enrollment Class)**

Prerequisite: College Comp I      1st Sem      1 cr.      Gr 12

Students are expected to buy their own college textbook for this dual credit class.

This course focuses on helping you develop advanced writing skills in order to compose analytical and persuasive essays. You will use advanced research and critical thinking skills to respond to and compose essays based on current issues and enduring questions. This is a dual credit course: students should be prepared for college level work.

Students will be able to:

1. Analyze written arguments
2. Accurately summarize written arguments following prescribed patterns
3. Analyze, evaluate, and account for discrepancies among various readings
4. Write arguments following prescribed patterns
5. Assess their own writings and give feedback to students

### **Creative Writing**

Prerequisite: English I and English II      1st Sem      1 cr.      Gr 11 - 12

Course Description: The Creative Writing course will expose students to a variety of mentor texts that will spark their own creative writing in a workshop environment. Students will learn about the craft and structure of poetry, short stories, and drama by writing arguments, narratives, and informative texts. Students will learn the habits of effective writers and how to provide appropriate feedback in a community of writers. The course will result in a portfolio of polished work that is ready for publishing.

Course Outcomes:

1. Write arguments, narratives, and informative texts.
2. Write for a variety of audiences and tasks.
3. Participate in the writing process.
4. Use research processes such as finding reliable sources, synthesizing multiple sources, paraphrasing to avoid plagiarism, and drawing evidence from sources to support analysis.
5. Demonstrate command of standard English grammar, usage, punctuation, capitalization, and spelling.

## **Spring Semester Reading Classes (Junior and Senior)**

### **College Intro to Literature**

2nd Sem      1 cr      Gr 11 - 12

(NCC Concurrent Enrollment Class)

Prerequisite: English I and English II

**Students are expected to buy their own college textbook for this dual credit class.**

Course Description: This course is a dual-credit/concurrent enrollment class, allowing students to earn high school credits as well as 3 college credits through NCC. While

most colleges accept these credits as transfer credits, students taking this course are encouraged to investigate their potential college plans to see how likely these courses are to transfer to their potential colleges. Additionally, students taking this college class should be prepared for high academic rigor and discussion of challenging topics. Students are expected to buy their own textbook for this dual credit class. This course requires reading of college-level literature and is designed to help the student gain an understanding of and appreciation for various literary genres including short fiction, poetry, and drama.

Course Outcomes:

1. Appreciate the role of literature within the cultural context.
2. Interpret literary works by identifying the major elements of short fiction, poetry, and drama.
3. Evaluate literary works by identifying the values displayed in a work, explaining how an author expresses those values, and critique the effectiveness of a literary work.

### **English 11 Literature (Reading Lab)**

Prerequisite: English I and English II      2nd Sem      1 cr.      Gr 11 - 12

Course Description: English 11 Literature places great emphasis on the progress of individual students and offers students the opportunity to focus on basic reading skills. Assistance is targeted to students' particular areas of growth and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently. Course content depends upon students' abilities and may include vocabulary building, reading silently or aloud, and improving listening and comprehension abilities.

Course Outcomes:

1. Read extensively at a student's recreational level.
2. Develop vocabulary.
3. Learn and implement comprehension strategies.
4. Improve reading fluency.
5. Write to assist comprehension.

### **Literature of a Genre**

Prerequisite: English I and English II      2nd Sem      1 cr      Gr 11 - 12

Course Description: The Literature of Genre class provides an opportunity for students to practice reading texts of a specific genre predetermined by the English Department. The genre is subject to change from year to year based on interests of students. Possible genres may include real-world information text, news media, life stories, poetry, and others.

Course Outcomes:

1. Use evidence to support analysis of texts.

2. Determine the main idea(s) of a text and provide an objective summary.
3. Analyze how individuals, ideas, or events interact and develop over the course of the text.
4. Determine figurative, connotative, or technical meanings of words and phrases.
5. Analyze the effectiveness of an author's structure.
6. Determine an author's point of view or purpose.
7. Evaluate sources presented in different media or formats.

### **The Novel (Strategic Reading)**

Prerequisite: English I and English II      2nd Sem      1 cr.      Gr 11 - 12

Course Description: The Novel gives students the opportunity and independence to establish their own reading goals and to read books of their choosing. Students will collaborate with the teacher to design their own reading plan for the semester; this plan will include books already of interest to them as well as books that challenge them to become more mature and skilled readers. Students will confer with the teacher over the books they are reading and will aim to improve their vocabulary, reading rate, comprehension level, and critical-thinking and analysis skills.

#### Course Outcomes:

1. Use evidence to support analysis of texts.
2. Determine the theme or main ideas of texts.
3. Analyze how elements of writing interact and influence each other (ie: how setting influences characters, how events impact individuals)
4. Analyze the impact of the author's word choices.
5. Analyze the impact of the author's choice in structure and ordering events in his/her writing.
6. Analyze the impact of varying points of view in writing.
7. Analyze multiple interpretations of a story in various media.
8. Demonstrate knowledge of foundational works of American literature.



## FAMILY & CONSUMER SCIENCE

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>Child Development I</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Child Development II</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Intro to Education</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Prostart Culinary Arts I</b>	<b>1</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Prostart Culinary Arts II</b>	<b>1</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Today's Family</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>FCS Wildcat Chowdown</b>	<b>2</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>FCS Wildcat Chowdown 2</b>	<b>2</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>

Any one course listed above allows a student to be a FCCLA member

**FCCLA members have priority in taking FCS classes.**

\* 9th grade in Prostart must be in FCCLA.

### **CHILD DEVELOPMENT I**

1st Sem      1 cr.    Grades 9-12

Prerequisite: None

Course Description: A course geared to students interested in learning about the birthing process, birth defects, parenting and decision making, and baby - preschool development. This course is an intro course for anyone wanting to go into ANY human services career (working with people) including: teaching, caregiver, baby nurses and doctors. Student Discussion topics include: parenthood readiness, teenage pregnancies, growth and development of children, and careers within the area of child development. Includes a field trip to Sanford Hospital and Lifescapes.

Students will be able to:

1. Identify guideline techniques
2. Explain the decisions and responsibilities to be a parent.
3. Identify issues of pregnancy, birth, and prenatal and postnatal development.
4. Identify age-appropriate stages in the areas of physical, social, emotional, and intellectual development of children.
5. Explore career options in child development and parenting.

**CHILD DEVELOPMENT II**

2nd Sem

1 cr.

Grades 9-12

Prerequisite: Child Development I

Course Description: A course created for students wanting to learn more about Child Development and Early Childhood Education. The main objective for this course is to take the information studied in Child Development I and turn it into a potential career option for students. Observation experience with elementary students is a large part of the hands-on learning experience. Students will be challenged to plan and implement their own lesson plan at the end of the semester!

Course Outcomes:

1. Child Development Theories and Theorists
2. Early Childhood: 4 - 6 Years
3. Middle Childhood: 6-12 Years
4. Adolescence

**INTRO TO EDUCATION**

Sem

1 cr.

Grades 10-12

Prerequisite: 10th thru 12th grade students interested in a human services career

Course Description: Intro to Education is designed for students who want to become teachers but is also beneficial for students interested in careers working with children or teens in any capacity. For example, this course is relevant to those interested in a career as a social worker, counselor, youth program director (4-H, youth ministry, etc.), police officer, or liaison officer. Students taking Intro to Education will participate in a field experience with a classroom teacher, explore different grade levels and potentially visit other schools with different demographics. Students will be challenged to plan and implement their own lesson plan at the end of the semester!

Students are embedded in observational small group or individual teaching settings. They will engage with students, schools and stakeholders across the community to better understand how the community plays a role in the school system and what impacts it has on students.

Course Outcomes:

1. Identify how learner development, differences, and environment affects student progress.
2. Research different content areas and non-school teaching careers.
3. Demonstrate knowledge of different types of "teachers" in our society and how they play a role on learner development.
4. Investigate non-teaching school careers which have a direct impact on the student learner by listening to guest speakers.
5. Demonstrate proficiency in planning lessons, assessing students, and using a variety of instructional strategies to teach in their designated classroom.
6. Research the professional responsibility and ethics of the human services careers.
7. Investigate different leadership positions and how professionals collaborate to increase student learning

**PROSTART: CULINARY ARTS I** 1st Sem. 1 cr. Grades 9-12  
Prerequisite: 9th gr students must be in FCCLA

Course Description: This course involves both book and hands-on lab experience geared toward the student interested in food service as a potential career. This is the intro course to all food related FCS courses. Students must go through the Safety & Sanitation training and receive a passing test score to be admitted into the kitchen. Students have the opportunity to take this course to receive a ServSafe certificate by the National Restaurant Association.

Course Outcomes:  
Students will be able to:

1. Identify restaurant management and the industry.
2. Identify skills to keep food safe.
3. Demonstrate skills involved in food preparation.
4. Develop kitchen math skills. (Cost analysis, product comparison, product markup, measurements and fractions)
5. Examine the relationship between culture and food patterns.
6. Explore career options in this content area.

**PROSTART: CULINARY ARTS II** 2nd Sem. 1 cr. Grades 9-12  
Prerequisite: Culinary Arts I, 9th gr students must be in FCCLA

Course Description: This course applies the content and skills taught in Prostart I. Using the same skills, this course will involve extensive kitchen lab experiences while learning new restaurant management content.

Course Outcomes:  
Students will be able to:

7. Identify restaurant management and the industry.
8. Identify skills to keep food safe.
9. Demonstrate skills involved in food preparation.
10. Develop kitchen math skills. (Cost analysis, product comparison, product markup, measurements and fractions)
11. Examine the relationship between culture and food patterns.
12. Explore career options in this content area.

**TODAY'S FAMILY** Sem 1 cr. Grade 9-12  
Prerequisite: None

Course Description: The main emphasis in the course is analyzing various relationships. Using TV shows as discussion starters we cover current issues and integrate topics such as: personal values; effective communication; changing family and role choices; friendships, dating and partner selection; lifestyle choices of marriage vs. single living; engagement and preparation for marriage; marriage customs and responsibilities; family crises including child and spouse abuse, divorce, plus numerous current issues.

**Perfect course for anyone interested in a career working with people.**

Course Outcomes:  
Students will be able to:

1. Describe factors that influence one's personality and character development.

2. Examine family roles and relationship qualities within the family structure.
3. Explore the relationship of self to building relationships.
4. Identify methods of responding to family problems and individual crises.
5. Analyze various family situations and how they affect the individual in life.

**FCS WILDCAT CHOWDOWN I**                      Year                      2 cr.    Grades 10-12

**Prerequisite:** Grade of at least a "C" in Culinary Arts II OR pre-approval from instructor.

Course Description: Teaming up with the business course, this advanced level FCS course allows students to integrate life skills and food preparation with an entrepreneurship focus. The course's main project and goal is to run a successful snack business "Wildcat Chowdown" for the West Lyon school. Students in this class will participate in food labs, food-service projects, and food business written assignments to demonstrate competency in industry skills. Students have the opportunity to take this course to receive a ServSafe certificate by the National Restaurant Association

Students will be able to:

1. Identify strategies for developing a food-business plan.
2. Exploring the career of entrepreneurship and how it contributes to the economy.
3. Identify laws of supply and demand.
4. Organize small workable teams to create a business like atmosphere.
5. Analyze problems within a business as they arise.
6. Analyze food-product branding, packaging, and labeling
7. Explore cost based pricing and ingredient costing

**FCS WILDCAT CHOWDOWN II**                      Year                      2 cr.    Grades 10-12

**Prerequisite:** Chowdown I

Course Description: This course is designed for students that want to dig deeper into culinary arts and foodservice. Students will take leadership roles in mentoring the FCS Chowdown class. Students will work side by side with the FCS Chowdown class while taking on more responsibility for the overall Wildcat Chowdown business. Second semester, students will be challenged to plan and implement the Spring Dinner Theater using their culinary management skills.

By enrolling in this course, participants will have the opportunity to enroll into culinary competitions, similar to competitions shown on Food Network. Guest speakers and local food service field trips will be part of the learning process. Regular and prompt attendance is required as it is part of the grading process. Students have the opportunity to take this course to receive a ServSafe certificate by the National Restaurant Association

Course Outcomes:

Students will be able to:

1. Implement a restaurant management plan.
2. Exploring the career of entrepreneurship and how it contributes to the economy.
3. Identify laws of supply and demand.
4. ORGANIZE and LEAD teams to create a business like atmosphere.
5. Analyze problems within a business as they arise.
6. Appreciate the diversity in culinary arts

## FINE ARTS - Art

NOTE: students planning to attend SDSU or USD must have at least 2 credits of fine arts in high school to enroll at those universities.

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>Art I</b>	<b>2</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Ceramics</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>1st</b>	
<b>Drawing</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>1st</b>	
<b>Mixed Media</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>2nd</b>	
<b>Painting</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>2nd</b>	
<b>Photography*</b>	<b>1</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Senior Art Studies</b>	<b>2</b>				<b>X</b>		<b>X</b>

\* Meets every-other-day for the year.

### **ART I**

Year

1 cr/sem Grades 9-12

Prerequisite: None

Course Description: Art 1 introduces students to the wide world of art at the high school level. First semester is dedicated to exploring the 7 elements of art: line, color, shape, value, form, space, and texture. These elements are studied through a variety of mediums such as pencil, clay, and paint. Second semester covers art history through themed projects, and also gives a glimpse into more advanced courses that students will have the option to take in other years. Students will get to learn about the Renaissance, Impressionism, Pop Art, and Modern Art. The emphasis in Art I is on experiencing a great variety of methods and mediums. Students find Art I an opportunity to experiment with many mediums to find their area of interest in the art field.

Students are graded on effort, improvement, working habits and results. Students find Art I a means of channeling their creativity and self-expression not found in many of their other classes.

Course Outcomes:

Students will be able to:

1. Identify drawing terms and mediums.
2. Incorporate the elements of art into their products.
3. Identify clay terms and techniques.
4. Demonstrate proper use and selection of medium and materials in creating acrylic paintings.
5. Experience a wide variety of mediums and materials.
6. Begin to evaluate products and make constructive corrections.

**CERAMICS**

Year

1 cr/sem

Grades 10-12

Prerequisite: Art 1

Course Description: Ceramics will provide knowledge of ceramic techniques (e.g., kiln firing and glazing) and processes with an emphasis on creative design and craftsmanship. Ceramics class will include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel.

Course Outcomes:

Students will be able to:

1. Study clay wheel work and grow in confidence to be able to start objective 2 by second semester.
2. confidently create clay pieces on the wheel and start to be creative with the design and shape.
3. construct a clay bust following the parameters of the set assignment.

Understand the process for glazes and how the kiln works.

**DRAWING**

Year

1 cr/sem

Grades 10-12

Prerequisite: Art I

Course Description: This class will provide a foundation in drawing using a variety of techniques and media (such as pen-and-ink, pencil, chalk, etc.) in both black and white and color, emphasizing observation and interpretation of the visual environment, life drawing, and imaginative drawing.

Students will be able to:

1. describe and execute the differences in different drawing techniques.
2. use the principles of design to improve composition of drawings.
3. learn to draw with a variety of mediums, including pastel, charcoal, colored pencil, and others.
4. Improve shading techniques for a more believable drawing.

**MIXED MEDIA**

Sem

1 cr/sem

Grades 10-12

Prerequisite: Art 1

Mixed Media will explore the wide variety of art mediums available, such as beading, sculpture, plaster, crafting, recycling, and creating mixed media pieces.

Students will be able to:

1. delve into more obscure art mediums such as stained glass, beading, printmaking, sculpture, and other mediums.
2. get the opportunity to create their own T-Shirt design in this course and print on actual clothing.
3. use multiple approaches to begin creative endeavors.
4. discuss ways in which art influences understanding of human experience.

**PAINTING**

Sem

1 cr/sem

Grades 10-12

Prerequisite: Art 1

Painting will provide a foundation in painting using a variety of techniques and media (such as watercolor, tempera, oils, acrylics), emphasizing observation and

interpretation of the visual environment, life drawing, and imaginative painting. This class encourages students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions.

Students will be able to:

1. look into a wide range of painting styles and try each one.
2. generate and conceptualize artistic ideas through painting.
3. engage in making a painting without a preconceived plan (a confidence stretch).
4. discover what their preferred painting medium is.

### **PHOTOGRAPHY**

Year

1 cr/yr

Grades 11-12

Prerequisite: Students are encouraged to have their own camera for this class but it is not required.

This course meets every-other-day during the entire school year.

Course Description: Photography introduces the student to the basics of photography, offering practical experience in taking pictures. Opportunities will be given for students to compose various photo compositions with assigned subject matter. The students will each compose and operate a blog, and on this blog they will place their finished photography assignments for evaluation.

Students will investigate color, black and white, contrast, angles, portraits, still life, windows, collages, shadows, seasonal scenery, trees, as well as many other subjects, and will evaluate their own photos as well as photos taken by classmates and professionals. Students will be incorporating photography as an art, and as a method of communication through assignments in which a photo must convey a single idea through no use of words.

Course Outcomes:

Students will be able to:

1. Demonstrate proper care of their own basic camera.
2. Develop his/her image making capabilities.
3. Evaluate assignments and make constructive criticisms.
4. Do basic photo editing using computer software.
5. Construct and maintain a blog
6. Meet assignment deadlines.

### **SENIOR ART STUDIES**

Year

2 cr

Grade 12

Prerequisite: 3 years of Art studies

In this course, the senior student will work throughout the year to put together their own art show. They will make a collection of pieces in any medium accessible to them with a unifying theme. They will share their artist statement with the attendees.

Course Outcomes:

Students will be able to:

1. Incorporate original art concepts into art works.
2. Improve art skills.
3. Demonstrate the proper use and selection of various mediums and materials.

4. Develop his/her imaging-making capabilities.
5. Evaluate products and make constructive corrections.
6. Create original designs, develop ideas, select appropriate works and follow through, to completion, a quality work of art.
7. Display works to peers and in public.

**FINE ARTS - Music**

**NOTE: students planning to attend SDSU or USD must have at least 2 credits of fine arts in high school to enroll at those universities.**

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>Band</b>	<b>2</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Mixed Chorus*</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Women’s Chorus*</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Music Theory</b>	<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	2nd	
<b>Color Guard</b>	<b>0</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	1st Quarter	

\* Meets every-other-day for the year.

**BAND** Year 1 cr/sem Grades 9-12

Course Description: Band is open to all wind and percussion instruments. Students will advance from the fundamentals of music reading, listening, and playing to a proficiency in performance.

Course Outcomes:

Students will be able to

1. Demonstrate a proficiency in music reading skills.
2. Demonstrate a proficiency in performance.
3. Show confidence in public performance
4. Develop an awareness that the arts are a vital part of a lifelong learning.

Marching band, pep band and jazz band are extensions of the high school band program.

**MIXED CHORUS** Year .5 cr/sem Grades 9-12

Prerequisite: None

Course Description: Students will learn and perform music of differing styles becoming more proficient in each. Students will learn proper rehearsal skills, independent part singing and lifelong appreciation of the fine arts.



Students will be able to:

1. Practice proper breath control.
2. Employ rhythm.
3. Demonstrate music phrasing.
4. Demonstrate independent part singing.
5. Sing in tune

**MUSIC THEORY**

Sem

1 cr.

Grades 9-12

Prerequisite: None

Course Description: This course is designed to provide students with the opportunity to explore the many facets of music including theory, history, composition, instrumental and vocal techniques. Students taking this course should have a basic knowledge of music.

This course will only be offered once in a two year period. A minimum of 6 students must register for this class before it will be offered.

Course Outcomes:

Students will be able to:

1. Demonstrate musical literacy by reading, writing and performing music.
2. Develop skills in the areas of instrumental and vocal pedagogy.
3. Gain an appreciation of different genres and styles of music.

**WOMEN'S CHORUS**

Semester

.5 cr/sem

Grades 9-12

Prerequisite: None

Course Description: Women's Chorus is open to all girls who have an interest in singing. Students will learn and perform music of differing styles becoming more proficient in each. Students will learn proper rehearsal skills, independent part singing, and a lifelong appreciation for the fine arts.

Course Outcomes:

Students will be able to:

1. Practice proper breath control
2. Use rhythm
3. Demonstrate music phrasing
4. Demonstrate independent part singing
5. Sing in tune



3. Communicate in present and past tense
4. Demonstrate an awareness of the Spanish-speaking world and cultural similarities and differences
5. Write original stories and short controlled paragraphs

**SPANISH III**

Year            2 cr.            Grades 11-12

Prerequisite: Minimum grade of a "C", averaged between both semesters, in Span II

Course Description: Spanish III completes the study of basic Spanish structure. More emphasis is placed on conversation. The students refine their listening, speaking, reading, and writing skills and continue to study the culture of the Spanish-speaking world.

Course Objectives:

Students will be able to:

1. Understand and speak Spanish in communicative situations while developing facility and creativity.
2. Read for meaning and information a more complex novel and larger stories
3. Write creative composition in semi-controlled situations
4. Demonstrate an awareness of the Spanish-speaking world and cultural similarities and differences

**SPANISH IV**

Year            2 cr.            Grade 12

Prerequisite: Minimum grade of a "C", averaged between both semesters, in Span III

Course Description: Spanish IV refines the student's' listening, speaking, reading, and writing skills through a complete review and expansion of Spanish grammar. Students study the culture of the Spanish-speaking world, read short stories, and develop their conversation skills through a variety of classroom activities.

Course Objectives:

Students will be able to:

1. Understand and speak Spanish with increasing spontaneity, flexibility, and fluency.
2. Read and understand basic content of newspaper magazine articles, short stories, poetry, and classic Spanish novels.
3. Write essays and original creative writing pieces in Spanish.
4. Implement the two forms of interpretation into daily life.
5. Demonstrate an awareness of the Spanish-speaking world and cultural similarities and differences.

## HEALTH

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>H.S. Health</b>	<b>2</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Health Careers</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>1st</b>	
<b>Athletic Training &amp; Cond.</b>	<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>2nd</b>	

**ATHLETIC TRAINING & CONDITIONING**      Sem      1 cr.      Grades 10-12  
 Prerequisite: None

Course Description: With the medical field growing, there are many more opportunities to pursue careers in athletic training. This course includes the basic structure and function of the human body. Students will receive hands on experience with athletic injuries, proper training & conditioning techniques.

Course Objectives:

1. Students will be able to understand the job outlook for the athletic training profession.
2. Demonstrate methods of caring for athletic injuries.
3. Develop a strength and cardiovascular program for athletes and lifetime fitness.
4. Demonstrate proper morals and ethics while working with the parents of athletes.

**HIGH SCHOOL HEALTH**      Year      2 cr.      Grades 9-12  
 Prerequisite: None

Course Description: Health will include information on how the body system works, nutrition, disease control and prevention, substance abuse and non-use, physical, emotional and social health. Students will acquire skills that will allow them to live a healthier life and understand health problems that could be encountered throughout life.

Course Objectives:

Students will be able to:

1. Learn skills to lead to a healthy life.
2. Understand Emotional and Social Health---Self-esteem and Mental Health, and managing stress.
3. Understanding components of Fitness.
4. Define nutrition for life---basic nutrients---carbohydrates, proteins, fats, water, vitamins and minerals.
5. Choosing a Healthy Diet by meeting your nutritional needs.
6. Learn how to maintain a healthy weight, understand eating disorders, help prevent food related illnesses.
7. List short and long term effects of alcohol/drugs. Learn how to cope and discuss recovery and treatment.
8. Review basic First Aid and CPR.
9. Discuss building responsible relationships as adolescence and adulthood.

**HEALTH CAREERS**

Sem

1 cr. Grades 10-12

Prerequisite: None

Course Description: If you have an interest in a health profession or think you might pursue a health related career in college, this course is for you. It takes an depth look at several careers in the health profession. A field trip is taken to health care facilities and several health care professionals come into class and speak about their profession. Other course requirements include resume writing and job interviewing.

**Course Objectives:**

Students will be able to:

1. List several health careers and understand the job duties of each.
2. Understand the job outlook for each chosen career and salaries.
3. Prepare for an interview, type a resume, and fill out a job application.
4. Identify the moral responsibilities in the health care profession.
5. Demonstrate an understanding of current health issues.
6. Decide, before attending college, on a career that may be of interest.

## INDUSTRIAL TECHNOLOGY

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>Auto Collision Repair</b>	1		X	X	X	2nd	
<b>Auto Technology</b>	1		X	X	X	1st	
<b>Cabinetmaking &amp; Millwork</b>	2		X	X	X		X
<b>CADD &amp; Architectural Design</b>	2			X	X		X
<b>Construction Trades</b>	2		X	X	X		X
<b>Fabrication</b>	2		X	X	X		X
<b>Intro to Industrial Trades (ITE)</b>	2	X	X	X	X		X
<b>Manufacturing Foundations</b>	2		X	X	X		X
<b>Small Gas Engines &amp; Industrial Equipment</b>	2		X	X	X		X
<b>Welding I</b>	2		X	X	X		X
<b>Welding II</b>	2		X	X	X		X

### **AUTO TECHNOLOGY**

Semester 1 cr. Gr 10-12

Prerequisite: Intro to Ind. Trades or pre-approval by instructor

Course Description: During this course students will be provided with basic automotive vehicle system knowledge. Students will be given an overview of the automobile and its systems. Students will be provided with information on service and routine maintenance, Topics included are:

- Complete tear down and reassembly of internal combustion engine
- Tires, alignment and suspension
- Steering components
- Fuel & Lubrication systems
- Paint and body care
- Maintenance schedules

Students will be able to:

1. Correctly use safety procedures for raising, supporting and performing maintenance on an automobile.

2. Perform roadside safety and emergency procedures
3. Perform basic maintenance tasks on their personal vehicle
4. Troubleshoot basic automotive problems

**AUTO COLLISION & REPAIR**

Semester 1 cr. Gr 10 - 12

Prerequisite: Intro to Ind. Trades or pre-approval by instructor

Automotive Collision Repair and Refinish Technology program combines state-of-the-art equipment and industry guidance, equipping students with technical and professional skills required to pursue an entry level position or continue their education in the ever-changing collision repair industry. Students will gain hands-on technical experience in West Lyon's state-of-the-art lab facility. Students will use some of the latest tools and equipment to perform repair methods related to mechanical, electrical, refinishing, structural and non-structural.

Students will learn about and demonstrate an understanding of the processes involved in basic automotive collision repair and estimating. This includes understanding industry definitions, demonstrating safety practices, understanding and demonstrating repair procedures, identifying the tools and how to use them. Students will gain basic knowledge in parts, body repair, painting and finishing.

**Grading**

Grades will be given based on students' efforts in the classroom and lab. This class is mostly project based. Students are expected to show up to class on time and complete each assignment with their best effort.

**CAD & Architectural Design**

Year 2 cr. Grades 11-12

Prerequisite: None

Course Description: CAD (Computer Aided Drafting) will expose students to the old and new worlds of paper and computerized drawing. Students will learn to use drawing software to create 2D drawings, 3D mechanical drawings, architectural drawings and plans.

CAD will include 3-4 weeks of 2D drafting software. Students will move to creating mechanical drawings with 3D modeling software. Students will practice creating working drawings while exploring stress analysis and flow simulations to simulate aerodynamics. 3D printing will be explored and students will be allowed to create and 3D print items.

Second semester will explore Architectural drawings and focus on plan reading and design. Students will design and draw a house plan. Students will also explore civil drafting and engineering.

Course Outcomes:

Students will be able to:

1. Understand the basics of manual drafting.
2. Design several mechanical and architectural drawings with Inventor and Revit CAD software.

3. Design and construct several projects.
4. Be able to understand how to produce working drawing to industry standards while understanding material properties and product engineering.

**CABINETMAKING & MILLWORK**

Year

2 cr. Gr 10-12

Prerequisite: Intro ITE or pre-approval by instructor

Course Description: Woodworking is the student's opportunity to focus on their acquired ITE skills and design/construct a major project. The first quarter will consist of instructor assigned shop projects. During the first quarter a lot of advanced machine setups will be demonstrated. Quarters 2 – 4 the student will design and construct his/her own wood project - furniture making, cabinets or other complex project.

Course Outcomes:

Students will be able to:

1. Design a plan of construction.
2. Properly display a construction project.
3. Utilize previously learned ITE skills to develop an interest in a career.
4. Apply advanced skills of woodworking and construction to be able to complete a project.

**CONSTRUCTION TRADES**

Year

2 cr. Grades 10-12

Prerequisite: Intro ITE or pre-approval by instructor

Course Description: During this course students will learn the processes involved in building a residential structure from the ground up. Topics covered will include: construction careers and safety, basements and foundations, floor, wall, and roof framing, exterior and interior finishing processes, and an introduction to wiring, plumbing and hanging cabinets in a residential structure. Steel framing and commercial construction will also be covered briefly.

Course Outcomes:

Students will be able to:

1. Demonstrate knowledge regarding the construction trade and industry
2. Demonstrate knowledge of building materials, fasteners, and adhesives
3. Use hand and power tools properly and safely
4. Read plans and elevations
5. Apply classroom construction lessons in a hands on lab setting

**FABRICATION**

Year

2 cr. Grades 10-12

Prerequisite: Welding I

Course Description: This year long class will go deeper and into more advanced concepts dealing with the Metal manufacturing, welding and engineering industry. The class will talk about postsecondary options from going straight into the workplace, apprenticeship, community college, to the university setting. Students will be expected to complete a culminating project at the end of the year. Topics to be covered will be: Advanced welding techniques 3D Printing Mill and Lathe Machining CNC Machining Robotics Advanced CAD Industry specific welding applications.

Course Outcomes:

Students will be able to:



1. Understand precision measurement.
2. Create components for small and large scale projects.
3. Follow blueprints and specifications to create a project.
4. Read shop drawings.
5. Create projects in a shop setting while following safety guidelines.
6. Apply appropriate finishes to projects.
7. Create documentation involving project plans and cost of materials and billed time.

**INTRO TO INDUSTRIAL TRADES (ITE)**

Year

2 cr. Grades 9-12

Prerequisite: None

Course Description: This course is the introductory portion of the Industrial Arts program. The course is broken into several topics of instruction, including: hand tool usage, portable power tools, stationary power tools, board and computer drafting, construction, automotive, manufacturing and woodworking. This course is an application course and deals with a lot of hands on projects and skills. All methods of learning will be used; note taking, videos, listening skills, instructor guidance, and work time in the wood shop.

Course Outcomes:

Students will be able to:

1. Recognize and properly use hand tools and power tools in order to construct several small projects
2. Apply practical and reasonable safety precautions in all lab/shop coursework
3. Develop a bill of materials, plan of procedure, and be able to hand draw small projects.
4. Recognize the importance of quality work.

**MANUFACTURING FOUNDATIONS**

Year

2 cr. Grades 10-12

Prerequisites: Intro ITE

Course Description: This year long class will focus on career exploration in the field of Manufacturing. A hands-on course, will focus on the theories, methods and techniques used in Welding and multiple Manufacturing fields. Instruction in core cluster skills, includes instruction in materials, manufacturing processes, automation, communication and employability skills, and safety. Topics to be covered include: Safety Procedures, Welding, Metalworking, Sheet metal forming, Basic Machining and Fabrication.

Course Outcomes:

Students will be able to:

1. Complete correct setup and operations of machine tools.
2. Distinguish the difference between types of manufacturing.
3. Produce and read plans.
4. Understand and perform precision measurement.
5. Identify and perform different material processes while following correct safety procedures.

**SMALL GAS ENGINES & INDUSTRIAL EQUIPMENT** Yr 2 cr. Grades 11-12

Prerequisite: Intro to Ind. Trades or pre-approval by instructor

Course Description: During this course students will be provided with basic Small Gas Engine knowledge. Students will be given an overview of the Small engine / equipment and its systems. Students will be provided with information on service and routine maintenance, Topics included are:

- Complete tear down and reassembly of internal combustion engine
- Tires, alignment and suspension
- Steering components
- Fuel & Lubrication systems
- Electrical components and diagnosis
- Brakes
- Hydraulic systems
- Maintenance schedules
- Difference between 2 and 4 stroke engines
- Basic operation of gasoline and diesel engines
- Shop safety

Course Objectives:

Students will be able to:

1. Correctly use safety procedures for disassembling and repairing a small gas engine and equipment
2. Identify, diagnose, and repair running and drivability issues
3. Perform basic maintenance tasks on a small engine and equipment
4. Troubleshoot basic engine and equipment problems

**WELDING I: INTRO TO WELDING**

Year

2 cr. Grades 10-12

Prerequisite: Into ITE

Course Description: This course introduces the student to the fundamentals of welding. It provides the student with opportunities for hands-on training in shielded metal arc welding (SMAW), gas metal arc welding (MIG) and oxyfuel gas welding/brazing as well as torch and plasma cutting. The students will receive training in welding and machine shop safety practices. Students will learn the processes and safety issues involved in usage of the various welding gases.

- Students will develop the skills needed to weld.
- Students will learn the basics of welding ferrous and non-ferrous metals.
- Students will learn the basic set-up configurations of various welding equipment.

Course Objectives:

Students will be able to:

1. Identify quality welds that are in the product of various welding techniques and gasses.
2. Understand how to operate the equipment in a manner that keeps students and others in the immediate area safe.
3. Successfully weld metals utilizing each of the four welding gases and techniques.
4. Use the welding machines and welding equipment safely and proficiently.

**WELDING II**

Year

2 cr. Grades 11-12

Prerequisite: Welding I

Course Description: This course is designed to concentrate on advanced fundamentals of welding and introduction to fabrication. Procedures used in Shielded Metal Arc Welding and Gas Metal Arc Welding are emphasized. Oxyacetylene cutting and welding are also covered.

Students will be able to:

1. Safety in the welding shop
2. Introduction to shielded metal arc welding process (SMAW)
3. Introduction to the gas metal arc welding process (GMAW)
4. Introduction to the gas tungsten arc welding process (GTAW)
5. Introduction to the oxyfuel cutting and welding process (OFC and OFW)
6. Fabrication
7. Automation in fabrication
8. Identifying Certification Authorities and Codes

## MATH

6 credits of math are required for graduation.

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>Algebra Extended I &amp; II</b>	<b>4</b>	<b>X</b>	<b>X</b>				<b>2 yrs</b>
<b>Algebra I</b>	<b>2</b>	<b>X</b>	<b>X</b>				<b>X</b>
<b>Geometry</b>	<b>2</b>		<b>X</b>	<b>X</b>			<b>X</b>
<b>Algebra II</b>	<b>2</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Consumer Math</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Fundamental Geometry</b>	<b>1</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Pre Calculus</b>	<b>2</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Calculus</b>	<b>2</b>				<b>X</b>		<b>X</b>

### **ALGEBRA EXTENDED I & II**

2 Years      4 cr.      Grades 9-10

Prerequisite: Must be approved by counselor and instructor.

Course Description: This course covers the same material as Algebra I except that it is done over a two-year period (4 semesters). This core curriculum course has students use algebra to solve problems from real life, other disciplines, and math topics. The use of a graphing calculator is integrated in lessons to help evaluate expressions, graph equations, draw scatter plots, best fitting lines and more.

Course Objectives:

The student will be able to

1. Solve linear and quadratic equations or inequalities algebraically and graphically.
2. Simplify, use basic operations, and factor rational expressions and polynomials.
3. Write and solve equations with one or two unknowns.
4. Calculate, graph and interpret statistical data.

### **ALGEBRA I**

Year              2 cr.      Grades 9-10

Prerequisite: "C" in 8<sup>th</sup> grade math 2<sup>nd</sup> semester.

Course Description: This core curriculum course has students use algebra to solve problems from real life, other disciplines, and math topics. The use of a graphing calculator is integrated in lessons to help evaluate expressions, graph equations, draw scatter plots, best fitting lines and more.

The student will be able to:

1. Solve linear and quadratic equations or inequalities algebraically and graphically.
2. Simplify, use basic operations, and factor rational expressions and polynomials.
3. Write and solve equations with one or two unknowns.
4. Calculate, graph and interpret statistical data.

### **ALGEBRA II**

Year

2 cr. Grades 11-12

Prerequisite: Algebra I and recommend Geometry

Course Description: Algebra II has students use Algebra to solve real life problems, problems from geometry, statistics, trigonometry, probability, matrix theory and other disciplines such as geography, history, economics, physical science, and biology. Graphing calculators are used extensively in this course. This course is a prerequisite for many four-year colleges/universities.

A graphing calculator is required for this course.

Course Objectives:

Students will be able to

1. Solve linear, absolute value, linear systems, radical equations, or inequalities using algebra, graphing or matrix methods.
2. Solve quadratic equations or inequalities, polynomial equations, exponential, rational and logarithmic equations.
3. Use algebra to model data and real-life applications.
4. Use algebra to solve trigonometry, probability, statistics, sequence or series problems.

### **CALCULUS**

Year

2 cr. Grade 12

Prerequisite: Pre-Calculus

Course Description: Calculus is the mathematics of motion and change. Calculus concepts are used in many real world situations modeled by curves and complex figures. A graphing calculator is required for this course.

Course Objectives:

Students will be able to

1. Demonstrate algebraic, geometric and trigonometric skills
2. Investigate limits of a function graphically and numerically
3. Determine derivatives and integrals of algebraic, exponential, logarithmic and trigonometric functions.
4. Solve applications involving derivatives and integrals
5. Calculate areas involving curves and volumes for solids of revolution

**CONSUMER MATH**

Sem 1 cr. Grades 11-12

Prerequisite: Algebra I or Algebra Ext II

Students must receive approval from the Guidance Counselor to enroll in this course.

Course Description: This course will instruct students on math concepts used in the real world setting. Topics include using the four operations when working with whole numbers, decimals and fractions. Students will also learn how math is used in recreation/sports, personal finance, employment situations, computing taxes, and making investments.

This course will be useful for all students, but is mainly designed for those students who are not planning to go on to college after high school.

Course Objectives:

Students will be able to

1. Compute/analyze data using whole numbers, decimals, percentages, and fractions.
2. Understand math concepts as they relate to employment and various job fields.
3. Analyze/compute data relating to personal finances including taxes, credit, living expenses, and investments.

**FUNDAMENTAL GEOMETRY**

Sem 1 cr. Grades 11 -12

Prerequisite: Alg Ext I &amp; II

Course Description: This course is similar to the standard Geometry class, but does not go into as much detail. Students will learn how to name and draw the basic figures in geometry (points, lines, planes, segments, angles, etc). Also, students will come to understand how to measure and construct angles to the correct degree and the name of types of angles. Calculation of perimeter and area of certain types of polygons and finding the circumference/area of circles will also be covered in this class.

This course is intended for non-college bound students.

**GEOMETRY**

Year 2 cr. Grades 10-11

Prerequisite: Algebra I or Alg Ext I &amp; II

Course Description: Geometry is a study of shapes and figures. Students will learn how to analyze given information in order to make meaningful conclusions about geometric shapes and figures. This course emphasizes skills in deductive and inductive reasoning, organization, and critical thinking.

Course Objectives:

Students will be able to

1. Use geometric terminology in their written and oral communications
2. Demonstrate an understanding of geometric construction
3. Use reasoning skills in the writing of proofs
4. Use problem-solving strategies to find the measurements of geometric polygons & circles.
5. Write and solve the ratios created by similar figures.

6. Identify the characteristics of transformations in a plane.
7. Use trigonometric relationships to find lengths and angles of right triangles.
8. Solve formulas to find the areas and volumes of two or three-dimensional figures.

**PRECALCULUS**

Year

2 cr.

Grades 11 – 12

Prerequisite: Geometry & Alg II

Course Description: Pre-calc is the study of algebra, functions, trigonometry, and analytic geometry needed as an intuitive foundation for calculus. It provides an excellent background for college mathematics as well as a unifying study of the mathematics that students have learned in algebra and geometry courses. A graphing calculator is required for this course.

Course Objectives:

Students will be able to

1. Demonstrate algebraic skills.
2. Solve equations and inequalities algebraically and graphically.
3. Analyze linear, polynomial, rational, exponential and logarithmic functions
4. Analyze trigonometric and inverse trigonometric functions
5. Apply the law of sine and cosine to real world situations
6. Analyze polar equations and conics.

## PHYSICAL EDUCATION

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Sem	Year
<b>PE</b>	<b>1/2</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Weight Training</b>	<b>1/2</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

Grade 9-12 students may exempt PE for a semester if they participate in the following:

Exempt 1 <sup>st</sup> Semester	Exempt 1 <sup>st</sup> Semester OR 2 <sup>nd</sup> Semester	Exempt 2 <sup>nd</sup> Semester
Football	Basketball	Track
Volleyball	Wrestling	Golf
Marching Band/Color Guard	Basketball or Wrest. Cheerleading	Softball
Football Cheerleading		Baseball
Cross Country		

- Students may also exempt PE if a medical doctor provides a written statement saying the student is physically unable to participate.
- Students taking a full course load of classes and cannot fit PE into a schedule may exempt PE for one semester.
- **Students not meeting exemption criteria as outlined above, must take PE or Weight Training class both semesters.**

### **PHYSICAL EDUCATION**

Sem            ½ cr./sem      Gr 9-12

Prerequisite: None

Course Description: PE is a class designed to develop strength, speed, agility, balance, coordination, flexibility, muscular endurance, and good body mechanics. This class emphasizes activities for leisure time. Units include: archery, volleyball, basketball, bowling, softball, fishing, strength training, and other activities.

Course Objectives:

Students will be able to

1. Develop an adequate knowledge of skills, terminology, and activities of various team sports.
2. Attain a state of physical fitness including strength and endurance, cardiovascular-respiratory endurance, flexibility, and weight control.
3. Value participation in recreational activities throughout the student's lifetime

### **WEIGHT TRAINING**

Sem            ½ cr./sem      Gr 10 - 12

Prerequisite: None

Course Description: A class developed to create a healthy, safe, and enjoyable environment where students can succeed. **Students will be expected to lift every**



class period even if the student has a competition on the day of class. Every student will be trained the same in regards to the types of lifts and each student will have a lifting program that is specific to them. The class will place a high emphasis on proper technique and safety. The weightlifting program will include core lifts as well as auxiliary and injury prevention exercises. This class will also include plyometric, speed, and conditioning training.

Course Objectives:

Students will be able to

1. master the techniques of the various lifts.
2. understand the importance of weight room safety and etiquette.
3. understand the various types of weight training and the effects on the body.
4. increase performance and confidence.
5. develop an understanding of the importance of physical activity.
6. HAVE FUN AND ENJOY EXERCISE.

## SCIENCE

6 credits are required for graduation

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>Physical Science</b>	<b>2</b>	<b>X</b>					<b>X</b>
<b>Pre Biology</b>	<b>2</b>		<b>X</b>	<b>X</b>			<b>X</b>
<b>Biology</b>	<b>2</b>		<b>X</b>				<b>X</b>
<b>Chemistry</b>	<b>2</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>Human Anatomy &amp; Phys</b>	<b>2</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Integrated Science</b>	<b>2</b>			<b>X</b>	<b>X</b>		<b>X</b>
<b>Physics</b>	<b>2</b>			<b>X</b>	<b>X</b>		<b>X</b>

### **BIOLOGY**

Year

2 cr.

Grade 9-10

Prerequisite: Algebra I or Algebra Ext I with a "B" avg. 1<sup>st</sup> semester & 3<sup>rd</sup> Q.

Course Description: Biology is the science of life. It is built on active learning gained through formulating and testing explanations, describing objects and events, and communicating ideas to others. Students will learn how to use laboratory equipment and biological tools such as the microscope to aid in observation and collection of data. Students will use the scientific problem-solving process to build logical thinking skills.

Concepts to be studied will include the structure and function of cells, genetics and reproduction, including applied DNA technology. An introduction to the theory of natural selection precedes study of the classification of living things. Biology includes study of micro-organism, plants and their behavior, invertebrates, vertebrates and animal behavior, the interdependence of organisms and environmental problems.

### **CHEMISTRY**

Year

2 cr.

Grades 10-12

Prerequisite: Algebra Ext II or received a "C" or higher in Algebra I

Course Description: Chemistry is the study of the relationship between the structure and properties of matter. It also deals with the changes that take place in matter. We will investigate topics such as atomic structure, the periodic table, chemical reactions and chemical bonding.

How will you learn chemistry? First of all, it's a laboratory science. You get your hands on the equipment and chemicals then you see what happens for yourself. Second, chemistry will help you think for yourself and give you an understanding to solve problems rather than just memorize all the facts. This is accomplished by applying the theories and concepts of chemistry.

Chemistry is a part of our lives everyday and this course will begin to show you the connections. The process will be challenging, but it will stimulate your appreciation of the world around you.

Course Outcomes:

Students will be able to

1. Identify the correct number of subatomic particles for any given element.
2. Write electron configurations of the elements.
3. Name and write formulas for given compounds.
4. Write a balanced chemical equation for a chemical reaction.
5. Perform stoichiometric calculations.
6. Illustrate several types of bonding between atoms in a compound.
7. Classify and state common uses of the elements.
8. Recognize the 3-D molecular shape of a compound.
9. Learn how to handle lab equipment and chemicals in a safe and learning environment.

**HUMAN ANATOMY & PHYSIOLOGY**      Year                      2 cr.                      Grades 11-12  
Prerequisite: Biology (req) and Chemistry is encouraged.\*\* Any student who has not first completed chemistry must have permission of the Human Anatomy instructor or Guidance Counselor before registering.

Course Description: Human Anatomy is a study primarily of the structures and functions of the human body. It is designed for those students who plan to pursue careers in human health and medicine, animal health and medicine, and/or in biotechnology. It is also appropriate for those students who simply find human biology fascinating.

Human Anatomy begins with a study of the biochemistry involved in cellular processes as well as a study of cell structures and functions. Various types of tissues are then studied before launching into an in depth study of the skeletal, muscular, digestive, circulatory, respiratory, and nervous systems.

Course work is accompanied by many laboratory experiences including, microscope identification of body tissues, and detailed dissection of a preserved mammal.

Course Objectives:

Students will be able to

1. Conduct scientific investigations accurately by using the scientific process
2. Relate the structures of the major groups of organic compounds to their functions.
3. Use a microscope to identify types of human tissues and identify their location and functions.
4. Relate the structures of the major organ systems to their functions.
5. Demonstrate advanced dissection technique in examining the musculature and internal structure of a preserved mammal.
6. Examine the causes and effects of environmental factors on human body functions.

**INTEGRATED SCIENCE**

Year

2 cr.

Grades 11–12

Prerequisite: Pre-Biology or Biology

Course Description: This course will study the life sciences and earth sciences together. It is intended to further the learning of those topics first introduced in the Physical Science and Biology classes.

Subjects taught will include:

- Heat & States of Matter
- Waves
- Sound & Light
- Magnetism
- The Earth, Moon, and Sun Systems
- Earth's Internal Processes
- Weather and Climate
- Circulatory & Respiratory Systems
- Digestive & Excretory Systems
- Nervous and Sense Organs
- Skeletal, Muscular Systems

**PHYSICAL SCIENCE**

Year

2 cr.

Grade 9

Prerequisite: Chemistry with a C- or better grade

Course Description: Physical Science introduces two fundamental areas of scientific study to students. The first semester is spent learning basic chemistry concepts. We investigate the topics of matter, atoms, compounds, chemical reactions, and acids & bases.

For the second semester we switch to basic physics concepts. We look into a variety of topics ranging from light, sound, electricity, force, heat, and magnetism.

Students will be exposed to various pieces of lab equipment as they perform the required experiments. Labs will pertain directly to the material being covered to reinforce the concepts being studied.

Physical Science will give students a basic understanding of how things around them work. It will provide them with fundamental knowledge of which they can build upon in upcoming years of science classes.

Course Outcomes:

Students will be able to

1. Identify the major parts and particles of an atom.
2. Classify matter according to their physical and chemical properties.
3. Write a chemical equation for a chemical reaction and identify what type it is.
4. Calculate and identify several types of forces.
5. Recognize the simple machines and calculate the work done by each.
6. Demonstrate differences between static and current electricity by using everyday examples.

**PHYSICS**

Year

2 cr.

Grades 11-12

Prerequisite: "C" or better in Geometry or Algebra II

Course Description: Physics is a fundamental science dealing with the interaction between matter and energy. The wide range of topics studied reveals physics' nature. The topics include speed and acceleration, heat, atoms, electricity, light, sound, mirrors, lenses and more.

The movement of earth around the sun or the movement of electrons through a TV set can be described by the fundamental laws of physics.

It's a course for people who like to solve problems both in the laboratory and with math. For someone who wants to know how things work – physics is fun.

Course Objectives:

Students will be able to

1. Describe motion in terms of position, velocity and acceleration.
2. Define forces causing motion based on Newton's Laws.
3. Explain the properties of matter with the kinetic theory.
4. Relate sound and light with the wave and particle theories.
5. Use the field theory to show similarities in electricity and magnetism.

**PRE-BIOLOGY**

Year

2 cr.

Grades 10-11

Prerequisite: Must receive approval from the guidance counselor and science teacher.

Course Description: This course includes the basic material taught in the General (regular) Biology course. It covers the same topics, with accommodations made where needed to encourage student success. Students intending to further their education beyond high school should take the General Biology course.

Course Objectives:

Students will be able to

1. Develop attitudes of curiosity and involvement with occurrences in their environment.
2. Develop the process of inquiry by proper use of the scientific method.
3. Develop knowledge of facts, terminology, concepts, generalizations, and principles of biology.
4. Handle materials, specimens, and equipment in a productive and safe manner.

## SOCIAL STUDIES

6 credits are required for graduation as follows:

1. American History (req)
2. American Government (req)
3. ONE Elective course (req)

Course Title	Cr	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	1 Sem	Year
<b>World Geography</b>	<b>2</b>	<b>X</b>	<b>X</b>				<b>X</b>
<b>World History</b>	<b>2</b>	<b>X</b>	<b>X</b>				
<b>American History (req)</b>	<b>2</b>			<b>X</b>			<b>X</b>
<b>American Gov't (req)</b>	<b>2</b>				<b>X</b>		<b>X</b>
<b>Psychology</b>	<b>1</b>				<b>X</b>	<b>2nd</b>	
<b>Sociology</b>	<b>1</b>				<b>X</b>	<b>1st</b>	

**AMERICAN GOVERNMENT** (required)      Year                      2 cr.                      Grade 12  
Prerequisite: None

Course Description: American Government is a required course usually taken by seniors. The class includes an examination of the structure and actions of governmental institutions and agencies. The course focuses on the national, state, and local levels of government. The three branches of government will be thoroughly studied. In this class, the importance and influence of the Constitution will be highlighted. Since many seniors are near the age of eighteen, emphasis will be placed on the importance of voting.

Course Outcomes:

Students will be able to

1. Explain the roles of the legislative, executive, and judicial branches.
2. Identify the basic principles of the Constitution.
3. Describe the powers of the federal, state, and local levels of government.
4. Explain key beliefs of the major political parties.
5. Develop opinions on current events and issues.
6. List the steps of a civil and criminal trial

**AMERICAN HISTORY** (required)                      Year                      2 cr.                      Grade 11  
Prerequisite: None

Course Description: U.S. History class covers the major changes in the United States from the colonial period to the present. Primarily a political history of this country, the development and evolution of the party system is covered in detail, as are the majority of presidential elections. Particular emphasis is placed upon the westward movement of the American population, as well as upon the resulting confrontations with the Native Americans.

Also analyzed is the U. S. involvement in various military conflicts throughout its history, ranging from the French and Indian Wars through the war in Vietnam and the Persian Gulf War. Class work will consist primarily of assigned readings, lectures and discussions, videos, and periodic quizzes and exams.

Course Outcomes:

Students will be able to

1. Identify Britain's main competitors for colonial territories in North America.
2. Explain the importance of the French and Indian War in influencing the cultural development of North America.
3. Summarize the parts and principles introduced in the American Declaration of Independence.
4. List the primary reasons for the replacement of the Articles of Confederation with the current Constitution.
5. Explain the workings of the electoral college, as well as its original purpose.
6. Define "Popular Sovereignty" as it pertains to the period before the American Civil War.
7. Summarize the role of the United States in World War I, including at least two reasons why the U. S. participated in the war.
8. Explain the role taken by Franklin Roosevelt in ending the Great Depression and winning the Second World War.
9. Identify at least five main political or military characters in America's participation in the Cold War.

## **PSYCHOLOGY**

Sem

1 cr

Grade 12

Prerequisite: None

Course Description: Psychology is an elective course in which students will study the foundations of Psychology through its modern development into today. Psychology explores the fields and domains within psychology, its founders, the interconnected relationship that our biophysical health has with mental and emotional wellness. The main focus is to develop an understanding for human behavior. Areas explored will include: history of psychology, application of its uses, brain and nervous system/development, sensation and perception, learning styles, process of memory, personality development, psychological disorders, auditory system, treatments, and role of experiments within furthering the understanding of the human mind.

Students will also have the opportunity during the course to develop ethical experiments. During this they will explore the importance in all components of experiments and observations to be ethical and create an understanding of human behavior. They will have the opportunity to run experiments and participate in human observation. Critical thinking and the process of deepening human understanding will also be strengthened by students looking at how psychology fits into a macroscopic viewpoint of the human mind, body and wellness.

Students will be able to:

1. Explain the neurological process of sensation and perceptions, and dictate how that can influence personality.
2. Identify the founding psychologists as well as their contributions to the field of psychology.

3. Articulate the different learning styles, and explain why they benefit specific personality types.
4. Explain how brain and nervous system development can be directly linked to personality development and the rate of emotional efficacy.
5. Connect the fields of psychology with the different functions within society and how each focuses on specific areas of human wellness and development.
6. Determine what qualifies as ethical studies, and how lack of standards can be detrimental to understanding human behavior.
7. Explore and define different positive and negative consequentialism that motivates human behavior.
8. Identify the different stages of psychological development, and interpret how it can impact behavior.
9. Recognize the differences amongst a variety of psychological disorders and evaluate the biophysical and social-emotional causes for these disorders.
10. Distinguish the relationship between mental health, physical health, and brain processes/development.

**SOCIOLOGY**

Sem

1 cr.

Grade 12

Prerequisite: None

Course Description: The 1st semester of Sociology is an elective and is intended as an introduction to psychology, preparing the college bound student for the freshman level course he/she is likely to encounter. In an attempt to develop a basic understanding of individual human behavior, an effort is made to encourage each student to create his or her own interpretation of the relative influences of heredity and environment upon the actions of the individual. To provide a base for the development of personal theories, the primary works of such well-known researchers as Freud, Carl Jung, Jean Piaget, Skinner, and others are briefly surveyed.

The second semester of Sociology focuses primarily upon diverse elements of social problems and situations, such as the treatment of America's minorities, the development of maintenance of personal relationships, the causes of and attitudes toward crime, the differing facets and problems of aging, and the various ways of accepting (or rejecting) death in our society.

Students will be able to:

1. Identify the three primary behavioral sciences.
2. Name at least three major theories pertaining to the origin of personality.
3. Identify at least three types of learning commonly used by humans.
4. Explain the relationship between learning, thinking, and intelligence.
5. Explain the relationship between conflict, frustration, and stress.
6. Identify at least four major types of personality disturbances.
7. Identify the three primary behavioral sciences.
8. Explain the process through which social norms are formed and enforced.
9. Identify at least three factors that commonly result in cultural variation.
10. List four types of social mobility that occur in American society.

**WORLD GEOGRAPHY**

Year

2 cr.

Grade 9-10

Prerequisite: None

Course Description: World Geography is an elective course generally taken at the ninth grade level. During the yearlong course, many aspects of the subject of geography will be examined. The class begins with an examination of the basic tools



of geography (The five themes, map reading, understanding charts, understanding globes, etc.). Once the basic tools are understood, an examination of the regions of the world begins. All continents receive attention, with the focus placed on both the human and physical aspects of the regions.

Course Outcomes:

Students will be able to

1. Explain the five themes of geography.
2. Describe regions of the United States.
3. Identify key countries, cities, and physical features.
4. Describe the importance of the rain forest.
5. Identify the strengths and weaknesses of Europe.
6. Explain Russia's past and current influence on the United States.

**WORLD HISTORY**

Year

2 cr.

Grades 9-10

Prerequisite: None

Course Description: This class is designed as an introduction to cultural/historical development from the beginnings of human civilization through modern times. During the first nine weeks of the course, the primary emphasis will be on the development of the four great cradles of civilization: Egypt's Nile River Culture (pyramids, mummies, the great pharaohs), the Fertile Crescent (the early Hebrews, the Tigris-Euphrates Cultures), the Yellow River Region of China, and Pakistan's Indus River societies.

Also included in the material covered during the course of the year will be a study of the ancient Greeks and Romans, the birth and spread of Christianity, and the "modernization" of Western Culture, including the effects of the Renaissance and Protestant Reformation, and the great revolutions of the 1700s (including Napoleon Bonaparte). Much of the last nine weeks of the school year will involve a look at the major wars of the 20<sup>th</sup> century, particularly the two World Wars, and America's involvement in Korea and Vietnam.

Course Outcomes:

Students will be able to

1. Identify the four societies that make up the "cradles" of civilization.
2. Identify the three primary styles of architecture that developed in early Greece.
3. Explain why early Christianity first appealed to Rome's lower classes, as well as why the Roman government persecuted the early Christians.
4. Identify at least four major causes of the Holy Crusades of the Middle Ages.
5. List at least three reasons why European nations became involved in exploration and colonization during the 15<sup>th</sup>-17<sup>th</sup> centuries.
6. Identify at least four major causes of the First World War, as well as three reasons why the United States entered the war.
7. Explain the theory behind Adolf Hitler's attempt to exterminate Europe's ethnic minorities. (Also, the effects of the attempt)
8. Identify the primary opponents in the "Cold War" period.



## BUSINESS

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**BUS102-A                      Introduction to Business                      3 cr**

This course introduces you to American contemporary business, its nature, and environment. This survey course provides you with the exposure to the following areas of business: the social responsibilities of business, management, production, human resource, marketing, finance, quantitative methods, world business, and business law.

## CHEMISTRY

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**CHM122-A                      Introduction to General Chemistry                      4 cr**

This is the first in a sequence of two basic Chemistry courses. This class takes an elementary approach to chemical principles and laboratory practices. Emphasizes the nature of matter, bonding, nomenclature, equations, acids and bases, and chemistry as applied to everyday life. Intended to fulfill laboratory science requirements and to fulfill chemistry requirements for nursing, dental hygiene, or some home economics and agriculture programs.

## COMPUTER SCIENCE

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**CSC110-A                      Introduction to Computers                      3 cr**

Designed as an introductory computer course for the student with little or no IBM-based computer experience. You will become familiar with the computer by completing hands-on computer work during class time. You will be introduced to operating system concepts and will learn about the capabilities of word processing, spreadsheets, databases, presentations, and the Internet.

## ECONOMICS

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**ECN120-A                      Principles of Macroeconomics                      3 cr**

This course is an introduction to basic macroeconomics theory. You will gain an understanding of the economizing problem, supply and demand, national income, distribution of income, employment, price levels, business cycles, fiscal and monetary policy, elements of banking and finance, and analyze current economic problems.

**ECN130-A Principles of Microeconomics 3 cr**

An introduction to basic microeconomics, this class studies the theory and understanding of microeconomics. You will gain an understanding of supply and demand, competition, market structure, resource allocation, the price system, output determination, economic effects on the individual and the firm, and analyze current economic problems.

## ENGLISH

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**ENG105-A Composition I 3 cr**

This course focuses on developing written communication skills through various experiences including expository, persuasive, and research papers. Instruction will also include basic research and documentation skills.

**ENG106-A Composition II 3 cr**

Prerequisite: ENG105-A

This course focuses on helping you develop advanced writing skills in order to compose analytical and persuasive essays. You will use advanced research and critical thinking skills to respond to and compose essays based on current issues and enduring questions.

## FINANCE

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**FIN101-A Principles of Banking 3 cr**

You will be introduced to basic banking practices. Emphasis will be on the practical aspects of money and banking, including a look at the occupational disciplines within the banking industry. This course will also provide a conceptual study of bank management issues such as organizational management and control.

## HISTORY

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**HIS110-A Western Civilization: Ancient to Early Modern 3 cr**

This course is a survey of the evolution of Western Civilization from prehistory to the emergence of the nation-state. Topics include the birth of the first civilization; Greece and Rome; the rise of Christianity; the disintegration of the Roman Empire; and the Early, High, and Late Middle Ages.

**HIS111-A Western Civilization: Early Modern to Present 3 cr**

Studies the Evolution of Western Civilization from the rise of the nation-state to the present. Major topics include the French Revolution and the Age of Napoleon; 19<sup>th</sup> century developments such as liberalism, the Industrial Revolution, socialism, nationalism, and imperialism; and the great wars and upheavals of the 20<sup>th</sup> century.

## HEALTH SCIENCES

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### **HSC114-E                      Medical Terminology                      3 cr**

This is an individualized course which includes spelling and definitions of medical terms including word parts, human body structure, common psychiatric terms and the following body systems: integumentary, respiratory, urinary, male and female reproductive, obstetrics and neonatology, cardiovascular and lymphatic, digestive, eye, ear, musculoskeletal, nervous and endocrine systems.

## MATH

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### **MAT121-A                      College Algebra                      4 cr**

This course is designed to strengthen and expand your algebra skills. The emphasis is on using the concept of an algebraic function to model real-life situations. Different types of models including linear, polynomial, exponential, and logarithmic models are presented along with the supporting algebraic skills and procedures.

### **MAT201-A                      Calculus I                      4 cr**

Prerequisites: MAT121 and MAT131 or an equivalent Precalculus course  
This course is designed to provide you with a basic knowledge of calculus. Topics covered include the notion of limit, the derivative, and the integral as well as practical applications of these concepts. Topics will be approached from numerical, graphical, and analytical standpoints.

## MUSIC

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### **MUS100-A                      Music Appreciation                      3 cr**

You will be given the opportunity to become a more knowledgeable and more creative listener of music through the course. It provides insight into the origins of the various types of music selections from the Renaissance period through the twentieth century. It includes an opportunity to listen to a cross section of musical selections throughout the course.

## PHARMACY

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**PHR105-E                      Introduction to Pharmacy Technology                      3 cr**

This course is designed to provide the student with basic knowledge about community and institutional pharmacy practice. Topics include: Orientation of Technician duties, Medical Terminology, Introduction to Institutional Pharmacy Practice, Introduction to Community/Ambulatory Pharmacy, and Pharmacy Calculations. Students taking this course should have basic reading comprehension skills and high school algebra.

## PHILOSOPHY

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**PHI101-A                      Introduction to Philosophy                      3 cr**

This course provides a brief survey of the development of philosophical thinking. Writings of noted philosophers will be reviewed. In addition, time will be spent on concepts pertinent to self autonomy, the nature of man, senses and reality, freedom and choice, laws, and conscience.

## PSYCHOLOGY

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**PSY121-A                      Developmental Psychology                      3 cr**

Students are provided an overview of human development through the lifespan. Topics covered include prenatal, infant, early childhood, middle childhood, adolescence, and all stages of adulthood. Physical, cognitive, psychological, and social development are considered at each stage in the lifespan in an interactive manner. The language and methods of developmental psychologies are discussed.