

# *Perry High School*

## *Syllabus of Course Offerings*



**Developing knowledgeable, skilled,  
productive citizens of character.**

The Perry Community School District does not discriminate based on gender, race, color, sex, gender identity, religion, national origin, creed, age, marital status, sexual orientation, socioeconomic status or disability. Inquiries and grievances may be directed to Angelica Cardenas, Educational Equity Coordinator, 1200 18th Street, Perry, IA 50220-1650, (515)465-3503, or to the Director of the Region VII Office of Civil Rights, Department of Education, Chicago, IL. Questions about ADA (American Disabilities Act) compliance may be directed to Laura Skeel, ADA Coordinator, (515) 465-5656. The Perry Community School District is an EEO/AA employer.

\*Updated: July 2017

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# Graduation Requirements

## **General Information:**

1. One semester of credit is awarded for the successful completion of one semester of work in an academic class.
2. 46 semesters of credit are required for graduation.
3. The **minimum** load for students in grades 9-12 is six subjects per semester plus physical education. Those students taking Band and Choir may count this as one of their classes. Twelfth grade minimum is five plus PE for second semester.
4. Fifth-year students will be scheduled to meet their needs for graduation.
5. Students may retake classes that they have received a C- or below for a higher grade, but may only receive credit for the class once.

## **Schedule Changes:**

Schedule changes are very limited, as the schedule is developed and resources are allocated based on student requests. Acceptable reasons for a schedule change include:

- Computer/clerical error
- Course failure in a preceding term
- Special Education Placement
- Changes in the academic program that impacts student schedules

Any schedule changes must be made within the first 2 days of the semester and will require parent, instructor and administrator approval.

Classes may be dropped with a 'W' (withdraw) within the first five weeks of the course as long as the student has at least six academic classes plus physical education (students may substitute a sport once per year). Any withdrawal after 5 weeks will result in an 'F' for the class for the semester, which will be recorded on the transcript.

## **Requirements:**

### **A. English**

1. Each student shall successfully complete eight semesters of English credit.
2. Required Courses:
  - English I = 1 year
  - Other English courses = 3 years

### **B. Social Studies**

1. Each student shall successfully complete six semesters of Social Studies credit.
2. Required Courses:
  - World History and Cultures = 1 semester
  - American History = 1 year
  - Economics = 1 semester
  - American Government = 1 semester
  - Other Social Studies course = 1 semester

### **C. Science**

1. Each student shall successfully complete six semesters of Science credit.
2. Required Courses:
  - Science I = 1 year
  - Biology = 1 year
  - Chemistry or Basic Chemistry = 1 year

### **D. Math**

1. Each student shall successfully complete seven semesters of Math credit.
2. Required Courses:
  - Algebra 1 = 1 year
  - Geometry = 1 year
  - Algebra II = 1 year
  - Probability & Statistics = 1 semester

### **E. Physical Education**

1. One-half credit is earned for each semester successfully completed.
2. Students taking eight academic classes are excused from P.E., but must complete a contract per the *Healthy Kids Act* stating how they will meet their 120 minutes of physical activity a week. Please contact the Physical Education Department for any specific questions regarding the *Healthy Kids Act*.
3. Seniors may opt out of P.E. one semester for a sport if they are able to come late or leave early.

### **F. Healthy Choices**

This is a required, one-semester course usually taken during the freshman year. In keeping with our Mission Statement, this overview course covers a variety of important subjects that impact students' daily lives.

### **G. Success 101**

This is a required year-long course taken in the 9<sup>th</sup> grade year focusing on the transition into high school and on to adulthood/post-secondary education/work.

### **H. Electives**

Students will be required to select a minimum of 16 semesters of elective credit in addition to the 30 required credits for a total of 46 credits (30 required for a total of 46).

### **I. Miscellaneous Electives**

1. Instrumental Music – 0.5 credit per semester of satisfactory participation.
2. Vocal Music – 0.5 semester credit per semester of satisfactory participation.

## J. Activities

1. A maximum of four activity credits may be counted toward graduation.
2. All athletics receive 1/3 credit for successful completion of each sport each year.
3. 1/6 semester credit given per semester for each of the following upon successful completion:
  - Select Choir
  - Jazz Band
  - Drama
  - Cheerleading
  - Activity Speech
  - Pep Band
  - Student Manager (athletics)
  - Dance Squad
  - Marching Band Flag Corps
  - Mock Trial
  - Academic Decathlon
4. No credit is given for Clubs, including Student Council.

## Course Selections:

Students should choose courses which help prepare them for their future. Course choices will depend on whether a student is planning to attend a 4-year college, a community college, or enter the military or job market. The following table compares high school graduation requirements to typical four-year college entrance requirements:

Subject	High School Diploma Requirements	4-Year College Admission Requirements
<i>English</i>	4 Years	4 Years (Including Composition)
<i>Social Studies</i>	3 Years	3 Years
<i>Foreign Language</i>	N/A	At least 2 Years (same language)
<i>Science</i>	3 Years	3 Years (Including <i>Biology</i> , <i>Chemistry</i> and/or <i>Physics</i> )
<i>Math</i>	3 1/2 Years	3 Years (including <i>Algebra II</i> )



**Early Graduation:**

Early graduation must be approved by the school board. To apply, a student must write a letter requesting early graduation and submit a letter of approval from a parent to their School Counselor. The counselor will then write a letter stating that they have earned all necessary credits and obtain approval from the principal. The letters are then submitted to the school board for approval. Initial letters must be submitted to a School Counselor at least one month prior to the end of the semester in which the student plans to graduate. Students should notify their counselor at the beginning of the school year if they plan to graduate early.

**Perry Learning Center Diploma:**

The Perry Learning Center exists to offer credit recovery to students who are credit deficient. To graduate with a Perry Learning Center diploma, a student must have earned a total of 41 credits. They must meet the same graduation requirements as the regular diploma, however do not need as many electives. In addition, at least two credits must be earned from the Perry Learning Center or the DMACC consortium. Students are permitted to take classes at the Learning Center based on counselor or administrative recommendation. Students receiving this diploma are eligible to attend Community Colleges.

**Perry Honors Diploma:**

A student wishing to earn an honors diploma must meet all of the following requirements: four years of both math and science, two years of a foreign language (or be bilingual), a year of Composition, a minimum cumulative g.p.a. of 3.0, and at least two semesters of successful completion of AP courses or college courses. In addition, students must have earned a Service Learning credit (performed and documented 90 hours of community service – forms available in the counseling office).

## Service Learning Credit Opportunity

Students are allowed to earn one elective credit by doing 90 hours of service-learning during their 4 years in high school. Students may document hours during the year, including the summer, and should get prior approval from a counselor or principal to make sure that an activity will count. Students are required to document their time on an approved form, which are available in the counseling office. Examples of activities that may be used are: being a Big Buddy, helping with Special Olympics, volunteering at a camp, mowing or shoveling for the elderly, etc. Keep in mind service learning is about helping others for the sake of helping. Any activity a student is paid for is NOT considered service-learning and will not count towards the 90 hours. **\*\* This program will be replaced with the Silver Cord program beginning with the class of 2019.**

## Silver Cord Program

Silver Cord is an award available to Perry High School seniors who have chosen to serve their community throughout their high school career. Students apply for the Silver Cord program as early as 9<sup>th</sup> grade or as late as the fall of their 10<sup>th</sup> grade year. Volunteer hours can start accumulating as soon as they are approved. Students earning a Silver Cord will receive a Service Learning Credit and will be distinguished with a Silver Cord as part of their graduation ceremony attire.

Students must earn 30 hours of service during each of their 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade years for a total of 90 hours. Service time is defined as volunteer time spent in the Perry community. Students must choose from a list of preapproved organizations with which to volunteer. Opportunities will be available throughout the school year during which students can accumulate service hours. Students can also obtain hours independently through one of the pre-approved organizations. If a student wishes to receive credit toward the Silver Cord award at an organization which is not specified on the list, the student **MUST** get preapproval from their counselor.

Students **MAY NOT** use hours toward the Silver Cord award which have been accumulated through/required by another activity such as National Honor Society, Student Council, Eagle Scouts, etc.

Students will keep a log of their volunteer hours. The log will specify the date, hours, site of service, activity performed, and signature/phone number of the coordinator at the service site. The log will be turned in yearly to one of the facilitators.

Upon completion of the program, students must create a 1-3 minute video or write a 1 page paper which describes what the student gained from the experience, how the experience has influenced his/ her life, and how the student was helpful to others. Select videos will be shown to incoming 9<sup>th</sup> graders to inspire them to join the program.

**The first class of Perry High School students to have the honor of wearing the Silver Cord will be the class of 2019.**

**\*\* NO more than 30 hours can come from school sponsored activities (interning, Big Buddy, Volunteer Day, etc.)**

# National Honors Society

## Membership Requirements

Membership is based on four categories—scholarship, service, leadership, and character. The requirements of the Perry Chapter of the National Honor Society meet and occasionally go beyond the minimum requirements of the National Council.

*Scholarship*—Students who have a cumulative grade point average of a 3.25 or higher and meet requirements in all other areas are eligible for membership.

*Service*—Students who have demonstrated a spirit of service through voluntary contributions made to the school or community, without compensation and with a positive, courteous, and enthusiastic spirit and meet the requirements of all other areas are eligible for membership.

*Leadership*—Student who show resourcefulness, problem solving skills, promotion of school activities, creativity, dependability, and exemplify positive attitudes about life are seen as student leaders. Leadership experiences may take place in either the school or community settings while working with or for others. Students need to be student leaders and either be currently involved in leadership activities or show an interest in pursuing leadership opportunities. Students who meet these leadership criteria and criteria in all other areas are eligible for membership.

*Character*—Students who uphold principles of morality and ethics, are cooperative, demonstrate high standards of honesty and reliability, show courtesy, concern, and respect for others, and generally maintain a good and clean lifestyle and meet the requirements in all other areas are eligible for membership.

## Application Process for National Honor's Society:

All students aspiring to be a member of the Perry Chapter of the National Honor Society will complete the following application process.

- Create a resume showing current academic standing, service involvement, and leadership roles
- Write an essay to address the following:
  - The importance of the integration of the four pillars of NHS: scholarship, service, leadership, and character
  - A person who has had a significant impact on the man/woman the student is becoming or wishes to become
- Provide two faculty recommendations. These recommendations will be completed using the form seen in the back of this booklet.

The student's application will be made anonymous and given to the selection board, a group of teachers, coaches, and community members for review for membership. The board will make a recommendation for each student's membership based on the criteria listed above in the areas of scholarship, service, leadership, and/or character.

## At-Risk Program

Perry Counselors use multiple criteria for identifying at-risk students. At-risk students include, but are not limited to, students in the following groups: homeless youth, dropouts, returning dropouts, potential dropouts, and students currently enrolled in an alternative school or other program. In addition to using the above categories, counselors review data for all students using the criteria listed below. Students must meet at least two of the criteria to be eligible and receive services from at-risk personnel. Criteria include:

- Low achievement (Iowa Assessment scores for reading and mathematics reflect achievement at least two years or more below current grade level).
- Disconnected from school (expressed feelings that they do not belong nor connect with school, limited or no participation in any school activities, has been suspended or expelled, returning from placement, etc.).
- Credit Accrual/Progression in school (e.g., failing one or more school subjects or grade levels, has been retained, etc.).
- Excessive absences (89% or less attendance, reported to juvenile court liaison for truancy, frequent tardiness, etc.).

Strategies or procedures for identification include students who may be affected for short durations, such as those experiencing sudden trauma or homelessness.

Supplemental and/or intensive support is provided, in addition to the core instruction, to students who meet the established criteria.

## Career Planning & Testing

A student's career planning in high school includes obtaining the necessary skills and knowledge in various subject areas, learning about decision making, and identifying aptitudes, interests, and achievements. Students may also need to: 1) visit with representatives from four-year colleges and universities, vocational/technical or area community colleges, or the military services; 2) attend a college fair or a post high school planning night; 3) plan visits to colleges or other types of schools or programs; 4) attend, along with parents, the annual financial aid night. This usually helps families answer many questions about financing further education.

**Valuable information is posted for students on the school website under the High School and Student Services links, including scholarship opportunities. Visit the website: <https://sites.google.com/a/g.perry.k12.ia.us/hscounseling/home> Additional information is also available the counseling office.**

## For the College-Bound Student

The following tests may be administered or available to the student as listed below. Information is also available on the website:

<https://sites.google.com/a/g.perry.k12.ia.us/hscounseling/testing-assessments>

### Eleventh Grade:

- **Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT).** This test is offered at Perry High School in October to juniors in the top half of their class and to sophomores in the top third of their class who plan to enroll in a four year college or university. If a student does not fall into these groups, an exception may be made if requested by their parent(s). A fee is required.
- **American College Test (ACT).** Students are encouraged to take the ACT in the spring of their junior year, but may take it any time during their junior or senior year and it may be taken multiple times. It is administered on several Saturdays throughout the year at several sites near Perry. Pre-registration and a fee are required.

### Twelfth Grade:

- **American College Test (ACT).** This test is for seniors who didn't take it as juniors or for students wishing to retake it in an attempt to improve their score.
- **Scholastic Aptitude Test (SAT).** Some students may wish to take the SAT because some out-of-state schools or certain scholarships require it. Or, they may wish to have an additional college entrance test score. Pre-registration and a fee are required.

## Academic Eligibility

To be eligible for an activity, students participating must:

- be enrolled or dual-enrolled in school;
- receive credit in at least four full-time classes in the current semester;
- have earned passing grades in all classes at the end of the high school semester and make adequate progress toward graduation to remain eligible;
- be earning passing grades in all classes in the current semester. Any student not passing all subjects at mid-term (first/third quarter) will be assigned to study table. Students failing a class who do not attend study table and who do not maintain adequate progress toward passing are ineligible from activities until passing status is attained in all classes.

In accordance with Scholarship Rule 36.15 (2) a student is academically eligible upon entering the ninth grade;

- for students in athletics, music, or speech activities, be under 20 years of age, for middle school be under 16 years of age;

- for students in athletics, music, or speech activities, be enrolled in high school for 8 semesters or less, for middle school be enrolled in seventh and eighth grade for 4 semesters or less;
- for students in athletics, have not been a member of a college squad nor trained with a college squad, nor participated in a college contest nor engaged in that sport professionally;
- for students in athletics, and the activities of dance and cheer, have a physical and consent form on file valid for one (1) calendar year. A grace period, not to exceed thirty (30) days, is allowed for expired certifications of physical examination;
- for students in athletics, and the activities of dance and cheer, have a concussion awareness form on file valid for one (1) calendar year;
- have met all transfer requirements, if the student is a transfer student, or be eligible under state law and regulations if the student is an open enrollment student;
- be in attendance for the entire day of a scheduled practice or contest to be allowed to attend, or to participate. (unless excused by the administration for special circumstances including but not limited to a funeral, approved college visits, school sponsored activities, medical appointments/procedures);
- for foreign exchange students, receive verification of eligibility from the IGHSAU/IHSAA.

### **Athletics:**

#### **Male Sports:**

- Cross-Country
- Football
- Basketball
- Wrestling
- Soccer
- Track
- Golf
- Baseball

#### **Female Sports:**

- Cross-Country
- Volleyball
- Basketball
- Soccer
- Swimming
- Track
- Golf
- Softball

**Miscellaneous activities:**

- Drama
- Pep Band
- Student Manager -Athletics
- Activity Speech
- Jazz Band
- Dance Squad
- Cheerleading
- Select Choir
- Marching Band
- Flag Corps
- Bluejay Congress
- Activities Council
- Academic Decathlon
- Mock Trial
- GSA
- Internships
- National Honor Society
- TSA
- SkillsUSA
- FCCLA

For additional information:

[www.bluejayactivities.org](http://www.bluejayactivities.org)

[www.raccoonriverconference.org](http://www.raccoonriverconference.org)

[www.perry.k12.ia.us](http://www.perry.k12.ia.us)

## College Freshman Eligibility Standards for Athletics

**\*\* Please see the Student Activities Director for additional information. Information also available at:**

[http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA\\_EMS.html#](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#)

## NCAA/NAIA/NJCAA & ATHLETIC SCHOLARSHIPS & AID

### NCAA Division I

- Athletic Scholarships
- National Letter of Intent
- NCAA Clearinghouse Registration

### NCAA Division II

- Athletic Scholarships
- National Letter of Intent
- NCAA Clearinghouse Registration

#### **NCAA Division III**

- No Athletically Related Financial Aid
- Academic Scholarships
- Leadership & Service Scholarships
- Field of Study Scholarships
- FAFSA – Financial Aid
- Grants
- Forgivable Loans
- Loans

#### **NAIA**

- Athletic Scholarships
- National Letter of Intent
- NIAA Clearinghouse Registration

#### **NJCAA Division I**

- Athletic Scholarships
- National Letter of Intent

#### **NJCAA Division II**

- Athletic Scholarships: Tuition, Fees, & Books
- National Letter of Intent

#### **NJCAA Division III**

- No Athletically Related Financial Aid

## **Talented and Gifted Program (TAG)**

To be considered for the TAG program, students must be referred by a teacher, parent or themselves. Referral forms are available through the TAG teacher. Gifted services are designed to supplement and build on the basic academic skills and knowledge learned in the regular classroom. A differentiated curriculum, along with extra-curricular options, provides students with challenging opportunities. TAG students in grades 9-12 may choose to take higher-level courses through independent study or take post-secondary or online academy classes for college credit. Students may elect to attend seminars with visiting professionals, visit colleges and tour campus facilities on field trips throughout the year, or meet individually with the TAG facilitator to investigate other career possibilities. Students must have approval from the instructor and the principal for independent studies. Arrangements for post-secondary and online classes are made on an individual basis.

## **Driver's Education**

Driver's Education is offered to Perry High School students through a private contractor from Des Moines. This 30 hour classroom and six hour driving program is offered twice during the school year and once during the summer. Prior registration and a driving permit are required before beginning the class. The class meets at Perry High School and a fee is required.



# Building Your Future – Your Courses Count

MINIMUM Course Requirements for Admission				OPTIMUM Recommendations for Success
	Iowa State University	The University of Iowa	The University of Northern Iowa	
English	4 years emphasizing writing, speaking, reading, as well as an understanding and appreciation of literature.	4 years with an emphasis on the analysis and interpretation of literature, composition, and speech.	4 years including one year of composition, also may include one year of speech, communication, or journalism.	4 years with an emphasis on the communication skills of writing, reading and listening, and the analysis and interpretation of literature. In addition, courses in journalism and media literacy will be valuable. Extracurricular activities in debate, speech contest, newspaper, and yearbook will further develop essential competencies.
Math	3 years including one year each of algebra, geometry, and advanced algebra	3 years including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Sciences.  4 years including two years of algebra, one year each of geometry and high math (trigonometry, analysis, or calculus) for admission to the College of Engineering.	3 years including the equivalent of algebra, geometry and advanced algebra.	4 years, one in each year of high school. While advanced courses like calculus and statistics are good, it's more important that you gain a complete understanding of advanced algebra and trigonometry.
Natural Sciences	3 years including one year each from any two of the following: biology, chemistry, or physics.	3 years including one year each from any two of the following: biology, chemistry or physics for admission to the College of Liberal Arts and Sciences.  3 years with at least one year each in chemistry and physics for admission to the College of Engineering.	3 years including courses in general science, biology, chemistry, earth science, or physics. Laboratory experience is highly recommended.	4 years, one in each year of high school. To be really well prepared, take at least one year each of biology, chemistry, and physics.  These can be taken in any order and may be taught productively in either a separate or an integrated fashion, depending on your school's offerings.
Social Studies	2 years for admission to College of Agriculture and Life Science, Business, Design, Engineering, and Human Sciences.  3 years for admission to the college of Liberal Arts and Sciences.	3 years with US History and world history recommended for admission to the College of Liberal Arts and Sciences.  2 years with US history and world history recommended for admission to the College of Engineering	3 years including courses in anthropology, economics, geography, government, history, psychology, or sociology.	3 years is essential, but four is better. Take at least one year each of US and world history.  Additional courses in anthropology, economics, political science, psychology, and sociology provide an important understanding of our political, social, and economic institutions.
Foreign Language	2 years of a single foreign language for admission to the College of Liberal Arts and Sciences (and effective fall 2009, for the College of Engineering).	2 years of a single foreign language are required for admission. For many degrees, the fourth year of proficiency is required for graduation.	Foreign language courses are not required for admission. However, two years of foreign language in high school with a C- or above in the last course will meet the university graduation requirement.	4 years of a single foreign language. By taking foreign language during all four years of high school, you'll go beyond the basic skill and begin to use the language and reinforce your fluency.

## Regent Admission Index (RAI)

Students who wish to enter the Regent universities may use Regent Admission Index (RAI) tool to determine their eligibility:

### **RAI CALCULATION:**

$$\begin{array}{rcl} & (2 \times \text{ACT composite score}) & \\ + & (1 \times \text{high school percentile rank}) & \\ + & (20 \times \text{high school GPA}) & \\ + & (5 \times \text{total number of core courses completed in high school}) & \\ & \text{Your RAI} & \end{array}$$

To calculate your own expected RAI, go to [www2.state.ia.us/regents/RAI/index.html](http://www2.state.ia.us/regents/RAI/index.html).

Applicants who complete the minimum high school course requirements and who achieve an RAI score of at least 245 will automatically qualify for admission to any of the Iowa Regent universities (Iowa State University, the University of Iowa and the University of Northern Iowa). The index places greater emphasis on your high school course selections. The more core courses you take, the higher your RAI. For more information on the regent schools and the RAI, visit: <https://tinyurl.com/regentschools>

## Post-Secondary Enrollment Options Act (PSEO)

Iowa's Post-Secondary Enrollment Options Act provides opportunities for high school students in the 11<sup>th</sup> and 12<sup>th</sup> grades, and for 9<sup>th</sup> and 10<sup>th</sup> grade Talented and Gifted students, to enroll in college courses in a degree program. The purpose of this act is to provide students with a wide range of educational opportunities not offered in their school. Students must select college courses not offered through the high school's regular educational program or the local Career Academy.

### **Perry High School Post-Secondary Enrollment Assessment Requirements**

**Students must demonstrate proficiency, based on the previous year's Iowa Assessments, in math, reading, and science or be deemed proficient through an alternative assessment process, to enroll in Career Academy courses and/or concurrent enrolled courses.**

**The alternative assessment process will consist of three components:**

- 1. Academic standing/Graduation progress –eligible students who are in good academic standing and on pace to graduate on time as defined by the home district and school counselor.**
- 2. Attendance – all eligible students who have demonstrated good attendance as defined by their home district and high school principal.**
- 3. A recommendation from their high school counselor and principal and/or COMPASS scores.**

**In addition, to be eligible to participate, a student must meet the following requirements:**

- The student shall be enrolled as an 11<sup>th</sup> or 12<sup>th</sup> grade student (or as a 9<sup>th</sup> or 10<sup>th</sup> grade Talented and Gifted student) in an Iowa public high school, with a maximum enrollment of two college courses per semester.
- The student shall be classified as a part-time high school student.
- The student is accepted by the post-secondary school for enrollment.
- The parents of the student assume full responsibility for the transportation of the student to the post-secondary school or site.
- The course in which the student is enrolled is nonsectarian and is part of a program leading to a degree. Vocational technical courses meet these criteria. In addition, the course cannot be one offered by the home high school (if the student has already taken the high school course, it can then be offered).
- The student has arranged an appropriate schedule of classes at his/her high school and at the post-secondary school.

**Perry High School will provide the following services, as determined by the Iowa Legislature:**

1. The high school will pay up to \$250.00 toward the cost of tuition, books, materials, and fees directly related to each course. The student will be responsible for the cost of any equipment that becomes the property of the student. In addition, students/parents will be financially responsible for reimbursing Perry High School if the student receives an incomplete or a non-passing grade.
2. In conjunction with the post-secondary school, the high school will provide counseling to the student.
3. Upon successful completion of the course, the high school will grant credit which will count toward the total number of required graduation credits and the departmental requirements of the school. The grade received will be a part of the student's high school record and his/her collegiate record.

The PSEOA provides students with an opportunity to enroll in various challenging courses which Perry High School does not offer. Any student interested in employing this option during the current school year should contact his/her counselor as soon as possible.

## Counseling Department Website

The Counseling Department has additional helpful information linked to the school website on the high school page. There you will find links to information regarding: applying for scholarships, scholarship listings and searches, college planning, military, career exploration, ACT/SAT's, testing/assessment, personal support/resources and Financial Aid/Loan Information. We encourage all high school students to take advantage of this tool which will be updated regularly. If you have any questions/comments regarding the webpage, please direct them to the high school counseling office.

<https://tinyurl.com/perryhscounseling>

## DMACC VanKirk Career Academy

Perry High School, in cooperation with Des Moines Area Community College (DMACC), is pleased to offer the DMACC Perry VanKirk Career Academy. Programs vary from year to year, but a sample of the core programs are listed below. Students may be required to meet Post-Secondary Enrollment Options Act (PSEO) and/or Senior Year Plus guidelines to be eligible for these programs. Participating students with passing grades will receive both high school and college credit at no cost to them and will learn valuable job skills along the way. Any students wishing to participate in any of the career academies should contact their counselor. Additional information available at:

<https://www.dmaccc.edu/perry/Pages/welcome.aspx>

Career Advantage's Student Benefits:

- Ø Save time and money with the chance to get an early start on college for free
- Ø Develop valuable career and workplace skills
- Ø Explore various career options of interest
- Ø Get a head start on college and career

**\*\*ALL Career Academy Programs (excluding Academic courses) are a full year in duration and programs offered, as well as, times may change from year to year. See your counselor to register.**

### **Academic Courses:**

This program is designed to help students meet general education requirements for college. A sample of common offerings is listed below. See your counselor to register.

Classes may include:

- ENG 105 Composition I
- LIT 101 Intro. To Lit.
- ENG 106 Composition II
- PSY 111 Intro. To Psychology
- PSY 121 Developmental Psychology
- HIS 153 U.S. History since 1877
- SPC 101 Fundamentals of Oral Communication
- BIO 112 General Biology

**Automotive Technology:**

This program is designed to prepare students for employment in the high technology automotive service industry. Students gain experience with shop tools, automotive engines and electricity. Students can earn up to 10 DMACC credits.

**Business:**

Students are provided a foundation of business-related courses that will prepare them for entrance in multiple business-related postsecondary opportunities. Topics include entrepreneurship, management, finance and development or proper attitudes toward self, others and organizational settings. Students can earn up to 14 DMACC credits.

**Criminal Justice:**

This program introduces students to criminal law and crime scene investigation and prepares them for entry into the criminal justice field. Students can earn up to 16 DMACC credits.

**Health Occupations:**

This program will provide students the opportunity to explore careers in health care and work toward CNA training. Students can earn up to 12 DMACC credits.\* Courses require extended clinical sessions in evenings and/or weekends.

**Teacher Academy:**

This program will provide students the opportunity to explore education-related professions and take part in real-life teaching experiences. Students will spend a total of 120 hours shadowing elementary and secondary school teachers during portions of their assigned class time. Courses fulfill Level I Field Experience requirement at many four-year colleges. Students can earn up to 8 DMACC credits.

**Welding:**

This program allows students to engage in experiential learning in the area of welding. Students can earn up to 9 DMACC credits.

**Agriculture Business:**

The agribusiness program is designed to prepare students for the rapidly expanding food, fiber and natural resource industry. These courses are the foundation for students who are interested in agronomy, animal science, farm management, or agricultural supply and service. Students can earn up to 12 DMACC credits.

# Course Descriptions

## Language Arts Courses

### **English I**

**9<sup>th</sup> Grade**

*Full-Year Course*

*Required*

This is a course designed to develop the fundamental skills of English language. It uses a literature text and covers multiple literary genres: novel, drama, poetry, nonfiction, short stories. Along with the reading, students write for a variety of purposes. Students will present speeches during the semester.

### **English II-1, II-2**

**10<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester, respectively*

*Elective*

\*Prerequisite: English I

These English courses are designed to further develop reading and writing skills. Students use a literature text and read a variety of genre, as well as write for a variety of purposes. English II semesters are independent of one another. Students may choose English II or American Literature, but they may not take both simultaneously. A student may not take English II after completing a full year of American Lit..

### **American Literature**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

This course traces our literary heritage chronologically from the colonial to the modern period. Students will read from a text as well as supplemental novels. Students will also write essays, analyzing literature. Students should have good writing and reading skills before selecting this class. Students may choose English II or American Literature, but may not take both simultaneously. Students may not elect English II after completing American Literature.

### **English III-1, III-2**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester, respectively*

*Elective*

\*Prerequisite: English II or American Literature

This class continues to develop reading and writing skills. Students use an American Literature text and study a variety of genres. Students taking this class will continue sharpening skills in essay writing, including a research paper second semester. English III semesters are independent of one another. Students may choose English III or British Literature, but they may not take them simultaneously.

## **British Literature I**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

\*Recommended prerequisite: American Literature

This course covers a time period from the Anglo-Saxons through the Restoration (1499-1800).

This course is a reading course with discussions of assigned texts. *Beowulf*, *Canterbury Tales*, and *Hamlet* are featured works. Writing assignments are evaluative and analytical.

## **British Literature II**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Recommended prerequisite: American Literature

This course covers literature from the Romantic Period to Modern (1798-1900). The works represent many genres: poetry, short story, drama, and novel. Analytical essays and a research paper are required.

## **Composition I**

**12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

This class is designed for students who wish to review and develop writing skills prior to post high school education. The class focuses on the writing process and reviews usage issues as they arise. Students write multiple essays with various purposes. As the semester progresses, instruction will emphasize writing style techniques. Students selecting this class must be serious about improving their writing and recognize the importance of regular attendance.

## **Composition II**

**12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Composition I

This class is designed to further prepare students for the demands of college writing. Students will gain experience in writing for various purposes—definition, cause and effect, division/classification, etc. This class will also focus on the research process, culminating in a lengthy research essay using MLA documentation. This class is highly recommended for college-bound seniors.

## **Workplace Writing**

**12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

This course is designed for students who are going into the workplace after graduation and who need business writing practice. Projects will include creating surveys, writing to give directions, resumes, writing infomercials, interviews and giving a speech, as well as, other forms of practical communication.

### **Contemporary Literature**

**12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester to seniors only*

*Elective*

This course will focus on major works of literature from the 20<sup>th</sup> and 21<sup>st</sup> century. It will include discussion on genres, characterization, and writing styles of contemporary authors. Students can expect to read several works of literature and write to evaluate and analyze the material.

### **DMACC ENG 105/106: Composition I & II**

**12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

These courses will challenge students to read nonfiction and analyze writing purpose and style more than content. Students will also develop their own writing skills in preparation for college level work. For those electing this class, it will replace Composition I and Composition II.

**\*This is a concurrent credit class offered at the DMACC center. Students may earn six DMACC credits in composition, as well as, the two semester credits required for graduation.**

### **DMACC Lit 101: Introduction to Literature\***

**12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

This course introduces the study of and appreciation for poetry, fiction, and drama. Basic critical approaches are emphasized, and a broad range of authors from a variety of cultural and ethnic groups and a wide span of historical periods is presented. Students will use a college-level text, as well as read three novels. They will write essays demonstrating their understanding of various critical approaches.

**\*Students will earn one high school credit and three DMACC credits for the completion of this class.**

## **Foreign Language Courses**

### **French I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

French I is a course designed for the learning of basic French vocabulary and grammar. Students will be able to listen, speak, read, and write in French at a beginning level. French language and cultural learning are reinforced through teacher-guided instruction that aligns to the national standards including communication, connections, comparisons, culture, and communities.



**French II****10<sup>th</sup> – 12<sup>th</sup> Grade***Full-Year Course**Elective**\*Prerequisite: French I*

This course is designed to extend beyond basic French vocabulary and grammar offering alternative expressions for conversation. In addition to increasing vocabulary content, students acquire more irregular verbs while transitioning from present to past tense constructions. Students also improve their abilities to listen, speak, read, and write in French at an early intermediate level. French language and cultural learning will continue to be reinforced through teacher guided instruction that aligns to the national standards including communication, connections, comparisons, culture, and communities.

**French III****10<sup>th</sup> – 12<sup>th</sup> Grade***Full-Year Course**Elective**\*Prerequisite: French II*

French III is an intermediate to advanced level course for students who have successfully completed French I and French II. The target language content intensifies with increased rigor of listening, speaking, reading and writing performance. Grammatical content becomes more complex with the acquisition of upper-level structures that emphasize authentic language use via culturally contextualized activities. These authentic contexts bring everyday French language and culture to life, motivating students to apply their knowledge of grammar and vocabulary to the development of improved reading comprehension and speaking skills.

**French IV****11<sup>th</sup> – 12<sup>th</sup>  
Grade***Full-Year Course**Elective**\*Prerequisite: French III*

The goal of this class is for students to work toward proficiency in French so they are comprehensible to native speakers moving easily from present, past, future, conditional and subjunctive verb formations. Students are expected to have a solid knowledge of French language and grammar while building confidence toward using French to express their own thoughts, to comprehend those of French-speakers, and to communicate in both speech and writing in a wide variety of settings while continuing to meet the national foreign language standards.

**Spanish I****9<sup>th</sup> – 12<sup>th</sup> Grade***Full-Year Course**Elective*

This introductory course is designed for students with little or no previous study of Spanish. Students will learn basic grammatical structures and vocabulary, focusing on the four language skills: listening, speaking, reading and writing. Individual and group projects are an integral part of this course; they reinforce concepts and skills introduced and explored in class, which enable students to practice in a meaningful way. Active participation is required.

## **Spanish II**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Spanish I or Heritage Learner (Student with exposure to Spanish in the home who are not bilingual)

This elementary level class is designed for students who have completed Spanish I or have been exposed to Spanish in the home but are not fluent in the language. Students will develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish as well as reading and writing practice in the target language using a variety of activities incorporating vocabulary and grammatical structures.

## **Spanish III**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Spanish II or Native Speaker (Student who is bilingual and/or fluent in spoken Spanish)

This is an intermediate course designed for students who have taken Spanish I and II or are bilingual/fluent in spoken Spanish. Students will develop and increase their language acquisition through the study of language structures and vocabulary using reading, listening, speaking, and writing activities. Students will be assessed using a variety of methods including oral and written tests, presentations, dialogues, compositions and scripts.

## **Spanish IV (FLS 241):**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Spanish III

This is a concurrent credit class. Students will use college materials, including online learning activities, to advance their knowledge of Spanish grammar and vocabulary. Students will also read a novel in Spanish. Students must be highly motivated and have a strong grasp of grammatical structures and vocabulary introduced in Spanish I-III in order to be successful in this class.

**\*This is a concurrent credit class. Students will earn two high school credits and four DMACC credits for the completion of the class.**

# **Science Courses**

## **Science I**

**9<sup>th</sup> Grade**

### *Full-Year Course*

#### *Required*

Science 1 is an integrated science course which provides students with opportunities to explore physics and Earth science. First semester focuses on physics (motion and forces, work and energy, heat and temperature, waves, and electricity) while second semester focuses on Earth Science (the universe, planet Earth, and the atmosphere).

### **Biology**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

#### *Full-Year Course*

#### *Required*

\*Prerequisite: Science I

Biology is an investigation of the living world. Students will develop critical thinking and an understanding of the following areas: the unifying characteristics which all living organisms share, the prominent diversity of life, the study of heredity, and the interaction of all living things with the nonliving world.

### **Animal Science**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

#### *Full-Year Course*

#### *Elective*

Animal Science is a lab and project driven course that uses hands-on learning to teach fundamentals in animal systems, reproduction, nutrition, selective breeding, cellular functions, business, food grading and products, and ethics in industry and education. This course is a great companion to other life sciences. There are no prerequisites for this class and it is open to all grade levels.

### **Investigative Biotechnology**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

#### *One Semester Course, Offered 1<sup>st</sup> Semester*

#### *Elective*

\*Prerequisite: Science I and Biology

The course will prepare students for college and career opportunities in the exciting and revolutionary field of biotechnology. Major emphasis will be placed on learning laboratory procedures in recombinant DNA, genetic fingerprinting, cellular biology, molecular biology, and microbiology. Current research work in these areas will also be explored.

### **Anatomy & Physiology**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

#### *One Semester Course, Offered 2<sup>nd</sup> Semester*

#### *Elective*

\*Prerequisite: Biology

This course deals with the anatomy and physiology of the human body. Some topics included are comparative anatomy studies, medical terminology, exercise physiology, and the mechanism behind several sports injuries. This class is designed to be a college prep class.

## **Basic Chemistry**

**11<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

**\* Required for students not taking Chemistry or Physics**

\*Prerequisite: Biology

An effort is made to illustrate basic chemical concepts. Units studied include a review of mathematical skills and techniques used in solving chemical problems; chemical symbols, formulas, and equations; the mole concept and its use in problem solving; the historical development of atomic structure with emphasis on modern atomic theory; the periodic table of elements; bonding; states of matter; and kinetic theory. This course may not qualify for a lab science at all 4-year colleges. Check with your perspective school.

## **Chemistry**

**11<sup>th</sup> – 12<sup>th</sup>**

**Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Algebra I, C- or above in Biology in the second semester

\*Recommended for students planning to attend a 4 year college

An effort is made to reach a balance between laboratory work and problem solving to illustrate basic chemical concepts. Units studied include a review of mathematical skills and techniques used in solving chemical problems; chemical symbols, formulas, and equations; the mole concept and its use in problem solving; the historical development of atomic structure with emphasis on modern atomic theory; periodic in the elements; bonding; states of matter; kinetic theory; and equilibrium with acid base relationships and oxidation reduction as special applications of equilibrium.

## **Physics**

**11<sup>th</sup> – 12<sup>th</sup>**

**Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Math Analysis and/or Trigonometry (may be taken concurrently)

Physics deals with matter and energy and their transformations. Units include: Concepts of Motions (displacement, velocity, acceleration, forces), Mechanics (conservation of mass, momentum, work, energy and power, introduction to waves), Light and Electromagnetism, and Models of the Atom and Nucleus.

## **Mathematics Courses**

**\*Students are required to take 3 full years of math in High School regardless of what math courses they took while still in middle school.**

## **Algebra I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Required*

This course includes the study of the real number system, solving and graphing equations and inequalities, functions, and other topics. As part of the course, the student will encounter an

abundance of good verbal problems which are designed to help the student develop problem solving skills and apply algebra to practical situations. The course is a prerequisite for all of the advanced mathematics courses, as well as, Physics and Chemistry.

## **Algebra II**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Required*

\*Prerequisite: Algebra II may be taken concurrently with Geometry.

Algebra II is available to any student who has successfully completed the first course in Algebra. Many of the concepts of Algebra I are reviewed and investigated in greater depth. New topics covered include complex numbers, conics, systems of quadratic equations, exponential functions, logarithms, sequences and series, binomial expansions, and matrices and determinants.

## **Geometry**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Algebra I

\*May be taken concurrently with Algebra II.

Geometry involves a study of the properties and relationships of sets of points, lines, and planes. Included is the measurement of segments and angles, relationships involving parallel and perpendicular lines, many kinds of polygons, congruent triangles, similar polygons, circles, area and volume, constructions, and transformations. Most of the class time is devoted to Euclidian geometry; however, some solid and coordinate geometry is studied. In this class, a great deal of emphasis is placed on helping the student learn to think logically and creatively. Students will learn to be exact in the interpretation of given information and precise in the statement of conclusions reached. A good algebra background is beneficial in the solving of equations which result in the process of calculating segment and angle measures and in working with radicals. Geometry is recommended for most students planning to attend a college or technical school.

## **Trigonometry**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

\*Prerequisites: Geometry & Algebra II or Instructor's Approval

Trigonometry is offered for those who have successfully completed Algebra II. It is designed to meet the needs of those students who are planning to attend college or a technical school and need an understanding of trigonometry. Trigonometry is a prerequisite of Calculus and, should be taken the same year as Math Analysis. The course includes a review of sets, relations, and functions, and the studies of trigonometric and circular functions, the solution of triangles, graphing of trigonometric functions, vectors and complex numbers.

## **Math Analysis**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*Full-Year Course*

*Elective*

\*Prerequisites: Algebra II, Geometry

Students may take Trig concurrently with Math Analysis, however, it is recommended that they take Math Analysis first, if possible. Both are required to take AP Calculus.

Math Analysis is offered to those students who have successfully completed Algebra I, Algebra II, and Geometry. It is hoped that this course will serve to unify the student's entire mathematics background. The material covered involves a deeper examination of some topics previously encountered by the student as well as a rigorous development of many new concepts.

Extensive use will be made of graphing calculators which will be furnished if the student does not own one. It is hoped that students will learn many new mathematical techniques which will better prepare them for college mathematics. It is strongly recommended that any student, who is planning to attend college and major in mathematics, or any field requiring advanced mathematics, consider taking this class. Topics covered include the study of functions, solving equations, the complex number system, sequences and series, analytic geometry and an introduction to calculus.

### **Probability & Statistics**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester  
Required*

\*Prerequisite: Algebra II

Probability and Statistics is offered for any student who has successfully completed Algebra I. This course will be taught from a practical viewpoint rather than a theoretical one. The course is highly recommended for those students who are considering careers in education or the social and physical sciences. Some of the topics to be included are efficient counting methods, computation of probabilities, organizing and reporting data, binomial and normal distributions, sampling methods, and hypothesis testing. These topics will be presented in conjunction with as many practical applications as possible.

### **Advanced Placement (AP) Calculus**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Math Analysis & Trigonometry

AP Calculus is offered to students who have met the prerequisite. The material covered in the course is primarily determined by the syllabus written by the College Board for Calculus AB. One goal for the class is to prepare students to take and score well on the AP Calculus AB Exam from which college credit can be earned. Taking the test is optional, however. The course work includes study of the following topics: 1) functions; 2) limits and continuity; 3) derivatives and their applications; 4) integrals and techniques of integration; and 5) applications of integrals. Graphing calculators will be used throughout the course. Calculators will be furnished for those students not owning one.

## **Social Studies Courses**

### **World History and Cultures**

**10<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Required*

\*Prerequisite: English II or American Literature

This class covers both ancient civilizations and the present-day countries that grew from those ancient places. Countries include those which have a growing influence to the U.S. and World.

## **American History**

**11<sup>th</sup> Grade**

*Full-Year Course*

*Required*

This course deals with the political, social, and economic development of the United States beginning with the Compromise of 1850. Students are given a number of various tasks that are designed to help them interpret history. The National History Day project is a major component of the course in which students are required to research, cite, and annotate primary and secondary documents.

## **Advanced Placement (AP) US History**

**11<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Instructor recommendation and two semesters of social science credits

This course follows the AP guidelines and will prepare students to take the Advanced Placement American History test. The course is designed to give students a foundation in U.S. history and in major interpretive questions that derive from the study of selected themes. It is a survey course combining textbook and supplementary readings. The course will focus on factual, thematic, and analytical skills. Students electing this course must be prepared to read independently and extensively.

## **Economics**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Required*

This course covers the major economic concepts of supply and demand, economic systems from around the world, and the various market structures present in an economy. Students will discuss current economic issues in the United States and abroad. The course will also introduce students to different economic systems, laws of supply and demand, market structures, and other economic concepts.

## **Sociology**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

Sociology is the scientific study of human social structure, which refers to our social behavior. Some of the areas that are explored in sociology include: socialization, social stratification, social institutions, social dynamics (change), and an assortment of theorists and theories. The class is designed to be highly interactive with a great deal of discussion while we try to apply different concepts and theories to our world today. In order to differentiate instruction, students wanting to earn the letter grade of an A will have to complete a book report assigned at midterm by the instructor.

## **American Social Issues**

**9<sup>th</sup> – 10<sup>th</sup> Grade**

One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester

*Elective*

This class is designed as an introductory course for freshmen and sophomores to familiarize students with background knowledge for their coursework in other social studies classes that are required. Units will include Economics, American Government, Law, the Constitution, and Civil Rights, as well as contemporary issues in American society.

*\*Juniors and seniors may enroll in this class only with the signed prior approval of the guidance office and the instructor.*

## **Citizen Rights and the Law**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

One Semester Course, Offered 2<sup>nd</sup> Semester

*Elective*

It is recommended that American Social Issues be taken prior to this course. This course gives an introduction to law and the legal system. Covered topics include: criminal and civil law, juvenile law, the arrest process and the differences and similarities between being an adult versus a juvenile in the legal system. Constitutional and individual rights will also be explored in both age groups. This is a discussion course and participation is a requirement. We will do some role playing and simulations.

## **American Government**

**12<sup>th</sup> Grade**

One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester

*Required*

*\*Prerequisite: American History or AP American History*

This one semester course gives an overview of U.S. government. In this course, the United States Constitution is studied along with the executive, legislative and judicial branches of the federal government. In addition, students will study the state and local levels of government, political participation, elections, and comparative political systems. The overall objective of this course is to prepare seniors for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us.

## **Psychology**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semesters

*Elective*

Psychology is a one semester elective course. It is designed to give an introduction to the scientific study of human behavior. Topics include human development, cognitive processes, psychological disorders, altered states of consciousness, and stress/health.



\*Sophomores may enroll in this class with prior approval from the counseling office and instructor.

## Family & Consumer Science Courses

### **Introduction to Family & Consumer Sciences**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

Students in this class will study topics that will prepare them for life after high school. The semester will consist of mini-units on decision-making, relationship skills & communication, nutrition and wellness, food preparation (including quick breads, salads, soups, casseroles, stir-fries, and cookies), managing your food dollars, work-appropriate attire, clothing care and repair, signing a lease and furnishing an apartment, readiness for parenting, and basic child care practices. This class is recommended for juniors and seniors as they prepare for living on their own. It is also recommended for freshman as an introduction to other courses in Family and Consumer Sciences.

### **Textiles Design and Apparel**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

This course examines clothing production in the areas of textiles, pattern & fabric selection, basic clothing construction, consumer decisions, and career opportunities. Emphasis is placed on students applying construction and design skills to apparel and home fashion. Students will complete a minimum of two sewing projects. This course is recommended for students interested in a career in the fashion industry or those who desire to learn the skill of sewing.

### **Advanced Textiles Design and Apparel**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Textiles Design and Apparel and Fashions

In this self-directed class, students build on skills learned in Textiles Design & Apparel. In addition to a sewing project, the student will complete a portfolio project.

### **Fashions**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

This course examines the fashion and apparel industries with an emphasis on the process of product development. Topics include design elements and principles, garment styles, design history and current trends, fashion forecasting, sources of inspiration, fashion marketing, and merchandising strategies. A wide variety of fashion related careers, as well as career preparation, will be studied. This course is recommended for students interested in a career in the fashion industry.

### **Food and Nutrition**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

This course examines the nutritional needs of the individual. Students will learn how to choose and prepare food for a healthy diet. Students will participate in labs that focus on the Dietary Guidelines and the Choose My Plate model. Student will complete a project in which they analyze their current food and exercise choices. This course is recommended for students interested in careers in dietetics, food science, and culinary, as well as students who want to learn how to choose and prepare food for a healthy diet.

**Introduction to Culinary**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

This course introduces students to basic food production. Emphasis is placed on sanitation, safety, culinary math, communication skills, basic food preparation, and work ethics. This course is recommended for students interested in careers in culinary arts and hospitality, as well as students interested in learning how to prepare salads, breads, soups, main dishes, cakes and pies.

**Housing and Interior Design**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Trends and influences in housing will be explored along with color and design as it relates to designing, furnishing, and decorating homes. Students will be introduced to Chief Architect design software. Several housing design projects will be completed during the semester. This course is recommended for students interested in a career in the interior design industry, as well as for students interested in decorating their current surroundings and their future homes.

**Family Relationships**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

This course examines skills needed to build strong families. Topics include communication skills, building healthy relationships, creating strong families, the decision to parent, prenatal health and development, infant development and care, parenting skills, and financial literacy. Students are required to participate in a Real Care Baby simulation weekend. **This is one of the courses in the articulation sequence for community college child development credit.**

**Child Development**

**11<sup>th</sup> – 12<sup>th</sup>  
Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

This course examines the physical, intellectual, social, emotional, and moral development of children from birth through age 12. This course is recommended for students considering careers involving children, those currently providing care for children, and those considering

parenthood in the future. **This is one of the courses in the articulation sequence for community college child development credit.**

## Technology Courses

### **Technology I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

Basic technology class where students will develop touch keyboarding skills including speed and accuracy, as well as, show mastery in using the Word and PowerPoint Programs.

### **Computer Applications & Web Design**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

In this course students will further develop skills utilizing programs such as: Excel, Publisher, Prezi and Web 2.0.. This course is a prerequisite for Video Editing & Computer Programming. Instruction includes spreadsheets, charts, databases, presentations, advanced word processing, web applications and desktop publishing.

### **Video Editing & Computer Programming**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> & 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Minimum Grade of “C” in Computer Applications & Web Design

Students will dive deeper into Web 2.0, as well as, learn the basics of Java for programming. Students will also gain experience with editing video through various projects.

### **Inv. Biotechnology**

**11<sup>th</sup> – 12<sup>th</sup>**

**Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

\*Prerequisite: Science I and Biology

The course will prepare students for college and career opportunities in the exciting and revolutionary field of biotechnology. Major emphasis will be placed on learning laboratory procedures in recombinant DNA, genetic fingerprinting, cellular biology, molecular biology, and microbiology. Current research work in these areas will also be explored.

### **Design I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

\*Prerequisite: Introduction to Art

Students will explore compositional design principles while learning the technical skills necessary to create commercial graphics using Adobe CS3 programs Illustrator, InDesign and Photoshop. This is a great beginning course for students interested in the area of graphic design as a career track.

## **Design II**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Introduction to Art, Design I

Design II is an extension of the design concepts and technique skills learned in Design I.

Students will utilize design principles to create digital illustration, page layout and personal website. Students will develop skills to operate the following Adobe CS3 Programs: Illustrator, Photoshop, & InDesign.

## **Business Education Courses**

### **Marketing**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

Marketing is every activity that takes place in order to create the right product for the right customer and get the product from the manufacturer to the customer. This course will cover topics such as marketing techniques, consumer rights, promotion, distribution, and more. A short unit on sports and entertainment marketing will also be included. It is an excellent course for students interested in business and DECA.

### **Accounting**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

Learn the language of business. Every individual and person needs to keep track of their financial activities. This course will help the students learn the universal methods used to keep track of personal and business information.

### **Advanced Accounting**

**11<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

\*Prerequisite: Accounting

This class is designed to expand on knowledge gained in the first year accounting course.

Continued studies of accounting procedures with emphasis on departmentalized accounting will prepare students for business careers.

### **Business and Management**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

This course will introduce key concepts for the business world such as the role of business, ethics, international business, and forms of business ownership. In addition, the course will cover topics necessary to work in management including leadership, management activities, and financial records. This course is a prerequisite for Entrepreneurship.

**Advertising****10<sup>th</sup> – 12<sup>th</sup> Grade***One Semester Course, Offered 2<sup>nd</sup> Semester**Elective*

An advertisement is created to persuade you to take action. This course will introduce students to advertising, the industry, consumers, ad campaigns, and the creation and placement of advertising. The course also includes a unit on retail and selling activities which are important to the business world. It is an excellent course for students interested in business and DECA.

**Entrepreneurship****10<sup>th</sup> – 12<sup>th</sup> Grade***One Semester Course, Offered 2<sup>nd</sup> Semester**Elective*

\*Prerequisite: Business and Management

This class will cover important skills needed to become an entrepreneur and start a successful new business. The class will cover business ownership, the marketing, business plans, and real entrepreneurs. A major part of the class is a business plan project. It is an excellent course for students interested in business and DECA.

**Financial Literacy****9<sup>th</sup> – 12<sup>th</sup> Grade***One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester**Elective*

Teenagers spend billions of dollars every year and there is more to handling money than just spending it. Financial Literacy will help you set financial goals, create a plan for your money, investigate investment options, stay out of debt, balance your checkbook, understand insurance, consider career choices and more. It is an excellent course for students interested in business and DECA.

## **Industrial Technology Courses**

**Power Technology 1****9<sup>th</sup> – 12<sup>th</sup> Grade***One Semester Course, Offered 1<sup>st</sup> Semester**Elective*

This course is a Prerequisite for any of the Automotive Technology Classes. The focus of this class is on power producing devices - various types of engines will be studied and analyzed. The lab work will focus on a four-stroke cycle lawn mower engine, which will be disassembled, evaluated, and reassembled in running condition. Students will be using precision measuring instruments to evaluate the engines.

## **Power Technology 2**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Power Tech 1

This course will build on to Power Tech 1. In this class, more advanced areas such as fuel systems, generators, and motorcycle engines will be the focus of the lab activities. It will also serve as valuable background to later study of automotive systems like brakes, automatic and manual transmissions as well as clutches and other drivetrain components.

## **Basic Automotives**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

This course is designed for students wanted to learn the basics of owning a car, including basic parts and maintenance.

## **Introduction to Automotive Technology (Auto I)**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

This course is recommended for those who want to take the DMACC Automotives classes. The focus of this course will be to understand all of the different systems on an automobile. Lab activities will be geared more towards the industry side more so than Basic Auto.

## **Automotive Engine Technology (Auto 2)**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

\*Prerequisites: Intro. To Auto. Tech. (Auto. I)

Students will be studying 2 stroke and 4 stroke theory, as well as, diesel engines. Engines will be disassembles, evaluated and then reassembled. The class will also study what affects engine performance.

## **Automotive Electricity and Computers (Auto 3)**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisites: Electricity and Intro. to Auto. Tech.

This course will build from Electricity class and focus on the Automotive application of electricity. It will start out with battery, starter, and charging system principles and then will start on computer sensor operation. Electrical and computer troubleshooting will also be a lab focus in this class.

## **Automotive Performance (Auto 4)**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

\*Prerequisites: All Other Automotive classes

This course will be the most advanced Automotive class. Areas of analysis are engine performance, suspension performance, and diagnosis of many different systems. This class is designed to prepare students going into a technician type of career.

## **CADD I (Computer Aided Drafting and Design)**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

Students will begin the course using paper and pencil. Then will introduce the student to computer-aided drafting and design. Basic computer hardware, software and operating systems will be discussed. Basic two-dimensional CADD drawing creation and editing techniques will be covered. Drawings will be created and plotted.

## **CADD II (Computer Aided Drafting and Design)**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: CADD I

This course will focus on CADD technology and progress to a 3D solid modeling computer program where they will draw 3-D mechanical objects and convert them to 2D multi-view drawings. They will also explore new ideas, basic dimensioning animation, assemblies, and learn the basic principles of computer aided drafting and design. Then continues building CADD knowledge and covers visualization techniques, more complex 2D multi-view drawing, complex dimensioning, auxiliary views, revolutions, and sectional views, while providing students opportunities to develop their own ideas. Note: CADD I, II, should be taken in sequence unless approved by instructor. Complex technical 3-D drawing will be done and software applications will be explored, including aerodynamic testing, material testing, and complex assembly drawings, among others.

## **CADD Architecture**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1st Semester*

*Elective*

\*Prerequisites: CADD I, II

In this course, a complete residence will be designed and drawn to scale using 3D CADD drafting techniques. The students will learn to understand basics of 3-D Virtual Reality. Students will learn various construction applications, techniques, and terminology. Research on architecture is required, while investigations uncover the contributions of both men and women. All aspects of this course will be carried out using the latest technologies available. **\*This is a concurrent credit class. Students will earn three DMACC credits for the successful completion of the class.**

## **Electricity**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

\*Prerequisite: Algebra I suggested

This course is designed to give students the basic background needed to understand electrical concepts and to introduce many of the occupational opportunities that are related to the electrical field. The units to be covered include sources of electricity, instruments and measurements, Ohm's Law, Watt's Law, and magnetism, and also will include AC circuits and home wiring.

## **Automated Manufacturing**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: CADD 1

This class is designed for students interested in entering the technical and engineering field after high school. It will build on the CADD experience in CADD 1 and will lead the student through a series of computer applications like those used in modern industry. Activities will include operation and programming of computer numerical control (CNC) vertical mills and the newest in industry standard software, if time is available a CNC Lathe and a robotic unit including the possible interfacing of the units. There will be some technical report writing and team activities.

## **Research and Design**

**11<sup>th</sup> – 12<sup>th</sup>**

### **Grade**

*One Semester Course, Offered 1<sup>st</sup> Semester*

*Elective*

*Full-Year Course*

\*Prerequisite: Six Trimesters Industrial Tech classes or Instructor approval

This class is open to students who are interested in working on a team that would research and design a solution to a problem. Students with a variety of backgrounds and abilities would be an asset. Each topic will be completed within one Semester, using team problem-solving techniques and problem-solving tools common to the industry. The topic will vary each year but could include: building an ultimate mileage vehicle (the last 15 years this had been the project), designing and building a solar collector, or designing a device for a handicapped person. Check with the industrial technology instructors for the current project topic. **This class may be taken twice for credit.**

## **Materials and Processes**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

Activities and learning experiences include working with metals, forest products, and plastics. Students will work individually, in teams of 2-5 students, and as an entire class to form a production group during the Semester. Current manufacturing systems and techniques will be presented and experienced. Learning about the properties and characteristics of metals, forest products, and plastics, will take place through the use of tools, machines, and processes. The following major equipment/processes will be made available to students: foundry, lathe, milling machine, welding, table saw, planer, sanders, injection molder, CNC technologies, and others. **Students may add during second Semester with instructor approval.**

## **Advanced Metals Technology**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course Offered on Rotation with Construction Trades*

*Elective*

\*Prerequisite: Materials and Processes

Students will build on their metal-working experiences from the Materials and Processes course. Advanced skill development, set-up, and operations include all machine tools, the engine lathe, vertical mill, precision measurement, surface grinders, welding, foundry, and CNC technologies. Further study also involves an in-depth understanding of materials and processes, as well as manufacturing technologies, systems, and organizations.

## **Introduction to Construction Trades**

**10<sup>th</sup> – 12<sup>th</sup> Grade**



*Full-Year Course Offered on Rotation with Advanced Metals Technology*

*Elective*

\*Prerequisite: Materials and Processes

This course covers the techniques of framing and the use of hand tools, as well as, mechanical construction, with an emphasis on electrical wiring and plumbing. In addition masonry construction, units in brick and block laying, horizontal and vertical concrete construction, and cabinetry will be covered. During the course, students will develop a solid background in hand and power tools, framing terms and constructions experience.

## **Fine Arts Courses**

### **Basic Art**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

Students are introduced to visual elements of both two-dimensional and three-dimensional art. They will explore various mediums such as: drawing, painting, ceramics and metalsmithing. Students will be acquainted with multicultural and art historical themes along with art criticism. Students are strongly encouraged to take basic art prior to taking other art courses.

### **Drawing I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisites: Basic Art strongly recommended

Students will develop the fundamentals of Two-Dimensional Design. They will explore multiple drawing mediums, techniques, and subject matter with an emphasis on landscape, still life, portraiture, figure drawing, and abstraction. Students will be acquainted with multicultural and art historical themes along with art criticism.

### **Drawing II**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Drawing I

Students will further their skills in Two-Dimensional Design by reinforcing skills with attention to creative ideas and process of problem solving. They will continue exploring varies drawing mediums, and a variety of subject matter. Students will be acquainted with multicultural and historical art themes, along with art criticism.

### **Painting I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Drawing I highly recommended

Students will explore multiple painting media, painting techniques and various subject matter. Emphasis will be on color theory, composition and blending skills and learn to blend colors. Students will be acquainted with multicultural and historical art themes, along with art criticism.

## **Painting II**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisites: Painting I, Drawing I highly recommended

Students will explore theme development and application of styles, skill, and techniques to communicate visual ideas through paint. They expand composition, color, and creative problem solving. Students will be acquainted with multicultural and historical art themes, along with art criticism.

## **Design I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Basic Art strongly recommended

Students will explore compositional design principles while learning the technical skills necessary to create commercial graphics using Adobe CS3 programs Illustrator and Photoshop. Students will be acquainted with multicultural and historical art themes, along with art criticism. This is a great beginning course for students interested in the area of graphic design as a career track.

## **Design II**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Design I

Design II is an extension of the design concepts and technique skills learned in Design I. Students will use compositional design principles to create commercial graphics using Adobe CS3 programs Illustrator and Photoshop. Students will be acquainted with multicultural and historical art themes, along with art criticism.

## **Ceramics I**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Basic Art strongly recommended

This course familiarizes students with clay and 3-D design principles. Students will explore different hand building techniques along with wheelwork, decorating, and glazing. They will be acquainted with multicultural and historical art themes, along with art criticism.

## **Ceramics II**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Ceramics I

Ceramics II is an advanced ceramic course. Student will build on their basic knowledge of hand building techniques and wheelwork. Emphasis will be placed on building complex sculpture forms, surface applications, and the process of firing clay. Students will be acquainted with multicultural and historical art themes, along with art criticism.

### **Metalsmithing & Sculpture**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

Students will explore the foundations of 3-D design and metalsmithing techniques such as; sawing, piercing, and soldering. They will use high-level thinking to problem solve unique design and techniques. Students will be acquainted with multicultural and historical art themes, along with art criticism.

### **Advanced Art Portfolio**

**11<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course or Full-Year, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

*\*Prerequisites: Basic Art plus 3 other Art classes and Instructor approval*

This course assists students in directing their own art production and provides opportunities to explore diverse art styles. College-bound students will have the opportunity to get assistance in portfolio preparation. Students will be acquainted with multicultural and historical art themes, art criticism, and technological applications. This is a great course for students that may be interested in studying art in college.

### **Band**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course (½ Credit per Semester)*

*Elective*

The main goal of HS band is to provide student musicians with a balanced and well-rounded music education that will help enrich and broaden their education at PHS. The required portions of band include playing in the Blue Brigade, Symphonic Band, Pep Band, and all of the concerts, contests, and rehearsals associated with those ensembles. In addition to the ensembles listed above, students will have the option to participate in PHS Jazz, Wind Ensemble, solo and ensemble contest, audition for honor bands, and numerous other musical opportunities throughout the school year. Every student has the opportunity to have private or group lessons as frequently as they arrange or desire. If you have never played an instrument, please see the director before you sign up.

### **Concert Choir**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course (½ Credit per Semester)*

*Elective*

Concert Choir is an ensemble open to all students grades 9-12 and meets daily. Singers will focus on developing and maintaining a healthy vocal production, music literacy skills, intonation and ear training, performance etiquette, vocal independence, and ensemble skills. Music from many historical time periods will be experienced, including multicultural selections from around the world, as well as music of varying styles and genres. Singers are required to attend

individual or small group voice lessons once per month throughout the year. There are four to five required performances during the school year. Concert Choir singers are encouraged to participate in other music opportunities available to students both during and outside of the school day.

### **Chorale**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course (½ Credit per Semester)*

*Elective*

Chorale is an ensemble open to all students with treble voices in grades 9-12 and meets daily. Singers will focus on developing and maintaining a healthy vocal production for the developing treble voice, music literacy skills, intonation and ear training, performance etiquette, vocal independence, and ensemble skills. Singers will have the opportunity to rehearse, perform, and connect to a wide variety of literature for treble voices. Singers are required to attend individual or small group voice lessons once per month throughout the year. There are four to five required performances during the school year. Chorale singers are encouraged to participate in other music opportunities available to students both during and outside of the school day.

### **Music Theory**

**11<sup>th</sup> – 12<sup>th</sup>**

**Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

*\*Prerequisite: Instructor approval*

Students in music theory will have the opportunity to study, in-depth, the basic fundamentals of music. Areas covered may include: clefs, time signatures, note values, rhythm, key signatures, major and minor scales, modes, chords, transposition, ear training, composition, and note names.

## **Physical Education**

### **Physical Education**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Required*

Physical Education is required of all students each year for four years. Students must successfully complete a course in physical education each semester for graduation. This fitness class is intended to give the students of Perry High School an opportunity to be engaged in meaningful physical activity and help to create positive life-long habits to remain physically active. Numerous pieces of fitness equipment is incorporated into each class to help students reach their fitness potentials.

*\*Any student with a full schedule are exempt from taking Physical Education during the school day, but must complete a Personal Fitness Contract (signed by the parent/guardian) per the Healthy Kids Act and hit it on file at the school.*

*\*\*A sport may be substituted for Physical Education credit one semester each year for **seniors only**, except for golf, which may only be substituted after two years of experience.*

## **Strength and Conditioning**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One-Semester Course, Offered 1<sup>st</sup> & 2<sup>nd</sup> Semesters*

*Elective*

Strength and Conditioning class is geared toward giving the students of Perry High School an opportunity to attain skills and habits for continued life-long physical activity. This is a physically demanding class, where students who are athletes will have a program to follow that is specified toward their own individualized sport. Non-athletes will have a workout to follow every day that is demonstrated by the instructor.

Each student will complete the Physical Skills Test at the beginning of the semester (Pre-Test) and at the end of the semester (Post test). Students will be using a variety of equipment (free weights, dumbbells, kettlebells, medicine balls, plates...etc.) to work toward building their strength, stamina, and endurance to reach their timed goals for the Physical Skills Test.

## **Healthy Choices**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One-Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Required*

This course delivers important information students need to make “healthy choices”, addressing the major issues that concern today’s teens, and giving them the skills and strategies to help them take control of their future. Course content includes the following modules: Mental and Emotional Health, Human Sexuality and The Reality of Drugs. (Class size is limited to 28 students)

## **Miscellaneous Courses**

### **Success 101**

**9<sup>th</sup> Grade**

*Full-Year Course*

*Required*

The purpose of Success 101 is to prepare students for life after high school. Students will develop a personalized, career-inclusive 10 year educational plan. Students will learn a process of self-discovery and planning that culminates with a plan to make high school graduation a reality or enter and complete college/postsecondary education/training, which will help them transition into a productive and self-sufficient adulthood. Students will take part in individual activities, group work and study related films.

### **Emergency Measures**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

*One-Semester Course, Offered 1<sup>st</sup> and 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Healthy Choices

This course will teach students to prevent accidents, injuries, and illnesses, as well as save/sustain their own life or the lives of others. Course content includes: CPR/AED

(Automated External Defibrillator) for Adult, Child and Infant and First Aid. These lifelong skills help to keep our families and community a safer, healthier place to live. (Class size limited to 20 students)

### **iJAG**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

Iowa Jobs for America's Graduates is a school-to-career program that provides individual and group instruction in employability skills, service learning and academic remediation to students from their freshman year until they graduate. iJAG students will participate in the student led career association and participate in yearly community service. iJAG includes a post-graduation follow-up component to assist participants in career and/or continued education success. Once students are enrolled, they are retained through graduation.

### **Internship**

**11<sup>th</sup> – 12<sup>th</sup>**

**Grade**

*One Semester Course (one time), Offered 1<sup>st</sup> & 2<sup>nd</sup> Semester*

*Elective*

\*Prerequisite: Administration/Counselor recommendation

Students may earn a credit for assisting with various office tasks in the main office or counselor's office, as well as, with an individual teacher at the teacher's request. All students participating in an internship must be in good academic standing.

### **Service Learning**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One Semester Course, Offered 1<sup>st</sup> & 2<sup>nd</sup> Semesters*

*Elective*

Students have the opportunity to earn one elective credit by completing 90 hours of service learning during their four years in high school. Students may earn only one credit this way. Students may document hours during the summer but must get prior approval from a counselor or the principal to do so. Students should see their counselor or principal to verify whether an activity is approved before beginning the project. Participants will be required to document their time on an approved form, available in the Counseling office. Examples of approved activities are the Big Buddy Mentor Program, helping with Special Olympics, volunteering at a camp, mowing or shoveling for the elderly, etc. Keep in mind that service learning is about helping others for the sake of helping. Any activity for which a student is paid is NOT considered service learning and will not count toward the 90 hours.

### **PASS**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*Full-Year Course*

*Elective*

PASS provides additional academic support for students needing help with homework completion, retakes and study skills. Students are placed in PASS based on credit deficiency, grades, attendance and/or recommendation of counselor.

## **Publications**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

*One-Semester Course, Offered 1<sup>st</sup> & 2<sup>nd</sup> Semesters*

### ***Elective***

In this course, students will gain skills in the following areas: page design, publishing, journalism, editing, and photography while producing a creative, original yearbook full of school memories and events. Students will gain useful skills in time management, marketing, teamwork, and design. This is an elective credit and does not fulfill an English course requirement.

## **English Language Learners (ELL) Courses**

**(Admission by Language Proficiency Assessment)**

**Fundamentals of English** is a 90 minute beginning course for students with limited English. This course focuses on: vocabulary recognition, reading comprehension, fluency, writing strategies, and grammar. This course is catered to students based on home language surveys, and a TELPA and/or ELPA21 score of 1 or 2 (English Language Proficiency Assessments).

**Basic English** is a one period (45 minute) newcomer course. This course focuses on essential English skills to communicate very basic information, vocabulary, and language functions. Students will typically take this course for a semester, but can continue it throughout the year. This course coincides with skills from Fundamentals of English. This course is catered to students based on home language surveys, less than a year in the US, and a TELPA score of 1 or 2.

**English A** is a 2 period intermediate course for students with limited English. This course focuses on improving academic vocabulary usage, reading comprehension, fluency, writing strategies, and grammar. This course is catered to students based on home language survey, TELPA and/or ELPA21 score of 2 or 3, and/or tri-annual English language proficiency assessments.

**English B** is a high-intermediate course for students with limited English. This course focuses on improving academic vocabulary usage, reading comprehension, writing strategies, grammar, introductions to idioms, and figurative language. This course is catered to students based on home language surveys, TELPA and/or ELPA21 score of 3 or 4, and/or tri-annual English language proficiency assessments.

\*Many required classes are also taught collaboratively with ELL teachers in the classroom to provide language support for identified students.