



**2019-2020**

**Northwood-Kensett**

**High School**

**Course Book**

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# Welcome to Northwood-Kensett Community Junior-Senior High School

*A note from the counselor...*

*This booklet has been prepared as a resource for you to use as you update your four-year plan and schedule your academic future. Please study it carefully before making your course selections. Northwood-Kensett Schools encourage students to take advantage of all the course offerings that are available. A balanced four-year curriculum plan will better ensure academic success. Students in grades 8-12 will be required to develop & revise their four-year plans each year. First, they will complete drafts using ISU MAP. Then, hard copies will be updated with the counselor. High School students are expected to complete, update and yearly submit their four-year plan both digitally and via paper copy to the counseling office.*

*When selecting courses, pay special attention to:*

- *high school graduation requirements.*
- *college core entrance requirements.*
- *your area(s) of interest.*
- *requirements at post secondary institutions at which you may enroll after high school.*
- *prerequisites to courses you wish to take (Some courses require that you successfully pass certain other courses first).*
- *four-year curriculum plan based upon the interests you have identified through your career investigation training.*

*Post-high school entrance requirements are determined individually by each higher learning institution. You will need to do some research to determine what core courses you need. Students should begin estimating their Regent Admissions Index Score (RAI) in the first semester of their 10th grade year. Please stop by the counseling office and make an appointment for assistance or talk with the counselor at your convenience.*

*You are not alone in the course selection process. Consult your parents, teachers, counselor or prospective college admissions office if you have any questions about classes.*

*Mrs. Hansen  
School Counselor*

## ANNUAL NOTICE OF NONDISCRIMINATION

The Northwood-Kensett CSD offers career and technical programs in the following areas of study: Agricultural, Food and Natural Resources; Applied Science, Technology, Engineering and Manufacturing; Business, Finance, Marketing and Management; Human Services

It is the policy of the Northwood-Kensett Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact:

**Equity Coordinator:** Keith Fritz, Secondary Principal, 704 7th St N, Northwood, IA 50459, Phone 641-324-2142 x101, kfritz@nkvikings.com

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**Affirmative Action Coordinator:** Theresa Van Sabben, Human Resources Director, 1200 1st Ave N, Northwood, IA 50459, Phone 641-324-2021 x304, tvansabben@nkvikings.com

# College Entrance Requirements

Students who wish to enter the Iowa 4-year universities directly from high school will be considered for admission based upon four factors: ACT composite score, high school grade point average, high school class rank (percentile), and number of high school courses completed in the core subject areas.

A Regent Admission Index (RAI) score will be calculated for each applicant, based on the following equation:

$$RAI = (2 \times ACT \text{ composite score}) + (1 \times \text{high school rank}) + (20 \times \text{high school grade point average}) + (5 \times \text{number of high school courses completed in the core subject areas})$$

*Note: For purposes of calculating the RAI, ACT composite score has a top value of 36 (SAT scores will be converted to ACT composite equivalent); high school rank is expressed as a percentile, with 99% as the top value; high school GPA is expressed on a 4-point scale; and number of high school courses completed in the core subject areas is expressed in terms of years or fractions of years of study.*

To calculate your unofficial Index score use the online [RAI Calculator](#).

Applicants who achieve at least a 245 RAI score and who meet the minimum high school course requirements are guaranteed admission. Applicants who achieve less than a 245 RAI score but meet the minimum high school course requirements will be considered for admission on an individual basis.

Applicants from high schools that do not provide class rank will be considered for admission on an individual basis.

## Minimum High School Course Requirements for Admission

Students who wish to enter an Iowa University directly from high school must also meet the minimum high school course requirements for admission as indicated below:

try

Subject	Requirement	Description
English	4 years	Includes English 9-12, CCE & AP Literature, Speech, and Comp. courses.
Mathematics	3 years	Must include equivalent of algebra, geometry, and advanced algebra. Notice that Pre-Algebra and Gen. Business Math are not included.
Science	3 years	Need at least two of the following: Biology, Chemistry, or Physics Physical Science and Anatomy/Physiology also count toward science requirements
Social Studies	3 years	All social studies classes offered through AP, CCE & at N-K count toward the required social studies credits.
Electives	2 years	Many colleges require 2-4 years of Spanish/foreign language for acceptance.

\*Two years of one foreign language in high school with a C or above in the last course meets the minimum university admission requirement. The university highly recommends that students fulfill this requirement of four years while in high school to meet the university graduation requirement. Regent Universities usually state that students with three years of foreign language (3 years of a single language) will satisfy foreign language requirements at the collegiate level. Simply stated, two years of foreign language at the high school level will get you in but not out of college. You will most likely need to achieve a higher level of proficiency than two years in high school (tuition at your expense) during your college experience. Students with three years or more are usually not questioned about foreign languages at the college level unless their areas of study require it. It is wise to check with your prospective college about their individual foreign language requirements.



# Credits

A credit is defined as a course taken for eighteen weeks (one semester). A unit is defined as a course taken for thirty-six weeks, (a full year). One credit is available for each semester length course except physical education which earns 1/4 credit for each semester. All courses listed except Physical Education and Life Skills Portfolio will be considered in the student's cumulative grade point average. A 1 or 2 semester hour college credit course will earn .5 credits at our high school level. A 3, 4 or 5 semester hour college credit course will earn 1 credit at our high school level. College Semester Hour Credits are determined differently than high school credits. Generally, college credits are figured by the number of hours in the classroom in contact with the instructor.

## Early Graduation

**Code #505.7**

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in prom and commencement exercises.

Approved June, 2005

Reviewed/Revised May, 2013

## Notes

# Northwood-Kensett Core Courses

#			
	Students earn .5 points per semester		
	Course Name	Department	Type/Source
	<b>English/Language Arts</b>		
2	CCE Public Speaking	Laguage Arts	Concurrent Enr.
5	Eng. 9 Semester 1	Laguage Arts	Standard
5	Eng. 9 Semester 2	Laguage Arts	Standard
6	Eng. 10 Semester 1	Laguage Arts	Standard
6	Eng. 10 Semester 2	Laguage Arts	Standard
33	English 11 S1	Laguage Arts	Standard
33	English 11 S2	Laguage Arts	Standard
34	English 12 S1	Laguage Arts	Standard
34	English 12 S2	Laguage Arts	Standard
17	Spanish 1 Semester 1	Laguage Arts	Standard
17	Spanish 1 Semester 2	Laguage Arts	Standard
18	Spanish 2 Semester 1	Laguage Arts	Standard
18	Spanish 2 Semester 2	Laguage Arts	Standard
19	Spanish 3 Semester 1	Laguage Arts	Standard
19	Spanish 3 Semester 2	Laguage Arts	Standard
20	Spanish 4 Semester 1	Laguage Arts	Standard
20	Spanish 4 Semester 2	Laguage Arts	Standard
24	AP Eng. Language Composition S1&2	Language Arts	Adv. Placement
25	AP Literature and Compostion S1	Laguage Arts	Advanced Placement
25	AP Literature and Compostion S2	Laguage Arts	Advanced Placement
36	Villains in Film	Laguage Arts	Standard
28	Independent Novels	Laguage Arts	Standard
37	Mythology	Laguage Arts	Standard
35-41	Reading, (Second Chance)	Laguage Arts	Standard
	<b>Math</b>		
49	Algebra 1 Semester 1	Mathematics	Standard
49	Algebra 1 Semester 2	Mathematics	Standard
51	Geometry Semester 1	Mathematics	Standard
51	Geometry Semester 2	Mathematics	Standard
53	Algebra 2 Semester 1	Mathematics	Standard
53	Algebra 2 Semester 2	Mathematics	Standard
54	Advanced Math Semester 1	Mathematics	Standard
54	Advanced Math Semester 2	Mathematics	Standard
56	CCE Calculus 1 Semester 1	Mathematics	Concurrent Enr.
58	CCE Int. to Statistics	Mathematics	Concurrent Enr.
61	CCE Calculus 2	Mathematics	Concurrent Enr.
63	CCE Trig. & Analytic Geometry	Mathematics	Concurrent Enr.

<b>Sciences</b>			
93	Science 9 Semester 1	Natural Sciences	Standard
93	Science 9 Semester 2	Natural Sciences	Standard
94	Biology Semester 1	Natural Sciences	Standard
94	Biology Semester 2	Natural Sciences	Standard
102	Applied Chemistry Semester 1	Natural Sciences	Standard
102	Applied Chemistry Semester 2	Natural Sciences	Standard
95	Chemistry Semester 1	Natural Sciences	Standard
95	Chemistry Semester 1	Natural Sciences	Standard
96	Physics Semester 1	Natural Sciences	Standard
96	Physics Semester 2	Natural Sciences	Standard
97	Anatomy/Physiology Semester 1	Natural Sciences	Standard
97	Anatomy/Physiology Semester 1	Natural Sciences	Standard
<b>Social Sciences</b>			
134	CCE West.Civ. Ancient to Early	Social Sciences	Concurrent Enr.
138	American History Semester 1	Social Sciences	Standard
138	American History Semester 2	Social Sciences	Standard
139	World History Semester 1	Social Sciences	Standard
139	World History Semester 2	Social Sciences	Standard
140	American Government	Social Sciences	Standard
141	Economics	Social Sciences	Standard
142	Sociology	Social Sciences	Standard
143	Psychology	Social Sciences	Standard
147	AP US Government	Social Sciences	Advanced Placement
148	AP US History S1	Social Sciences	Advanced Placement
148	AP US History S2	Social Sciences	Advanced Placement
152	AP Macroeconomics	Social Sciences	Advanced Placement
153	AP Microeconomics	Social Sciences	Advanced Placement
158	AP Psychology	Social Sciences	Advanced Placement
166	CCE Human Relations	Social Sciences	Concurrent Enr.

The Department of Education in the state of Iowa has determined that the courses originating from Northwood-Kensett labeled as standard above merit Core Status. The Department of Education in the state of Iowa has also determined that the courses originating from Advanced Placement sources are also Core Status. Courses labeled CCE are subject to determination at the discretion of the Department of Education in the state of Iowa and need to be approved on a per course basis with the Department of Education when taken to supplant high school core courses.

## HIGH SCHOOL GRADUATION REQUIREMENTS

All students must successfully complete all required courses and earn 49 credits to meet Northwood-Kensett graduation requirements.

### Graduation Requirements

#### 8 Semesters English

Eng. 9, 10, 11, & 12: **Two semesters each** for a total of **8 semesters**.

#### 6 Semesters Social Studies

Grade 9: **Two semesters** American History

Grades 10 & 11: **Two semesters** elective of any Social Studies class offered except American History, Government and Economics.

Grade 12: **One semester** of Economics, and **one semester** of Government

#### 6 Semesters Math

**(Math courses must be taken in progression. You need administrative or teacher approval to take math out of sequence. Your initial entrance level will be determined in grades 7 & 8.) Sequence generally is (PreAlgebra or Algebra 1, Geometry Concepts or Geometry, Advanced Algebra, Advanced Math, CCE Trigonometry and Analytical Geometry, and CCE Calculus 1 & 2. General Business Math is recommended for students who are interested in functional skills such as income tax, loan interest etc. Note that Pre Algebra is not awarded Core Status and will not count in RAI configuration, nor will General Business Math.**

Grade 9: **Two semesters** of Algebra 1, Geometry, Algebra 2, or Pre-Algebra depending on Jr. High recommendations

Grade 10: **Two semesters** of Algebra 1, Geometry, Algebra 2, or Advanced Math

Grade 11-12: **Two semesters** of Geometry, Advanced Algebra, Advanced Math, or General Business Math

#### 6 Semesters Science

Grade 9: **Two semesters** of Science 9

Grade 10: **Two semesters** of Biology

Grades 11-12: **Two semesters** either Chemistry (College Prep.) or Applied Chemistry

#### 8 Semesters Physical Education (2 Credits)\*

Grades 9-12: **8 semesters** of Physical Education (2 credits total unless waived)

**1 Semester Financial Literacy (1 Credit)** in Grade 11 or 12

#### Life Skills Portfolio Credit

Students must complete Life Skills Portfolio Requirements over their high school careers. One semester credit is awarded at the end of grade 12. (Certain objectives are mandatory depending on teacher decision.)

Required courses number 29. Students must complete 20 elective (*that means you choose based upon your career investigation data, your area of interest and requirements at any post secondary institution at which you may wish to enroll in the future.*) courses for a minimum of 49 total credits required for graduation.

**\*Given unique circumstances**, a student may waive Physical Education with administration approval if academic scheduling causes schedule conflict. Contact the office for details. The waiver must conform to the rules and regulations of the State of Iowa. All students are required to enroll in seven classes daily.



The courses listed below are required for graduation from our high school. Total credits required for graduation are 49. Your total number of requirements are 26. You will need 1 Life Skills credit. You will need 1/4 Credit of Physical Education each semester unless waived. You will need at least 20 Elective Credits.

Worksheet compiled for \_\_\_\_\_

You will be required to complete your Life Skills components in grades 9-12.

Course Name and Number	No. of Credits	Year Scheduled	Taken/Scheduled
You will need <u>8 Semesters</u> of English. You must take English 9 ,10,11& 12.			
English 9 #5	1 Semester 1	Grade 9	
English 9 #5	1 Semester 2	Grade 9	
English 10 #6	1 Semester 1	Grade 10	
English 10 #6	1 Semester 2	Grade 10	
English 11 #33	1 Semester 1	Grade 11	
English 11 #33	1 Semester 2	Grade 11	
English 12 #34	1 Semester 1	Grade 12	
English 12 #34	1 Semester 2	Grade 12	

You will need 6 Semesters of the following math Courses in sequence depending upon your entry level.

Pre-Algebra #72	1 Semester 1	Grade 9	
Pre-Algebra #72	1 Semester 2	Grade 9	
Algebra 1 #49	1 Semester 1	Grade 9 or 10	
Algebra 1 #49	1 Semester 2	Grade 9 or 10	
Geometry #51	1 Semester 1	Grade 10 or 11	
Geometry #51	1 Semester 2	Grade 10 or 11	
General Business Math #52	1 Semester 1	Grade 11 or 12	
General Business Math #52	1 Semester 2	Grade 11 or 12	
Algebra 2 #53	1 Semester 1	Grade 11 or 12	
Algebra 2 #53	1 Semester 2	Grade 11 or 12	
Advanced Math #54	1 Semester 1	Grade 11 or 12	
Advanced Math #54	1 Semester 2	Grade 11 or 12	

Course Name and Number	No. of Credits	Year Scheduled	Taken/Scheduled
You will need <u>6 Semesters</u> of Natural Sciences. You must take Science 9, Biology, and Chemistry			
The other 2 Semesters are Elective.			
Science 9 #93	1 Semester 1	Grade 9	
Science 9 #93	1 Semester 2	Grade 9	
Biology #94	1 Semester 1	Grade 10	
Biology #94	1 Semester 2	Grade 10	
Chemistry #95	1 Semester 1	Grade 11 or 12	
Chemistry #95 or	1 Semester 2	Grade 11 or 12	
Applied Chemistry #102	1 Semester 1	Grade 11 or 12	
Applied Chemistry #102	1 Semester 2	Grade 11 or 12	
Anatomy/Physiology #98	1 Semester 1	Grade 11 or 12	
Anatomy/Physiology #98	1 Semester 2	Grade 11 or 12	
Ecology #98	1 Semester 1	Grade 11 or 12	
Ecology #98	1 Semester 2	Grade 11 or 12	
Physics #96	1 Semester 1	Grade 11 or 12	
Physics #96 or	1 Semester 2	Grade 11 or 12	

You will need <u>6 Semesters</u> of Social Sciences. You must take American History, Government, and Economics. The other two Semesters are Elective.			
American History #138	1 Semester 1	Grade 9	
American History #138	1 Semester 2	Grade 9	
American Government #147	1 Semester	Grade 11 or 12	
Economics #141	& 1 Semester	Grade 11 or 12	
World History #139	1 Semester 1	Grade 10or11	
World History #139	or 1 Semester 2	Grade 10or11	
Sociology #142	or 1 Semester	Grade 10,11or12	
Psychology #143	or 1 Semester	Grade 10,11or12	
Big History Project	1 Semester 2	Grades 9 - 12	
You will be required to take Physical Education every semester unless the principal/counselor waives the class due to scheduling difficulty.			

**The schedule for the 2019-20 year is located on a separate sheet for your convenience. A link can be found on the school web site main page.**

**Northwood-Kensett Registration Form 2019-2020**

These pages are worksheets provided for you convenience.

You must take 7 classes daily. You must have 49 credits including Portfolio credit to graduate.

Name \_\_\_\_\_ Career Cluster Area \_\_\_\_\_

for **9th GRADE** year REQUIRED: English 9, Am. History, Science 9, Math in Progression, PE, Portfolio

***Semester 1***

***Semester 2***

<b>P d.</b>	<b>Course Title</b>	<b>Course #</b>	<b>Course Title</b>	<b>Course #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

for **10th GRADE** year REQUIRED: Eng. 10, Soc. Elec. 10 or 11, Biology/Math in Progression, PE, Portfolio

***Semester 1***

***Semester 2***

<b>P d.</b>	<b>Course Title</b>	<b>Course #</b>	<b>Course Title</b>	<b>Course #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

**Northwood-Kensett Registration Form 2019-2020**

You must take 7 classes daily. You must have 49 credits including Portfolio credit to graduate.

Name \_\_\_\_\_ Career Cluster Area \_\_\_\_\_

for 11th GRADE year REQUIRED: Eng. 11, Soc.Elec. 10-11, Chemistry, Math in Progression, PE

***Semester 1***

***Semester 2***

<b>P d.</b>	<b>Course Title</b>	<b>Course #</b>	<b>Course Title</b>	<b>Course #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

for 12th GRADE year REQUIRED: Eng. 12, Gov./Econ., Sci.Elec./Math in Progression, PE

***Semester 1***

***Semester 2***

<b>P d.</b>	<b>Course Title</b>	<b>Course #</b>	<b>Course Title</b>	<b>Course #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# ART

Students can complete 8 semesters of art in four years. The art classes at this time can be interchanged anywhere between periods 5-8. The order in which Art Courses should be taken are as follows:

**COURSE TITLE:** Art I #276

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Students will be given a variety of art mediums and projects to work with in the 2-D form. All projects will be based on the principles and elements of design.

Projects: Drawing, painting, calligraphy, printmaking and batik.

Media: Pencil, colored pencil, pastels, chalk, acrylic, watercolor and inks.

Reading materials: The Visual Experience by Hobbs & Salome

All materials subject to change.

**COURSE TITLE:** Art II #278

**GRADE LEVEL:** 10 - 12

**PREREQUISITE:** Art I

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Students will design projects that will require creative thinking based on the 3rd dimension. Students will also learn how to describe and analyze art by using the principles of design.

Projects: Pottery, ceramic sculpture, wheel thrown, assemblage and 3-D sculptures.

Media: Clay, porcelain, wood, plaster paris, create a stone, wire and assorted materials.

Reading materials: The Visual Experience by Hobbs & Salome.

**COURSE TITLE:** Art III

**GRADE LEVEL:** 11-12

**PREREQUISITE:** Art I, Art II

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This class is for students that possibly want to pursue art further in college or at a personal level.

Projects: Students will be expected to complete a portfolio of completed works based on their main emphasis in art. (Painting, drawing, pottery, etc.....)

Media: Student's choice.



**COURSE TITLE:** Art IV

**GRADE LEVEL:** 12

**PREREQUISITE:** Art I, Art II, and Art III

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This class is for students who wish to pursue art education on a more individualized or specialized circumstance. These classes may be taken at any time regardless of student proficiency level.

**Projects:** Students will be expected to complete a portfolio of completed works based on their main emphasis in art. (Painting, drawing, pottery, etc...)

**Media:** Negotiated agreement between the Art Teacher and the student. Teacher has final discretion.

# ENGLISH

**COURSE TITLE:** English 9 #5      **GRADE LEVEL:** 9

(Graduation Requirement)

**PREREQUISITE:** None      **NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** English 9 is a survey course in which students build their communication skills in the areas of reading, writing, listening, speaking, and viewing. This will be accomplished through the study of various literary genres (short stories, drama, poetry, novels, and non-fiction), completing a variety of writing assignments, and participating in oral communication activities.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** English 10 #6      **GRADE LEVEL:** 10

(Graduation Requirement)

**PREREQUISITE:** English 9      **NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** English 10 is a survey course in which students continue to build their communication skills. Coursework includes the study of literature, formal and informal writing, and oral communication activities to strengthen speaking and listening skills.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** English 11 #33      **GRADE LEVEL:** 11

(Graduation Requirement)

**PREREQUISITE:** English 9, 10      **NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** Coursework for English 11 is based on American literature and includes reading, writing, speaking/listening, and viewing activities. As a result of the successful completion of English 11, students will acquire more advanced communication skills.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** English 12 #34**GRADE LEVEL:** 12**(Graduation Requirement)****PREREQUISITE:** English 9, 10, 11    **NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** The first semester of English 12 is a British literature based course in which students continue to polish their communication skills in reading, writing, speaking, listening, and viewing. Second semester coursework will include career/job skills, many of which will fulfill portfolio requirements, and the senior project.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Reading (SCR) #35 (Grade 8 #15)**GRADE LEVEL:** 8-12**PREREQUISITE:** Placement by Testing**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** **Reading** is a class based on the program called Second Chance Reading. (SCR) It is designed for struggling readers. SCR focuses on comprehension skills but also targets vocabulary development and fluency in both fiction and non-fiction texts. Based on a comprehensive analysis of research on reading, SCR combines multiple strategies and practices into a structure for reading instruction.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

### **Second Chance Reading Entrance and Exit Criteria**

#### **Entrance/Exit Criteria**

Annually in the spring, the reading teachers will meet and consider the following for student placement in or exit from Reading (SCR) for the following school year:

- Testing data in the area of reading comprehension, such as FAST aReading and the Stanford Diagnostic Reading Test, along with classroom performance is considered when recommending students for placement in this course.

\*\*Upon consideration of these criteria, the reading teachers will make recommendations to be approved by the principal and guidance counselor.

#### **Exit After Fall Semester**

At the end of the first semester of a school year, a student who meets all the following criteria may exit the Second Chance Reading classroom.

- Jamestown Reading: At least three of four reading comprehension scores of 80% or higher on grade level reading passages
- Academic Achievement-SCR: A grade of “C” or higher for the first semester
- Academic Achievement-Other Courses: Passing grades in all classes

**COURSE TITLE:** Independent Novels #28

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** Students will read 6-8 independently chosen novels from a variety of genres, regularly write about their reading, complete a project for each novel, and orally share their thoughts and ideas about what they have been reading.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Villains in Film #36

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** Students will view and critique a variety of movies. Emphasis will be placed on analysis, interpretation, and evaluation of the movies.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, be a critical viewer of the media, and respect others and their opinions.

**COURSE TITLE:** Mythology #37

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** This course will provide an introduction to the major Greek, Roman, and Norse myths--including creation, Olympians and other deities, and human heroes and their exploits.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Write! Shoot! Direct! #38

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** This course will focus on gaining the knowledge and skills to create television, video and film production. Students will write scripts, operate cameras, and use visual effects and other techniques to create short films or other video segments, including but not limited to advertisements, music videos, and short films. This is a collaborative, project-based class.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Yearbook #29

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** Yearbook is a semester and/or year long elective class in which students will produce the school yearbook. This will be accomplished using photos of school events and activities throughout the school year, producing layouts, writing/editing copy, setting and keeping goals, and consistently meeting deadlines.

Yearbook is a class that requires in-class and out-of-class work, including attending school activities and events. This is a time commitment which should be carefully considered before registering for the class.

Students may take this course more than once.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, attend assigned school activities and events for the purpose of taking photos, meet deadlines, respect others and their opinions, and work collaboratively with others.

# FOREIGN LANGUAGE

**COURSE TITLE:** Spanish I #17

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** none

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* The objectives of this elective course are to develop a basic understanding of the Spanish language and of the Spanish-speaking people. Acquisition of language skills is accomplished through oral and written drills, vocabulary building, readings, memorization of practical sentences, dialogs and stories, listening to tapes and to the teacher, watching videos, and using electronic resources. Cultural information is added by means of movies, readings, maps, teacher-led discussions, songs and electronic media presentations. Note: It is highly recommended that students plan to take Spanish II, III, and IV if they want to use this to fulfill college language requirements.

*AREAS OF STUDY:* 1. Pronunciation; 2. Vocabulary; 3. Grammar (sentence structure, verb forms, prepositions etc.); 4. Culture (including school and extra-curricular activities, travel, food, clothing, family life, sports, holidays); 5. Some map study

*STUDENT EXPECTATIONS:* Students will be required to **ACTIVELY** participate in all classroom discussions and activities. Memorization of Spanish Vocabulary is essential. Quizzes are given weekly and a test will be given for each chapter. Class work assignments are to be written neatly and handed in on time. Quarter grades are based on class work, vocabulary, oral and written quizzes, chapter tests, classroom performance and projects.

Each chapter test evaluates the following skills: 1. listening comprehension; 2. reading comprehension; 3. grammar/vocabulary; 4. language application; 5. culture

**COURSE TITLE:** Spanish II #18

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITE:** Spanish I

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This second year course builds upon the foundation laid in Spanish I. There is continued practice in developing the basic language skills of speaking, reading, writing, and listening comprehension. There is also much review and expansion of grammatical structures and vocabulary. Note: It is highly recommended that students plan to take Spanish II, III, and IV if they want to use this to fulfill college language requirements.

*AREAS OF STUDY:* 1. Pronunciation; 2. Vocabulary; 3. Listening /Dictation; 4. Grammar; 5. Culture; 6. Reading Topics of study will include: health, community, restaurants, movies, tv shows, the environment, parties and celebrations, and daily routine.

*STUDENT EXPECTATIONS:* Continued progress in understanding, speaking, reading, and writing is required of the students. The students are expected to participate in, and to contribute positively to, all classroom activities. Spanish II is assessed using quizzes, tests, oral progress and projects.



**COURSE TITLE:** Spanish III #19**GRADE LEVEL:** 11, 12**PREREQUISITE:** Spanish I & II**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This third year solidifies language skills introduced in Spanish I and II. This course stresses competency in Spanish speaking, reading, writing, and listening.

*AREAS OF STUDY:* 1. Grammar (including all that was covered in Spanish I and II); 2. Pronunciation; 3. Vocabulary; 4. Listening; 5. Reading comprehension 6. Culture Topics of study will include: leisure activities, childhood, special occasions, luxuries and necessities, shopping, health, the future, travel and nature.

*STUDENT EXPECTATIONS:* Continued progress in understanding, speaking, reading, writing, and communicating in Spanish is required of the students. The students are expected to participate in, and to contribute positively to, all classroom activities. Again, grades are based on occasional homework, class work, quizzes, tests, projects and oral progress. Spanish III challenges the students reading, grammar, listening, and language application skills. A strong commitment to learning and speaking Spanish is required. Students will be expected to communicate mostly in Spanish.

**COURSE TITLE:** Spanish IV #120**GRADE LEVEL:** 12**PREREQUISITE:** Spanish I-III**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This fourth year course continues to challenge student's knowledge of Spanish. Reading and writing are stressed along with continual vocabulary, listening comprehension, oral and grammatical exercises, and use of technology. "Because this is the highest level of foreign language we offer, and because students take this class in the same room at the same time as other students taking Spanish III, there is an expectation that Spanish IV students will commit to extra time outside of the regularly scheduled class time to meet with the teacher for instruction, guidance, and progress monitoring."

*AREA OF STUDY AND STUDENT EXPECTATIONS:* These are in line with other Spanish levels. Topics of exploration will include: art, music, history, literature, the environment and other modern social and political issues. Students must communicate in Spanish.

## Notes

# MATHEMATICS

**COURSE TITLE:** Pre-Algebra #72

**GRADE LEVEL:** 9

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Pre Algebra is designed as an entry level course into high school mathematics. The course is set to help those students who plan to study Algebra I in grade 10. The course will help students who plan to take a business, drafting, Ag Business or FACS class that contain mathematical computations. This course qualifies as N-K graduation requirements but does not qualify as a Core status course for consideration used in RAI scoring.

*AREAS OF STUDY:* Metric system, graphs, number properties, fractions, factors, per cent, area and volume, real numbers, solving equations, polynomials, square root, ratio and proportions, and evaluation.

**COURSE TITLE:** Algebra I \* #49

**GRADE LEVEL:** 9-12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* A study of the number system beginning with the numbers of arithmetic to the real numbers and operations that apply.

*AREAS OF STUDY:* Solving and writing equations, number properties and axioms, polynomials, factoring, inequalities, functions and relations, rational and irrational numbers, graphing, and quadratic equations.

**COURSE TITLE:** Geometry\* #51

**GRADE LEVEL:** 10 - 12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** Algebra I

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Geometry is a study of geometric figures and what is true about these figures in general. Indirect benefits of geometry are: logical thinking, exact use of English, and an orderly way of solving problems.

*AREAS OF STUDY:* Points, lines and planes, measure, angles and perpendicular congruent triangles, triangle inequalities, parallel lines, polygons, similarity of polygons, right triangles, circles and spheres, area and volume, coordinate geometry, loci and constructions, and transformations in the plane.

*Students will need a 3 ring binder, compass, and calculator.*

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete daily assignments.

**COURSE TITLE:** Algebra 2\* #53**GRADE LEVEL:** 9 - 12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** Algebra I and Geometry**NO. OF SEMESTERS:** 2

May be taken concurrently with geometry with instructor's approval

*COURSE DESCRIPTION:* Algebra 2 is an extension of the first year Algebra and is intended to renew and increase the student's ability to deal with basic algebraic skills, emphasizing the functional nature of mathematics as a tool for problem solving.*AREAS OF STUDY:* Operations of algebra, properties of real numbers, linear open sentences, functions and polynomials, factoring polynomials, rational expressions, radical and irrational numbers, quadratic equations and functions, quadratic relations and systems, exponential functions, and matrices.*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete daily assignments, keep a 3 ring binder, use a graphing calculator.**COURSE TITLE:** Advanced Math #54**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Algebra II**NO. OF SEMESTERS:** 2*COURSE DESCRIPTION:* Advanced Math is a study of our mathematical system which includes both the use of algebra and geometry. Introductions to many topics which are studied in college gives the student an idea of what to expect in college. Topics such as statistics; linear, exponential, and quadratic functions; graphs of translations and scale changes; right triangle and circular trigonometry.*EXPECTATIONS FROM STUDENTS:* This course requires extensive time outside of class to complete daily assignments and study the content. Students will use a graphing calculator and keep an organized 3-ring binder of course work.**COURSE TITLE:** General Business Math #52**GRADE LEVEL:** 11, 12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** Minimum of Pre-Algebra**NO. OF SEMESTERS:** 2*COURSE DESCRIPTION:* This course of study will include Business Application. It is recommended as a third year math course. A two semester math course that stresses the useful nature of mathematics and its application to everyday living. A good course for students not planning college attendance or for students wishing to develop good life skills in functional mathematics.*AREAS OF STUDY:* The course includes a review of basic operations with whole numbers, fractions, and decimals. Other topics included are: systems of measurement, both metric and U.S.; informal geometry; area and volume; and per cent. Consumer topics are: utility bills, income tax, installment buying, interest, checking accounts and shopping wisely.

\* Math Courses that have been determined "Core" status by Iowa Department of Education.

# MUSIC

**COURSE TITLE:** High School Chorus #273

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** none

**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** Senior High Chorus is a performance-based opportunity for students in grades 9-12 to study music from a variety of historical periods and styles—Renaissance, Baroque, Classical, Romantic, Modern, folk songs, spirituals, Broadway, and popular music. Students will learn and practice proper vocal technique. Emphasis will be placed on musical elements such as theory, music history, and sight singing to prepare students for more complex musical pieces. Grades will be based on meeting standards through rehearsal skills, lesson skills tests, concert attendance, and demonstrated knowledge of musical concepts.

**EXPECTATIONS:** Senior High Chorus will perform at several concerts (fall concert, winter concert, POPS, spring concert, state large group contest, graduation and other special events such as national anthems). Students in this ensemble are eligible to audition for jazz choir, the musical, and to participate in State solo/ensemble contest if they choose. Participants are also eligible to participate in major trips to New York City, which are planned for every fourth year (next trip 2022-2023 school year) as well as smaller trips to mid-west destinations in between. Participants must be enrolled in senior high chorus for 6 of 8 semesters preceding a major trip to be eligible to attend these trips. Participants must attend 4 voice lessons per 9-week quarter. This class factors into the GPA.

**ELIGIBILITY:** Any participant missing a performance because of ineligibility must make up those points by making arrangements with the director prior to the performance or he/she will receive a ZERO for each missed performance.

**COURSE TITLE:** High School Band #272

**GRADE LEVEL:** 9 - 12

**NO. OF SEMESTERS:** 2

**PREREQUISITE:** Previous participation in Junior High Band, Senior High Band, or permission from the instructor.

*COURSE DESCRIPTION AND AREAS OF STUDY:*

**CONCERT BAND** is the core of the entire Band program at Northwood-Kensett. Concert Band work begins in mid-October and continues for the remainder of the school year. This ensemble uses musical performance as a vehicle to refine the skills of tone production, technique development, rhythm, intonation, ensemble playing, sight-reading, musicianship, and concert etiquette. A variety of literature from different styles and periods of music history will be studied and performed. Performance opportunities for the concert band include the following: a holiday concert, the Pops Concert, state large group contest, a spring concert, and graduation. High school band and choir students are given the opportunity to take a major trip once every four years. Small performance or clinical outings may be scheduled in between larger trips.

**MARCHING BAND** and **PEP BAND** are additional ensemble experiences that allow students to explore various forms and styles of music, typically in the popular genre. The N-K Viking Marching Band functions primarily during the first quarter of the school year, performing at halftime of all home football games. The band also marches in the annual homecoming parade in the fall, and the North Iowa Band Festival parade in Mason City each May. During the winter months, students will learn a wide variety of rock and pop pieces to be performed in a Pep Band setting at home basketball games occurring during the week (no Saturday games). All Marching Band and Pep Band work is part of the normal Senior High Band coursework, with rehearsals for these ensembles occurring during the regular band period.

Every effort is made to avoid scheduling conflicts between Band, Chorus, Athletics, and other school activities. In the event a scheduling conflict should arise, a solution will be worked out between directors, coaches, and administrators. When discovered, advance notice of such conflicts is not only appreciated, but expected. Students will have the opportunity to receive full credit if they comply with the decisions made.

**STUDENT EXPECTATIONS:** Students are required to perform at all scheduled performances, be actively engaged participants in rehearsals, and regularly attend band lessons/sectionals. Written work to be done inside or outside of class will be assigned on occasion. Students are encouraged to participate in other band-related activities such as solo/ensemble contest, jazz band, honor bands, and all-state auditions. Preparation for / participation in these extra opportunities occurs during lessons and outside of class time.

DIRECTOR'S EXPECTATIONS: As visible ambassadors and role models of the school community, band members should maintain high expectations for themselves, the ensemble, and school district by exercising self-control, displaying respect for all persons and property, exhibiting responsibility in academic, athletic, and extra-curricular activities, and maintaining a high level of professionalism at all times.

## **NOTES**

# PHYSICAL EDUCATION & HEALTH

**COURSE TITLE:** Physical Education (Graduation Requirement)

**GRADE LEVEL:** 9 - 12

Sr. High Days 1,3,5 #408, Days 2,4,6 #409

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 8

*COURSE OF STUDY:* The Physical Education Department presents a co-ed curriculum to the extent that each course offered is open to any student. There is an exclusion for doctors or medical excuses. The department offers activities that are designed to: (1) promote the physical and mental fitness of the student; (2) teach skills and knowledge that the student may use to fill his/her leisure time. (3) provide activities the object of which to just have fun.

*AREAS OF STUDY:*

- |                     |                              |                   |
|---------------------|------------------------------|-------------------|
| 1. Physical Fitness | 2. Bocce Ball                | 3. Weight lifting |
| 4. Badminton        | 5. Archery                   | 6. Pickle Ball    |
| 7. Bowling          | 8. Volleyball                | 9. Flag Football  |
| 10. Softball        | 11. Aerobics                 | 12. Basketball    |
| 13. Stick Ball      | 14. Golf                     | 15. Table Tennis  |
| 16. Soccer          | 17. Other recreational games |                   |

*EXPECTATIONS FROM STUDENTS:* Physical Education is required all four years for graduation from Northwood-Kensett High School. The student is expected to be properly dressed and to put forth a good effort.

**COURSE TITLE:** Strength & Agility (SAQ) #412

**GRADE LEVEL:** 9-12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 4

*COURSE OF STUDY:* This course meets at 7:00 A.M. or during the regular day. Students must attend an average of three morning per week if they do not schedule for this class during the day. One of those sessions must be agility training. This is a physical education credit that may be taken instead of general physical education. The course consists of BFS weight training on Mondays, Wednesdays and Fridays. Agility and Plyometrics will be offered on Tuesdays and Thursdays. The course is designed to improve physical fitness, general strength and speed for students. SAQ is also offered period 1 on alternate days in the form of weight lifting or alternative Physical Education avenues depending on the specific needs of the students.

**COURSE TITLE:** Lifetime Fitness (Graduation Requirement)

**GRADE LEVEL:** 9 - 12

Sr. High #413

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 8

*COURSE OF STUDY:* This course is for the student who enjoys a less competitive exercise environment. Students in Lifetime Fitness will participate in non-competitive activities that can be enjoyed at any age, such as Zumba dance, walking for fitness, yoga, and free gym. The emphasis of this class is to build a healthy lifestyle to last a lifetime.

*EXPECTATIONS FROM STUDENTS:* Physical Education is required all four years for graduation from Northwood-Kensett High School. The student is expected to be properly dressed and to put forth a good effort.

**COURSE TITLE:** Weightlifting (Graduation Requirement)

**GRADE LEVEL:** 9 - 12

Sr. High #450

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 8

*COURSE OF STUDY:* Ideal for students who'd like to begin or maintain a strength program. Students will refine and follow a strength training program to increase muscle mass, as well as improve their lifting technique.

*EXPECTATIONS FROM STUDENTS:* Physical Education is required all four years for graduation from Northwood-Kensett High School. The student is expected to be properly dressed and to put forth a good effort.



**COURSE TITLE:** Personalized Wellness (Graduation Requirement)**GRADE LEVEL:** 9 - 12

Sr. High #449

**PREREQUISITE:** None**NO. OF SEMESTERS:** 8

*COURSE OF STUDY:* Similar to Weightlifting, students will design and implement a personalized physical fitness plan that includes both cardio and strength training in a non-competitive atmosphere.

*EXPECTATIONS FROM STUDENTS:* Physical Education is required all four years for graduation from Northwood-Kensett High School. The student is expected to be properly dressed and to put forth a good effort.

**COURSE TITLE:** Health I #410**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* This course is designed to enable students to make healthful choices concerning their lifestyle. Information will be presented to stimulate thinking in regard to healthful living now and in the future. Students will be encouraged to carefully evaluate information presented regarding good health habits, healthful living and decision making in regard to their own style of living.

*AREAS OF STUDY:*

- |                                |   |
|--------------------------------|---|
| 1. Concepts of Wellness        | 2. Maintenance and Promotion of Personal Health |
| 3. Nutrition                   | 4. Sexuality and Sexually Transmitted Diseases  |
| 5. Mental and Emotional Health |   |

*EXPECTATIONS FROM STUDENTS:*

1. Complete all assignments
2. Maintain a notebook and vocabulary list
3. Develop a portfolio of health related articles, posters, activities

*EVALUATION:*

- |  |              |
|--|--------------|
| 1. Timely completion of Assignments/Projects/Posters, etc. | 2. Quizzes   |
| 3. Tests   | 4. Portfolio |

**COURSE TITLE:** Health II #411**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* This second Health course is to help students to understand the current issues dealing with health.. The information gained from this course should help them be better health consumers and more responsible healthy adults.

*AREAS OF STUDY:*

- |  |                                   |
|--|-----------------------------------|
| 1. Diet/Exercise                         | 2. Prevention and Disease Control |
| 3. Safety and First Aid                  | 4. Consumer Health Issues         |
| 5. Community/Environmental Health Issues | 6. Substance Abuse                |

*EXPECTATIONS FROM STUDENTS:*

1. Complete all assignments
2. Maintain a notebook and vocabulary list
3. Develop a portfolio of health related articles, posters. activities.

## Evaluation:

- |  |              |
|--|--------------|
| 1. Timely completion of Assignments/Projects/Posters, etc. | 2. Quizzes   |
| 3. Tests   | 4. Portfolio |

# DRIVER EDUCATION

**COURSE TITLE:** Driver Education #517

**GRADE LEVEL:** 9, 10

**PREREQUISITE:** Student Permit and  
14 YEARS OF AGE

**NO. OF SEMESTERS:** 1  
(summer only)

*COURSE DESCRIPTION:* Each student will be given the opportunity to develop the correct skills, habits and attitudes to become a safe driver. All students will be required to spend at least six hours behind the wheel, driving in a wide variety of situations. Also, they must have a minimum of 30 hours of classroom instruction. The classroom will cover topics from the interior of the auto to buying insurance and basic maintenance. Driver Education is for any student who wants to learn how to drive a car or to become a better driver.

**Driver Education will be recorded on school transcripts after successful completion of the course and will be figured in the next semester grade point average.** Northwood-Kensett can only accept high school credit for driver education courses successfully completed at Northwood-Kensett or transferred from another high school or college.

## Notes

# SCIENCE

**COURSE TITLE:** Science 9 #93

**GRADE LEVEL:** 9th

(Graduation Requirement)

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This is an introductory science course focusing on earth and physical sciences. Students will explore astronomy, geology, as well as an introduction to physics.

*AREAS OF STUDY:* The following major areas will be studied in Science 9.

**Earth Science**

1. The Universe
2. Earth's History
3. Climate Change
4. Earth's Resources
5. Human Impact

**Physical Science**

1. Motion
2. Momentum
3. Energy
4. Waves

*EXPECTATION FROM STUDENTS:* Students will be expected to complete all reading assignments. They will also keep a notebook of vocabulary and lecture notes. Students will be expected to have and use a simple calculator for basic physics and chemistry problems. They will be expected to complete all assignments on time.

*EVALUATIONS:* Evaluations will be based on accurate timely completion of daily work, lab work, projects, note quizzes and written tests.

**COURSE TITLE:** Biology #94

**GRADE LEVEL:** 10

(Graduation Requirement)

**PREREQUISITE:** Science 9

**NO. OF SEMESTERS:** 2

*(You must Successfully complete Science 9 before you are eligible to enroll in Biology.)*

*COURSE DESCRIPTION:* Biology is a course about life. A study in biology will show how biology touches each of our lives. Biology is basic to an understanding of man's role in the sphere of life.

*AREAS OF STUDY:* Any and/or all of the following major areas may be studied in Biology.

- Structure and Function of Cells
- Inheritance and Variation of Traits
- Matter and Energy in Organisms and Ecosystems
- Interdependent relationships in Ecosystems
- Natural Selection and Evolution

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete all reading assignments and keep a vocabulary notebook of all new terms. They will keep a lecture notebook. They will prepare a specimen book of observed prairie and woodland plants. They will be expected to complete all assignments on time.

*EVALUATIONS:* Will be based on accurate timely completion of daily work, lab work, projects, note quizzes, lab practicals and written tests.

**COURSE TITLE:** Applied Chemistry #102

**GRADE LEVEL:** 11, 12

(Applied Chem. or Chem. is a Graduation Requirement)

**PREREQUISITE:** Algebra I & Science 9

**NO. OF SEMESTERS:** 2

*(You must Successfully complete Algebra 1 & Science 9 before you are eligible to enroll in Chemistry.)*

*COURSE DESCRIPTION:* Chemistry is an elective designed to help students appreciate the structure and composition of matter. The content of the course will be helpful in experiencing success in future science and non-science studies. Chemistry 95 is recommended for students who are planning to attend a 2 year college or go into a trade career after graduation.

*AREAS OF STUDY:* Any and / or all of the following major areas may be studied in chemistry.

1. *The Language of Chemistry (Definitions, Symbols, Formulas, Equations)*
2. *Matter*
3. *Atomic Structure, Periodicity, and Bonding*
4. *Nuclear Chemistry*
5. *Chemical Reactions*
6. *Stoichiometry*
7. *Acids and Bases*

**EXPECTATIONS FROM STUDENTS:** *Students will be expected to complete all reading assignments and keep a lecture notebook. They will be expected to complete all assignments on time. Students are expected to have a scientific calculator for their use.*

**EVALUATIONS** *will be based on accurate timely completion of daily work, lab work, projects, quizzes, lab practicals, and written tests.*

**COURSE TITLE:** Chemistry #95

**GRADE LEVEL:** 11, 12

**(Applied Chem. or Chem. is a Graduation Requirement)**

**PREREQUISITE:** Algebra I & Science 9

**NO. OF SEMESTERS:** 2

*(You must Successfully complete Algebra 1 & Science 9 before you are eligible to enroll in Chemistry.)*

**COURSE DESCRIPTION:** Chemistry is an elective designed to help students appreciate the structure and composition of matter. The content of the course will be helpful in experiencing success in future science and non-science studies. Chemistry is for students looking to attend a 4 year university out of high school or continue a career in science in college.

**AREAS OF STUDY:** Any and / or all of the following major areas may be studied in chemistry.

1. The Language of Chemistry (Definitions, Symbols, Formulas, Equations)
2. Matter
3. Atomic Structure, Periodicity, and Bonding
4. VESPR theory
5. Chemical Reactions
6. Stoichiometry/Molarity
7. Kinetic Theory
8. Acids and Bases
9. Gas Laws

**EXPECTATIONS FROM STUDENTS:** Students will be expected to complete all reading assignments and keep a lecture notebook. They will be expected to complete all assignments on time. Students are expected to have a scientific calculator for their use. This course will be a faster paced course.

**EVALUATIONS** will be based on accurate timely completion of daily work, lab work, projects, quizzes, lab practicals, and written tests.

**COURSE TITLE:** Physics #96

**GRADE LEVEL:** 10 - 12

**PREREQUISITE:** Algebra I & Science 9

**NO. OF SEMESTERS:** 2

*(You must Successfully complete Algebra 1 & Science 9 before you are eligible to enroll in Physics.)*

**COURSE DESCRIPTION:** Physics is an elective course for students with an interest in the physical phenomena that surrounds them. The content of the course will be helpful in experiencing success in future science and non-science studies. It will also be helpful in the academic preparation for such career choices as engineering, architecture, radiology, and law.

**AREAS OF STUDY:**

- |                                       |                            |
|---------------------------------------|----------------------------|
| 1. Kinematics (motion)                | 5. Waves, sound, and light |
| 2. Dynamics (motion caused by forces) | 6. Astronomy               |
| 3. Energy and its conservation        | 7. Nuclear physics         |
| 4. Kinetic theory and heat            |                            |

*EXPECTATIONS FROM STUDENTS:* The course work will include laboratory activities, problem solving, and discussions. Success will depend on the student's ability to group mathematical concepts, work with formulas, read scales, and work with a scientific calculator and computer. A scientific calculator is required.

**COURSE TITLE:** Ecology #98

**GRADE LEVEL:** 11, 12

**PREREQUISITE:** Biology

**NO. OF SEMESTERS:** 1

*(You must Successfully complete Biology before you are eligible to enroll in Ecology.)*

*COURSE DESCRIPTION:* This advanced course is for students who have shown strong career tendencies in some biology related area or have strong feelings about our natural environment. In this course students will work in-depth in areas of plant and animal relationships and populations. An extensive use of the Ramsay Nature Center will be a part of this course.

*AREAS OF STUDY:* Small animal and plant populations will be studied in the Ramsay Nature Center and surrounding riparian habitats. The ecology of various habitats (prairie, forest, freshwater, etc.) will be studied. Conservation and wildlife management will be included.

*EXPECTATIONS FROM STUDENTS:* The student will be expected to maintain a high quality notebook including a daily weather log, journal, species accounts, lecture notes and handouts and other information as discussed. Two major book reports are required as well as smaller outside reading assignments. In the field, identification of plants and animals will be included with students becoming familiar with the use of identification keys. This course may require before and after school and/or weekend work.

*EVALUATIONS* will be based on notebook production, field participation, accurate completion of assignments and projects in a timely manner, and written tests.

**COURSE TITLE:** Anatomy and Physiology #97

**GRADE LEVEL:** 11, 12

**PREREQUISITE:** Biology

**NO. OF SEMESTERS:** 2

*(You must Successfully complete Biology before you are eligible to enroll in Anatomy and Physiology.)*

*COURSE DESCRIPTION:* Anatomy and Physiology is an elective course for students with an interest in biology or students with career motivations in science related fields. In Anatomy and Physiology, the basic systems of the body are explored in detail and studied with reference to the anatomy (structure) and physiology (function) of each area. The cat is used as a comparison to the human for anatomy material. It is hoped that this will acquaint the student with possible career opportunities.

*AREAS OF STUDY:*

1. Histology - study of tissues
2. Integumentary system - skin and body coverings
3. Skeletal system - bones
4. Muscular system - muscles
5. Vascular system - heart and blood vessels
6. Nervous system - brain, spinal cord, nerves and receptor organs (eyes, ears, etc.)
7. Respiratory system - lungs
8. Excretory system - kidneys, ureters, bladder
9. Endocrine system and reproductive system - male and female
10. Digestive system - stomach and intestines
11. Corresponding systems of the cat will be dissected and studied as well as specific organs of the sheep (brain, heart, etc)

*EXPECTATIONS FROM STUDENTS:* Students will be required to take good class notes and keep a notebook of vocabulary terms. Students will be required to complete an accompanying coloring book illustrating all the body parts studied. Students will be required to take an active part in the lab procedures.

*EVALUATIONS* will be based on written and oral tests, lecture quizzes, lab quizzes and lab practicals, accurate timely completion of assignments and projects.

# SOCIAL STUDIES

**COURSE TITLE:** American History #138  
(Graduation Requirement)

**GRADE LEVEL:** 9

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* The course emphasizes the appreciation for the creation, organization and maintenance of our nation and its foundations based on personal liberties and individual freedom. Studies include the history of our social, political, and economic development, from the Civil War to the present. It stresses the attempt by the U.S. to defend individual freedom and democracy throughout the world.

*AREAS OF STUDY:* Rebuilding the Nation, Rise of Industrialism, Reform Movement, Becoming A World Power, The “Golden Twenties” and the “New Deal,” Isolationism Through World War II, and Reshaping the Postwar World.

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete assignments on time in an orderly and neat manner. Students will be evaluated on the basis of objective and essay tests, written material and participation in class discussion.

**COURSE TITLE:** World History #139

**GRADE LEVEL:** 10, 11

(6 semesters of Social Studies required for graduation)

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* A historical survey of the history of mankind from the beginning of civilization to the present. The growth of major religions, the rise of social classes, and the emergence and spread of western civilization and the beginning of modern nations are studied during the first semester. The second semester stresses the part played by the forces of nationalism, democracy, socialism, science and industrialism in shaping our everyday lives. It emphasizes the growing interdependence of nations and people, and the hostility between the communist and free world.

*AREAS OF STUDY:* The beginning of civilization, Civilization of the Ancient World, Civilization of the Medieval World, Emergence of Modern Nations, Development of Industrial Society, World War in the Twentieth Century and The Modern World since 1945.

*EXPECTATIONS FROM STUDENTS:* Students will complete all assignments on time, in a neat and orderly manner. Students will be evaluated on the basis of objective and essay tests, quizzes and written material - plus participation in class discussion.

**COURSE TITLE:** Psychology #143

**GRADE LEVEL:** 11, 12

(6 semesters of Social Studies required for graduation)

**PREREQUISITES:** None

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* This introduction to psychology course provides the student with the opportunity to gain some insight into the behavior of persons, including themselves. The format of the class involves lecture, audio-visual materials, such as video tape recording, on-line videos, keynote presentations, transparencies, etc. and psychological experiments.

Research techniques used by behavioral scientists, behavior development, learning principles, thought processes, motivation and emotional behavior are some of the areas of study. Investigation into the affects of heredity and environment on behavior is also explored. Understanding some of the components of personality and intelligence are studied.

*EXPECTATIONS FROM STUDENTS:* Student requirements include reading of the textbook and numerous supplemental articles, development of a vocabulary conducive of communicating about the discipline, successful completion of research projects and additional assignments coupled with maintaining adequate assessment scores. Opportunities for additional projects will be presented for those students interested in pursuing further information.



**COURSE TITLE:** Sociology #142**GRADE LEVEL:** 11, 12**(6 semesters of Social Studies required for graduation)****PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Sociology is the study of people acting together in repeated and predictable ways. This is an introductory course which presents basic vocabulary, concepts, and methods for a discipline which encourages students to objectively study groups, many of which they are members. Class members will participate in and conduct experiments to gather information on group behavior.

The following areas are studied: basic sociological concepts, scientific method, culture, socialization, groups, marriage and family, social stratification, ethnic and racial groups, collective behavior, social problems and social change.

*EXPECTATIONS FROM STUDENTS:* Complete all assignments, most of which are reading assignments. Maintain adequate assessment scores. Be willing to express yourself in both oral and written composition. Maintain an open mind. Treat classmates and their opinions with respect.

**COURSE TITLE:** American Government #140**GRADE LEVEL:** 12**(Graduation Requirement)****PREREQUISITE:** None (required course)**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* The course utilizes online presentations and lectures to present knowledge of our American Governmental system. Several student encounters with problem solving and role playing also are included in the format of the class. Formulation of opinions on open-ended questions provide an opportunity for students to express themselves and interact with their peers.

Students encounter units on the governmental heritage of their country, and the Constitutional framework of a federal system. Other extensive units of investigation include inquiries into our legislative, executive and judicial branches of government. A brief investigation of selected civil liberties and items of state and local government are also included.

*EXPECTATIONS FROM STUDENTS:* All students are expected to work to the extent of their abilities, complete all assignments, participate in class discussion and at all times be prepared to answer questions and offer opinions. Students are expected to maintain adequate assessment scores.

**COURSE TITLE:** Economics #141**GRADE LEVEL:** 12**(Graduation Requirement)****PREREQUISITE:** None (required course)**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Economics is a social science class that provides students with knowledge about the American free enterprise system. The subject also encompasses comparative economic systems in order to give students insight into the types of economics principles utilized by other societies.

In regard to the principles of economics, students will investigate the following economics laws: supply and demand, primary factors of production, scarcity, and the “business cycle” (inflation-deflation). Students will also learn the meaning and application of GNP, the consumer and wholesale price indexes with other economic indicators. This course is designed toward the microeconomics few, although some macroeconomic concepts are presented within this curriculum.

*EXPECTATIONS FROM STUDENTS:* Students are expected to maintain adequate assessment scores. The class utilizes many sources; newspaper articles, videotapes, magazines, websites, pamphlets and paperback books. Students, therefore, will have to keep adequate notes and a record of their reading materials for study. Like other classes, students will be required to develop a vocabulary synonymous with the field of economics.

**COURSE TITLE:** Big History Project #180**GRADE LEVEL:** 9, 10, 11, 12**(6 semesters of Social Studies required for graduation)****PREREQUISITE:** None**NO. OF SEMESTERS:** 2*(This is a 2 credit class. Expectations are that students will register and complete an entire year of this class.)*

**COURSE DESCRIPTION:** A history course covering 13.7B years, that looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations and the world we live in. Big History is a true history course, which weaves together concepts and themes, drawn from the field of sciences. By sharing “the big picture” and challenging students to explore the relationship between key events over time, big history ultimately helps young people develop key critical thinking skills and the ability to better synthesize complex information. The course also has the following objectives: 1) Foster a greater love of learning. 2) Increase student performance and achievement. 3) Online learning. By helping teachers and student’s access world class content and curriculum online through cutting edge software, we will help deliver better outcomes at scale.

**EXPECTATIONS:** Within each unit there are between ten to twenty specific content modules covering specific issues, topics, projects and assessments. These are served in broad range of formats – video lectures, BHP website, texts / readings and animations. By framing each unit as a question, we invite students to explore, question and ultimately develop their own answers. This approach, which can work equally effectively for individuals and groups, is vital to helping students really develop the skills and tools to become well-rounded, critical thinkers.

# CAREER & TECHNICAL EDUCATION

## Agricultural, Food and Natural Resources

### **FFA.**

The term Vo-Ag and FFA are often mistakenly referred to as one and the same. In reality, Vo-Ag is the agriculture course which is offered in over 8000 high schools in the U. S. to help prepare students for agriculturally related occupations. FFA (*Future Farmers of America*) is the national organization of, by, and for students enrolled in vocational agriculture classes. FFA membership is strongly encouraged for those interested in Vo-Ag courses.

The FFA is intra-curricular and originated as a part of the high school Vocational Agriculture curriculum. The FFA is a unique organization that allows members to learn about agriculture and apply that knowledge to the world around them through activities. FFA activities encourage members to learn through active participation, how to conduct and take part in public hearings; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves; and assume civic responsibilities.

FFA members should take one course each semester. By doing this, it is easier to know what the FFA is doing at all times. Also, according to the National FFA rules, ***you are required to take one semester of Vo-Ag classes each year to be a bona-fide FFA member.***

Note: This organization is open to all students both rural and urban, male or female.

### *EXPECTATIONS FROM STUDENTS:*

1. Membership in FFA
2. Plan and carry out a continuous approved supervised occupational experience program
3. Complete records for the approved S.O.E.
4. Participation in all FFA activities both in and out of school

**COURSE TITLE:** Vocational Agriculture #316  
(FFA Leadership and General Agriculture)

**GRADE LEVEL:** 9-12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2  
(1st & 2nd)

*COURSE DESCRIPTION:* This course is devoted FFA Leadership, and General Agriculture. The FFA leadership portion will cover the FFA organization, leadership abilities, goal setting, record keeping, and FFA activities.

The general agriculture portion of this course will explore many areas of agricultural employment opportunities. Practical management practices will be studied in the areas of animal science, crop science, soil science, agriculture economics, horticulture, natural resources and agricultural mechanics. This course will offer hands-on experiences and approved shop projects.

### *EXPECTATIONS OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in class discussion
3. Develop a vocabulary conducive to agriculture
4. At all times be prepared to answer questions and offer opinions
5. Students are required to take and pass all quizzes and tests
6. Complete and update record books

**COURSE TITLE:** CCE Principles of Agronomy #325

AGA 114- NIACC Credit (3 Cr.)

**GRADE LEVEL:** 11-12**PREREQUISITE:** Students must meet the Senior Plus requirements**NO. OF SEMESTERS:** 1  
(Fall 2020, 2022)

*COURSE DESCRIPTION:* Plant anatomy and physiology. Plant classification and ID. Pest classification and ID. Pesticides, pest management, application equipment, calibration, laws and regulations. Students will take the Iowa Core Manual examination as a requirement for this course.

*EXPECTATIONS OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Be prepared to answer questions and offer opinions
4. Students are required to take and pass all quizzes and tests

**COURSE TITLE:** CCE Animal Science #320

AGS 109- NIACC Credit (3 Cr.)

**GRADE LEVEL:** 11-12**PREREQUISITE:** Students must meet the Senior Plus requirements**NO. OF SEMESTERS:** 1  
(Fall 2019, 2021)

## Animal Science I-

*COURSE DESCRIPTION*

This course is designed to provide students a general overview of the livestock industry. It identifies the ways in which domestic animals serve the basic needs of humans for food, fiber, shelter, protection, fuel and emotional well-being. Students will develop an understanding of and be able to apply the basic principles of animal selection, breeding, genetics, feeding, health and husbandry practices. As a student, you will become familiar with the economic and social issues that confront the livestock industry.

*EXPECTATION OF STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Be prepared to answer questions and offer opinions
4. Students are required to take and pass all quizzes and tests.

**COURSE TITLE:** Farm Management #323**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Farm Management is becoming a changing and complex business. No longer can a farmer just work hard and plan to become successful. This course will be dealing with management practices which must be made on the farm today. Units to be discussed are budgets and record analysis, farm record keeping, agricultural credit, methods of organization, marketing strategies, farm insurance, and applying current costs of production such as machinery, storage, seed, feed, chemicals, etc. to farming operations. During this course students will each have their own farm simulation which they will incorporate economic farm management practices.

*EXPECTATIONS OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in all discussions
3. Be prepared to answer questions and offer opinions
4. Careful classroom attention to lectures, reading assignments, and special topics
5. Student will be required to keep a notebook of lectures, reports, and handouts

**COURSE TITLE:** Horticulture #319**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
(2nd)

*COURSE DESCRIPTION:* This course will deal with exploring the area of ornamental horticulture and fruit and vegetable production. Class members will become familiar with topic areas of tree and shrub identification, plant propagation, terrarium construction, landscaping, and identification of common houseplants. Time will be spent gaining practical experience in rooting and starting of common houseplants. Time will also be spent discussing the maintenance of common houseplants and the detection of common problems. Possible careers in horticulture will be explored and field trips will provide practical application of classroom techniques.

*EXPECTATION OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in all discussions
3. Be prepared to answer questions and offer opinions
4. Students are required to take and pass all quizzes and tests and complete all projects.

**COURSE TITLE:** Ag Projects #322**GRADE LEVEL:** 9-12**PREREQUISITE:** Completion of a minimum  
of one previous course in Voc. Ag.**NO. OF SEMESTERS:** 1  
(2nd)

*COURSE DESCRIPTION:* This course will give the students the opportunity to learn about the common sources of power used in agriculture today and how they operate, along with machinery management needed in today's agriculture. Topics to be discussed will be the cost of machinery ownership and machinery justification, preventive maintenance, tractor repair, and safety. The second nine weeks of this course will involve an individual's advanced project in wood, metal; and/or combination of these. Students will make detailed plans for the project, make a bill of materials and sharpen their general construction skills.

*EXPECTATION OF STUDENTS:*

1. Attention to safety at all times in the Vo Ag shop
2. Good performance on written assignments, classroom information and special shop projects
3. Students will produce a workable plan for the project before the semester begins.
4. Project must be agricultural in nature
5. Students will be evaluated on:
 

a. bill of materials	e. safety
b. project plans	f. student productivity
c. workmanship	g. usefulness of project
d. degree of difficulty	h. test and quizzes

**COURSE TITLE:** Ag Mechanics #318**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* This course is designed to give the students the opportunity to learn about the common Ag Mechanics techniques performed daily on our American farms today. General topics will include motor maintenance, hydraulic maintenance, electronic motoring & wiring maintenance, and basic welding. These basic principles can be applied to many occupations but will be directed towards Agriculture in this course.

*EXPECTATIONS OF THE STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Take and pass all quizzes and tests

## **Business, Finance, Marketing and Management**

**COURSE TITLE:** Personal Finance  
(Graduation Requirement)

**GRADE LEVEL:** 11-12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** This course is intended to prepare students for life after high school. Students will take an in-depth look at a variety of financial decisions and planning, as well as managing a checking account, applying for credit, completing tax related documents, purchasing insurance, preparing a budget, and investing. We will also learn more about saving and investing tools for retirement.

**EXPECTATIONS:** Students will be expected to participate in class discussions and complete assignments, along with a variety of activities and projects throughout the semester.

**COURSE TITLE:** Computer Applications #184

**GRADE LEVELS:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* The Computer Applications class covers the use of Microsoft Office.

*AREAS OF STUDY:*

1. Word Processing
2. Database
3. Spreadsheet
4. Presentation

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete the assigned work with a high degree of accuracy and neatness. Much of this course is laboratory oriented so students are expected to work individually. Tests will be given periodically throughout the semester.

**COURSE TITLE:** Introduction to Business #187

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* The major purpose of Introduction to Business is to contribute an improved economic understanding through a study of the business. Students will develop an appreciation and understanding of the characteristics of the American enterprise system, business organization, technology and business, customer rights and responsibilities, credit, and marketing. Students will be directly involved in business functions and be responsible for the day-to-day aspects of the business world.

*EXPECTATIONS:* Students are expected to participate in class discussions and complete the assigned work. Students will also have to complete several projects in: checking/savings, stocks, and starting a business.

**COURSE TITLE:** Business Management #188

**GRADE LEVEL:** 10 - 12

**PREREQUISITE:** Intro to Business

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* The Business Management course is designed for students to gain a general understanding of the business world and how it works.

*AREAS OF STUDY:* The course will center on discussion of management topics including: Entrepreneurship, starting a new job, communication with co-workers, evaluating performance, job training, and ethics.

*EXPECTATIONS FROM STUDENTS:* Students will be expected to participate in class discussions and complete the assigned work.

**COURSE TITLE:** Accounting I #181**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** The accounting course is an opportunity for students to begin building a career in accounting. Studying accounting can help the student develop an overall picture of the total process of business systems. Accounting is not just for the accountant, but also for the individual, family, business owner, and the secretary.

**AREAS OF STUDY:** The accounting cycle in its simplest form is presented first. The accounting cycle with the Combination Journal and Subsidiary Ledgers is presented next. Payroll systems are also presented as well as use of special journals, sales taxes. Business simulations are used to combine areas of instruction.

**EXPECTATIONS:** Students will be expected to complete the assigned work with a high degree of accuracy and neatness. Unit tests will be given as well as a test on the business simulation.

**COURSE TITLE:** Accounting II #182**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Accounting I**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** The Accounting course is an extension of Accounting I and will give students an idea of how the accounting cycle applies in businesses organized as a corporation. This course is intended for those individuals who are thinking about further study in the area of accounting.

**AREAS OF STUDY:** The student will deal specifically with accounting systems for a merchandising business organized as a corporation, departmentalized accounting, automated accounting, and cost accounting.

**EXPECTATIONS:** Students will be expected to complete the assigned work with a high degree of accuracy and neatness. Simulations will be given to reinforce the information.

**COURSE TITLE:** VREP (Virtual Reality Education Pathfinders) #210-211 **GRADE LEVEL:** 10, 11, 12**RECOMMENDED PREREQUISITE(S):** Drafting 1/2 & Video Production**NO. OF SEMESTERS:** 1 OR 2

**COURSE DESCRIPTION: (From the VREP website):** “The Virtual Reality Education Pathfinder (VREP) is an educational initiative that offers K-12 students an opportunity to develop and expand their learning across the curriculum by capturing student interest through the use of Virtual Reality and 3D. Students become self-motivated learners and mentors for their peers, choosing to create VR projects related to their own interests and for educational use within the VREP consortia. Student projects serve to both demonstrate the designer’s competency on key national and state learning standards and to provide avenues for other students to better understand and demonstrate their learning against key standards.”

**AREAS OF STUDY:** 3D model building, workplace accountability, computer design, animation, project-based instruction, problem solving skills, collaborative skills, business writing skills

**EXPECTATIONS FROM STUDENTS:** Students will be expected to work productively independently and with partners. Students must be able to work towards an end goal in a workplace environment with periodic progress discussions & reports with/between student and instructor.

**COURSE TITLE:** Sports Management/Marketing #189

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Marketing is a course that will study the path that a product takes from beginning as an idea to being bought by a consumer.

*AREAS OF STUDY:* This class will look at advertising (magazines, newspapers, TV commercials, Internet sponsorships, etc.), pricing, labels, and store layouts.

*EXPECTATIONS:* Students will be expected to participate in class discussions and complete assignments. Students will also have to complete a large project in which actual goods will be designed and advertised.

**COURSE TITLE:** Entrepreneurship #185

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** Intro to Business, Business Management,  
or Accounting I

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Entrepreneurs are the cornerstone of the American free enterprise system. Students will learn risk of ownership, what new trends affect small business, success for ideas, and role of technology in today's businesses. From this experience students will learn the importance of working as a team, value of cooperation, commitment and attitude when forming and maintaining a small business venture.

*AREAS OF STUDY:*

Starting a business	Financing
Marketing	Law
Business structures	Pricing
Stocks	

*EXPECTATIONS:* Students will be expected to participate in class discussions and complete assignments. Students will also have to complete a business plan, work on various computer simulations, and develop a mini business to sell real items.



## Human Services

**COURSE TITLE:** Child Care #231

**GRADE LEVEL:** 9-12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1 (2nd)

*COURSE DESCRIPTION:* This course helps the student learn to handle the responsibilities of guiding and caring for children in routine and crisis situations. Various theories of discipline will be examined to guide students make decisions as a care giver. Students in this course will be required to successfully complete a Baby Think It Over simulation experience if they have not taken Child Development.

*AREAS OF STUDY:*

- |                                      |  |
|--------------------------------------|--|
| 1. Special Needs of Children         | 5. Routine medical care                      |
| 2. Careers working with children     | 6. Emergencies & Accidents                   |
| 3. Our Changing Needs for Child Care | 7. Guidance and Discipline                   |
| 4. Everyday safety.                  | 8. Children and play                         |
|                                      | 9. Children in families in Crisis situations |

*EXPECTATIONS FROM STUDENTS:* Students in this course will be required to successfully complete a Baby Think It Over simulation experience.

All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE:** Child Development #230

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

(1st)

*COURSE DESCRIPTION:* Child Growth and Development helps students understand the normal course of growth and development of children beginning with conception. Included are units correlating past beliefs to present realizations, decision making revolving around parenting and career options, and problems associated with teen pregnancy.

*AREAS OF STUDY:*

- |  |                                  |
|--|----------------------------------|
| 1. Types and Progression of Growth and Development | 4. Preparing for Parenthood      |
| 2. Children in various family stages and types     | 5. Prenatal Development and Care |
| 3. The Decision to Parent                          | 6. Labor and Delivery            |

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE:** Beginner Foods #228

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

(1st)

*COURSE DESCRIPTION:* This is a course which provides “hands-on” experiences for students interested in foods for personal or career use. It presents information students need to be skillful food consumers, plus nutrition guidelines, and lessons on meals.

*AREAS OF STUDY:*

1. Food, Nutrition and You
2. Meal Planning.
3. Following Recipes.
4. Kitchen Sanitation and Safety.
5. Recipes Focused on the 5 Food Groups: Protein, Dairy, Vegetables, Fruits, and Grains
6. One Dish Meals

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE:** Advanced Foods #229

**GRADE LEVEL:** 9 - 12

**PREREQUISITE: Beginner Foods****NO. OF SEMESTERS: 1  
(2nd)**

*COURSE DESCRIPTION:* In this second level foods course more attention is given to combinations of foods, the art of baking, and global foods, as well as food “challenges” or competitions.

*AREAS OF STUDY:*

1. Food Related Careers
2. Soups, Stews & Sauces
3. Quick Breads, Cookies, Cakes and Pies
4. Foods Around the World

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE: Viking Café #234****GRADE LEVEL: 10 - 12****PREREQUISITE: Beginner Foods/ Advanced Foods****NO. OF SEMESTERS: 2**

*COURSE DESCRIPTION:* All students will learn the fundamentals of running a restaurant, including ServSafe training, meal planning, cooperation & teamwork, ordering, serving, sanitation, and management. Students will run a café & carry out restaurant from the FACS room weekly.

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect.

**COURSE TITLE: Work-Based Learning #221****GRADE LEVEL: 10 - 12****PREREQUISITE: Must be able to travel to job site.****NO. OF SEMESTERS: 1 or 2  
(2nd)**

*COURSE DESCRIPTION:* Students who register for WBL class are placed at job sites and receive credit for learning workplace skills and working, which will be regularly supervised by the FACS teacher. WBL will include some classroom time, as well. Students will develop skills such as interviews and résumé writing.

*UPDATE from 2018-2019:* Students who wish to be teacher’s aides at either the elementary or secondary level should enroll in this course for placement in a Northwood-Kensett classroom.

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to display good character and employability skills at their job site and in the classroom.

# Applied Science, Technology, Engineering and Manufacturing

**COURSE TITLE:** Drafting I #365

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1  
(1st)

*COURSE DESCRIPTION:* An introductory course in drafting designed to acquaint students with the basic drafting fundamentals.

*AREAS OF STUDY:* Time will be spent covering the use of drafting equipment, lettering, sketching, techniques, dimensioning, multi-view drawing and Isometric drawing. This course is an important prerequisite for other Industrial Arts classes.

**COURSE TITLE:** Drafting II #366

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** Drafting I

**NO. OF SEMESTERS:** 1  
(2nd)

*COURSE DESCRIPTION:* Drafting II is an advanced mechanical drawing course.

*AREAS OF STUDY:* This class will cover isometric drawing, geometric construction, orthographic projection, sections, pictorial drawings and dimensioning.

*EXPECTATIONS OF STUDENTS:* The final part of the semester, each student will draw a residential floor plan of their choice.

**COURSE TITLE:** Woods I #363

**GRADE LEVEL:** 9, 10, 11, 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Woods I will cover the area of beginning machine woodworking.

*AREAS OF STUDY:* Project planning, wood identification, hand tools, power tools, wood joints, methods of fastening, sanding and wood finishing, and safety. Tour of industry will be included.

**COURSE TITLE:** Woods II #364

**GRADE LEVEL:** 9, 10, 11, 12

**PREREQUISITE:** Woods I

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Woods II will cover the area of machine woodworking.

*AREAS OF STUDY:* Time will be spent on machine operations and safety, furniture and cabinet design, joinery, and finishing.

*EXPECTATIONS FROM STUDENTS:* Projects will be required.

Wood II and Construction Technology articulates with NIACC's Fundamentals of Carpentry I.

**COURSE TITLE:** Construction Technology #369

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITE:** Woods I or  
Instructor Approval

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Construction Technology is a N-K course covering basic house construction. The purpose of the course is to learn house construction by building a "house style" structure (such as a shed) that will be sold at the end of the semester. A majority of this course will involve hands-on experience in construction work. We will work periodically with local area contractors. NOTE: this course hold be an important source of information, experience and community contacts for those students interested in either seasonal or full-time construction employment.

*AREAS OF STUDY:* Students will learn about building materials, house framing, roofing, door and window installation, siding, basic house trim work, reading blueprints, and interior drywall installation.

*EXPECTATIONS FROM STUDENTS:* Grades will be based on tests, quizzes, assignments and class participation. PLEASE NOTE: A LARGE portion of your grade will be based on the quality and frequency of your class attendance and participation. Although students do not need to have any familiarity with house construction, they must have the basic skills to use woodworking tools (both hand and machine tools).

**COURSE TITLE:** Metals I #361

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1  
(1st)

*COURSE DESCRIPTION:* Students will learn the safe use of hand tools used in metal working.

*AREAS OF STUDY:* Time will be spent studying safety, hand tools foundry, arc welding, wire feed welding, oxy-acetyline welding, cutting, and brazing.

*EXPECTATION FROM STUDENTS:* Projects are required.

**COURSE TITLE:** Metals II/Manufacturing #362

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITE:** Metals I

**NO. OF SEMESTERS:** 1  
(2nd)

*COURSE DESCRIPTION:* This class will cover various machines used in metals shop. Time will be spent on the safe operation of these machines. This class is limited to 6 students.

*AREAS OF STUDY:* Areas covered will be sheet metal, foundry, metal lathe, and surface grinding.

*EXPECTATIONS FROM STUDENTS:* The class as a whole will build a golf cart type trailer, which will be sold

# Life Skills/Portfolio

**Life Skills/ Portfolio is a required course for graduation. This course is completed independent study throughout grades 9,10,11 and 12. Students must successfully complete 80% of the class objectives listed below. Learning Objectives and assignments will be offered periodically through electronic notification. Most assignments can be completed on line. (Edmodo and school email)**

## Life Skills Requirements

### Grade 7

#### **Parent/Student Orientation**

Students will attend the parent/student orientation training with the guidance counselor scheduled for the fall of the academic year.

#### **Life Skills Training**

Life Skills is a research-based curriculum provided by Worth County Health. It focuses on good decision making skills and Tobacco, Alcohol, & Drug Awareness

#### **Character Counts Program**

Periodically throughout exploratory guidance, we will use hands-on, high energy activities to re-affirm the Six Pillars of Character Counts. Teamwork, tolerance, and anti-bullying curriculum will be highlighted during these activities.

#### **Risky Behaviors**

Students will be introduced to major risky behaviors that are common among teens and young adults. Students are instructed on alcohol use & abuse, Tobacco use, and common drug use. They will also discuss the consequences of teen pregnancy and early sexual activity. The goal of this unit is to educate students so they can make informed students as they mature into young adults.

#### **Mental Health & the Grief Process**

Students can identify major mental illnesses, including warning signs of depression and/or suicidal thoughts. Students can identify how to get help or help someone they know. The grief process is also discussed, including its connections to depression. Students identify & practice strategies for coping with grief and relieving stress and other factors that contribute to depression and other mental illnesses.

#### **Career Exploration**

7th grade students will complete four assessments provided in I Have a Plan Iowa to gain some initial data on their career preferences. Students will also explore their value systems, learning styles, and personality traits with a variety of assessment tools. Students will set long-term goals for high school based on the results of these exploration activities. Academic success and study skills are also covered as a part of this unit.

### Grade 8

#### **Character Counts Program**

As needs arise within the 8th grade class, special lessons will be taught to address the special needs of middle school students. Among the lessons may include a discussion on good manners, respect, and foul language and why it is inappropriate in many situations. Anti-bullying lessons, study skills, teamwork, conflict resolution, communication, & social skills lessons may also be highlighted

#### **Life Skills Training**

Life Skills is a research-based curriculum provided by Worth County Health. It focuses on good decision making skills and Tobacco, Alcohol, & Drug Awareness

#### **Risky Behaviors**

Students will be introduced to major risky behaviors that are common among teens and young adults. Students are instructed on alcohol use & abuse, Tobacco use, and common drug use. They will also discuss the consequences of teen pregnancy and early sexual activity. The goal of this unit is to educate students so they can make informed students as they mature into young adults. Abstinence-encouraged, researched-based curriculum will include value systems, abstinence, potential consequences of sexual activity, sexual assault, and sexual identity.

#### **Four-Year Plans, Career Exploration, & 8th Grade Guideways**

Students will re-assess their work interests & values as a part of the 8th grade guideways. They will also explore potential careers of their choosing and compare them side-by-side. In addition to exploring potential areas of interests, students will make an initial four-year plan for their high school coursework.

**Financial Literacy**

As an introduction to financial literacy, 8th grade students will play an online version of the “Real Game.” Students will be given an occupation, a marital status, and a number of children. From there, they must make practical decisions as to how they spend their monthly budget, including housing, transportation, food, clothing, taxes and other regular expenditures.

**Healthy Relationships**

Students will explore what healthy relationships should look like. These relationships include dating relationships as well as family, friend, and work (school) relationships. Students can identify signs of unhealthy relationships and what should be done if they find themselves or another loved one in an unhealthy relationship.

**High School Transition**

Students will explore the course book & handbook and receive an orientation to high school expectations, including graduation requirements, calculating GPAs, extra-curricular activities and sports, school rules & policies, job shadowing opportunities, college visit trips, CCE and AP courses, and other questions students have as they transition to high school.

**Grades 9, 10, 11 & 12****Personal Career Information Gathering and Analysis (Curriculum item # 1)**

Students will use a variety of assessments that will include “ISU MAP”. A brief self-analysis of the results will be submitted to the guidance counselor. Students will review in the same narrative the results of achievement tests and identify relationships to career plans.

**Analysis of Achievement and other Test Results (Curriculum item # 2)**

Students will analyze and record on their portfolios any assessments (tests) results pertinent to their career decisions.

**Update Portfolio, Review Career & Academic Goals and Revise Four-Year Plan (Curriculum items # 3&4)**

Students will update their portfolio to include course work successfully completed. Students will use acquired information collected over the previous year to update their course agenda for the remaining years of high school. The schedule will be reviewed and adjusted yearly. Students will also update all four pages of the portfolio where appropriate.

**Update Portfolio, Review Career and Academic Goals and Revise Four Year Plan (Curriculum item # 5)**

Students will update their portfolio to include course work successfully completed. Students will use acquired information collected over the previous year to update their course agenda for the remaining years of high school. The schedule on page 3 of the portfolio will be reviewed and adjusted or documentation will be placed in the portfolio. Students will also update all four pages of the portfolio where appropriate.

**Attend a Career Fair (Curriculum item # 6)**

Students will participate in the “Career Fair” event. Students will place the completed packets in their portfolios as the assessment tool.

**Continue Job Shadowing Program (Curriculum item # 7)**

Students will continue to participate in the Job Shadowing Program. A log and journal of the shadow experience will be submitted to the guidance counselor upon completion.

**Effective Campus Visit Training and Visits (Curriculum item # 8 &9 )**

Students will gain the knowledge of how to use a campus visit to determine if the institution is appropriate for meeting their advanced training needs. They will make post high school training visits.

**Take ASVAB/ Analyze Results (Curriculum item # 10)**

Students will complete the ASVAB test and analyze the results. They will submit a short paragraph comparing the ASVAB results to other career assessments already completed. The assessment results will be recorded in the Portfolio.

**Post Secondary Entrance Exams (Curriculum item # 11)- Optional**

**Students will determine which assessments are required for post secondary training and complete them. (ACT, SAT, COMPAS, or other advanced training assessment tests) This will be done in preparation for advanced training and/or job placement. Students will record assessment results in their portfolios.**

**Job Application, Interview Skills (Curriculum item # 12,13, & 14 )**

Students will complete training of job application and interview skills in the English 12 classes within the Language Arts Curriculum.

**Post Secondary Program Requirements (Curriculum item # 15)**

Students will use “ISU MAP” or similar preference avenues to determine which post secondary institutions provide training for their personal career needs. They then will investigate the admissions requirements of four institutions of choice. Students will submit explanation of the requirements and how they will personally be met. The requirements should be aligned with their present four-year plans.

**Participate in Job Shadowing Program Training (Curriculum item # 16)**

Students will participate in the job shadowing program. Students will keep a log and journal of the shadow experience which will be submitted to the guidance counselor upon completion.

**Decision Making Training (Curriculum item # 17)**

Decision making training will follow the curriculum from the activities developed by Dr. Ann Vernon in the Passport program on page 137. The Decision Making worksheet will be submitted to the guidance counselor as final assessment.

**Complete the Resume and Interviewing practice in “I Have A Plan Iowa” and other (Resumes) (Curriculum items # 18 & 19)**

Students will complete Resumé training & a job interview experience as a part of Quarter 3 English 12 curricula.

**Planning Sessions with Students and Parents (Curriculum items # 20 & 21 )**

Students and parents will attend a program presented by the College Planning Center. Topics covered included:

1. Choosing a training institution
2. Timeline for the senior year of high school
3. Scholarship information
4. Overview of financial aid

**Financing Post Secondary Plans (Curriculum item # 22 & 23)**

Students will participate in a presentation addressing funding options for post secondary programs, during English 12.

**Develop Timeline for Life Vocational Plan (Curriculum item # 24)**

Students will create a timeline for a Life Vocational Plan. This plan should contain specific years of completed anticipated training, job placement years, and projected job market entry dates.

**Scholarships and Financial Aid (Curriculum item # 25)**

Students will be responsible for a monthly check for scholarship possibilities. The counselor keeps a scholarship bank using Google spreadsheets and frequently updates it. During Iowa Tests, 12th grade students will receive training for the WCDA and other local scholarships. Attendance is required. The students will file FAFSA forms for federal aid shortly after October 1 of the current year.

**Personal Finance Management Training (Curriculum item # 26)**

Personal Finance will include practical knowledge for individual money management as independent adults. Topics will include loans and credit cards, and may incorporate the EverFi Financial Literacy curriculum.

**Complete and Submit Portfolio for Course Credit (Curriculum items #27)**

The completed portfolio with all necessary documentation will be submitted to the counselor for course completion and credit.

**Miscellaneous Items (Curriculum item # 32 & 34)**

Items that qualify as Life Skill Training experiences and do not fall in any other topic area listed above may be submitted to the counselor for consideration of acceptance under this area. (Examples: Special artifacts beyond the allowed number of points in any above areas, exceptional honors not connected with a school activity, special or advanced credits either at the high school or college level that does not earn high school graduation credit.) There will be an additional place to show 5 additional points in the senior year for special considerations for students who wish to focus above the minimum requirements on any of the above requirements. Evidence of advanced work must be provided.

Students must also complete the “I Have A Plan” guideways for the appropriate year before they can register for the next academic school year. Portfolio points are built in to the matrix for this task.

# SENIOR YEAR PLUS

(Northwood-Kensett HS Dual Credit Requirements)

The intent of the senior year plus statute is to ensure all students in Iowa have increased access to courses that have the potential to generate college credit while in high school. The statute requires all students enrolling in college credit courses be proficient in reading, math, and science. At Northwood-Kensett High School dual credit classes include:

- **Advanced Placement courses (AP)**
- **Concurrent enrollment courses (Dual-credit)**
- **Career Academy courses**

*Note: These criteria do NOT apply to students taking articulated courses.*

## APPROVED CRITERIA ENSURING READING, MATH & SCIENCE PROFICIENCY:

1. The student scores at the minimum NSS score (below) on the reading, math, and science portions of the Iowa Assessment.
2. The student scores at a 34<sup>th</sup> percentile or higher on the reading, math, and science portions of the Measure of Academic Progress (M.A.P.) Tests.
3. The student scores at an 18 or higher on the English, math, and science portions of the PLAN test or American College Testing exam (ACT).
4. The student scores at a 53 or higher on the writing portion and a 50 or higher on the math portion of the Compass Test. The student passing the Compass Test would still need to prove proficiency in science on the Iowa Assessments, MAP, or PLAN test.

*Note: Proficiency can be met with any combination of these 4 criteria but must demonstrate proficiency in the areas of reading, math, and science using their most recent test score or grade.*

Grade	Spring Test
10	Math- 249 Science- 250 Reading- 249
11	Math- 257 Science- 258 Reading- 257
12	Math- 263 Science- 265 Reading- 263

CCE courses may also require Accuplacer or other testing to ensure achievement levels sufficient to successfully complete the course.



# ONLINE ADVANCED PLACEMENT CLASSES

## Iowa Online AP Academy

Grades 11 and 12 & with approval

Advanced Placement classes will be offered **ONLY** as funding becomes available.

AP English Language and Composition #24 (2 semesters)

AP English Literature and Composition #25 (2 semesters)

AP Macroeconomics\* # 152 (1 semester)

AP Microeconomics\* # 153 (1 semester)

AP U.S. Government and Politics\* # 147 (1 semester)

AP U.S. History # 148 (2 semester)

AP Psychology\* # 158 (1 Semester)

\* Denotes a one-semester course. One-semester courses can be taken either semester.

\* All others are two semesters.

**EXPECTATIONS FROM STUDENTS: AP STUDENTS MUST MEET ALL THE REQUIREMENTS OF SENIOR YEAR PLUS.**

Advanced Placement is for the committed students who can organize and keep pace with reading and writing assignments. Students need to plan for one hour of homework per day. Students are encouraged to take the College Board Exam.

**CREDIT:** Students will receive high school credit for their course. College credit depends on the score earned on the College Board Exam. The College Board exams are offered each spring at N-K. Students are responsible for the cost of the exam.

Contact Mrs. Smalley concerning the online AP course opportunities at Northwood-Kensett.

### **AP English Language and Composition #24**

In AP English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

**Course Length:** Two semesters

**Prerequisites:** At least a B in most recent English course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP English Language and Composition

## AP English Literature and Composition #25

AP\* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

**Course Length:** Two semesters

**Prerequisites:** At least a B in most recent English course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP English Literature and Composition

## AP Macroeconomics #152

AP\* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP Exam and for further study in business, political science, and history.

**Course Length:** One semester, 160 course hours

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP Macroeconomics

## AP Microeconomics #153

AP\* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, and at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under different economic conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of an introductory college-level course, AP Microeconomics prepares students for the AP Exam and for further study in business, history, and political science.

**Course Length:** One semester, 155 course hours

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP Macroeconomics

## AP U.S. Government and Politics #147

AP U.S. Government and Politics studies the structure and operations of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business, and history.

**Course Length:** One semester

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP U.S. Government and Politics

## AP U.S. History #148

AP U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law.

**Course Length:** Two semesters

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP U.S. History

## AP Psychology #158

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP Exam and for further studies in psychology and life sciences.

This course has been authorized by the College Board to use the AP designation.

**Course Length:** One semester

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP Psychology

# **Concurrent Enrollment (CCE) Coursework**

Qualified students generally in grades 11-12 may enroll in concurrent enrollment courses for college credit as well as high school dual credit if they meet the “Senior Plus” requirements and criteria as required by NIACC and the state legislature. North Iowa Area Community College is the provider for PSEO classes taken at Northwood-Kensett. Students taking classes from other sources than NIACC must meet certain strict criteria.

Students in grades 9 & 10 who participate must be identified as TAG (CHIP) students and meet the “Senior Plus” requirements. The counselor and the principal must approve all students. Students who maintain a cumulative grade point average of 3.00 or above are generally considered good candidates for these courses.

Students receiving grades in the D-F range can sometime be placed on academic probation by the colleges offering the courses. Academic probation can ultimately prevent a student from securing financial aid in the next year. This would mean that students placed on academic probation would not receive financial aid in their first year of full-time college. Grades will be included in the student's high school GPA. See the counselor for registration materials.

**[Guidance for CCE courses can be found on this Google Doc.](#)** *Information for Concurrent Enrollment classes will be updated each semester. Please contact the counselor for additional information.*

## Career Link: A Jump Start on College and the Future

Through the North Iowa Area Community College Career Link program, qualified students can earn a year of college career program credit while still in high school. This is made possible through a close cooperative relationship between Northwood-Kensett High School and North Iowa Area Community College (NIACC).

All tuition and textbook costs are paid through a combination of high school, NIACC, and state incentive funds. There is no cost to the student, except for transportation, and tools for some programs. In most cases, the student can complete the first year of an associate (two-year) degree career program by the end of his/her senior year.

### Career Link Programs Available:

NKHS Ag Marketing & Finance  
 NKHS Ag Operations Management  
 NKHS Ag Sales & Service  
 NKHS Ag Technology  
 NKHS Building Trades  
 NKHS General Business  
 NKHS Human Services  
 NKHS Tool & Die  
 NKHS Ag Marketing & Finance  
 NKHS Certified Nurse Aide

### NURSE AIDE PROGRAM DESCRIPTION

The Nurse Aide (NA) course prepares individuals to work in long-term care facilities (LTC) and hospitals. Emphasis in the course is on students achieving a basic level of knowledge and demonstrating skills to provide safe, effective resident care. The course has been developed in six units of study. The theory portion includes 30 hours of classroom time and 15 hours of laboratory practice. The clinical experience includes 30 hours experience in a nursing facility.

Upon completion of the Certified Nurse Aid (CNA) course, a state written test and a skills demonstration test must be completed with a score of 70 percent or better. Successful completion of these tests is required to be placed on the Department of Inspections and Appeals Direct Care Workers' Registry. Placement on the registry is necessary for employment as a CNA in long-term care in Iowa.

### Program Benefits Students

The Career Link program has numerous advantages for students, not the least of which is the fact that they are prepared to enter the work force with skills that make them highly employable.

Students also:

- Save one year's time and one year's tuition costs
- Receive dual (high school and community college) credit for completed course work.
- Experience college success while still in high school.
- Ease transition to college.
- Enhance self-esteem and self-confidence.
- Develop career focus and strengthen skills.
- Achieve academic and personal goals.

**Making It Work**

Normally, Career Link is started during Junior year when students take required high school preparatory courses. During Senior year, students have the option to spend either mornings or afternoons on campus, and they attend classes at NKHS to fulfill graduation requirements.

The NIACC School Partnership coordinator, works with Amy Hansen, NKHS school counselor, to maintain a close watch on student progress. They receive a periodic progress reports every on each student from NIACC instructors who teach Career Link students.

**To Learn More:**

Further information about Career Link is also available on the NIACC website at [www.niacc.edu](http://www.niacc.edu). In the center of the page, click on Career Link to find out more about educational opportunities for high school students.

Students and parents may also contact Amy Hansen at Northwood-Kensett High School, 324-2142 extension 117, or NIACC, 1-888-466-4222, extension 4164.

**Finding out about Career Link opportunities enables students to make the most of their remaining high school years.**