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General Information

Administrators

- Tim Carver Principal
- Casey Goodhue Associate Principal
- Bill Watson Activities Director
- Derek Wilkins Dean of Students (A-K)
- Jolee Donnelly Dean of Students (L-Z)

Counselors

- Jill Duffield A - E
- Amber McKenna F - K
- Darlene Wagner L - Q
- Eric Sackett R - Z

Student Fees*

General Fees

Books & Materials	\$90.00
Student Planner	\$5.00
Replacement ID	\$5.00

*Subject to change for 2021-2022

** No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The district's Equity Coordinator is Mr. Ryan Williamson, williamsonr@urbandaleschools.com.

Graduation Requirements

Credits Required for Graduation

46 credits are required for graduation. In general, a credit represents one semester of study.

Required Credits

English

English	2 credits
Language and Literature	2 credits
English electives	2 credits
Strand A & B	2 credits

Social Studies

Social Studies electives	2 credits
American History	2 credits
American Government	1 credit
Economics (meets 2021 & 2022 requirement for Financial Literacy)	1 credit

Math

6 credits

Science

6 credits

Health

1 semester Health	1 credit
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Physical Education

4 years/every other day	2 credits
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Physical Education is required by state law each year the student is in attendance unless the student is medically excused. Medical excuses for exemption from required Physical Education will be considered on an individual basis, with administrative approval necessary.

Students must meet state CPR certification requirements for graduation.

Fine/Practical Arts

1 credit

Business

Computer Applications or Intro to Coding	1 credit
Intro to Money Management (beginning class of 2023)	1 credit

Elective Credits

Electives chosen by the student, with assistance from teachers, parents, and counselors, will complete the total number of credits needed for graduation. Elective credit may include unlimited credits from courses in Art, Business, Computers, English, Family and Consumer Sciences, World Language, Industrial Technology, Interdisciplinary/Integrated, Mathematics, Science, and Social Studies. Most electives are awarded one credit per semester.

Electives chosen by the student, with assistance from teachers, parents, and counselors, will complete the total number of credits needed for graduation. Credits earned from other institutions must be approved by the building principal to count towards graduation requirements.

According to School Board Policy 638.4: "Students who successfully complete high school electives prior to high school may opt to use these credits for high school graduation and subject-specific graduation requirements. Doing so requires written consent from the student's legal guardian and will result in the course and grade becoming part of a student's official high school transcript and grade point average."

Extension Credits

A student may apply extension credits toward graduation (i.e., college, correspondence, or consortium courses) with the principal's prior approval.

Early Graduation

Students are permitted to graduate at the end of eleventh grade or the first semester of twelfth grade provided all graduation requirements are met. Extension credits from other institutions may not be applied towards early graduation, unless approved in advance by the principal. Students must complete their final semester at Urbandale High School in order to qualify for early graduation.

Miscellaneous Academic Matters

CPR Requirements

Every student physically able to do so will complete a course that leads to certification in cardiopulmonary resuscitation (CPR). The building administrator may waive this requirement for any student who is not physically able to complete the course. This course work will be available to all students enrolled in UHS PE 11-12 sections. If a student is registered for contract PE, they must still complete CPR training prior to graduation. UHS will offer CPR training as a before school program for students in Contract PE or will accept certification from any nationally recognized course in cardiopulmonary resuscitation as evidence that this requirement has been met by the student. A school or district shall not accept audition of a CPR course not a course in infant CPR only.

Pass-Fail Option for Seventh Subjects

Students desiring to take a seventh subject on a pass-fail basis should check with their counselors. Seniors may request approval to take a sixth subject pass-fail. The pass-fail option applies to elective courses only, and is subject to the approval of the parent, teacher, counselor, and administrator. The pass-fail standards vary from teacher to teacher; students and parents are responsible for knowing each teacher's expectations for the pass-fail option. A "Pass" mark does not affect a student's GPA but an "F" grade does affect the GPA. Students receive credits for passing grades only. Teacher and student must agree upon the Pass-Fail or graded option by the sixtieth day of a semester. Exceptions require administrative approval.

Audit

Classes may be audited for no credit. Students are required to fulfill all class requirements. Audit standards vary from teacher to teacher; students and parents are responsible for knowing each teacher's expectations. They will receive either a grade of "AU" (which does not affect their GPA) or an "F" grade (which does affect their GPA).

Grading Policy and Procedures

1. Semester grades on transcripts will not be changed, except for clerical errors.
2. Only semester grades affect the cumulative GPA - quarter grades do not.
3. Students may retake a course as many times as they wish. If attempting a course retake, the student must stay in the course during that attempt or an F will be recorded on the transcript. All such attempts will be recorded on official school transcripts. Only the grade from the most recent retake will be included in the cumulative GPA.
5. Students should resolve Incomplete grades (IN) within ten school days of the conclusion of a quarter or semester, at which point the appropriate grade will be recorded. (A,B,C,D,F)
6. If a student does not show a good faith effort in a course and withdraws after the thirtieth day of a semester, the grade will be recorded as a WF on the official transcript (withdrawal with a grade of F). This includes dual credit courses. Deviation from this policy requires administrative approval.
7. Students may take courses under the Postsecondary Enrollment Options Act.
8. All AP (Advanced Placement) courses will be using weighted grading. This means every AP course will be graded on a five point scale instead of the normal four point scale: A = 5.0, B = 4.0, C = 3.0, D = 2.0, F = 0. This weighted grading scale will be applied retroactively to all AP courses a student has taken at UHS.

AP Courses

Students are encouraged to take AP courses in areas of interest. It is important for students considering signing up for these courses to realize that AP courses are much more rigorous than a standard course. In comparison to a regular course, an AP student can expect:

- **more reading**
- **more written work**
- **more homework/out of class work**
- **more challenging problem sets/exams**

Students taking AP courses are expected to commit themselves fully to the demands of the classroom environment. A successful AP class experience can benefit the student in many ways, including in-depth exposure and experience in the subject area, good preparation for the demands of college life, and college credit. AP courses are not recommended for students who do not or cannot commit themselves to a rigorous course of study.

Concurrent Enrollment/DMACC Career Advantage Courses

Students may enroll in a course under concurrent enrollment if the student meets eligibility criteria. Students are eligible for concurrent enrollment courses if they have met the prerequisites, or have been identified as gifted and talented by the District. If a student wishes to enroll in a concurrent mathematics course, they must first take the ALEKS mathematics placement exam. Enrollment will be determined by a student's acceptable score on this exam. It is recommended that students have obtained a grade point average of 3.5 or higher, a minimum ACT score of 21, or receive school recommendation. Credit will be granted for a course if the student successfully completes the course as determined by the community college and the course was previously approved by the school board as pursuant to 281 – IAC 22.11(3). Students must take the course for college credit. If a student withdraws from a concurrent enrollment course they are also withdrawn from the UHS course, the grade will be recorded as a WF on the official transcript (withdrawal with a grade of F) after the drop date.

Post-Secondary Enrollment Options (PSEO) Courses

The PSEO program allows eleventh and twelfth grade students, as well as ninth and tenth grade students identified as gifted and talented, to enroll in college courses. Students may enroll in an eligible postsecondary course if a comparable course is not offered at Urbandale High School. Successful completion of the course generates both high school and college credit and applies toward district subject area graduation requirements. The school district pays the cost of the course, but if a student fails to complete the course and is not eligible for a fee waiver, the student or his/her parent or guardian will be required to reimburse the district's cost. PSEO courses are offered on the college campus, and may be taken during the school year only. Students wishing to take college courses during the summer will be responsible for all associated costs for tuition and materials.

Courses eligible for PSEO must not be comparable to any course offered at UHS. Comparable is not synonymous with identical, but means that the content of a course provided to a high school student for PSEO credit shall not consist of substantially the same concepts and skills as the content of a course provided by UHS. PSEO courses must meet the following criteria:

- Credit-bearing courses that lead to an educational degree
- In the area of mathematics, science, social science, humanities, and career and technical education
- Nonsectarian
- Not comparable to courses offered at UHS or through concurrent enrollment programs offered through UHS

Concurrent Enrollment and Post-Secondary Enrollment Options Student Eligibility Requirements

In addition to specific eligibility requirements outlined in the corresponding sections above, students must meet the eligibility requirements below in order to take a Concurrent Enrollment (DMACC) course or PSEO course:

- The student must be proficient in reading, mathematics, and science as measured by ISASP. An exemption to this rule exists for Career Technical Education (CTE) courses. However, a student may be required to complete an assessment administered by the community college to determine the student's readiness for CTE coursework.
- The student must meet enrollment requirements and minimum performance measures on academic assessments and/or placement exams established by the postsecondary institution.
- The student shall have taken appropriate course prerequisites as determined by the eligible postsecondary institution.
- The student shall have attained approval by the school to register for postsecondary courses.
- The student must be in eleventh or twelfth grade or be identified as gifted and talented by UCSD.

Associate of Arts Degree

Students have the opportunity to earn a Liberal Arts Associates degree while still in high school. Please see page 9 for a list of courses required to complete this degree.

Alternative Credit Earning Courses

Students reviewed by the student study team may be approved to take alternative credit earning courses at UHS.

Scheduling Policies

1. Seniors are required to fill a minimum of seven (6 academic plus P.E) of eight periods. All other students must fill all eight (7 academic plus P.E.) of eight periods in their schedules.
2. Scheduling of UHS classes takes precedence over Postsecondary Enrollment classes. Exceptions require administrative approval.
3. A student's work schedule will not be reason for making a schedule change.

**Course Requirements For Admission To Iowa Regents'
Universities***

*Call your college representative for specific information.

Associates of Arts Degree List

NCAA Initial-Eligibility

The NCAA Clearinghouse recommends that you file eligibility forms online at www.NCAAClearinghouse.org at the beginning of your sophomore year if you intend to participate in Division I or Division II college athletics.

The NCAA has approved the following courses for use in establishing the initial-eligibility certification status of student-athletes from this school.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will receive credit once for the core course and the highest grade earned in the course will be included in the calculation of the student's core-course grade point average. Likewise, if a student completes a course that is duplicative with another core course, the student will only receive credit once for the core course and the highest grade earned in the course will be included in the calculation of the student's core-course grade point average.

NCAA Approved Core Courses

ENGLISH

Adv Women Writers
Adv Creative Writing
Composition/Adv
Composition/Adv II
English/Adv English
English Lit/AP
English Language &
Comp/AP
American Lit and Writing
Language/Literature
Public Speaking
Adv English
Adv Lang/Lit
Heroes
Sports Literature & Writing
Power of Persuasion in Lit
& Writing
Modern History Through
Lit & Writing
Creative Writing
Multicultural Lit
Reading & Writing for the
Stage
Experience in Lit & Writing
1 & 2

NATURAL/PHYSICAL SCIENCE

Biology (Lab)
College AP Biology (Lab)
Chemistry/AP
Chemistry (Lab)
Environmental Sci (Lab)
Environmental Sci/AP
(Lab)

Human Anatomy &
Physiology (Lab)
College Physics (Lab)
Physics/AP (Lab)
Physical Science

MATHEMATICS

Algebra 1
Algebra II & Trig
Algebra IA (.5 credit max)
Algebra 1B (.5 credit max)
Applications of Algebra
Calculus/AP
Pre-calculus
Geometry
Statistics/AP
Honors Alg II & Trig

SOCIAL SCIENCE

Am Government
US Government/Econ/AP
US History/AP
American History
Cultural Geography
World Issues
Economics
European History/AP
Human Geography/AP
Psychology
Psychology/AP
Sociology
World History/Ancient
Macroeconomics/AP
Microeconomics/AP
Non-Western World Hist
Euro World History: Ren to
Present

ADDITIONAL CORE COURSES

Advanced Japanese
German 1,2,3,4
Formal Japanese
Japanese 1,2
Modern Japanese
Traditional Japanese
Spanish 1,2,3,4,5
Adv Spanish 3,4

The NAIA Eligibility Center will begin registering high school students interested in playing NAIA college sports. Every student interested in playing NAIA sports beginning with the 2011-12 school year MUST register with the NAIA Eligibility Center. You can find out more information about this and register at <http://www.playnaia.org/>

AP Courses Offered at UHS

AP Chemistry
AP Environmental Science
AP English Literature
AP Calculus
AP Statistics
College AP Biology
AP European History
AP American History
AP American Government and Economics
AP Psychology
AP Human Geography
AP Music Theory
Online AP English Language and Comp
Online AP Physics B
Online AP Macroeconomics
Online AP Microeconomics

Concurrent Enrollment Courses Offered at UHS (With DMACC Approval)

Advanced Composition I
Advanced Composition II
Advanced Women Writers
Advanced Creative Writing
Advanced Japanese
Advanced Spanish III
Advanced Spanish IV
AP English Literature
AP Calculus
AP Stats
College AP Biology
College Computers
College Physics
Computer Science Principles
Foundations of Education
Initial Field Experience
Introduction to Engineering Design
Marketing Ed
Marketing Ed Internship
Multimedia w/ Basic Presentation Software
Photography
Pre-Calculus
Principles of Engineering: Applied Physics
Public Speaking
StELR

Course Offerings

Art

- S Art Exploration
- S Three-Dimensional Art
- S Two-Dimensional Art
- S Studio Art (I, II, III, IV)
- S Photography
- S Photography II
- S Ceramics
- S Digital Graphic Design
- S Adv Drawing & Painting

Business Education

- S Introduction to Money Management
- Y Accounting
- Y Advanced Accounting
- Y Marketing Education
- Y Marketing Education Internship
- S Business Law
- S Sports & Ent Marketing

Computer

- S Computer Applications I
- S Exploring Computer Applications
- S College Computers
- S Multimedia W/Basic Software
- Y Computer Science Principles
- S Introduction to Coding
- S Web Design I

English

- Y English
- Y Advanced English
- Y Language and Literature
- S American Literature & Writing
- Y AP English Literature
- S Public Speaking
- S Advanced Composition
- S Advanced Composition II
- S English-Reading*
- Y Life Skills - English*
- Y Adv Lang/Lit
- S Heroes
- S Modern History Through Lit & Writing
- S Power of Persuasion in Lit & Writing
- S Sports Literature & Writing
- S Creative Writing
- S Multicultural Literature & Writing
- S Reading & Writing for the Stage
- S Advanced Women Writers
- S Advanced Creative Writing
- S Experiences in Lit and Writing 1
- S Experiences in Lit and Writing 2

Family and Consumer Sciences

- S Adult Living
- S Baking and Pastries 101
- S Child Growth and Development
- S Family Life
- S Foods and Nutrition 1
- S Foods and Nutrition 2
- S Foundations of Education
- S Housing and Interior Design
- S Initial Field Experience
- S Textiles and Clothing
- S Textiles and Clothing 2

Foreign Language

- Y German I
- Y German II
- Y German III
- Y German IV
- S German Experience Abroad
- Y Japanese I
- Y Japanese II
- S Modern Japanese
- S Formal Japanese
- S Traditional Japanese
- S Advanced Japanese
- Y Spanish I
- Y Spanish II
- Y Spanish III
- Y Spanish IV
- Y Spanish V
- Y Adv Spanish III
- Y Adv Spanish IV
- Y Heritage Spanish I
- Y Heritage Spanish II

Interdisciplinary/Integrated

- S Cultural Issues
- S Drama
- Y ESL*
- Y ESL Resource*
- S Journalism 1*
- S Journalism 234
- Y RECESS*
- Y Resource*
- S Service Learning*
- S Student Teams
- S Extended Learning Program*
- Y Yearbook
- S StELR Career Experience

Mathematics

- Y Basic Math
- Y General Math
- S Consumer Math I
- S Consumer Math II
- Y Algebra I A
- Y Algebra I B
- Y Algebra I
- Y Geometry
- Y Honors Algebra II/Trig
- Y Applications of Algebra
- Y Pre-Calculus
- Y AP Calculus AB
- Y Life Skills - Math*
- Y AP Statistics
- Y Algebra II and Trigonometry

Music

- Y Band
- Y Treble Choir/Bass Choir
- Y Treble Choir
- Y Urbandale Singers*
- Y AP Music Theory

Online AP Classes

- Y AP English Language & Composition
- Y AP Physics B
- Y AP Statistics
- Y AP Macroeconomics
- Y AP Microeconomics

Physical Education, Health

- Y Physical Education 9/10
- Y Physical Education 11/12
- Y Contract Physical Education
- S Health
- S Wellness for Life
- Y PEOPEL PE
- S Strength and Conditioning

Science

- Y Biology
- Y Physical Science
- Y College AP Biology
- Y Environmental Science
- Y Chemistry
- Y AP Chemistry
- Y College Physics
- Y Principles of Engineering: Applied Physics
- Y Human Anatomy & Physiology
- Y Life Skills - Science*
- Y AP Environmental Science

Social Studies

- Y Cultural Geography
- Y AP Human Geography
- S World Issues
- S World History: Ancient
- S Euro World History: Ren to present
- Y AP European History
- Y American History
- Y AP US History
- S American Government
- Y AP US Govt/Economics
- S Economics
- S Psychology
- S Sociology
- Y AP Psychology
- Y Life Skills – Social Studies*
- S Non-Western History

Technology Ed./Industrial Technology

- S Woodworking Technology
- S Woodworking Technology II
- S Building Skills
- S Cabinetmaking and Furniture
- Y Intro to Engineering and Design
- Y Principles of Engineering
- Y Cybersecurity

Vocational

- S EBCE (Experience Based Career Exploration)*
- S Work Experience*
- S SBVT*
- S CVBT*
- S Succeeding in the World of Work

Y – indicates a yearlong course

S – indicates a semester course

*-Teacher recommendation

ART

Art Exploration

Credit: 1
Prerequisite: None

This art class is designed to provide introductory experiences working with various art forms. The students will learn beginning techniques in various materials and produce art forms such as sculpture, painting, and drawing. Students continue to examine artists and their work and their cultural and historical aspects to encourage student understanding and ultimately expression and production of art as well as an increased awareness of the purposes and value of art; to communicate, to express, and to enhance aesthetic awareness.

Three-Dimensional Art

Credit: 1
Prerequisite: Art Exploration with a C or above

This course will give students the opportunity to develop skills in the creation of art using height, width, and depth. Materials used in class will include clay, paper-mâché, plaster, wood, wire, found objects, and combinations of these media.

Three-dimensional techniques include both additive and subtractive methods of building. Students will build on existing knowledge of these materials and process and improve their skills and proficiency while exploring new techniques to enhance their ability to communicate and be creative.

Two-Dimensional Art

Credit: 1
Prerequisite: Art Exploration with a C or above

This class will focus on giving students solid understanding and skill development in the fundamentals of producing 'flat' art. This course is designed under the philosophy that all students who have the basic coordination to legibly write, should be able to have success in producing 2D artworks. Emphasis is on learning to see as an artist and then applying this skill to both dry and wet media. 2D Art begins with basic perception exercises and builds up to using various advanced techniques and media. The topics covered in 2D Art are fundamental to success in creating all forms of visual artworks.

Studio Art (I, II, III, IV)

Credit: 1
Prerequisite: 5 Art Courses (B or higher/Instructor approval), Studio I (B or higher)
Grade Level: 11-12

This class is designed for a Junior or Senior student who desires to build a portfolio in art who has successfully completed five art classes with a B or higher or with Instructor approval. The student will work to excel in advanced art techniques in both two-dimensional and three-dimensional art. This course is designed to allow a continuation in the study of art for the serious art students and therefore may be scheduled for an additional three semester credits upon successful completion of Studio Art with a B or higher or with Instructor approval.

Photography

Credit: 1 UHS + 3 DMACC
Prerequisite: Art Exploration (B or higher/Instructor approval)
Grade Level: 10-12

This photography course is designed to provide students with rich and meaningful experiences using digital photography in the visual arts. Student produced work can be used to create a photographic portfolio and may serve as a springboard to encourage further student exploration into photography. Additionally, the production of photographs is relevant to the student in terms of understanding the purposes of art-communication, self-expression and aesthetic awareness. **Photography corresponds to ART 186 in the DMACC course guide.**

Photography II

Credit: 1
Prerequisite: Art Exploration, Photography (C or above/ Instructor approval)
Grade Level: 11-12

This advanced photography course is designed to provide students with rich and meaningful experiences using digital photography in the visual arts. Student produced work can be used to create a photographic portfolio and may serve as a springboard to encourage further student exploration into photography.

Ceramics

Credit: 1
Prerequisite: Art Exploration, 3D Art, (B or higher/ Instructor approval)
Grade Level: 10-12

This introductory ceramic course is designed to provide students an opportunity to explore the medium of clay. Projects will include the creation of functional vessels as well as sculptural pieces and tiles. Tasks will range from simple hand-building techniques such as coil and pinch pots to more advanced techniques such as slab building and wheel thrown pieces. In addition to working with and learning the properties of clay, students will get experience using under glazes and glazes to visually enhance their work.

Digital Graphic Design

Credit: 1
Prerequisite: 3 Art Courses (Art Expo and Photography: C or higher/instructor approval)

This course focuses on fundamental principles and techniques for effective visual composition in print or multimedia applications for Graphic Design. Students will learn the art of applying dynamic design to various forms of visual communications. By working individually and in small groups students will be asked to creatively solve design problems using hands-on and digital activities/projects. Students will learn to control color, type, symbols, images, and photography to inform, persuade and visually entice the viewer. Students will learn techniques for creating, revising, and producing images using Adobe Photoshop and Illustrator.

Advanced Drawing and Painting

Credit: 1
Prerequisite: Art Exploration and 2D Art with a C or higher/ Instructor Approval
Grade Level: 10-12

This course will build on the skills and concepts emphasized in 2D Art. The emphasis is on practical application of processes and skills in drawing, rendering, and painting at an advanced level. A wide range of subject matter will be addressed and creative use of skills will be encouraged. Historical and cultural examples will be infused throughout the class to encourage inspiration and depth in student artwork.

Art Flow Chart

BUSINESS EDUCATION (Career and Technical Education)

Introduction to Money Management

Credit: 1

Prerequisite: None

This course will provide students with a solid foundation into managing their money effectively. Students will learn principles of money management in order to recognize and avoid irresponsible trends in use of credit and lack of savings and investments. Units will include: career and personal decision-making, money management, savings, budgeting, consumerism, life after high school, credit and investing. Students will gain the skills and knowledge to manage their personal finances, preparing them for life as a financially independent adult.

Sports and Entertainment Marketing

Credit: 1

Prerequisite: 10-12

Sports and Entertainment Marketing provides students with a detailed understanding of how marketing addresses domestic and global concepts relevant to all marketers, specifically in the entertainment and sports industries. Students will study the seven functions of marketing: Channel Management, Pricing, Marketing information Management, Product/Service Management, Promotion, Selling, and Market Planning.

Business Law

Credit: 1

Prerequisite: Recommended for 11-12

Business Law is an upper level course which provides students with a thorough, basic, working knowledge of the law and trains students to observe both potential and actual events from a legal perspective. This course is designed to stimulate curiosity about the legal process and to raise the student's consciousness about the importance of viewing real life problems in a legal context. Students enrolling in this course should possess strong verbal skills, as well as the ability to convey ideas in written forms. Business Law is recommended for juniors and seniors, but sophomores may be admitted with the approval of the teacher.

Accounting

Credit: 2

Prerequisite: Recommended for 10-12

In Accounting, basic accounting procedures are developed and practiced through the use of business papers and practice sets. Instruction is given in the preparation and use of journals, ledgers, checking accounts and financial statements. Also included are such topics as payroll, personal income tax preparation, depreciation of plant assets, petty cash, inventory systems, and journal usage. The course is designed to give the student an understanding of the "language of business" and to prepare students for further study in the area of business at the high school and post-secondary level. The role of computers in accounting is also introduced. It is recommended that students interested in pursuing business as a career take this class as a junior. This allows for Advanced Accounting to be taken as a senior.

Advanced Accounting

Credit: 2

Prerequisite: Accounting

The purpose of Advanced Accounting is to expand on topics learned in Accounting I, while adding new topics about management accounting, cost accounting, not-for-profit accounting, and financial analysis. The study of a second year of accounting assists students in qualifying for jobs and careers at higher levels than one year of study would allow. It is also excellent preparation for college business and accounting courses and business majors. Automated accounting will be used in this course. Software provided with the textbook will be used, and spreadsheet software will be used to make financial reporting and analysis more efficient.

Marketing Education

Credit: 2 + 5 DMACC

Prerequisite: **Seniors only and completion of one of the following classes: Sports and Entertainment Marketing, Business Law, Entrepreneurship, or Accounting**

The Marketing Education class will provide instruction in a classroom setting. Marketing Education students will study a variety of subjects which will include: self-assessment, exploring careers, finding a job, joining the workforce, professional development, life skills, and lifelong learning. Classroom opportunities include entry-level requirements for succeeding and progressing on the job and application of classroom learning to an internship in a chosen career area. **Marketing Education corresponds with ADM259 and ADM 221 in the DMACC course guide.**

Marketing Education Internship

Credit: 2 + 3 DMACC

Prerequisite: **Seniors only and Sports and Entertainment Marketing or Principles of Marketing**

The Marketing Education Internship is a cooperative arrangement between student, school, and employer. The goal of the internship is for students to receive work supervised work experience and evaluation by professionals in the work force. Students will apply what they learn in class to their work-site. Students will work 120 hours to receive the DMACC Credit for Supervised Practical Experience. **Marketing Education corresponds with ADM936 in the DMACC course guide.**

CENTRAL CAMPUS/DMACC

By arrangement with DMACC and the Des Moines Independent School District, Urbandale High School students are welcome to take courses offered at Des Moines Central Campus. Course credit will be applied to your graduation requirements at Urbandale High School. Students may select from a wide variety of course opportunities to enrich their high school experience. They will attend one-half day at Central Campus/DMACC and one-half day at Urbandale High School. One period each day is required for travel time.

For more information, contact your counselor at your school. The courses listed are not finalized and may or may not all be offered in 2020-2021.

CENTRAL CAMPUS

Aviation Technology

Year One

- Materials & Processing
- Aircraft Drawings
- Cleaning & Corrosion Control
- Weights & Balances
- Regulations & Publications

Ground Ops & Services

- Fluid Lines % Fittings
- Applied Mathematics

Year Two

- Aircraft Welding
- Landing Gear & Brakes
- Instruments & Fire Protection
- Structure & Repair
- Aircraft Assembly & Rigging
- Airframe Fuel Systems

Year Three

- Aircraft Electrical Systems
- Comm. & Navigation Systems
- Air Frame and PP Insp.
- Cabin Control Systems
- Weather & Warning Systems
- Instruments & Fire Protection
- COOP Seminar
- Career Experiences

Adv Broadcasting and Film

Year One

- Professional Office Careers

Year Two

- Professional Development
- Fundamentals of Oral Communication

Graphic Communication

Year One

- Graphic Design Orientation
- Introduction to Printing Methods
- Communications Skills

Year Two

- Introduction to Desktop Publishing
- Introduction to Printing Methods
- Methods of Graphic Arts
- COOP Career Seminar
- COOP Career Experience III

Horticulture/Animal Science

Year One

- Survey Of Animal Industry
- Introduction to Greenhouse
- Pre-employment Strategies

Year Two

- Introduction to Veterinary Technology
- Horticulture Internship
- Selling
- Residential Landscape Design
- Survey of Aquaculture Industry

J.R.O.T.C.

(1 credit)

*Students are expected to take Health at UHS

Marine Biology

Year One

- Marine Biology I
- Marine Biology II
- Biology Field Experience

Year Two

- Career Seminar
- Career Experience
- Biology Field Experience II

Painting & Drywall Technology

Year One

- Care and Use of Hand/Power Tools
- Communication Skills

Year Two

- Construction Blueprint Reading
- Career Work Seminar
- Work Experience

Welding

Welding for Automotive Mechanics
Oxygen-Acetylene Welding & Cutting
Communications Skills

Aquarium Science

Aquaculture/Aqua Science I
Aquaculture/Aqua Science II
Electronic Portfolio Development

DMACC Career Advantage**Automotive Collision**

Basic Shop Safety
Sheet Metal Fundamentals
Principles of Refinishing
Estimating Theory
Sheet Metal Welding

Automotive Technology*Year One*

Intro to Auto Tech I
Intro to Auto Tech II

Business

Principles of Marketing
Career Dev. Skills
Intro to Business
Principles of Retailing
Human Relations in Business

Criminal Justice

Intro to Criminal Justice
Criminal & Constitutional Law
Survey Criminal Justice Agencies
Scientific Investigation
Crime Scene Investigation I & II
Victimology

Culinary Arts*Year One*

Food Preparation I
Food Preparation Lab I
Sanitation and Safety
Food Preparation II
Food Preparation Lab II

Diesel Technology

Power Trains I
Hydraulics & Brakes

Health Occupations

Nurse Aid 75 Hours
Advanced Nurse Aide
Emergency Care
Intro to Health Careers
Medical Terminology
Explore Health Careers

Machine Operations/Tool & Die

Engine Lathe Theory
Engine Lathe Operations Lab
Mill Operations Theory
Mill Operations Lab
Machine Shop Measuring
Mach Trade Print Reading I

Visual Communications

Communication Design I
Intro to Desktop Publishing
Interactive Media I
Typography I
Photoshop

Computer Programming

Intro to Database
C #
Adv C# Programming
Database and SQL

Cyber Security

Cisco I
Programming for Net Admins
Network Security
Cisco 2

Computer Aided Design Tech

CAD Graphics I
CAD Graphics II

COMPUTERS

(Career and Technical Education)

Computer Applications

Credit: 1
Prerequisite: None

Computer Applications will prepare students to function in an environment where computer confidence has become the expected norm. This class will develop students' ability to analyze, evaluate, and apply technologies in real world situations. Students develop hands-on skills in using common software applications, including word-processing, spreadsheet, desktop publishing, and presentation software. This course or Introduction to Coding is a requirement for graduation from UHS.

Exploring Computer Applications

Credit: 1
Prerequisite: Instructor approval only

Exploring Computer Applications provides students with limited exposure to technology the opportunity to build basic typing and computer application skills. The class will focus on developing and improving typing skills, introduction to word processing applications and functions, and applications for presentation. Enrollment is restricted pending teacher approval.

College Computers

Credit: 1 UHS + 3 DMACC
Prerequisite: Computer Apps
Grade Level: 11-12

The focus is to use hardware and software business productivity tools. This course builds on skills learned in Computer Applications. Class is accelerated and project-based. Training includes a hands-on introduction to microcomputer applications vital in today's business and industry. It focuses on operating system, e-mail, internet, word processing, spreadsheet, database, and presentation software applications. **College Computers corresponds to BCA 212 in the DMACC course guide.**

Multimedia with Basic Presentation Software

Credit: 1 UHS + 1 DMACC
Prerequisite: Computer Apps
Grade Level: 10-12

The Multimedia course is designed to build upon the computer knowledge gained through completion of the Computer Applications. Multimedia explores the hardware and software components used to produce and manipulate sound, text, graphics, photographs, and video. Students will also construct and utilize PowerPoint as a Multimedia presentation tool. Students must meet the requirements to enroll in a DMACC course. **Multimedia corresponds to BCA 174 Basic Presentation Software in the DMACC course guide.**

Computer Science Principles

Credit: 2 UHS + 3 DMACC
Prerequisite: C or better in both semesters of Algebra I and Intro to Coding

This one-year course introduces computer science (coding), and emphasizes algorithm design and implementation using conditionals, loops, functions, recursion, and object-oriented programming. The course will be taught in Python and will use the Python library to enable students to learn coding by creating a variety of video arcade style games. The course will consist primarily of project-based learning and students will continually be updating a portfolio containing artifacts of the programming skills they have achieved. Students taking this course should have an interest in math, science, and technology and have a desire to make a lot of money doing something fun! **This course corresponds to CIS450 in the DMACC course guide.**

Introduction to Coding**Credit: 1****Pre-requisites: None**

This course aims to teach basic programming and computational concepts to students with little or no previous coding experience. Students will develop confidence in their ability to apply programming techniques and logical reasoning to solve problems in a broad range of fields. It is hoped that this course will provide the student with a "taste-testing" opportunity to gauge their interest in further study of computer science. This course uses Scratch, MIT App Inventor and possibly VBA for Excel. This course OR Computer Applications is a requirement for graduation from UHS.

Web Design I**Credit: 1****Pre-requisites: Computer Applications or Intro to Coding**

This semester course introduces basic web design techniques. Topics include customer expectations, HTML (Hypertext Markup Language), CSS (Cascading Style Sheets), multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ basic design techniques to creatively present information on the internet.

ENGLISH

English

Credit: 2
Grade Level: 9

This is a survey course which introduces the student to a wide range of English subject areas. The study of literature includes short stories, novels, poetry, and plays. Composition is an integral part of the literature program. Grammar and usage are formally studied and stressed in all aspects of speaking and writing. Speaking and vocabulary development are included.

Advanced English

Credit: 2
Prerequisite: Meets criteria for advancement
Grade Level: 9

This course is designed for students who have strong writing and reading skills and desire more challenge in their English curriculum. Advanced students will study literature that includes short stories, novels, poetry, and plays. Composition is an integral part of the literature program. Grammar and usage are formally studied and stressed in all aspects of speaking and writing. Speaking and vocabulary development are included. Other supplementary activities may include book reviews, writing critical essays and creative short stories.

Language and Literature

Credit: 2
Prerequisite: 10

Language and Literature includes a focus on the written and oral practice of literature and language skills. The student will explore expository, descriptive and persuasive writing. The study of literature could include short stories, poetry, drama, a novel, and nonfiction. The study of speech includes informative and persuasive speeches. Grammar and vocabulary development are included.

Advanced Language and Literature

Credit: 2
Prerequisite: B- in Advanced English for both semesters and/or teacher recommendation

This course is designed for students who have strong writing and reading skills and desire more challenge in their English curriculum. Advanced Language and Literature includes a focus on the written and oral practice of literature and language skills. The student will explore expository, descriptive and persuasive writing. The study of literature could include short stories, poetry, drama, a novel, and nonfiction. The study of speech includes informative and persuasive speeches. Grammar and vocabulary development are included.

Public Speaking

Credit: 1 UHS + 3 DMACC
Prerequisite: 11-12

Public Speaking enables students to gain confidence in their speaking abilities. The forms of informative and persuasive speaking are studied. Students will study vocabulary, speech organization, and interpersonal communications. They will also explore multi-media aspects of speaking, which may include numerous presentation programs and on-camera speaking. **Public Speaking corresponds to SPC 101 in the DMACC course guide.**

Life Skills-English

Credit: 2
Prerequisite: Teacher Approval

Life Skills-English is designed to develop an understanding of reading, comprehension, and utilizing written language. These skills correlate with life skills needed during their high school career as well as with their post-secondary transition. Students will utilize these skills in a variety of ways.

STRAND A CLASS:

Credit: 1

Prerequisite: **Students are required to take at least one Strand A and Strand B course throughout their junior and senior year. The other two English Classes are student choice.**

Strand A will have a persuasive and nonfiction emphasis. This will be covered across reading, writing, language, speaking, and listening skills.

Sports Lit & Writing

Credit: 1

Prerequisite: 11-12

This nonfiction course will explore sports trends and issues through writing and reading. Students may study a variety of articles, memoirs, documentaries, and advertisements. Emphasis of writing will be on research and analyzing rhetoric. Students will be able to explore the historical and culture aspects of sports.

Power of Persuasion in Literature and Writing

Credit: 1

Prerequisite: 11-12

This is a nonfiction course that will explore the persuasive techniques authors use. Students will read a variety of essays, articles, and nonfiction readings to analyze the author's intent in influencing the audience. Student experiences may include persuasive research writing, rhetorical analysis, persuasive speeches and other formative learning opportunities to analyze and provide written response.

Modern History Through Literature and Writing

Credit: 1

Prerequisite: 11-12

This course explores the major twentieth century historical, political, and social events through historical readings with an emphasis on nonfiction. Students will look at the context of these events and how they influenced the author's perspective and writing. Students will analyze text through writing a rhetorical analysis and a persuasive research paper.

Heroes

Credit: 1

Prerequisite: 11-12

The qualities of heroes and their impact on a culture will be defined in this course. Students will study their own heroic journey through the analysis of fictional and non-fictional hero stories. We will work towards a deeper understanding of how the individual can have a powerful impact on our world, and how the heroic acts of individuals can inspire all of us using numerous media (newspapers, magazine articles, and other pieces of non-fictional works). Reading may be drawn from a variety of areas including myths, legends, and contemporary culture. Writings may include personal narrative or memoir writing, persuasive writing, and informative writing.

Advanced Composition

Credit: 1 UHS + 3 DMACC

Prerequisite: **Students must earn at least a B- or better in a Strand A course**

This college-level course is designed for students who wish to gain proficiency and confidence in writing developed through critical reading. Experience will be enhanced in all kinds of writing: personal essays and narratives, analytical essays, persuasive essays, and a research essay. **Advanced Composition corresponds to ENG 105 in the DMACC course guide.**

Advanced Composition II

Credit: 1 + 3 DMACC

Prerequisites: B- or better in Advanced Composition and/or teacher recommendation

Advanced Composition II offers highly motivated students an opportunity to study a college-level English curriculum consisting of expository and persuasive writing developed through critical reading. The course places strong emphasis upon composition skills and written interpretation by exploring structure, style, research, and documentation. **Advanced Composition II corresponds to ENG 106 in the DMACC course guide.**

Experiences in Literature and Writing 1

Credit: 1

Grade: 11-12

Experiences in Literature and Writing 1 provides students with a variety of reading and writing using fiction. Readings and writings may include: writing reflections, narrative writing, real world writing, journaling, analyzing literature, short stories, etc.

STRAND B CLASS:

Credit: 1

Prerequisite: Students are required to take at least one Strand A and Strand B course throughout their junior and senior year. The other two English Classes are student choice.

Strand B will have a fiction and narrative emphasis. This will be covered across reading, writing, language, speaking, and listening skills.

AP English Literature and Composition

Course Length: 1 year

Credit: 2 + 6 DMACC

Prerequisite: 11-12 graders with a B+ or better English average, or teacher recommendation

Advanced Placement (AP) English Literature and Composition offers highly motivated students an opportunity to study a college-level English curriculum consisting of challenging literature from a variety of genre, cultures, and eras. Strong emphasis is placed upon composition skills and written interpretation with the objective of preparing students to successfully complete the AP English Literature and Composition Exam. This year long course is a dual credit class with Des Moines Area Community College. **During the first semester students completing the course will demonstrate the DMACC competencies and will earn 3 credit hours with DMACC for LIT101 Introduction to Literature in addition to UHS graduation credits. During the second semester students completing the course will demonstrate the DMACC competencies and will earn 3 credit hours with DMACC for LIT185 Contemporary Literature.**

American Literature & Writing

Credit: 1

Prerequisite: 11-12

American Literature explores the major literary works in the United States between the 1600's to contemporary documents of today. The use of American short stories, poetry, and essays/nonfiction will guide the students in their study of how American authors influenced and reacted to events in our country's history. Students will respond to these works through writings which may include journal writings, personal reflections, and critical essays.

Multicultural Literature & Writing

Credit: 1

Prerequisite: 11-12

Students will study historic and modern masterpieces from around the world. Students may read a variety of short stories, poems, and novels to deepen their understanding of different world cultures and to see their similarities and differences. Strong emphasis is placed upon written interpretation and analysis.

Creative Writing

Credit: 1

Prerequisite: 11-12

Creative Writing focus on imaginative writing style which could include short stories, poetry, and creative nonfiction. Writing skills will be developed through daily writing and analysis of quality writing. Students will practice reading and responding to literature in all different stages of the writing process. A final summative portfolio of the work will show writing growth over the semester.

Reading and Writing for the Stage

Credit: 1

Prerequisite: 11-12

Reading and writing for the Stage will explore, read, and respond to plays written during major periods of dramatic history. Students will respond to these plays through writing, which may include journal entries, literary analysis, play reviews or their own original scripts. Students will explore the major historical events and dramatic theories surrounding each play. Students will also communicate their understanding of these plays through presentation of their ideas, which may include presenting sets designs, costume designs, monologues, or their own opinions of the author's works.

Advanced Women Writers

Credit 1 UHS+ 3 DMACC

Pre-requisite: Grade 11-12 and a B+ or better English average, or teacher recommendation

Advanced Women Writers offers highly motivated students an opportunity to study a college-level English curriculum that introduces students to the study and appreciation of literature written by women. In this course, students will examine major influential works from a variety of historical, social and cultural contexts with the emphasis of critical analysis. **Students completing this course will also earn 3 DMACC credits for LIT 190.**

Advanced Creative Writing

Credit: 1UHS+ 3 DMACC

Pre-requisite: Grade 11-12 and B+ or better English average, or teacher recommendation

Advanced Creative Writing offers highly motivated students an opportunity to study a college-level English curriculum that focuses on the techniques of writing poetry and fiction. Students will read the works of professional writers and apply the principles of imaginative writing to their own work. Students will also practice reading and responding to literature in multiple stages of the writing process. Students completing this course will also earn 3 DMACC credits for ENG 221.

Experiences in Literature and Writing 2

Credit: 1

Grade: 11-12

Experiences in Lit and Writing 2 provides students a study of a wide selection of reading and writing using non-fiction. Readings and writings may include: research writing/projects, reflections, real-world writing, journaling, and analysis of text.

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FAMILY & CONSUMER SCIENCES (Career and Technical Education)

Foods and Nutrition 1

Credit: 1
Prerequisite: None

Foods and Nutrition 1 is a basic course in nutrition, food preparation, and meal management. Emphasized are the benefits of proper nutrition, kitchen math and measurements, recommended food preparation and handling techniques. Skills are developed in the preparation of a variety of foods. This course articulates with Iowa community colleges.

Foods and Nutrition 2

Credit: 1
Prerequisite: Food and Nutrition 1 with a C or better

Foods and Nutrition 2 is a continuation of Foods and Nutrition. Students will continue learning about preparing different foods with many hands-on experiences. Students will also be investigating various diets and analyzing their own nutritional intake. Emphasized are the benefits of proper nutrition, kitchen math and measurements, recommended food preparation and handling techniques. Skills are developed in the preparation of a variety of foods.

Baking and Pastries 101

Credit: 1
Prerequisite: C or better in Foods and Nutrition 1

This course will provide opportunities for students to learn about all baked goods! Students will apply hands-on chemistry knowledge to learn about various ingredients within baked goods and what functions are provided by specific ingredients. Students will apply kitchen and food safety skills and measurement skills learned from Foods and Nutrition 1. This course engages students with many hands on experiences in the kitchen labs.

Textiles and Clothing

Credit: 1
Prerequisite: None

Textiles and Clothing provides an introduction to clothing selection and care, textiles, fabrics, and patterns. Students construct clothing or other textile products using appropriate equipment and techniques. Construction projects are based on individual abilities in order to develop basic sewing and serging skills or to improve existing skills.

Textiles and Clothing 2

Credit: 1
Prerequisite: Textiles and Clothing with a C or better

Textiles and Clothing 2 explore textiles, clothing design, the fashion industry, fashion merchandising and retailing, and entrepreneurship. Students have the opportunity to further develop their clothing construction skills using a standard sewing machine, serger, and a computerized embroidery sewing machine.

Child Growth and Development

Credit: 1
Prerequisite: None

Child Growth and Development is the study of human development from conception through adolescence. Students identify social, physical, intellectual, and emotional developmental milestones for each age level while focusing on the responsibilities of parents, families, and caregivers to nurture the development of children. Opportunities to interact with children are provided throughout this course, which is designed to articulate with Iowa community colleges having child care programs.

Housing and Interior Design

Credit: 1

Prerequisite: 11-12

Housing and Interior Design students explore factors affecting decisions related to housing and home furnishings for individuals and families. Planning, selecting, purchasing, and maintaining a livable home environment are emphasized, while exploring topics such as housing design, interior design, selection and use of appliances, energy conservation in the home, furniture selection and arrangement, wall and floor coverings, window treatments, accessories, and lighting.

Family Life

Credit: 1

Prerequisite: Child Development with a C or better

Family Life focuses on several topics affecting families in the 21st century. Students will have the opportunity to explore and discuss a wide variety of topics such as interpersonal relationships, parenting, balancing work and family responsibilities, adapting to life cycle changes and coping with different family crises. Students will also look more in-depth into parenting and the decisions needed to be effective and responsible parents. Students are given the opportunity to participate in a parenting simulation.

Adult Living Skills

Credit: 1

Prerequisite: 11-12

Adult Living Skills is designed to help prepare students for living on their own after high school. Students develop decision-making skills as they relate to food selection and preparation, clothing selection and care, housing alternatives, and personal financial planning. The intent is to help students understand both the immediate and long-range consequences of the decisions they will be making.

Foundations of Education

Credits: 1 UHS + 4 DMACC

Prerequisite: 11-12

Examines American education from a historical, philosophical, and sociological perspective. Challenges and issues in education today will be discussed in the context of school organization, politics, funding, curriculum, professionalism, legal issues, and effective school and teacher characteristics. Foundations of Education corresponds to EDU 210 and SDV 130 (Career Exploration) in the DMACC course guide.

Initial Field Experience

Credit: 2 UHS + 4 DMACC

Prerequisite: C- or above in Foundations of Education

Grade Level: 11-12

This course will provide opportunities to enhance understanding of the teaching profession and assist with decisions to pursue a career in education. Time spent observing, assisting and teaching in a classroom with a licensed educator. Various opportunities for interacting with students, learning instructional strategies and collaborating with teachers. Students will gain a greater understanding of the daily expectations of a teacher. Initial Field Experience corresponds with EDU 213 and SDV164 (Electronic Portfolio Development) in the DMACC course guide.

FCS Flow Chart

WORLD LANGUAGE

German I

Credit: 2

Prerequisite: None

Urbandale Community School District's Foreign Language German I course introduces students to the German language and culture. Emphasis is placed on understanding the spoken word, conversational skills, reading, and writing basic conversational German. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc.

German II

Credit: 2

Prerequisite: C- or better in German I

German II emphasizes continued vocabulary acquisition and development of language structures through speaking, listening, reading, and writing. Students will continue to explore German-speaking cultures.

German III

Credit: 2

Prerequisite: C- or above in German III or current instructor recommendation

German III includes conversation, listening, composition, grammar, vocabulary, and culture. Students review German II materials as needed and explore new areas of the language and culture.

German IV

Credit: 2

Prerequisite: C- or above in German III or current instructor recommendation

German IV stresses the use of the language through reading, listening, speaking, and writing. Students review materials from previous levels as needed and explore new areas of the language and culture.

German Experience Abroad

Course Length: Spring semester and summer

Credit: 1

Course Begins: Spring in even-numbered years

Co-requisite: Enrollment in German

Urbandale's German Experience Abroad is organized under the auspices of the German-American Partnership Program (GAPP). The program consists of approximately four weeks during summer vacation at our partner school in Germany, preceded by weekly preparation during the prior semester.

Course work includes preparation of a personal scrapbook to share with the German host family, preparation and presentation in Germany of a report about life in the United States, completion of an activity booklet while in Germany and development and completion of a project related to life in Germany.

Participants are expected to continue with German the following fall and to host a student from our partner school.

Japanese I

Credit: 2

Prerequisite: None

Japanese I introduces students to the Japanese language and culture. Emphasis is placed on understanding the spoken word, conversational skills, reading, and writing basic conversational Japanese. Current events and career information are included on a regular basis. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc.

Japanese II

Credit: 2

Prerequisite: C- or above in Japanese I or current instructor recommendation

Japanese II emphasizes continued vocabulary acquisition, development of language structures and writing systems through speaking, listening, reading, and writing. Students will continue to explore Japanese culture.

Modern Japanese

Credit: 1

Prerequisite: C- or above in Japanese II or current instructor recommendation

Modern Japanese includes conversation, listening, composition, grammar, vocabulary, and reading abilities while examining a variety of current events and topics of interest in Japan today.

Formal Japanese

Credit: 1

Prerequisite: C- or above in Japanese II or current instructor recommendation

Formal Japanese focuses on review and expansion of language skills in conversation, listening, composition, grammar, and reading abilities as used in formal settings and contexts such as speeches, business settings, presentations, and interviews.

Traditional Japanese

Credit: 1

Prerequisite: C- or above in Japanese II or current instructor recommendation

Traditional Japanese includes conversation, listening, composition, grammar, and reading abilities while examining a variety of traditional Japanese practices, products, and perspectives.

Advanced Japanese

Credit: 1 UHS + 4 DMACC

Prerequisite: C- average in previous Japanese coursework or current instructor recommendation

Advanced Japanese focuses on conversational skills and composition as well as reading and writing. Literature, current events, and cultural studies are used as conversational topics. Students will earn DMACC credit. **Advanced Japanese corresponds to FLJ 241 in the DMACC course guide.**

Spanish I

Credit: 2

Prerequisite: None

Spanish I introduces students to the Spanish language and Hispanic culture. Major emphasis is placed on understanding the spoken word, conversational skills, reading and writing basic conversational Spanish. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc.

Spanish II

Credit: 2

Prerequisite: C- or above in Spanish I or current instructor recommendation

Spanish II emphasizes vocabulary acquisition and continued development of the structure of the language through speaking, listening, reading, and writing. Students will continue to explore Spanish-speaking cultures.

Spanish III

Credit: 2

Prerequisite: C- or above in Spanish II or current instructor recommendation

Spanish III offers a balanced program of conversation, listening, composition, grammar, vocabulary, reading, and culture. Students review prior levels materials as needed and explore new areas of language and Spanish-speaking cultures.

Spanish IV

Credit: 2

Prerequisite: C- or above in Spanish III or current instructor recommendation

Spanish IV concentrates on conversational skills and composition. Literature, current events, and cultural studies are used as conversational topics. Students review materials from previous levels as needed and explore new areas of the language and Spanish-speaking cultures.

Spanish V

Credit: 2

Prerequisite: Spanish IV

Spanish V is available for students who have begun their Spanish studies in other districts. Curriculum is designed to meet the needs of the individual student.

Adv Spanish III

Credit: 2 UHS + 10 DMACC

Prerequisite: C- or above in Spanish II and score of 80% or higher on placement exam or current instructor recommendation

Advanced Spanish III 151 - Urbandale Community School District's Foreign Language Advanced Spanish III course offers a balanced program of conversation, listening, composition, grammar, vocabulary, reading, and culture. Students review prior levels materials as needed and explore new areas. Third year examines the art, music, history, and geography of Spain and Latin America, as well as the Spanish way of life and philosophy. The language learned is based on themes of everyday life. Student speech will be modeled by instructors who will monitor and correct pronunciation and accent. Students will be asked to engage in simple conversations on a controlled basis using the themes presented in the curriculum. Much class time is spent practicing speech. Students will also be expected to use software available with texts to hone listening and speaking skills.

Advanced Spanish III corresponds to FLS 151 (1st semester) and FLS 152 (2nd semester) in the DMACC course guide.

Adv Spanish IV

Credit: 2 UHS + 8 DMACC

Prerequisite: C- or above in Adv Spanish III or current instructor recommendation

Advanced Spanish IV Urbandale Community School District's Foreign Language Advanced Spanish IV course is designed for fourth year students who want more challenging work than that provided by the regular curriculum. The primary goal of this course is a comprehensive review of the Spanish grammar introduced in Elementary Spanish with the goal of achieving a real working knowledge of this grammar in writing and speech. Comprehensible input now includes short readings in Spanish literature, newspapers, film, web sites or other print or visual media. While serving to increase vocabulary and knowledge of grammar, these also serve as a source of cultural information. **Adv Spanish IV corresponds to FLS 241 (1st semester) and FLS 242 (2nd semester) in the DMACC course guide.**

Heritage Spanish I

Credit: 2
Prerequisite: **Advanced Spanish 4 or teacher recommendation**
Grade Level: 11-12

This course is designed to meet the needs of Spanish-speaking Hispanic students who wish to improve their knowledge of Spanish language and Hispanic literature.

Heritage Spanish II

Credit: 2
Prerequisite: **Heritage Spanish I**
Grade Level: 12

This course is designed to meet the needs of Spanish-speaking Hispanic students who wish to improve their knowledge of Spanish language and Hispanic literature.

INTERDISCIPLINARY/ INTEGRATED

Academic Decathlon

Credit: .5 or 1

Members of the Academic Decathlon team represent Urbandale High School in the regional competition of Academic Decathlon each winter.. The National Academic Decathlon curriculum is used as the basis of classroom activities. Students work in the areas of mathematics, social studies, science, fine arts, language and literature, economics, formal speech, impromptu speech, interview, and essay. This course may be taken more than once.

Daily Living Skills

Credit: 1

Prerequisite: Teacher approval

Daily Living Skills is designed to provide living skills to prepare the student for postsecondary transition. The emphasis of this course includes personal safety, community leisure and participation skills, money management, household management, career exploration, personal health needs, and employability and work skills.

Cultural Issues

Credit: 1

Prerequisite: 11-12 grade or extensive knowledge of another culture. Required of exchange students.

This class simulates the sounds, sights, activities, and values of the cultures studied so that students will come as close as possible to experiencing them. Field trips, guest speakers, hands-on activities, food, reflections and discussion are regular features of the class. Students will be able to approach new cultures with comfort and sensitivity as a result of the experiences provided during this course.

Drama

Credit: 1

The purpose of this semester long course is to extend student experience with theater allowing for deeper exploration into the art of production. The student will be asked to develop his or her ability to create theater through artistic collaboration with fellow students and the instructor. Theatre History, culture and technology will dictate the individualized goals of each student. Through creating productions for both presentation in class as well as live performance, the student will grow in his or her ability to recognize the value of performing arts and the process of working as a member of a production team.

English as a Second Language

Credit: 2

Prerequisite: Teacher Approval

This course teaches English to those who speak other languages. The emphasis is on developing communicative competence in the target language in reading, writing, listening, and speaking, through regular assignments as well as content-based instruction and support for curricular course work. The ELL program promotes a positive learning environment in which students learn how to be successful in the general classroom educational setting.

English as a Second Language - Resource

Credit: 0

Prerequisite: Teacher Approval

This course is aimed at those students developing proficiency in English who have a working knowledge of English and who want to continue improving their English skills. The emphasis is on developing academic language through content-based instruction and support for curricular course work.

Journalism 1

Credit: 1

Prerequisite: Composition or Teacher recommendation for sophomores

Journalism 1 is designed to give the student an insight into the differences that exist between the journalism writing process and the processes of other forms of writing. The students are given the opportunity to develop journalism appreciation and journalism skills through the guided practice of interviewing, writing, and copy editing. Also emphasized is the exploration into the ethics of journalism and developing skills needed for the production of a high school publication.

Journalism 2, 3, 4

Credit: 1

Prerequisite: Journalism 1 with a B or better

Journalism II is designed to give the student the opportunity to apply the skills gained in Journalism I. Students in Journalism II are responsible for writing, editing, and publishing the school newspaper. Students are responsible for planning each issue, writing and typing the copy, editing and proofing the stories, shooting the photos, and designing the layouts.

RECESS

Credit: 1

Prerequisite: Student Study Team approval

RECESS (Remediation, Career Exploration, Student Support) is an educational opportunity that provides additional support to help students develop positive self-concepts and find academic success. Some needs that permit a student to be considered for RECESS include attendance difficulties, credit deficiencies, delayed graduation, low grades, or personal/family concerns that interfere with school success. Students will be enrolled in a Life skills class to develop personal and social responsibility and to build positive relationships. Study skills support will be provided for the students during study time and students will be given an opportunity to explore and develop career interests.

Resource

Credit: 0 or 1

Prerequisite: Teacher approval

Each student will work toward strengthening basic academic skill areas. Credit is determined by the amount of time a student does skill building work versus tutorial assistance.

Service Learning

Credit: 2 (2-period block)

Grade Level: 9-12

Prerequisite: Teacher/ Student Study Team approval

Students participating in Service Learning will take part in a meaningful learning experience through community service activities. Students will participate in a variety of service-learning projects to enhance self-esteem, citizenship, work ethic, academic growth, and work skills.

Extended Learning Program

Credit: .5 or 1
Prerequisite: Teacher approval

The Extended Learning Program course is designed to be an extension of the various general education courses offered at Urbandale High School. At varying points in students' academic careers they may desire to study an academic subject area further than the designed course curriculum allows. In addition, this integrated (individually designed) course offers students an opportunity to explore and develop career interests and meet cognitive and affective needs. Students will create an individual plan for the project(s) to be completed in the course according to the student's Personalized Education Plan (PEP) goal(s).

Yearbook

Credit: 2
Grade Level: 11, 12
Prerequisite: Computer Apps 1

Yearbook is an exciting, challenging and fun class. Throughout the class students will learn about page layout and design, publishing, journalism, photography, and business/sales skills. Being a member of the staff is an awesome responsibility, but by the end of the year, you have produced a book that is valued by students, faculty and community. Topics include journalism basics, ethics, law, copy writing, captions, headlines, design, Photoshop, photography basics, organization of staff, yearbook terminology and ad preparation and sales.

StELR Professional Portfolio

Credit: 2 UHS + 1 DMACC

This course satisfies the requirements for DMACC course SDV130 Professional Portfolio. This course is the companion course to SDV 212 and SDV 222. In this course students will produce an electronic professional portfolio that will include reflection pieces and documentation of their professional work and intern experiences while participating in the StELR program. This portfolio will also include problem solving techniques and documentation of the problem solving and continual improvement models that students will learn in a classroom setting. Students will transfer that classroom learning to real business solutions for our business partners while participating in SDV 212 and SDV 222. Students will also be instructed on how to produce employment documents such as resumes and letters of interest and learn interviewing techniques for successful employment.

StELR Career Experience & Internship I

Credit: 1 UHS + 1 DMACC

This course satisfies requirements for DMACC course SDV 212- Co-op Career Seminar. This course is a companion course to SDV130. In this course, students will complete a professional work and internship experience with a business partner in the Des Moines Metro area. Students will begin initial professional work and internship experience this course. Upon successful completion of this course, students will have the opportunity for a more advanced experience in the StELR Career Experience & Internship II.

StELR Career Experience & Internship II

Credit: 1 UHS + 1 DMACC

This course satisfies requirements for DMACC course SDV 222 - Co-op Career Experience I. Students are required to complete at least 60 hours of on-the-job training. In this course students will work together with other students in the StELR Program to use the problem solving techniques and continual improvement models that students learned in SDV 130. The students will try to provide our business partners with real business solutions and present ideas for continual improvement at their business. Students will also be instructed on workplace best practices and how to be successful in professional business environments. They will also review how to produce employment documents such as resumes and letters of interest and practice interviewing techniques that students learned in SDV 130.

***StELR (Students Experiencing Life's Relevance) is a business partnership program where students in grades 11 or 12 (12th graders will have preference if space is limited) collaborate with peers and professionals to learn critical thinking skills, problem solving, and effective communication skills in order to develop solutions for business challenges. Besides earning two UHS elective credits each semester, students also have the potential to earn four DMACC credits (through ePortfolio and internship) through StELR.

The courses are StELR Professional Portfolio (fall and spring semesters), StELR Career Experience & Internship I (fall semester) and StELR Career Experience & Internship II (spring semester). Students meet for two periods in the afternoon (typically 7th and 8th) to engage in school-based learning around team problem solving skills and then go out and apply those skills to solve real-world business problems. Students also engage in individualized internship experiences throughout the year within the local community around their individual interests. These internships could be with businesses, non-profit organizations, municipalities, or more. Students need to be able to provide their own transportation for this program.

MATHEMATICS

Basic Math

Credit: 2

Prerequisite: Teacher approval

Basic Math is designed to meet the unique needs of students who are just developing their basic arithmetic computation skills.

General Math

Credit: 2

Prerequisite: Teacher approval

General Math is designed to introduce students to algebra topics and prepare students for Algebra IA.

Consumer Math I

Credit: 1

Prerequisite: Junior or Senior with 2 years of math credit or teacher approval

Consumer Math I is designed to develop and sharpen arithmetic skills through an exposure to the wide range of everyday uses for mathematics. This course is also designed to provide pertinent information that students will utilize in everyday living situations.

Consumer Math II

Credit: 1

Prerequisite: Junior or Senior with 2 years of math credit or teacher approval

Consumer Math II is designed to develop and sharpen arithmetic skills through an exposure to the wide range of everyday uses for mathematics. This course is also designed to provide pertinent information that students will utilize in everyday living situations. Consumer Math I is not a prerequisite.

Algebra I

Credit: 2

Prerequisite: None

Algebra I provides the opportunities for students to develop mathematical concepts in a variety of applications. The emphasis is on the use of algebraic equations to model real data and solve problems. Algebra I provides the means of operating with concepts and applying various problem-solving skills towards them. Students are able to solve equations and inequalities, simplify algebraic expressions, graph linear functions, solve systems of equations, and perform polynomial operations. Students in Algebra I integrate reading, writing, speaking, listening, and cooperative learning skills in order to expand their knowledge and apply it to real-life situations.

Algebra II and Trigonometry

Credit: 2

Prerequisite: 2 Geometry credits or teacher approval

In this course, students will extend topics introduced in Algebra I and learn to manipulate and apply more advanced functions and algorithms. Topics include review of Algebra 1 concepts; functions and graphing; systems of equations and inequalities; polynomial and radical; conic sections; and an introduction to trigonometry. The Trigonometry topics include triangle relationships and the unit circle. Algebra II and Trigonometry is designed to meet part of the three-year entrance requirements for mathematics to most colleges.

Honors Algebra II and Trigonometry

Credit: 2

Prerequisite: **B+ in both semester of Algebra I and Geometry or teacher approval**

In this rigorous and fast-paced course, students will extend topics introduced in Algebra I and learn to manipulate and apply more advanced functions and algorithms. Topics include review of Algebra 1 concepts; functions and graphing; systems of equations and inequalities; matrices; polynomial, radical, and rational functions; conic sections; and an introduction to trigonometry. The Trigonometry topics include triangle relationships, unit circle, sine and cosine functions and their applications, inverse trigonometric functions, and identities. Honors Algebra II and Trigonometry is designed to meet part of the three year entrance requirements for mathematics to most colleges.

Algebra I A

Credit: 2

Prerequisite: **Teacher Approval**

Algebra I A is the first year of the two year course sequence of Algebra I A and B. This course is designed for students who want to take algebra but find the abstract concepts difficult to grasp and need additional time to refine skills and build confidence. Algebra I A allows students to cover the same curriculum as students in first semester Algebra 1. Students will be able to spend more time on each concept and will have more time to practice and demonstrate skills that will develop and internalize the abstract concepts presented in algebra.

Algebra I B

Credit: 2

Prerequisite: **1 Algebra I credit or 2 Algebra A credits or teacher approval**

Algebra I B is the second year of the two-year course sequence of Algebra I A and B. This course is designed for students who want to take algebra but find it hard the abstract concepts difficult to grasp and need additional time to refine skills and build confidence. Algebra I B allows students to cover the same curriculum as students in second semester Algebra I. Students will be able to spend more time on each concept and will have more time to practice and demonstrate skills that will develop and internalize the abstract concepts presented in algebra.

Geometry

Credit: 2

Prerequisite: **Algebra I or IA IB credits or teacher approval**

Geometry is designed to provide insight into the properties of geometry and mathematical proofs, which will provide a good foundation for students who may want to take advanced courses. Most of the work is with two dimensional figures with the idea that students can transfer these properties to their three dimensional world.

Applications of Algebra

Credit: 2

Prerequisite: **11-12 grade, 2 Algebra II credits or 2 Honors Algebra II with Trigonometry or teacher approval**

Applications of Algebra is a two-semester course designed to prepare students for further study of mathematics. The students review and continue to develop the properties and applications of algebraic, logarithmic, and trigonometric functions and are introduced to selected combinatory, probability and statistics, and pre-calculus topics. This class provides a valuable background for those wishing to continue their study of mathematics.

Pre-calculus

Credit: 2 UHS + 5 DMACC
Prerequisite: 2 Algebra II credits or 2 Honors Algebra II or teacher approval. Second Semester requires a qualifying ALEKS score

Pre-Calculus is designed to prepare students for a course in calculus at the college level. This course is for students who intend to continue their education in mathematics, engineering, science, or other math-related areas, or who are interested in learning mathematics as a part of their total education. A secondary purpose is to provide students not planning a math-related career with the mathematics they need to pass-out of required math courses at the college level. **Pre-calculus corresponds to MAT 129 in the DMACC course guide.** To qualify for the 5 hours of DMACC credit, a student must complete the full year class (fall and spring semesters) and register in the second semester with DMACC.

AP Calculus AB

Credit: 2 UHS + 5 DMACC
Prerequisite: 2 Pre-Calculus credits or teacher approval

AP Calculus is designed to provide a thorough introduction into differential and integral calculus. It is comparable to the first year calculus course taught at some colleges and universities. Students who enroll in the course have the goals of getting a preview of calculus before college and/or acquiring sufficient skills and knowledge of the subject to enter a college mathematics program level higher than beginning calculus.

The overall objective of the course is to prepare students for the advanced placement test in calculus. Most colleges and universities grant college credit for scoring well on this exam. **AP Calculus corresponds to MAT 211 in the DMACC course guide.** To qualify for the 5 hours of DMACC credit, a student must complete the full year class (fall and spring semester) and register in the second semester with DMACC.

AP Statistics

Credit: 2.0
Pre-requisites: B or better in both semesters of Algebra II or instructor approval

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. **AP Statistics corresponds to AMT157 in the DMACC guide.**

Life Skills-Math

Credit: 2
Prerequisite: Teacher approval

Life Skills - Math is designed to develop and improve students' math skills. Major emphasis will be placed on the areas of money, telling time, and basic math facts. Community outings will be utilized to reinforce these skills.

MUSIC

Band

Credit: 2

Prerequisite: **Successful completion of 8th grade band and completion of the Advanced Beginner level of the Individual Developmental Performance Record, or pre-approval of director**

This course is a performance-based class, giving approximately 15-20 performances each school year. Band meets every day. Two substantial units of study will take place throughout the year: 1. Marching band 2.) Conference Band. During quarter one, all students enrolled in band will study marching band. During quarter two, three, and four, all students will be placed by ability in symphonic band (for intermediate students), the Wind Ensemble (for proficient students), or Wind Symphony (for advanced students). All groups will perform at many concerts within the school district and contests around the state.

Bass Choir

Credit: 2

Prerequisite: **Bass Clef Singers 9-12**

Bass Choir is a large choir open to all bass clef singers. No audition is required. This class emphasizes healthy singing technique and basic music literacy. Bass Choir performs a wide variety of choral repertoire in multiple concerts throughout the school year. The group meets every day. Voice lessons are available to interested students.

Treble Choir

Credit: 2

Prerequisite: **10-12 (Audition)**

Treble Choir is a large choir open to treble clef singers in grades 10-12. An audition with solo singing, sight-reading, and tonal memory components is required. This class emphasizes healthy singing technique and basic music literacy. Treble Choir performs a wide variety of choral repertoire in multiple concerts throughout the school year. The group meets every day. Voice lessons are available to interested students.

Urbandale Singers

Credit: 2

Prerequisite: **Treble and Bass Clef Singers 10-12 (Audition with solo singing, sight reading, tonal memory, and essay/interview components is required)**

Urbandale Singers is the premier UHS choral ensemble of students in grades 10-12. This class emphasizes healthy singing technique and advanced music literacy. Urbandale Singers performs a wide variety of choral repertoire in multiple concerts throughout the school year. The group meets every day. Voice lessons with a private teacher or UHS instructor (offered at no cost to the student) are required.

Concert Choir

Credit: 2

Prerequisite: **Treble Clef Singers 9-12**

Women's Concert Choir is a large choir open to all treble clef singers in grades 9-12. No audition is required. This class emphasizes healthy singing technique and basic music literacy. Concert Choir performs a wide variety of choral repertoire in multiple concepts throughout the school year. The group meets every day. Voice lessons are available to interested students.

Advanced Placement Music Theory

Credit: 2

Pre-requisite: Concurrent enrollment in vocal or instrumental music or instructor approval

This is a year-long course that teaches a wide array of musical concepts. Along with music theory and beginning composition the students also deal with aural skills, dictation, and sight singing. Students learn the basics of music notation and score analysis along with knowledge of basic tonal harmony in the eighteenth century common practice period style. The ultimate goal of the course is to develop a student's ability to recognize, understand, analyze, and describe the aspects and processes of music that is heard or seen in a score. Students engage in a variety of writing, singing, and compositional exercises that teach them the many aspects of musical composition and analysis. The focus is on learning the foundational principles of music theory that lead to aptitude in analysis and beginning composition. A primary goal of this course is to prepare students to take the AP Theory exam that is offered toward the end of the year. Students who pass may earn college credit at a number of colleges and universities.

ONLINE AP CLASSES

*Students must be signed up by the end of
the previous school year.*

Online AP English Language and Composition

Credit: 2

Prerequisite: **Min. of B in most recent English course**

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 will 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.

Online AP Physics

Credit: 2

Prerequisite: **Algebra II or Honors Algebra II and College Physics**

AP physics B is a non-calculus survey course covering five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students will gain an understanding of core physics principles and then apply them to problem-solving exercises. Students will learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape the lenses for glasses. The equivalent of an introductory college-level course, AP Physics B prepares students for the AP exam and for further study in science and engineering.

Online AP Macroeconomics

Credit: 2

Prerequisite: **Algebra II or Honors Algebra II**

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.

Online AP Microeconomics

Credit: 2

Prerequisite: **Algebra I**

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, 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 various 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 a 100-level college course, AP Microeconomics prepares students for the AP Exam and for further study in business, history, and political science.

PHYSICAL EDUCATION

Physical Education 9-10

Credit: .25 per semester

The objective of 9th/10th grade physical education is to actively participate in lifetime recreation, team, and individual activities. Students will be able to evaluate and work to improve muscular endurance and strength, determine and work to improve flexibility, assess and work to improve cardiovascular endurance, and capable of evaluating their overall personal fitness levels.

This course will integrate the State requirements of physical education.

Physical Education 11-12

Credit: .25 per semester

The objective of 11th/12th grade physical education is to actively participate in lifetime recreation, team, and individual activities. Students will be able to evaluate and work to improve muscular endurance and strength, determine and work to improve flexibility, assess and work to improve cardiovascular endurance, and capable of evaluating their overall personal fitness levels.

This course includes the State requirements of cardiopulmonary resuscitation (CPR) training for all graduates.

Health

Credit: 1

The Health course is a one semester, state-mandated comprehensive course. Students are introduced to a spectrum of health-based topics. Areas of study include, but are not limited to the following: self-esteem & mental health, hygiene, anatomy, exercise, nutrition, substance abuse, family life, control & prevention of disease, consumer choices, first aid, death/dying, environmental concerns, and human growth & development. Guest speakers from State & government agencies that provide health resources are sometimes included. Interdisciplinary projects are a routine part of the health curriculum.

Wellness for Life

Credit: 1

Grade Level: Grades 11-12

The Wellness class continues the progression of health-related information that has been taught in Health and PE classes. Areas of study include: stress management, body systems, health care systems, health related careers, dynamics of nutrition, body image, sexual harassment, fitness, international health, wellness programs, disabilities, infectious/non-infectious disease, mental disorders, self-esteem, and community health services. Wellness students will be able to research and present health related topics that interest them.

Strength and Conditioning

Credit: .25 per semester

This class introduces proper form and foundational movements of weight training. The complexity and intensity increase over time. It is a four-day program with two days dedicated to weight lifting and two days dedicated to athletic performance (such as running/sprinting, high intensity intervals, agility, etc). The workouts are personalized for each student. We use a platform called Teambuildr which provides the daily individual workout for every student. For student-athletes, this workout is based on whether they are in-season or off-season for their sport. Students need to provide their own transportation to the class. Time is allowed for showering and breakfast will be available by UCSD at the student's expense if they participate in 1st hour S/C..

- This class is offered during 1st hour and 8th hour. It lasts approximately one-hour.
 - 1st hour meets on Monday, Tuesday, and Friday from 7:15 a.m. to the end of 1st hour – Thursday will begin at 7:45.
 - 8th hour meets Monday, Tuesday, Wednesday, and Friday from the beginning of 8th hour and may extend beyond the end of the normal school day.

Contract Physical Education

Credit: .25 per semester

In extenuating circumstances, students in grades 9–12 may participate in programs other than the regular physical education instructional program and still receive credit to meet graduation requirements.

The student must submit a Contract Program proposal that gives a general outline of activities. Student must meet the following requirements:

- Students must have no physical education failures to make up from previous years.
- Students must have a full academic schedule: 1. The schedule must include band, chorus and foreign language to be considered a full schedule. 2. The schedule includes senior credit deficiency needs. 3. The schedule includes vocational program (such as DMACC or Central Campus).
- Students must participate in the activity 2.5 hours per week.
- Activities must include but not limited to:
 - 1) Physical fitness activities that increase cardiovascular endurance.
 - 2) Muscular strength and flexibility.
 - 3) Sports and games.
 - 4) Tumbling and gymnastics.
 - 5) Rhythms and dance.
 - 6) Water safety.
 - 7) Leisure and lifetime activities
 - 8) Water-Safety Instructor/Lifesaving
- Students must keep a log of the activity that includes amount of time spent on the activity each week. Logs can be found on the high school page of the website.
- Student and parent/guardian must meet with school administrator or staff designee. During the meeting students will submit their proposal explaining what activities they will participate in to successfully complete the contract. This must be done no later than one week prior to the start of the semester the student is contracting for. In order to be valid the contract must be signed by the student, a parent, the designated teacher, and an administrator all agreeing to its terms.
- Student must meet the CPR certification requirement for graduation.
- Students will receive a letter grade based on participation and documentation. For every week the participation and documentation requirements are not met, the student's grade will be lowered one whole grade.

Contract PE: Lifesaving

Credit: .25 per semester

Grade Level: Grades 9-12

Lifesaving is a contract PE option offered during 8th period. Students will attend lifesaving at the Urbandale Pool. Parent/guardian permission is required. Students must maintain an activity log.

PEOPEL PE

Credit: .25 per semester

Pre-requisites: Application required

Physical Education Opportunities for Exceptional Learners (PEOPEL PE) is an adaptive PE class designed for students with unique physical and/or health needs. General education and special education students are partners in the PEOPEL PE class. General education students must submit an application in order to be considered for acceptance into the course. Acceptance is based on the application form, a past pattern of good attendance, patience, and a desire to work with special needs' peers. Applications are available from Mr. Moreno (PE department) or Mrs. Steel (special education teacher).

SCIENCE

Physical Science

Credit: 2
Grade: 9

Physical Science introduces students to both Physicals and Earth Science. This is a two-semester guided inquiry course. The first semester focuses on modern concepts in physics. These topics include motion, forces, energy, electricity, magnetism, and waves. The second semester will focus on Earth Science concepts in the fields of astronomy, geology, environmental science, meteorology, and climatology.

Biology

Credit: 2
Grade Level: 10

Biology is a survey of many different aspects of living things. It will cover topics ranging from microscopic to populations of organisms. The course will provide a strong background in the basic biological language.

College AP Biology

Credit: 2 + 8 DMACC
Prerequisite: **Successfully completed Chemistry or currently enrolled in Chemistry**
Grade Level: **11-12 grade or teacher approval**

College AP Biology will cover a full range of biology concepts from microbiology to macro-biology. This is a college level biology course. A fundamental understanding of chemistry concepts is important to a student's success in this class. First semester will focus on microbiology, such as biochemistry, cell biology, biochemical pathways, genetics, and heredity. Second semester will emphasize macro-biology, such as evolution, taxonomy and classification of species, and the structure and physiology of plants and animals. **Qualifies for DMACC credit BIO 112 and BIO 113.**

Environmental Science

Credit: 2
Prerequisite: **11-12 or teacher approval and 2 years of science, including Biology**

In environmental science we will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Some topics investigated include Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change.

AP Environmental Science

Credit: 2
Prerequisite: **11-12 grade and Biology and either Chemistry or College Chemistry**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human made environmental problems, evaluate the risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Chemistry

Credit: 2

Prerequisite: **C or better in both semesters of Algebra or Algebra 1A & 1B. Students are encouraged to take Physical Science before taking Chemistry. 11-12 grade or teacher approval**

This two-semester course is designed to meet the needs of the student who wants to go on to a 4 year university. The course will focus on the modern concepts of chemistry and on using problem solving effectively. Some topics investigated include atomic structure, periodic law, chemical bonds, chemical composition, chemical equations, gas laws, solution process, acid and bases, and science/society issues pertaining to chemistry. A student must pass the 1st semester to enroll in the 2nd semester.

AP Chemistry

Credit: 2

Prerequisite: **Two semesters of Chemistry (B- or higher) or two semesters of Physical Science (B+ or higher). Also, two semesters or concurrent enrollment in Algebra II and Trig or Honors Algebra II and Trig with a C- or better or teacher approval.**

AP Chemistry is a two-semester course that provides students the opportunity to engage in a rigorous and real-world relevant college-level chemistry course. The course is intended for students who are considering pursuing science-related fields in their post-secondary education. Chemistry topics covered in this course are: atomic structure, compound structures, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases.

College Physics

Credit: 2 + 5 DMACC

Prerequisite: **C or better in both semesters of Honors Algebra II or Precalculus**

Grade Level: **12 or teacher approval**

College Physics is an advanced two-semester science course that is taught by experimentation in the lab. Topics include the study of force, rectilinear motion, curvilinear motion, work, power, energy, wave motion, sound, light, optics, interference and diffraction. Computer science skills are taught using VBA in Excel to create physics applications. Mechanical engineering is taught creating projects each quarter culminating in a miniature roller coaster that will be entered into competition at Iowa State University in the spring. **Physics corresponds to PHY160 in DMACC's course guide.**

Human Anatomy and Physiology

Credit: 2

Prerequisite: **2 years of science including Biology and Health 11-12 grade or teacher approval**

Human Anatomy and Physiology is a yearlong course taught to prepare students for college level medical and/or anatomy courses. During this class, students will study the structure and function of the body systems systemically. Students will start the class by reviewing basic biology knowledge, as well as learning important vocabulary and terminology used by the scientific community. A fundamental understanding of chemistry concepts is important to a student's success in this class. The following body systems will be taught during first semester: integumentary, skeletal, muscular, and nervous systems. Second semester will focus on the study of the endocrine, circulatory, respiratory, digestive, urinary, and immune body systems.

Principles of Engineering: Applied Physics

Credit: 2 + 3 DMACC

Prerequisite: Currently taking or passed Algebra II and passed Introduction to Engineering Design

Grade Level: 11-12 or teacher approval

POE is a course that helps students understand the fields of engineering and physics. Exploring various technology systems and manufacturing processes help students learn how engineers use math, science and technology in an engineering solving process to benefit people. The course is heavily project-based and includes machine control through computer programming. Students should have a strong math background and show an interest in the STEM fields. This course is an applied physics course and is worth 2 high school science credits. **This course also corresponds to EGT410 in the DMACC course guide.**

Life Skills – Science

Credit: 2

Prerequisite: Teacher approval

Life Skills – Science allows students to explore a variety of science topics. It is designed to allow students to investigate using the process of scientific inquiry. Skills will correlate with life skills needed during their high school career as well as with their post-secondary transition. Students will utilize these skills in a variety of ways.

Science Flow Chart

SOCIAL STUDIES

Cultural Geography

Credit: 2

Grade Level: 9

This course introduces students to the connections between the physical geography of a place and how it influences the culture of the people that live there. The curriculum covers the major methods and theories that are used in attempting to explain the world that human beings have created.

AP Human Geography

Credit: 2

AP Human Geography is a two-semester course designed as an introductory college geography class. This course introduces students to the basic concepts of human geography and provides a geographic framework for the analysis of current world problems. The course introduces students to the systematic study of patterns and processes that have helped shape human understanding, as well as the use and alteration of the Earth's surface. The course develops the ability to ask geographic questions, to acquire, organize, and analyze geographic information, and finally answer various geographic questions. Students employ spatial concepts and landscape analysis, human social organization, and its environmental consequences.

World Issues

Credit: 1

World Issues is designed to acquaint the student with a wide range of current worldwide and national issues. Important issues or events in the world will be traced to their historical roots. This course is designed to assist students in becoming more informed world-citizens and to give them the historical background of events necessary to better understand current situations. Students will become familiar with important people, places, and events in the world and will be able to hold opinions based on facts and deeper understandings.

American History

Credit: 2

Grade Level: 11

American History is a two-semester course required for graduation. In this class, students are asked to examine movements in America, both past and present, which have shaped the American point of view. Students will study periods of American History from post Reconstruction (1877) to present day.

World History: Ancient

Credit: 1

Grade Level: 10-12

World History focuses on the development of civilization from earliest man. Emphasis is placed on human achievement from the Neolithic Period through the Middle Ages. Special emphasis is placed on the arts and sciences and the lasting contributions to Western Civilization made by the major groups studied. The role of the individual in history is stressed. Comparisons are drawn between ancient times and modern where applicable. The student should gain an understanding of their cultural heritage and an appreciation for the contributions made by individuals who lived in ancient times.

European World History: Renaissance to Present

Credit: 1

Grade Level: 10-12

European World History focuses on the political development of modern European nations from 1600 to present. Special emphasis is placed on political and social movements, which include nationalism, imperialism, industrialism, and the effects of war. The students should gain an understanding of the complexity of the modern world and an appreciation for the antecedents of current issues and conflicts.

AP European History

Credit: 2

Recommended Prerequisite: Cultural Geography or AP Human Geography

Grade Level: 10-12

AP European History focuses on an in-depth study of the history of Europe from 1500 to present. The topics emphasized will include Renaissance and Exploration, Reformation and Religious Wars, Early Modern Society, Scientific Revolution, Growth of the State and Commercial Revolution, Enlightenment and Social Change, French Revolution, Industrial Society, nationalism and Imperialism, Intellectual, Cultural, and Social Upheaval, world War I and Revolution, The Crisis of Democracy, and World War II, and 1945 to present. Emphasis will be placed on themes that run throughout history. Essay writing will be an important component of the course as well as document-based questions (DBQs) and multiple choice quizzes and exams. These are designed to replicate components of the College Board exam to prepare students to take the AP European History Test.

AP US History

Credit: 2

Recommended Prerequisite: AP Human Geography or AP European History

Grade Level: 11

AP US History is designed for students who wish to successfully complete the advanced placement exam administered by the College Board Advanced Placement program. Most colleges and universities grant college credit for scoring well on this exam. This course is taught chronologically with unit emphasis as follows: The years 1607 to 1789; 1790 to 1916; 1917 to the present. The course will emphasize both knowledge on a factual basis and the ability to develop concepts. Political, social, diplomatic and economic history will be emphasized. Historiography will be a part of the study within each unit. The student will be expected to use a textbook, other secondary and primary source material and take notes from lecture. Essay writing will be an important component of the course as well as document based questions (DBQs) and multiple choice quizzes and exams. These are designed to replicate components of the College Board exam that is given in May. This exam is not required but the student is encouraged to consider taking it.

American Government

Credit: 1

Grade Level: 12

American Government is a one semester course required for graduation. Students study a basic overview of the development of the U.S. Government, political beliefs and process, and the three branches of government. The focus is on the national government, with additional information of state and local politics, and civic duty and responsibility.

AP US Government/Economics

Credit: 2

Recommended Prerequisite: American History or AP US History

This course will meet both the government and economics requirements for graduation and also prepare the student to take the AP government and politics exam, integrating it with the basic principles of economics. Students will learn the basic principles of a market economy and the role of supply and demand, and price determination. It will also include the role of the government in our economic system. Students will become familiar with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will view current issues in American society from a political and economic point of view.

Economics

Credit: 1
Grade Level: 12

Economics class provides an introduction to the basic principles of macroeconomics and microeconomics. These theories are emphasized and highlighted in relation to the U.S. economy. Additionally, international finance is studied with respect of how the U.S. fits globally into world economies. Lastly, personal finance topics are emphasized in order to help students prepare for their next step in life.

Non-Western History

Credit: 1
Grade Level: 10-12

Non-Western History focuses on Asian and Middle East Civilizations including China, India, Mesopotamia, Indus Valley, and the Middle East. Emphasis will be on the changing nature of societies through the perspective of political, social, and economic factors.

Psychology

Credit: 1
Prerequisite: 11-12

A general survey of the important concepts in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, learning, memory, problem solving, sensation and perception, states of consciousness, motivation, emotions, personality, intelligence, gender, and sexuality and abnormal behavior.

AP Psychology

Credit: 2
Recommended Prerequisite: 11-12 grade, Cultural Geography or AP Human Geography or World History or AP European History

The Advanced Placement Psychology course is designed for students who wish to complete studies equivalent to an introductory college course in Psychology. The purpose of the course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and selected animals. Major topics in the course include: history and approaches, biological bases of behavior, sensation and perception, states of consciousness, learning, and cognitions.

Sociology

Credit: 1
Prerequisite: 10-12

Students explore the concepts and theories necessary to systematic understanding of our social worlds. Topics include considering sociology as science, the nature of large-and small-scale groups, social stratification, historical eras and social change, and race, ethnic and gender relations.

Social Studies Flow Chart

STEM

In an effort to promote education and careers in Science, Technology, Engineering and Mathematics (STEM) and increase the diversity of students in STEM classes at UHS, we have created this section in the course handbook devoted to STEM classwork. Though most of these classes can be found elsewhere in the course handbook under their respective content areas, they are highlighted here to provide a clear pathway for all students interested in pursuing engineering and other STEM related fields. As well, students can earn up to **36 college credits** through participation in these specific classes, many designed specifically to expose students to lucrative careers in STEM.

Annually one male and one female graduating senior will be recognized for their regular participation in STEM classes and their commitment to the growing field of STEM.

Introduction to Engineering Design (IED)

Credit: 2 + 3 DMACC

Prerequisite: Algebra 1, **Recommended:** Geometry

Introduction to Engineering Design is a course that teaches problem solving skills using a design development process. Model solutions are created, analyzed, and communicated using solid modeling, computer design software. Students will be challenged with practical applications of math and science. Students should have a strong math background and show an interest in the STEM fields (Science, Math, Engineering and Technology). **Although highly recommended for serious science/math students the engineering courses cannot count for a science or math credit. This course does however correspond to EGT400 in the DMACC course guide.**

Computer Science Principles (CSP)

Credit: 2 + 3 DMACC

Prerequisite: C or better in both semesters of Algebra I

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. This course aligns with the AP Computer Science Principles course.

Principles of Engineering: Applied Physics

Credit: 2 + 3 DMACC

Prerequisite: Currently taking or passed Algebra II and passed Introduction to Engineering Design

Grade Level: 11-12 or teacher approval

POE is a course that helps students understand the fields of engineering and physics. Exploring various technology systems and manufacturing processes help students learn how engineers use math, science and technology in an engineering solving process to benefit people. The course is heavily project-based and includes machine control through computer programming. Students should have a strong math background and show an interest in the STEM fields. This course is an applied physics course and is worth 2 high school science credits. **This course also corresponds to EGT410 in the DMACC course guide.**

Pre-Calculus

Credit: 2 + 5 DMACC

Prerequisite: Trigonometry credit*, 2 Algebra II credits, 2 Honors Algebra II or teacher Approval. **Second Semester requires a qualifying ALEKS score**

Pre-Calculus is designed to prepare students for a course in calculus at the college level. This course is for students who intend to continue their education in mathematics, engineering, science, or other math-related areas, or who are interested in learning mathematics as a part of their total education. A secondary purpose is to provide students not planning a math-related career with the mathematics they need to pass-out of required math courses at the college level. **Pre-Calculus corresponds to MAT 129 in the DMACC course guide.** To qualify for the 5 hours of DMACC credit, a student must complete the full year class (fall and spring semesters) and register in the second semester with DMACC.

*Trigonometry must be completed before or taken concurrently with first semester Pre-Calculus.

AP Calculus

Credit: 2 + 5 DMACC

Prerequisite: 2 Pre-calculus credits or instructor approval

AP Calculus is designed to provide a thorough introduction into differential and integral calculus. It is comparable to the first year calculus course taught at some colleges and universities. Students who enroll in the course have the goals of getting a preview of calculus before college and/or acquiring sufficient skills and knowledge of the subject to enter a college mathematics program level higher than beginning calculus. The overall objective of the course is to prepare students for the advanced placement test in calculus. Most colleges and universities grant college credit for scoring well on this exam. **AP Calculus corresponds to MAT 211 in the DMACC course guide.**

College Physics

Credit: 2 + 5 DMACC

Prerequisite: C or better in both semesters of Honors Algebra II or Precalculus

Grade Level: 12 or teacher approval

College Physics is an advanced two-semester science course that is taught by experimentation in the lab. Topics include the study of force, rectilinear motion, curvilinear motion, work, power, energy, wave motion, sound, light, optics, interference and diffraction. Computer science skills are taught using VBA in Excel to create physics applications. Mechanical engineering is taught creating projects each quarter culminating in a miniature roller coaster that will be entered into competition at Iowa State University in the spring. **Physics corresponds to PHY160 in DMACC's course guide.**

College AP Biology

Credit: 2 + 8 DMACC

Prerequisite: Successfully completed Chemistry or currently enrolled in Chemistry

Grade Level: 11-12 grade or teacher approval

College AP Biology will cover a full range of biology concepts from microbiology to macro-biology. This is a college level biology course. A fundamental understanding of chemistry concepts is important to a student's success in this class. First semester will focus on microbiology, such as biochemistry, cell biology, biochemical pathways, genetics, and heredity. Second semester will emphasize macro-biology, such as evolution, taxonomy and classification of species, and the structure and physiology of plants and animals. **Qualifies for DMACC credit BIO 112 and BIO 113.**

TECHNOLOGY ED./INDUSTRIAL TECHNOLOGY (Career and Technical Education)

Woodworking Technology I

Credit: 1

Prerequisite: None

Woodworking Technology is a course which provides students the opportunity to study and use basic types of wood materials, hand and portable tools, industrial machines, joinery, fastening techniques, finishing, terminology and safety. Upon successful completion of this course, the student will have woodworking skills that will be useful in any aspect of the construction industry or home ownership. Additionally, the student should have a broader understanding of construction processes as well as more in-depth problem solving skills.

Woodworking Technology II

Credit: 1

Prerequisite: Woodworking Technology I

Woodworking Technology II is a course which provides students the opportunity to continue their studies in types of wood materials, hand and portable tools, industrial machines, joinery, fastening techniques, finishing, terminology, and safety. Upon successful completion of this course, the student will have woodworking skills that will be useful in any aspect of the construction industry or home ownership. Additionally, the student should have a broader understanding of construction processes as well as more in-depth problem solving skills. In this course, students will complete two required projects. The projects will have a minimum of one of the following: a door or drawer, require basic turning, or use advanced joinery.

Building Skills

Credit: 1

Prerequisite: 10-12

This course is an introduction to the basic building materials, components, methods, and sequences in residential construction. It is designed to give students basic, entry-level skills in construction and related trades along with an overview of career opportunities available. Emphasis is placed on safety and the proper use of both hand and power tools. This course provides students the experience of participating in the building of house components with various skill building projects.

Cybersecurity

Credit: 2

Prerequisite: 10-12, Computer Science Principles recommended

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Cabinetmaking and Furniture

Credit: 1

Prerequisite: C or better grade in Woodworking Tech I and II and instructor approval

Cabinetmaking & Millwork is a course that provides students the opportunity to continue their studies in types of wood materials, hand and portable tools, industrial machines, joinery, fastening techniques, finishing, terminology and safety as well as research and design. Upon successful completion of this course, the student will have woodworking skills that will be useful in any aspect of the construction industry or home ownership. Additionally, the student should have a broader understanding of construction processes as well as more in depth problem solving skills.

Introduction to Engineering Design

Credit: 2 + 3 DMACC

Prerequisite: Algebra 1, **Recommended:** Geometry

Introduction to Engineering Design is a course that teaches problem solving skills using a design development process. Model solutions are created, analyzed, and communicated using solid modeling, computer design software. Students will be challenged with practical applications of math and science. Students should have a strong math background and show an interest in the STEM fields (Science, Math, Engineering and Technology). **Although highly recommended for serious science/math students the engineering courses cannot count for a science or math credit. This course does however correspond to EGT400 in the DMACC course guide.**

Principles of Engineering: Applied Physics

Credit: 2 + 3 DMACC

Prerequisite: Currently taking or passed Algebra II and passed Introduction to Engineering Design

Grade Level: 11-12 or teacher approval

POE is a course that helps students understand the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers use math, science and technology in an engineering solving process to benefit people. The course is heavily project-based and includes machine control through computer programming. Students should have a strong math background and show an interest in the STEM fields (Science, Math, Engineering and Technology). **Although highly recommended for serious science/math students the engineering courses cannot count for a science or math credit. This course does however correspond to EGT410 in the DMACC course guide.**

Computer Science Principles (CSP)

Credit: 2 + 3 DMACC

Prerequisite: C or better in both semesters of Algebra I

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. This course aligns with the AP Computer Science Principles course.

VOCATIONAL

Experience Based Career Exploration (EBCE)

Credit: 1 or 2
Prerequisite: Level 3 students

Experience Based Career Exploration is designed to develop skills necessary in the workplace. Major emphasis is placed on actual experience in community businesses, interpersonal relations, appropriate work related behavior, and filling out forms necessary for employment.

Work Experience

Credit: .5 to 2
Grade Level: 11-12
Prerequisite: Completed application and Student Study Team approval or completed application and IEP students

The Work Experience Program is a cooperative arrangement between student, school, and employer. Work Experience allows a student to gain job skills, earn money, and school credit through employment in the community. While on the job, the student will learn firsthand the skills/competencies needed to get and keep a job. Students must have a job ("cash" jobs and working for relatives does not count). Students should plan to meet with the coordinator once a week.

School Based Vocational Training

Credit: 1 or 2
Grade Level: 10-12
Prerequisite: Teacher Approval, IEP students

School Based Vocational Training will use a hands-on curriculum that operates in a simulated work environment. Strict work procedures are followed so students get the feel of real work, at the same time learn and explore new career/vocational areas. Students will have training in basic career/vocational and life skills. These skills relate to almost every type of career. Skills are taught in a systematic format that helps students become more independent. Life skills are taught to help students learn everyday skills. Students will be assessed on specific work areas to help them explore and develop career/vocational and life skills.

Community Based Vocational Training

Credit: 1
Grade Level: 11-12
Prerequisite: Teacher Approval/One Semester of SBVT Recommended/IEP Students,

Community Based Vocational Training is a cooperative arrangement between the student, school, and the student's job placement. Community Based Vocational Training curriculum is designed to assist in the development of the soft skills necessary for the workplace. Students will have the opportunity to experience typical job expectations in a community setting. Also, included in the course will be daily lesson plans designed to explore careers and build the prowess necessary for successful post-secondary employment.

Succeeding in the World of Work

Credits: 1
Prerequisite: Student Support Team Approval
Grade Level: 10-12

Succeeding in the World of Work is an elective course designed for the student who wants to learn more about finding a career, applying for jobs, and what to do once a job has been secured. Students will learn about various careers, job applications, resumes, cover letters, and the interview process. Students will assess their own abilities, make a budget, discover what job expectations are, learn effective communication in the work place, complete simple tax forms, and find out how to meet their adult responsibilities. There will be guest speakers from the community work force to discuss various jobs.

