

# Fort Dodge Senior High Course Catalog (2024-2025)



*“Education is one thing no one can take away from you.”*

*-Elin Nordegren*

## ***Table of Contents***

|                                                               |           |
|---------------------------------------------------------------|-----------|
| <b>Table of Contents</b>                                      | <b>2</b>  |
| <b>Fort Dodge Community Schools</b>                           | <b>3</b>  |
| <b>To Parents and Students</b>                                | <b>4</b>  |
| <b>School Counseling Department</b>                           | <b>5</b>  |
| <b>Definition of Terms</b>                                    | <b>6</b>  |
| <b>Which elective course should I take?</b>                   | <b>7</b>  |
| <b>Graduation Requirements</b>                                | <b>8</b>  |
| <b>Regional Admission Index (RAI)</b>                         | <b>9</b>  |
| <b>Frequently Asked Questions (FAQs)</b>                      | <b>10</b> |
| <b>Special Testing Programs</b>                               | <b>12</b> |
| <b>Iowa Seal of Biliteracy Guidance</b>                       | <b>14</b> |
| <b>Edgenuity/e2020 Policies and Procedures</b>                | <b>15</b> |
| <b>Agricultural Science Department</b>                        | <b>16</b> |
| <b>Art Department</b>                                         | <b>18</b> |
| <b>Business Education Department</b>                          | <b>21</b> |
| <b>Coaching Authorization</b>                                 | <b>24</b> |
| <b>English Department</b>                                     | <b>25</b> |
| <b>Family and Consumer Science Department</b>                 | <b>30</b> |
| <b>Health Department</b>                                      | <b>32</b> |
| <b>Healthcare Department</b>                                  | <b>33</b> |
| <b>iJAG Department</b>                                        | <b>34</b> |
| <b>Industrial Technology Department</b>                       | <b>35</b> |
| <b>Mathematics Department</b>                                 | <b>39</b> |
| <b>Music Department</b>                                       | <b>42</b> |
| <b>Physical Education (PE) Department</b>                     | <b>45</b> |
| <b>Publications Department</b>                                | <b>47</b> |
| <b>Science Department</b>                                     | <b>48</b> |
| <b>Social Studies Department</b>                              | <b>51</b> |
| <b>Special Education Department</b>                           | <b>56</b> |
| <b>Theater Department</b>                                     | <b>58</b> |
| <b>World Language Department</b>                              | <b>59</b> |
| <b>Extended Learning Department</b>                           | <b>62</b> |
| <b>Honors by Contract</b>                                     | <b>63</b> |
| <b>Talented and Gifted (TAG) Program</b>                      | <b>63</b> |
| <b>Advanced Placement (AP) Courses</b>                        | <b>63</b> |
| <b>College Courses through Iowa Central Community College</b> | <b>68</b> |

## ***Fort Dodge Community Schools***

### ***Equity and Compliance Information***

TITLE V (Promoting Informed Parent Choice and Innovative Programs),  
TITLE IX (Sex Discrimination and Harassment), -AND-  
SECTION 504 (Rehabilitation Act)

The FDCSD offers career and technical programs in the following categories: Applied Sciences, Technology, Engineering, Manufacturing, Business, Finance, Marketing, Management, Health Services, and Human Services.

It is the policy of Fort Dodge Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. If you have questions or grievances related to this policy, please contact Aaron Davidson, Executive Director Educational Services, 515-576-1161, [adavidson@fdschools.org](mailto:adavidson@fdschools.org), located at Central Administration Office, 109 North 25th Street, Fort Dodge, IA 50501, or contact the Office for Civil Rights Midwestern Division for U. S. Department of Education Office, John C. Kluczynski Federal Building 230 S. Dearborn St., 37th Floor, Chicago, IL 60604 (Alternate for Section 504 is Branwyn Greathouse, Director of Special Education/Special Needs, 515-574-5675, [bgreathouse@fdschools.org](mailto:bgreathouse@fdschools.org), Central Administration Office, 109 North 25th Street, Fort Dodge, IA 50501).

## ***To Parents and Students***

This book will help you plan an educational program to best fit your future needs. We strongly encourage students to consider non-traditional courses when planning their schedules.

It is important to evaluate the courses you are considering not only in relation to your interests and abilities but also in relation to your future vocational plans. Careful and thoughtful registration eliminates many problems for you and the school when the year begins. If we determine from the registration that some courses are so limited in enrollment that they cannot be economically taught, they will be dropped and you will be asked to choose another course.

We encourage you to make thoughtful and informed choices when choosing your courses in your four-year plan. Consider the following when creating or updating your four-year plan:

1. Check the requirements for graduation listed in this section of the booklet.
2. Grade point, credits, and prerequisites are among the terms defined in this book. An understanding of these words will be helpful for all students to use in checking their progress in high school.
3. Course descriptions are designed to help you understand what is taught in each class. Prerequisites and grade-level requirements are also listed. You are encouraged to examine those of interest.
4. Select courses in light of your specific needs. The goal is to have a well-rounded education if you include a variety of elective courses in addition to the required courses.

It is our intent that courses listed in the registration be considered as final as possible. Some schedule changes may be considered at a later date, particularly if it is determined necessary to facilitate the scheduling process.

It is important that you make decisions that will help you to achieve future goals. Careful use of all available information helps to ensure wise decisions. If you have further questions or wish more complete information, consult your School Counselors.

## ***School Counseling Department***

One aspect of counseling services is to assist you in making the best possible use of opportunities, curricular and extracurricular, available to you at Fort Dodge Senior High. This means planning the best course of study for you while helping you gather information and develop your skills in making your career and post-high school educational plans.

You will be assigned to a School Counselor who will work with you throughout high school. You are welcome to come in to see your School Counselor before or after school, or during school with an e-hallpass.

We encourage you to become acquainted with your School Counselor and the services available through the Counseling Department. As School Counselors, we look forward to getting to know you and helping you have a valuable and enjoyable high school experience.

### ***Our Vision***

All students of Fort Dodge Community School District graduate as lifelong learners that are making a positive impact. Our students are productive citizens who have developed the necessary skills, are college and career-ready, and are meeting the challenges of the 21st century.

### ***Our Mission***

The mission of the Fort Dodge Community School District School Counseling Program is to provide a comprehensive and developmental program. In partnership with teachers, administrators, families, and a caring community, we will address the academic, career, social/emotional development of all students and assist them in acquiring skills, knowledge, and attitudes they need to become productive citizens of their community.

### ***Beliefs***

The Fort Dodge Senior High Counseling department believes all students should have access to post-secondary options that align with the individual student's talents and skills. We also believe all students will be held to high academic standards that will ensure them to reach their full potential.

We look forward to working with you!

### **School Counselors for the 2024-2025 School Year**

#### **Jolene Hays**

Last Names A-D & ELL Students  
(English Language Learners)

#### **Sydney Beck**

Last Names E-J

#### **Scott Timmerman**

Last Names K-P

#### **Marcy Weinzetl**

Last Names Q-Z

## ***Definition of Terms***

**Credit:** One credit is earned for successfully completing a course that meets the equivalent of one 60 minute period per day over a 60 day term. The 3600 minutes is in line with the current Carnegie System used by the state of Iowa and equates to ½ Carnegie Unit. (1 FDSH Credit = ½ Carnegie Unit)

**Elective:** A subject or course that may be chosen for study as distinguished from courses which are required for graduation.

**Prerequisite:** Specific preliminary requirements must be successfully completed in order to advance to the next course of a sequence within certain disciplines. “Successfully completed” means that a student should have a passing grade of A, B, C or D. The purpose of a prerequisite is to help ensure that students will be successful in subsequent courses. This will facilitate the preparation of planning for desired goals in education. Exemptions may be made through a conference with the parents, students, teacher, counselor, and administrator.

**Co-Requisite:** A course that may be taken simultaneously with another. For example: in the Vocational Education programs, the class instruction must be taken simultaneously with the on-the-job training.

**Required Course:** Any course required for graduation.

**Zero Hour:** These courses begin at 6:45 and can be used to add another course to a student’s schedule that wishes to take an array of courses and needs an extra period to accomplish their career exploration.

**Independent Study:** A means by which a student may pursue, in depth, a course previously taken. For example; if a student has done well in and wishes to continue beyond the objectives of the course he/she may develop a contract with the instructor to work on an extended basis or an additional term. This plan must be developed prior to the beginning of term as well as approved by the teacher and an administrator.

### **Grade Point System**

|             |             |             |
|-------------|-------------|-------------|
| A = 4.0000  | B- = 2.6667 | D+ = 1.3333 |
| A- = 3.6667 | C+ = 2.3333 | D = 1.0000  |
| B+ = 3.3333 | C = 2.0000  | D- = 0.6667 |
| B = 3.0000  | C- = 1.6667 | F = 0.0000  |

## ***Which elective course should I take?***

As you use this guide, keep these things in mind:

1. Select several occupation fields in which you are interested.
2. Notice that many courses are important to practically all occupations. If you plan wisely, you can change or modify your occupational objectives without losing the value of the courses you have taken.
3. Select a course in light of your specific needs. You will have a well-rounded education if you include a variety of elective courses.
4. Evaluate the course you should take not only in relation to occupational objectives, but also in relation to your interests, abilities, and past performance.
5. Study the course descriptions so you will fully understand what the course is about and what will be expected of you.
6. Be ready to sit down with your School Counselor and plan your high school program.

## ***Graduation Requirements***

### ***A Synopsis of the Graduation Requirements***

Credits required: A minimum of 48 credits is required for graduation.

Courses required: In order to meet the 48 credit minimum requirement, the following courses are required for graduation for the Class of **2025**.

In order to ensure our students have the essential skills and concepts outlined in the Iowa Core Curriculum the following graduation requirements have been established:

**English – 8 Credits:** Must include successful completion of English 9 and English 10. In addition, it must include a composition course, a literature course, and a communications course.

**Math – 6 Credits:** Must include successful completion of Algebra 1 and Geometry.

**Science – 6 Credits:** Must include successful completion of Integrated Science **or** Chemistry, Biology, and Physics.

**Social Studies – 6 Credits:** Must include successful completion of World Studies, American History, American Government, and a Behavioral Science course.

**Physical Education – 4 Credits:** Must take one course each year throughout high school.

**Health – 1 Credit.**

**Financial Literacy – 1 Credit.**

### ***A Synopsis of the Graduation Requirements***

Credits required: A minimum of 48 credits is required for graduation.

Courses required: In order to meet the 48 credit minimum requirement, **the following courses are the anticipated graduation requirements for the Class of 2026 and later.**

In order to ensure our students have the essential skills and concepts outlined in the Iowa Core Curriculum the following graduation requirements have been established:

**English – 8 Credits:** Must include successful completion of English 9 and English 10. In addition, it must include a composition course, a literature course, and a communications course.

**Math – 6 Credits:** Must include successful completion of Algebra 1 and Geometry.

**Science – 6 Credits:** Must include successful completion of Biology, Chemistry, and Physics.

**Social Studies – 6 Credits:** Must include successful completion of World Studies, American History, American Government, and a Behavioral Science course.

**Physical Education – 4 Credits:** Must take one course each year throughout high school.

**Health – 1 Credit.**

**Financial Literacy – 1 Credit.**



### **High School Graduation**

In order to graduate from FDSH students must earn 48 credits including specific credits in Mathematics, Science, English, American Government, American History, World Studies, Physical Education, Health, and Personal Finance.

Transfer students in good standing at their previous school must assume the requirements at Fort Dodge Senior High School effective at the time of their transfer. In order to receive a diploma from Fort Dodge Senior High, a student must complete a minimum of six credits of class work at FDSH. No limit has been placed on the number of credits that a student can earn from a department.

An alternative educational program may include but not be limited to online and competency-based courses, home schooling, and learning centers. Credits earned at an alternative educational program will be evaluated by the student's Counselor and recommended for approval/denial to the Director of Educational Services and the high school Principal. Evaluation considerations will be made based on documentation of student performance or achievement, resource materials and activities used in instruction.

Students who have not successfully completed all requirements for graduation from FDSH, or have had disciplinary consequences, or outstanding fees/fines, will not be allowed to participate in graduation ceremonies. The Principal and the Superintendent of school will evaluate all exceptional or unusual circumstances concerning graduation.

### **Regional Admission Index (RAI)**

Iowa resident students who achieve at least a 245 RAI score and who meet minimum high school course requirements are automatically offered admission to any of the three Regent universities. Students who achieve less than a 245 RAI score and who meet the minimum high school course requirements will continue to receive individual review from the Regent University to which they applied.

The index combines three factors that strongly predict success at regent universities: ACT or SAT test score, high school cumulative grade-point average, and the number of completed high school core courses (only NCAA Approved courses will be counted). Please utilize the RAI calculator on your Naviance Family Connection site or the [Board of Regent's RAI calculator](#).

#### **Regent Admission Index Formula**

(3 x **ACT composite score**)

+

(30 x **Cumulative GPA**)

+

(5 x Number of years of high school courses completed in the **core subject areas**)

### **Iowa Regent University High School Course Requirements**

In addition to meeting the Regent Admission Index requirement, students must complete the minimum number of high school courses specified below for the institution to which they're applying. A copy of high school recommendations for college preparation can be found at the [Board of Regents website](#).

## ***Frequently Asked Questions (FAQs)***

### ***Should I plan to graduate early my senior year?***

Students, particularly those who are college-bound, can profit considerably from the additional term of preparation. Early graduation may be a good option for those students who plan to begin their studies in college immediately. On the other hand, being out of school early would not be advisable for most students. Some students graduate mid-year to enter the labor market full time. In all cases preparation and plans for the future should be carefully considered.

### ***How important is my Grade Point Average (GPA)?***

Although the grade point average is one of the criteria used for college admission, a factor of equal importance is taking the proper courses to gain the background required for your chosen major.

### ***How important are test scores?***

You will have the opportunity to take a variety of interest inventories and ability tests while in high school. A primary purpose of all of the inventories and tests is to provide information, which can help you clarify and evaluate your interests and abilities. This information can help you make appropriate educational and career choices.

### ***When should I begin selecting a trade/technical school or college?***

Selection of a trade school, technical school, or college can be a difficult process. Part of this process is identifying the criteria important to you in selecting an institution of higher learning. Cost, location, size, and course offerings are factors which should be considered in your decision. Obviously, the more time you spend in the selection process, the more likely your selection will meet the criteria important to you. Your School Counselor will be able to suggest career planning aids and will be able to help you with the post-secondary planning process.

### ***Should I plan my classes so I can have an easy senior year?***

One thing students should avoid if at all possible is minimum preparation for future plans. Since most students have more credits than required for graduation, "easing off" can be attractive during the senior year. Students should continually strive to meet or surpass the preparation of those against whom they will be competing. Regardless of future plans, carrying a full student class load during the senior year is highly advisable. In some cases, this may save time and money later.

### ***Who is responsible for making sure I have earned all of the requirements for graduation?***

Since the requirements for graduation are explicitly stated in the registration and book, it is the student's and his/her parent's responsibilities to see those graduation requirements are met. The School Counselor, however, can work closely with students in planning their high school programs to best prepare them for their future plans. Take the initiative to see your School Counselor often each year.

***When should I begin visiting with college representatives?***

Representatives from most Iowa colleges and many out-of-state colleges visit our high school each year. Visiting with these representatives can be helpful in selecting a college. If possible, you should visit with some of the college representatives prior to your senior year. You may be excused from a class to visit with a college representative.

***How do I find out about scholarships and financial aid for further education?***

Information about scholarships and financial aid opportunities are available from your School Counselor.

***Should I become involved in school activities?***

Involvement in school activities can be both educational and enjoyable. Some of the activities include: debate, speech, drama, athletics, music, and journalism. Participation in activities may help you gain experience in one of your interest areas and, at the same time, you will receive enjoyment from accomplishing something with your friends.

***How do I know if I'm academically eligible to participate in extracurricular interscholastic competition?***

Fort Dodge Senior High School eligibility is determined in accordance with the Iowa Department of Education "NO PASS NO PLAY" legislation. A student must receive passing grades in all courses to remain eligible. During a student's freshman year at FDSH, the "No Pass No Play" policy is in effect for all activities in which a student chooses to participate. Also, students must be considered full-time students (enrolled in at least 4 classes) to be eligible. For detailed information regarding the eligibility policy, contact Mr. Brandon Ruffridge, the Athletic and Activities Director.

## ***Special Testing Programs***

There are numerous tests administered by organizations other than the high schools for special purposes such as college admission, scholarships, placement, and vocational guidance. Therefore, it is necessary that students begin planning early. The choice of college will determine which tests are needed. Information about these tests may be obtained in the school counseling department. Students are encouraged to discuss their individual needs with a School Counselor.

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

These tests are used by some colleges to allow students advanced standing, advanced credit or both before they actually enroll as freshmen at that college. Fort Dodge Senior High offers several advanced placement courses. Students are strongly advised to check the policy of their prospective college regarding advanced credit or placement before taking these tests.

### ***American College Testing (ACT) Program***

Most four-year Midwestern colleges for admission, placement, and scholarships use the ACT. This test is most often taken during the spring (April) of the junior year but can be taken at the beginning (September) of the senior year. Registration materials are available in the school counseling department.

### ***College Entrance Examination Board (SAT I & II)***

Some colleges and some national scholarships require the SAT I – reasoning test and/or SAT II – subject tests. These tests are mainly for seniors although some juniors may wish to take them in the spring or summer. Students should consult their School Counselor for testing dates and centers. Registration materials are available in the school counseling department.

### ***College Level Examination Program (CLEP)***

These tests are specific to a given subject. Some colleges award credit based upon the CLEP score students achieved. Students should work closely with their prospective college to be certain credit can be earned. CLEP tests are given at Iowa Central. Contact your School Counselor for more information.

### ***Pre-SAT/National Merit Scholastic Qualifying Test (PSAT/NMSQT)***

This test is an elective test administered to sophomores and juniors during the fall term. It provides practice for the SAT I and, for juniors, initiates the selection process for National Merit Scholarship winners. A registration fee is required.

### ***Accuplacer and ALEKS Testing***

Before enrolling in courses at Iowa Central, all first-time, full-time students; all part-time students taking math, English, reading; and/or any students whose program requires it must present assessment scores (from the last 3 years), Iowa Central requires ALEKS®, ACT, ACCUPLACER®, SAT, or Iowa Assessments (junior year) scores so it can guide students to appropriate coursework and to eventual academic success.

***ALEKS Assessment***

The [ALEKS Assessment](#) is Iowa Central's math placement assessment. If students have not taken any prior math placement assessments, they can take the ALEKS Assessment at any of the Iowa Central centers, free-of-charge. The computerized ALEKS Assessment is not timed and provides a built-in calculator that can be used for some of the problems. The average time for the ALEKS Assessment is 90 minutes. Once you have completed the first assessment, you will have access to an online Prep and Learning Module where you can work through a series of problems specific to your proficient/deficient math subject areas.

***ACCUPLACER® Assessment***

The [ACCUPLACER® Assessments](#) are Iowa Central's reading and writing (English) placement assessments. The computerized ACCUPLACER® Reading Comprehension is an untimed test comprising 20 questions and measures your ability to understand what you read, to identify main ideas, and to make inferences. You need to distinguish between direct statements and secondary or supporting ideas.

The computerized ACCUPLACER® WritePlacer® assessment is 60-minutes in length and will require an examinee to compose a 300-600 word, typed essay. The WritePlacer® test measures your ability to write effectively, which is critical to academic success. Your writing sample will be scored on the basis of how effectively it communicates a whole message to the readers for the stated purpose. Your score is based on your ability to express, organize and support your opinions and ideas, not the position you take on the essay topic.

## ***Iowa Seal of Biliteracy Guidance***

### ***Introduction***

The Seal of Biliteracy is an award given by a district to recognize students who have attained proficiency in two or more languages, one of which is English, by high school graduation.

Governor Kim Reynolds signed SF475 into law during the 2018 legislative session. The language of the bill is as follows: Sec. 17. Section 256.9, Code 2017, is amended by adding the following new subsection:

*Develop and administer a seal of biliteracy program to recognize students graduating from high school who have demonstrated proficiency in two or more world languages, one of which must be English. Participation in the program by a school district, attendance center, or accredited nonpublic school shall be voluntary. The department shall work with stakeholders to identify standardized tests that may be used to demonstrate proficiency. The department shall produce a seal of biliteracy, which may include but need not be limited to a sticker that may be affixed to a student's high school transcript or a certificate that may be awarded to the student. A participating school district or school shall notify the department of the names of the students who have qualified for the seal and the department shall provide the school district or school with the appropriate number of seals or other authorized endorsement. The department may charge a nominal fee to cover printing and postage charges related to issuance of the biliteracy seal under this subsection.*

### ***Why is the Seal of Biliteracy Important?***

Being able to know and use more than one language is a critical skill for the 21st century. The seal of biliteracy:

- Values language as an asset.
- Recognizes the value of language diversity & cultural identity.
- Prepares students with 21st century skills that will benefit them in the labor market and the global society.
- Provides employers, universities, and grant/scholarship providers with a method to recognize applicants for their dedication to attainment of biliteracy.

### ***What is Language Proficiency?***

The seal of biliteracy focuses not on “seat time” or completion of language courses; it relies on demonstrating proficiency in a given language. The American Council on the Teaching of Foreign Languages (ACTFL) outlines the meaning of language proficiency, and they use the terms novice, intermediate, advanced, superior and distinguished to indicate levels of proficiency. For the purposes of this seal, a score that mirrors the ACTFL intermediate level is considered proficient. To learn more about how ACTFL outlines levels of language proficiency see the appendix.

### ***Requirements to Demonstrate Knowledge of English***

To be eligible to be awarded the Iowa Seal of Biliteracy, each student shall demonstrate proficiency in English. The requirement must be met during the course of each student's high school years. See your counselor for a list of the assessment options that a student may choose from to demonstrate proficiency in English.

### ***Where can I find more information about the Iowa Seal of Biliteracy?***

You can find more information at <https://educateiowa.gov/pk-12/instruction/biliteracy-seal>.

### ***Edgenuity/e2020 Policies and Procedures***

Edgenuity (formerly known as e2020) is Fort Dodge Senior High's online learning platform. Online classes through Edgenuity are typically for students who are credit deficient, are in our alternative program, or are enrolled through our Virtual Academy. The following are the Edgenuity policies and procedures:

- Students will be required to watch the Orientation Video prior to starting course work for the first time.
- The passing threshold for Quizzes and Tests will be set at 60%. Students will automatically move forward when they have reached the passing threshold. Students may be moved forward at the discretion of a teacher, counselor, or administrator once they have re-taken the same assessment multiple times if they have received a score above 60%.
- Students will be allowed three attempts for each quiz to reach the automatic passing threshold. Once the student has unsuccessfully taken a given quiz three times, the corresponding "Direct Instruction" will be reset, requiring the student to view the lecture content again before being granted additional quiz attempts.
- Tests and Cumulative Exams will be locked and only unlocked for students when they are supervised by school personnel.
- Students wishing to take a required course online as part of their regular education curriculum at Senior High must have previously unsuccessfully taken the same course in the classroom setting or receive administrative approval to do so.
- Students receiving administrative approval to take a required course prior to taking the course in the classroom setting will be required to work through the entire course curriculum (prescriptive and pre-testing features will be turned off).

## ***Agricultural Science Department***

### **Introduction to Agriculture, Food and Natural Resources (AFNR)**

**Grades 9-12**

*Prerequisites: None*

*2 Credits*

This course introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Students participating in the Introduction to Agriculture, Food, and Natural Resources course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions and learning. *\*Note: This course consists of two terms. Students must take Intro to Agriculture A before taking Intro to Agriculture B.*

### **Principles of Agricultural Science – Animal**

**Grades 9-12**

*Prerequisites: Intro to AFNR A & B*

*2 Credits*

The major focus of the Principles of Agricultural Science – Animal (ASA) course is to expose students to agriculture, animal science, and related career options. Students participating in the ASA course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. In addition, students will understand specific connections between animal science lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

### **Principles for Agricultural Science – Plant**

**Grades 9-12**

*Prerequisites: Intro to AFNR A & B*

*2 Credits*

This course provides a foundation of plant science knowledge and skills. Students will experience various plant science concepts through exciting "hands-on" activities, projects, and problems. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agronomic, forestry, and horticultural industries. Students will discover the value of plant production and its impact on the individual, the local, and the global economy. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers. Students will understand specific connections between the course's lesson and Supervised Agricultural Experience and FFA components of agricultural education programs. Students will improve investigative, experimental and communication skills. The ASP course is intended to build a foundation



on the Introduction to Agriculture, Food and Natural Resources course. The course is structured to enable all students to have a variety of experiences that will provide an overview of the plant industries. To complete the Plant Program of Study, CASE offers specialization courses (Animal and Plant Biotechnology or Food Science and Safety) and the capstone course, Agricultural Research and Development. The knowledge and skills students develop will be used in the specialization and capstone courses within the CASE program.

### **Natural Resources and Ecology**

**Grades 9-12**

*Prerequisites: Intro to AFNR A & B*

*1 Credit*

Natural Resources and Ecology is a foundation-level course within the CASE program of study. The course provides students a variety of experiences in the fields of natural resources and ecology. Students explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth is addressed in this course. and management, soil management, outdoor recreation, careers in natural resources, energy and mineral resources, and forestry resources.

Students select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem. Students will understand specific connections between the course's lesson and Supervised Agricultural Experience and FFA components of agricultural education programs. Students will improve investigative, experimental and communication skills.

## **Art Department**

### **Art Studio**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This course deals with the fundamental Elements and Principles of Design through numerous projects. It provides basic experiences in most media, introducing skills and concepts from the spectrum of classes offered in the Art Department. Students must demonstrate proficiency in the Art Studio benchmarks in order to move forward in the Art Department.

### **Drawing I**

**Grades 9-12**

*Prerequisites: Art Studio*

*1 Credit*

This course provides opportunities to develop composition skills and extensively explore drawing, using a variety of media and subject matter. Students will acquire skills in proportion, perspective, shading, and realism.

### **Drawing II**

**Grades 9-12**

*Prerequisites: Art Studio, Drawing I*

*1 Credit*

This course provides the student with the opportunity to further develop the skills introduced in Drawing I. Students will continue to be challenged to create multiple 2D works, improving on their observation skills and personal expression. Additional skills will also be introduced, such as the drawing of models and drawing from their imagination. Students will investigate the process that artists use to develop their artwork and interpret the work of others.

### **Painting I**

**Grades 9-12**

*Prerequisites: Art Studio*

*1 Credit*

This course provides the student with the opportunity to create works on paper as well as easel paintings. Students will explore a variety of painting styles and techniques, using watercolor, acrylic and collage. Individualized interests will be enhanced through the creative application of the elements and principles of design.

### **Painting II**

**Grades 9-12**

*Prerequisites: Art Studio, Painting I*

*1 Credit*

This course provides the student with the opportunity to advance their skills from Painting I. The basic techniques from Painting I will be expanded on to create more complex pieces. Students will continue to be challenged to create multiple pieces to demonstrate their understanding of Elements and Principles of Design. The use of models and painting from observation will be studied. This course will provide the opportunity to explore modern and contemporary painting methods including painting on stretched canvases to create pieces. Students will explore a variety of painting styles, techniques, and painting mediums including oil paint. Students will investigate the process that artists use to develop their artwork and interpret the work of others.

## **Photography I**

**Grades 9-12**

*Prerequisites: Art Studio*

*1 Credit*

This is a basic course in digital photography. The Elements of Composition are emphasized to learn best practices for using the viewfinder and to assist in the exploration of various compositional principles. Digital processing techniques are introduced using Adobe Photoshop. Photoshoots will include landscapes, architectural work, farm animals, etc. which require some traveling throughout the term. A driving permission slip will need to be signed by parents at the beginning of class.

## **Photography II**

**Grades 9-12**

*Prerequisites: Art Studio, Photography I*

*1 Credit*

This course will allow students to advance their knowledge in photography. Various camera settings will be learned to offer greater creativity and technical control. In this course, students will experiment with altering their photographs in Adobe Photoshop to develop deeper personal expression. Students will investigate the process that photographers use to create their artwork and will learn to interpret the work of others. Photoshoots will require some traveling throughout the term, so a driving permission slip will need to be signed by parents at the beginning of class.

## **Graphic Design I**

**Grades 9-12**

*Prerequisites: Art Studio*

*1 Credit*

This course is an introduction to the world of graphic design and its processes, with all projects being computer generated works. Students will explore the creation of both fine art and commercial art, using Adobe Photoshop. There will be a variety of challenges that encourage design creativity through image editing, image manipulation, typography, layout, etc.

## **Graphic Design II**

**Grades 9-12**

*Prerequisites: Art Studio, Graphic Design I*

*1 Credit*

This course is an introduction to the world of graphic design and its processes, with all projects being computer generated works. Students will explore the creation of both fine art and commercial art, using Adobe Photoshop. There will be a variety of challenges that encourage design creativity through image editing, image manipulation, typography, layout, etc.

## **Ceramics I**

**Grades 9-12**

*Prerequisites: Art Studio*

*1 Credit*

This course introduces basic techniques to create sculptural and functional ceramic pieces. This course will cover the techniques of hand building, slab building, coil building, and wheel throwing. It will introduce basic decorating techniques to finish a ceramic piece: glazing, painting, engraving, slip trailing, and relief. Students are expected to comply with safety measures.

**Ceramics II****Grades 9-12***Prerequisites: Art Studio, Ceramics I**1 Credit*

This course will allow students to advance the skills introduced in Ceramics I. The basic techniques from Ceramics I will be expanded on to create more complex pieces. Students will explore more decorating techniques to finish their ceramic pieces. In this course, students will have a focus on wheel throwing to advance their skills and to create uniformed set pieces. Students will investigate the process that artists use to develop their artwork and interpret the work of others. Students are expected to comply with safety measures.

**Sculpture****Grades 9-12***Prerequisites: Art Studio**1 Credit*

This course introduces basic techniques to create pieces of 3-D artwork. Students are given the opportunity to explore a variety of materials: cardboard, wire, plaster, clay, found objects, etc. The exploration of materials allows the students to work with a variety of tools to produce art projects. This course experiments with different types of media and techniques to have a successful product. Students are expected to comply with safety measures.

**Art Appreciation****Grades 11-12***Prerequisites: None**1 Credit*

This course is designed for students of varying artistic abilities and backgrounds. This course will enhance an interest, appreciation and understanding of visual arts. Students will encounter a variety of art works; working on recognition of elements and principles of design, the role of visual art in society and learn about different eras and works of art in history. We will also explore the many careers available in the world of art.

## **Business Education Department**

### **Introduction to Business**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This is a basic business course designed to acquaint students with the activities associated with a business. Students will gather a basic understanding of general business, economics, entrepreneurship, business communications, business ethics, the government's role in business, marketing, and business finance. Each of these topics is then covered in further detail in Fort Dodge Senior High School business offerings. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses.

### **Introduction to Computer Applications**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This is a one term course that is designed to improve keyboarding skills through an in-depth utilization of Microsoft Word. Instead of creating a plain report, you can learn all the features of Word and what this program can do to help you enhance your documents. The course will focus on keyboarding techniques, Microsoft Word and Microsoft Excel. At the end of the course, students will be allowed to test for Microsoft Certification as a Word Specialist. Microsoft Certification is a globally recognized business certification.

### **Business Law**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

In Business Law, students will learn the importance of laws and how they relate to business, as well as their effect on society and the individual. This course teaches a basic appreciation for law and its applications. Specific units include: the basics of criminal and civil law, contract law, consumer law and student rights and responsibilities regarding important life events. Any students interested in pursuing a career in law or business should strongly consider enrolling in this course.

### **Marketing**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

In this course, you will learn what marketing is and how it helps connect businesses of all kinds to their customers. You will develop the skills of marketing to be used in any career path that you choose to follow. These include Marketing-Information Management, Selling, Pricing, Product/Service Management, Promotion, Financing, and Distribution. You will learn about the above functions of a well-managed business, plus the Foundations of Businesses: Communication and Interpersonal Skills; Business, Management and Entrepreneurship; Economics, and Professional Development (known as life-long learning).

### **Sports/Entertainment Marketing**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

Sports & Entertainment marketing is the process of developing, promoting, and distributing products to satisfy customers' needs and wants through sports and entertainment. This course will take you on a step-by-step journey through the world of marketing. This course will cover the basics of functions marketing and how they are applied to sports and entertainment. During this course there will be a focus on real-world business perspectives by using examples from the marketing world to illustrate features, concepts, and activities.

### **Advertising and Sales**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

In this course you will learn about selling and customer service. You will learn to determine the clients' needs and wants, how they think and then to respond to the customer through planned, personalized communication that influences purchase decisions. Focus is on the steps of the selling process to better sell products and services, ideas and you. Students will learn the basic advertising principles, media, psychology, and the relationship of sales promotion to the total marketing process. An emphasis will be placed on the business aspects of advertising.

### **Entrepreneurship & Small Business Management**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

In this course, you will learn what it takes to own and operate your own business or manage a business for the owners. You will learn everything from how to create the business, put the ideas onto paper, and then make your proposal to the investors.

### **Accounting**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

Accounting Essentials I introduces students to the complete accounting cycle for a sole-proprietorship. This course provides the background for students seeking an entry-level accounting job, as well as for college-bound students who plan to enter the field of business.

### **ICCC Intro to Accounting (ACC-111)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/3 College Credits*

Students will receive instruction in analyzing and recording various business transactions and in completing the accounting cycle by journalizing, posting, preparing worksheets, making adjusting and closing entries, and preparing financial statements for service and merchandising businesses. Instruction will be provided for accounting for cash by using a petty cash fund, reconciling a bank statement, and utilizing the cash short and over account; calculating and journalizing employees payroll; and calculating and journalizing employer payroll taxes. No previous accounting instruction is necessary.

**ICCC Computer Accounting (ACC-311)****Grades 11-12***Prerequisites: ICCA Accounting I**1 Credit/3 College Credits*

This course is designed to provide the student experience in handling automated accounting in a number of areas. These include general ledger, accounts receivable, account payable, payroll, depreciation, inventory and accounting statement analysis. Simulation of business and its activities are processed through the entire accounting cycle culminating in the various accounting reports.

**Personal Finance****Grades 11-12***Prerequisites: None**1 Credit*

Personal Finance is a course designed to develop your ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study will include personal financial planning, budgeting expenditures and savings, effective cash management, tax planning, proper use of credit, making major purchases, investments and insurance protection, retirement and estate planning, and decision-making skills for all aspects of life as consumers, producers, entrepreneurs, and economic citizens. This is a **required** course, as completion of this course fulfills the financial literacy requirement needed for graduation.

**Multi-Occupations Cooperative (MOC) Education Program****Grade 12***Prerequisites: Employed 15 hours/week**Up To 6 Credits*

All students must enroll for a minimum of two (2) consecutive terms in the same academic year, though 3 terms provides a complete learning experience.

**Classroom Instruction****Grade 12***Co-requisite: MOC On-the-Job Training**1 Credit/Term*

Multi-Occupations Cooperative Education is for students interested in learning a skilled occupation and developing those career skills that will assist them in securing future, full-time employment. The students will develop competencies in the following areas in the classroom setting; work-based learning, job and personal safety, teamwork, problem-solving and decision-making, job/personal success and satisfaction, income management, interpersonal relations, employer expectations, leadership, parliamentary procedure, managing family, work and citizenship roles.

**On-the-Job Training****Grade 12***Co-requisite: MOC Classroom Instruction**1 Credit/Term*

Multi-Occupations Cooperative Education On-The-Job Training will provide the students with the opportunity to put into practice those aptitudes, attitudes and skills which will assist them in becoming a successful employee. This on-the-job training also provides the opportunity to secure work experience and possible employment in their chosen career field. Students will be employed for a minimum of fifteen hours per week in a community or local area business. The employer and program coordinator will use a specific rubric-type evaluation instrument to measure the student's success on the job.

## ***Coaching Authorization***

Thinking about being a coach someday? Iowa Central offers classes online and in-person at Fort Dodge Senior High that are needed to become a coach! You must take one course in the following categories:

### **Category 1 – Structure and Function**

|                                             | <b>Delivery Method</b> |
|---------------------------------------------|------------------------|
| PEC-123: Anatomy for Coaching               | Online                 |
| PEC-121: Body Structure & Function          | Iowa Central           |
| BIO-163: Essentials of Anatomy & Physiology | Iowa Central           |
| BIO-168: Human Anatomy & Physiology I       | Fort Dodge Senior High |

### **Category 2 – Human Growth and Development**

|                                              | <b>Delivery Method</b> |
|----------------------------------------------|------------------------|
| PEC-115: Athletic Development & Human Growth | Online                 |
| PSY-121: Developmental Psychology            | Online/Iowa Central    |
| PSY-222: Child Psychology                    | Online/Iowa Central    |
| PSY-224: Adolescent Psychology               | Online/Iowa Central    |

### **Category 3 – Care and Prevention of Athletic Injuries**

|                                                 | <b>Delivery Method</b> |
|-------------------------------------------------|------------------------|
| PEC-127: Care and Prevention of Athletic Injury | Online                 |
| PET-105: Basic Athletic Training                | Fort Dodge Senior High |

### **Category 4 – Theory of Coaching**

|                                               | <b>Delivery Method</b>              |
|-----------------------------------------------|-------------------------------------|
| PEC-110: Coaching Ethics, Techniques & Theory | Online                              |
| PEC-111: Techniques and Theory of Coaching    | Fort Dodge Senior High/Iowa Central |



## English Department

Eight (8) English credits are required for graduation. Required courses include English 9 (2 Credits) and English 10 (2 Credits). In addition, students need 1 credit in each English subject: Composition, Literature, and Speech. Note: theater Performance I & II, Technical theater, Yearbook (Big Dodger), and Journalism (Little Dodger) do not meet the Fort Dodge Community School District English graduation requirements.

### English 9

Grade 9

Prerequisites: None

2 Credits

English 9 is a **required** class that will focus on basic writing construction. The language standards will be addressed through the writing component and speaking and listening standards will be embedded through the use of various discussion and collaboration opportunities. The Reading Informational and Reading Literature standards will be addressed through examining literature and nonfiction pieces. \*Note: NCAA Approved.

### English 9 Honors

Grade 9

Prerequisites: None

2 Credits

Honors English 9 implements an intensive version of the general education English 9 course while offering opportunities for deeper exploration of literacy and rhetorical concepts and analysis. This is a fast-paced and rigorous course intended to prepare students for future Honors, Advanced Placement, and dual-credit courses. Students will experience more complex literature, challenging writing assignments, and increasingly substantive conversations. \*Note: NCAA Approved.

### English 10

Grade 10

Prerequisites: English 9

2 Credits

This is a **required** class. The Reading Informational and Reading Literature standards will be met through examining literature and nonfiction pieces. English 10 will focus on expository and persuasive writing. Language instruction will be addressed through the writing component and speaking and listening standards will be embedded through various discussion, collaboration, and presentation opportunities. \*Note: NCAA Approved.

### English 10 Honors

Grade 10

Prerequisites: English 9

2 Credits

Honors English 10 implements an intensive version of the general education English 10 course while offering opportunities for deeper exploration of literacy and rhetorical concepts and analysis. This is a fast-paced and rigorous course intended to prepare students for future Honors, Advanced Placement, and dual-credit courses. At times, students and parents should expect nightly homework. Students will experience more complex literature, challenging writing assignments, and increasingly substantive conversations. \*Note: NCAA Approved.

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

**Grades 9-12**

*Prerequisites: IDEA English Proficiency Test*

*1 Credit*

This class is taught on an individual basis. The curriculum is developed to increase a student's reading, writing, speaking, and listening comprehension in English. An emphasis is usually placed on grammar and vocabulary growth.

### **Composition Electives**

*The following courses fulfill the composition requirement for graduation.*

#### **High School Composition**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

This course is designed for students who do not feel ready for College Prep Composition. The course deals with narrative, expository, and persuasive writing, as well as sentence structures, paragraph development, and organizational strategies. *\*Note: NCAA Approved.*

#### **College Prep Composition**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

This course is a writing course that develops skills in narrative, argumentative, and descriptive writing with an emphasis on research writing. A prior mastery of basic skills of punctuation, sentence structure, paragraphing, and usage is necessary. This course is recommended for college-bound students. *\*Note: NCAA Approved.*

#### **Advanced Placement (AP) English Language & Composition**

**Grades 11-12**

*Prerequisites: English 10*

*2 Credit*

*Completion of two semesters of AP Language & Composition should satisfy literature (nonfiction) and composition graduation requirements.*

This course requires students to write in several forms about a variety of subjects. Readings are primarily nonfiction, and students will use them to identify and explain the use of rhetorical strategies, rhetorical techniques, and linguistic choices. Visual media are also analyzed as they serve as a vital component of modern communication. *\*Note: NCAA Approved.*

#### **ICCC Composition I (ENG-105)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/3 College Credits*

This course focuses on the process of writing expressive and informative prose, incorporating oral, visual, and electronic modes. It introduces research skills and critical thinking skills and reinforces critical reading skills. This course helps students build confidence in their communication skills while also enabling them to think critically, consider the viewpoints of others, and effectively express themselves, all of which will benefit them in the classroom, in life, and in the workforce. *\*Note: NCAA Approved.*

### **ICCC Composition II (ENG-106)**

**Grades 11-12**

*Prerequisites: ICCC Composition I (C or better)*

*1 Credit/3 College Credits*

This course is a continuation of Composition I (ENG-105), with advanced work in research techniques. The major focus is on persuasive and argumentative writing with an emphasis on critical thinking and reading skills. This course helps students build confidence in their communication skills while also enabling them to think critically, consider the viewpoints of others, and effectively express themselves, all of which will benefit them in the classroom, in life, and in the workforce. *\*Note: NCAA Approved.*

### **Literature Electives**

*The following courses fulfill the literature requirement for graduation.*

#### **American Literature**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

American Literature is a survey course that concentrates on the major concepts of our cultural heritage reflected in the literature written by significant American authors. Providing a solid background for college-bound students, American Literature demands intensive reading, critical analysis, and writing. *\*Note: NCAA Approved.*

#### **British Literature**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

British Literature is a survey course, sampling the major works of England from the Anglo-Saxon to contemporary British writers. Providing a solid background for college-bound students, British literature demands intensive reading, critical analysis, and writing. *\*Note: NCAA Approved.*

#### **Comparative Literature**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

This course will feature various genres of literature that will be read and will be compared to other forms of literature. Comparative analysis will be conducted through a balanced literacy approach including speaking, writing, and reading. *\*Note: NCAA Approved.*

#### **Advanced Placement (AP) English Literature & Composition**

**Grades 11-12**

*Prerequisites: English 10*

*2 Credits*

*Completion of two semesters of AP Lit & Composition should satisfy literature (fiction) and composition graduation requirements.*

AP English Literature and Composition is a course where students will be immersed in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares

students for the optional AP exam and further study in creative writing, communications, journalism, literature, and composition. *\*Note: NCAA Approved.*

### **Studies in Leadership Through Literature**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

Studies in Leadership Through Literature is a course designed to strengthen students' personal and group leadership skills. This is intended for students involved in groups as well as those wishing to seek involvement in leadership roles. Students will develop personalized leadership philosophies, keys to structuring an organization, theories of what motivates humans, management skills, and group dynamics. It will be expected for students to read key leadership books, write a variety of pieces, and be prepared to create and perform multi-digital and oral presentations. Students will also complete a service project that will directly involve the community and the school district in a productive way.

### **Speech Electives**

*The following courses fulfill the speech requirement for graduation.*

#### **Speech Communications**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

This course covers fundamentals of communication skills including: collaborative discussions and decision making, presentation skills, evaluating speakers, integration of information, use of digital media, and language adaptation. *\*Note: NCAA Approved.*

#### **ICCC Public Speaking (SPC-112)**

**Grades 11-12**

*Prerequisites: ICCC Composition I (C or better)*

*1 Credit/3 College Credits*

Public Speaking is designed to develop the basic skills of speech communication by studying the process from topic selection through delivery. Emphasis is placed on the preparation and delivery of presentations. This course helps students build confidence in their communication skills while also enabling them to think critically, consider the viewpoints of others, and effectively express themselves, all of which will benefit them in the classroom, in life, and in the workforce.

## **General English Electives**

*The following courses serve as general English electives for graduation.*

### **Creative Writing Lab**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

*I love writing poems and fiction...Guess what? This class is for you! In Creative Writing Lab, you will improve your writing skills as you apply literary terms/techniques to various forms of writing, including short stories and poems. Students will write DAILY and collaborate with others. Be prepared to share in small groups and present to the class. \*Note: NCAA Approved.*

### **Reading Workshop**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Reading Workshop is recommended for any student who would like to improve his/her reading comprehension, reading speed, and vocabulary skills. Reading workshop invites students to become actively involved as readers of all kinds of books. Students will respond orally and in writing, making connections between their lives and their readings.

### **Debate**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This course will encourage the use of evidence, reasoning, and persuasion to best represent ideas. Students will gather evidence to support opinions in a variety of debate formats like mock trial, public forum, and one-on-one argumentation in order to hone effective listening, argumentation and problem solving skills. \*Note: NCAA Approved.

### **Theater and Society**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Introduction to Theater is for students who do not have an interest in performing but would like to learn more about theater as an art form. Learning will focus on the relationship between theater and entertainment both historically and culturally.

## **Family and Consumer Science Department**

### **Cooking Essentials**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Want to learn new culinary skills, brush up on your cooking techniques, or start at the very beginning in the kitchen? Well you've found the right place! Cooking Essentials is designed to get you on your culinary feet by providing basic food and technique advice for a lifetime of use. So what's a day in the life of Cooking Essentials like? This course utilizes a variety of content exposures and TONS of hands-on lab experiences. You will learn how to prepare simple and delicious food like a chef. Topics covered include: basic cooking techniques, equipment, knife skills, ingredient recognition, and bakery basics. Emphasis is placed on food preparation, kitchen and time management, and the relationship of diet to health.

### **Introduction to Culinary**

**Grades 9-12**

*Prerequisites: Cooking Essentials*

*1 Credit*

Do you have a passion for food and want to expand your abilities in the kitchen? Do you see yourself as a culinary professional? Well consider Introduction to Culinary Arts for your next class! Introduction to Culinary provides an opportunity for the students with minimal food preparation experience, but with an interest in food, to learn professional culinary techniques and principles. This course introduces students into the world of professional cooking; students will become acquainted with the best practices in all phases of the culinary industry. Students will be introduced to culinary terminology, practices, and culinary history with a special emphasis on food science and service operations. Through integrated classroom and hands-on kitchen experiences, the student will be prepared to perform at an entry-level in the industry.

### **Culinary Arts II**

**Grades 9-12**

*Prerequisites: Introduction to Culinary*

*1 Credit*

Did Cooking Essentials and Introduction to Culinary leave you hungry for a new culinary adventure? Well do we have the class for you! Culinary Arts II is designed to take the novice chef to the next level. Topics include breakfast foods, sandwiches, salads, garnishing, desserts, and baked goods. Students will also spend a considerable amount of the term examining and preparing global cuisines including food from the Americas, Europe, Mediterranean, Middle East, and Asia.

### **Housing and Home Interiors**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

Housing and Home Interiors will provide practical knowledge for those who intend to manage their own home someday or for those who intend to enter the housing field in interior design, architecture, and other related fields. Interpreting and evaluating floor plans, variety of housing options, renting vs. buying homes, selecting and arranging furniture, and the selection of colors and textures for rooms are some of the topics explored in this class.

**Child Development****Grades 9-12***Prerequisites: None**1 Credit*

Child Development is a course with emphasis placed on learning about physical, social, emotional and intellectual development of children from conception to preschool age. Decision-making and planning for responsible parenthood is emphasized. This is a course for those interested in careers in medicine, teaching, childcare, social work, psychology, and recreation.

**Child Development II****Grades 10-12***Prerequisites: Child Development**2 Credits (2 Periods of the Day)*

Child Development II is a hands-on class which will help prepare for a career in early childhood education. It teaches practical techniques to guide children through a variety of daily experiences in safe, educational ways. You will be in the classroom half the time and be a “teacher’s helper” at the Early Childhood Center in Fort Dodge, the other half of the time. During your classroom work you will be studying the development of four to six year old children and developing lesson plans to use at your site. Students must have their own transportation or arrange carpooling.

**Early Childhood Education****Grades 10-12***Prerequisites: Child Development and/or Instructor Approval**2 Credits (2 Periods of the Day)*

This course is designed to provide high school students with the opportunity to work with learners in the community elementary schools under the supervision of teaching professionals. It teaches students skills useful for careers as educators, as well as community leaders. Emphasis is on the teacher’s role, the preferred learning environment, and appropriate learning content for meeting individual differences and cultural diversities of young children. The program brings together many segments of the community including administrators, educators, students of various levels, and other professionals involved in education. Students will be in the High School classroom half of the time and in their assigned elementary school classroom half the time. Students must have their own transportation, or arrange carpooling.

**Adult Living****Grades 11-12***Prerequisites: None**1 Credit*

Helps prepare students for the “real world” by focusing on practical life issues facing adults. These issues include self-exploration, falling in love, family, money management, career choices, attending college, and communication skills. Current issues, topics and trends of society today are explored as well.

## **Health Department**

### **Health**

**Grade 10**

*Prerequisites: None*

*1 Credit*

Health provides students with the opportunity to know concepts related to personal health promotion and reducing health risks. During the course, students will be able to access valid health information and health promoting products and services. Students will analyze the influence of culture, media, and technology on their health. Communication skills, goal-setting, and decision-making skills are also a part of the health course. All students are trained in Cardiopulmonary Resuscitation. Successful passing of Health is **required** for graduation.

### **Health II**

**Grades 10-12**

*Prerequisites: Health*

*1 Credit*

Health II will provide an opportunity to further explore topics from Health I. This would include a more in depth practice of the different health-related skills. Topics will include mental health, stress management, healthy relationships, violence prevention and response, personal safety, environmental health, and communicable/non-communicable diseases. Students will also be given an opportunity to meet with different health professionals around the community and explore the broad services offered by the health profession.



## Healthcare Department

### Healthcare Foundations

Grades 9-12

*Prerequisites: None*

1 Credit

This course will expose students to careers in the healthcare clusters/pathway. It will allow students to gain an understanding of fundamental knowledge, basic anatomy, diseases of body systems and skills necessary for any who are considering a health related career. It will include brief units on both the technical and ethical aspects of this field. The course was designed to allow students considering a health related career an opportunity to gain exposure to just what skills are required.

### Essentials of Healthcare

Grades 9-12

*Prerequisites: Health Care Foundations*

1 Credit

This course is designed to expose students to the knowledge that will help them succeed in the healthcare field. Students will learn basic medical terminology, pharmacology, nutrition and wellness. Students will learn how to model professional qualities, employability skills, and how to communicate effectively with patients and the healthcare team.

### Medical Procedures

Grades 10-12

*Prerequisites: Essentials of Healthcare*

1 Credit

Designed to introduce students to basic career skills utilized in a variety of medical fields. This is a hands-on course performing basic lab activities such as measuring blood glucose using a glucometer, administering a Mantoux injection, instilling eye drops, preparing a sterile field and opening sterile packages, performing vital signs, and ambulating with a wheelchair, walker, and crutches. Health Care Foundations must be completed with a passing grade prior to this course or taken in conjunction with it.

### ICCC Nurse Aid (HSC-172)

Age 16+

*Prerequisites: Must meet eligibility requirements*

1 Credit/3 College Credits

This course provides students with a basic level of knowledge and skills to provide safe, effective resident care. This nurse aide course meets the training requirements of The Omnibus Budget Reconciliation Act of 1987 for aides working in nursing facilities and skilled nursing facilities. **\*Note: This class requires outside of class time for clinicals.**

### ICCC Introduction to Health Care (HSC-104)

Grades 11-12

*Prerequisites: Must meet eligibility requirements*

1 Credit/2 College Credits

This course introduces the health care delivery system, health care professionals' compassion and care, professionalism, and legal and ethical responsibilities of the health care worker. This course is designed for students majoring and exploring the health science field. This course will introduce students to knowledge of different cultures, ways of communication, and an understanding of patients' needs and behavior in the healthcare field. Aspects of patient care will be discussed involving safety, infection control, terminology, transfer techniques and vital signs. This course will help students gain basic health

care knowledge which will be of vital significance when making important life decisions. **\*Note: This class requires travel. Students must have their own transportation.**

### **ICCC Medical Terminology (HSC-113)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/2 College Credits*

Students will study the terminology of the human body systems relevant to various healthcare professions. Students will gain knowledge of functional vocabulary related to medical science. Definitions, standard abbreviations, pronunciation, and correct spelling will be included. This course will also help students gain critical thinking skills which are essential to making important life, health, and career decisions.

### **ICCC Body Structure and Function (PEC-121)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/2 College Credits*

This course will provide a knowledge and understanding of the structure and function of the human body in relation to physical activity. This is one of four courses that meets the requirements for the coaching authorization issued by the Iowa Department of Education.

### **ICCC Basic Athletic Training (PET-105)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/3 College Credits*

This course will provide a knowledge and understanding of the prevention and care of athletic injuries and medical safety problems relating to physical activity. This is one of four courses that meet the requirements for the coaching authorization issued by the Iowa Department of Education.

## ***iJAG Department***

Iowa Jobs for America's Graduates (iJAG), is an independent, statewide 501(c)(3) private nonprofit corporation established in 1999 and has become a leader within the national JAG network. Initially created for high school seniors as a school-to-work program, iJAG has evolved into an organization serving 2,800 students per year in 74 programs reaching 29 communities across the state of Iowa and Illinois. For more information about iJAG, check out [iJAG's website](#).

### **iJAG Classes**

**Grades 10-12**

*Prerequisites: None*

*1 Credit/Term*

Iowa Jobs for America's Graduates (iJAG) is a graduation enhancement program focusing on personal and career development and future readiness. The class participates in a variety of classroom activities, assignments, exploration, guest speakers, mentorship, and guidance. Each member will become part of a student leadership organization and have several opportunities to further unlock and enhance their potential. This class must be taken at least two of the three trimesters for two consecutive years.

## **Industrial Technology Department**

### **Manufacturing**

#### **Robotics and Automation**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This course will give students the skills needed to design, build and program a robot to do a number of tasks. Students will use a design process to engineer and build a working robot. The course will start with construction of basic robots/programming and then advance into more complex systems. Students in this class will be able to design, build and compete in the National "First Tech Challenge Robotics Competition."

#### **Introduction to Computer Aided Drafting (CAD)**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This is an introductory class to computer aided drafting and design. Students will communicate through a series of technical drawings that include projections and views of an object. Areas that will be covered in this course include: sketching, multi-view drawings, dimensioning and annotation, section and auxiliary views, 3d modeling and architectural drawings. There may also be some activities that involve CNC machining and 3D Printing. The majority of this class consists of computer applications of Auto CAD and Solid Works-computer aided drafting software. *This course is a prerequisite for Introduction to Woods, Welding Fabrication, Metals II, and Advanced 3D Modeling/Manufacturing.*

#### **Introduction to Woods**

**Grades 9-12**

*Prerequisites: Intro to CAD*

*1 Credit*

This course has two goals: The first goal is to teach the student how to safely use tools and machines in the lab area to build a small required project. The second goal of the class is to have students design (using CAD software), estimate cost/materials, and build an introductory project that will be built in the second part of the class. Students will learn basic joining techniques along with CNC router applications. Note: Students are responsible for the cost of second project materials in class.

#### **Applied Woods Technology**

**Grades 10-12**

*Prerequisites: Intro to Woods*

*1 Credit*

This advanced class requires the student to design (using CAD software) and build a working piece of furniture that will include either a door and/or a drawer. Students will further research complex construction techniques using a series of tools, jigs, and machines along with finishing techniques. They will also be required to implement the CNC router in the construction of their project. *In the future, students that have interest in this area may be able to participate in a capstone course that would build cabinets for a potential building trade's project. \*Note: Students will be responsible for material fees in this course.*

## **Metals**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Metals provides an opportunity to gain experience in basic metalworking skills relating to the manufacturing area. Students will learn about print reading; layout; cutting, bending and folding sheet metal. There will be experience in bench metal work along with metal sand casting (foundry work). The safe use of hand tools and power machines will be taught. *\*Note: Measuring and blueprint reading are a very important part of this class. Knowing how to read a ruler is vital for success.*

## **Metals II**

**Grades 10-12**

*Prerequisites: Intro to CAD & Metals I*

*1 Credit*

This course is recommended for students who have taken the basic metals course and are looking to expand their knowledge of the field of metalworking. Students will build on their knowledge of sheet metal fabrication and learn various new skills such as precision measurements, foundry work, forging, CAD/CAM on the CNC plasma table, as well as manual and Computer Numerical Controlled (CNC) machining. The safe use of hand tools and power machines will be taught.

## **Welding**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

Welding I is designed to teach the student how to weld; it is not a class where projects are built. There are a number of lab exercises students will need to successfully weld. Welds will come from both Gas Metal Arc Welding (GMAW) and Gas Tungsten Arc Welding (TIG). Welds will be performed in the AWS 1F and 2F positions. Students will have classroom instruction as well as daily lab welding time. Students will need to tie the classroom instruction with the lab work, practice is essential in order to learn to weld.

## **Welding Fabrication**

**Grades 11-12**

*Prerequisites: Welding I & Intro to CAD*

*1 Credit*

Students will learn and demonstrate how to design, price and produce a quality metal product from start to finish. There will be instruction in both hand and computer aided drafting to help with the design of the projects. Skills in cutting, fitting of parts, welding fabrication and finishing of the product will be developed. Students will start with a smaller introduction project and will work on completing a larger class project.

## **Advanced 3D Modeling/Manufacturing**

**Grades 10-12**

*Prerequisites: Intro to CAD*

*1 Credit*

Students in this course will learn to develop 3D parametric models using both Autodesk Inventor, Solidworks and Fusion. They will then learn to import these models and develop toolpaths that will allow the student to machine prototypes using a CNC Mill. Today's high technical manufacturing uses many of these basic principles that the student will acquire in this course.

## ***Building and Trades***

### **Home Maintenance and Repair**

**Grades 9-12**

*Prerequisite: None*

*1 Credit*

Home Repair and Maintenance provides opportunities to study and experience the variety of maintenance, repair, and construction activities commonly performed in and around the home. There will be hands-on experience in areas covered, including electrical wiring, framing, plumbing, insulation, drywall, roofing, painting, and general maintenance.

### **Residential Wiring**

**Grades 10-12**

*Prerequisite: Home Maintenance/Repair or Instructor Approval*

*1 Credit*

Residential wiring provides the opportunity to understand electricity. It also allows students to dabble in or master various wiring terms, codes, and techniques. This will be accomplished by using meters, dealing with conduit, wiring various devices, and reading wiring diagrams. Students will have the opportunity to step into an electrician's shoes and figure the cost of a job by reading electrical blueprints, and drawing their own blueprints. Basic drafting knowledge may be useful in this class. Safety is our first priority, and will be emphasized at all times.

### **Carpentry**

**Grades 10-12**

*Prerequisite: Home Maintenance/Repair or Instructor Approval*

*1 Credit*

Carpentry provides the opportunities to study and experience the variety of new and interactive techniques and materials used on a construction field. There will be hands-on experience in areas covered, including reading blueprints, site evaluation, foundations, framing, project management, roofing and interior/exterior finishing. Basic drafting knowledge may be useful in this class. Safety is our first priority, and will be emphasized at all times.

### **Masonry Concrete**

**Grades 10-12**

*Prerequisite: Home Maintenance/Repair or Instructor Approval*

*1 Credit*

The Concrete and Masonry course will go into great detail about concrete. Students will be testing concrete strength and laying out forms. New techniques and materials will be sought out. Students will have the opportunity to lay blocks and brick. Basic drafting knowledge may be useful in this class. Safety is our first priority, and will be emphasized at all times.

## ***Automotive***

### **Power Technology**

**Grades 9-12**

*Prerequisite: None*

*1 Credit*

Power Technology looks at the operation and maintenance of small internal combustion gasoline engines. There are also projects involving alternative fuels and power sources.

### **Basic Automotive Maintenance**

**Grades 10-12**

*Prerequisites: Valid Iowa Driver's License*

*1 Credit*

Basic Automotive Maintenance is designed to introduce students to the basics of car repair. Students will explore automotive shop safety, vehicle maintenance, steering and suspension systems, heating and cooling systems, basic automotive electrical circuits, ignition, fuel, and base brakes.

Almost all lab activities are performed on student vehicles; however, some modules may be used.

### **Advanced Automotive**

**Grades 10-12**

*Prerequisite: Valid Iowa Driver's License*

*1 Credit*

This course is designed to increase hands-on experience in subjects introduced in Basic Automotive Maintenance. Fuel, ignition, steering, suspension, and HVAC will all be covered in more detail and with more hands on experience. This course is a great precursor to the Iowa Central courses.

### **ICCC Introduction to Engine Repair (AUT-163)**

**Grades 11-12**

#### **ICCC Automotive Brake Systems (AUT-503)**

#### **ICCC Automotive Electrical Systems (AUT-610)**

*Prerequisites: Must meet eligibility requirements*

*3 Credits/10 College Credits*

This is a laboratory and classroom course, which meets one period per trimester all year. This course is designed to simulate actual on-the-job experience. Students will have the opportunity to develop entry level skills in the automotive service trade. Laboratory work will make up approximately 80 percent of the class time. **This is a three-course sequence.**

These classes are for college credit through Iowa Central and are titled:

- Introduction to Engine Repair (3 credits)
- Introduction to Automotive Brake Systems (3 credits)
- Automotive Electrical Systems (4 credits)

Introduction to Engine Repair will consist of classroom and lab instruction covering the theory of operation, disassembly, measurement and reassembly of internal combustion gasoline and diesel power plants. When possible, power plants will be operationally tested prior to disassembly and reassembly.

Introduction to Automotive Brake Systems covers brake systems utilized in the modern vehicle including anti-lock brakes. Classroom and lab instruction will be utilized, to teach students the latest procedure for inspecting, measuring, diagnosing and repairing the modern brake systems in use today.

The Automotive Electrical Systems course covers basic electronic theory and utilization of electrical measuring instruments. Emphasis will be placed on the application of Ohm's Law and the proper utilization of electronic test equipment including instrument selection, interpretation of results, and maintenance of equipment. Students will receive classroom and lab instruction on the diagnosis and repair of batteries, starting and charging systems.

## Mathematics Department

A total of six (6) math credits are required for graduation. Required courses include Algebra I (2 credits) and Geometry (2) credits. The last two math credits are your choice.

A major focus of the mathematics program is to provide opportunities to develop problem solving and thinking skills. Studies have shown that students who do not take a mathematics course all four years of high school are more likely to drop out of their post-secondary school. The program is based on a sequential flow of courses. These courses are progressively challenging in order to provide learning experiences that will enable students to reach their full potential.

Students are expected to successfully complete prerequisites before proceeding forward through the sequence. The math department recommends that a student earning less than a C- in one of the sequential courses should consider repeating that course rather than attempting the next course.

It is recommended that all students attending post-high school education take a mathematics course all four years of high school. Students going into STEM fields should take Algebra II for STEM, Pre-Calculus, and Calculus or Statistics. Students not going into STEM fields should still take Algebra II, Probability and Statistics or ICCC Statistics, and consider Topics of Math.

### Algebra I

Grades 9-12

Prerequisites: None

2 Credits

Algebra I teaches the skills and concepts necessary to complete all other math courses at the high school and college level. The course covers the Iowa Core set of essential skills and concepts. Units covered are: One-Variable Statistics; Linear Equations, Inequalities, & Systems; Two-Variable Statistics; Functions; Intro to Exponential Functions; Intro to Quadratic Functions; Quadratic Equations. A calculator is recommended. This is a **required** class for graduation. \*Note: NCAA Approved.

### Geometry

Grades 9-12

Prerequisites: Algebra I

2 Credits

Topics covered relate to the Iowa Core Curriculum which include constructions, transformations, triangle congruence and similarity, right triangle trigonometry, solid geometry, area, volume, coordinate geometry, and circles as well as continued use of algebra skills. A compass and protractor will be used, and a calculator is required; a scientific calculator is preferred. This is a **required** class for graduation. \*Note: NCAA Approved.

### Algebra II

Grades 9-12

Prerequisites: Geometry

2 Credits

Topics addressed are sequences and functions, polynomials and rational functions, complex numbers and rational exponents, exponential functions and equations, and transformations of functions. Students are required to have their own scientific calculator. \*Note: NCAA Approved.

## **Algebra II for STEM**

**Grades 9-12**

*Prerequisites: Geometry*

*2 Credits*

This course will cover many of the same topics as Algebra II, but will often go into greater depth with the topics. There will also be some additional topics covered, such as matrices, systems, conic sections, and rational functions. This class is designed for students considering careers in a STEM-related field (Science, Technology, Engineering, Mathematics).

## **Trigonometry**

**Grades 10-12**

*Prerequisites: Algebra II*

*1 Credit*

This course covers right triangle trigonometry, law of sines, law of cosines, trigonometric identities, the unit circle, graphs and vectors. This course covers the Iowa Core Trigonometric Standards. This course is recommended for students going into a STEM Career. It will help students prepare for the increased rigor in Pre-Calculus. A scientific calculator is required. *\*Note: NCAA Approved.*

## **Pre-Calculus**

**Grades 10-12**

*Prerequisites: Trigonometry*

*2 Credits*

Pre-Calculus Mathematics will prepare students for college mathematics and science courses. The three main areas discussed are analytical geometry, functions, and trigonometry. A graphing calculator is required. This course is recommended for any student planning to go into one of the STEM fields. *\*Note: NCAA Approved.*

## **Topics of Mathematics (Mathematical Problem Solving)**

**Grades 11-12**

*Prerequisites: Geometry*

*2 Credits*

This course is intended for college-bound students that do not intend to take Pre-Calculus and students who are not college bound that need a sixth credit. Many of the Iowa Core Essential Concepts and Skills will be reinforced. Topics covered include discrete mathematics, matrix logic, problem-solving strategies, review of Algebra skills, organizing information, spatial visualization, basic trigonometry, and basic probability and statistics. A scientific calculator will be required. *\*Note: NCAA Approved.*

## **Probability and Statistics**

**Grades 9-12**

*Prerequisites: Algebra I*

*1 Credit*

Probability and Statistics will emphasize methods for analyzing and making inferences about data. Other topics covered are: permutations, combinations, probability, sampling techniques, and correlations. The majority of the Iowa Core Curriculum statistics standards are addressed in this course. A calculator is required; a scientific calculator is preferred. It is recommended that all students attending post-high school education take Probability and Statistics or ICCC Statistics. *\*Note: NCAA Approved.*

## **Technical Mathematics**

**Grades 11-12**

*Prerequisites: Geometry*

*1 Credit*

Technical Mathematics is an applied mathematics course designed to prepare students for the technical courses in the Applied Sciences. Students will be taught and/or reinforced on basic mathematics skills.



Students will apply these skills to real world problems. This course requires completion of multiple real-world projects. A calculator is required.

**ICCC Statistics (MAT-157)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/4 College Credits*

This is the first course in basic probability and statistics which includes the study of frequency distributions, measures of central tendency and dispersion, elements of statistical inference, regression and correlation. A scientific calculator is required. *\*Note: NCAA Approved.*

**ICCC Calculus (MAT-210)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/4 College Credits*

Calculus is for those students who have successfully completed the Pre-Calculus Mathematics course. Topics included in this course are limits, rate of change of a function, derivatives, and applications of derivatives, integration and applications of integration. A thorough study of the calculus that applies to trigonometry, logarithmic, and exponential functions is also included. A graphing calculator is required. *\*Note: NCAA Approved.*

## Music Department

### Band

Grades 9-12

Prerequisites: None

0.5 Credit/Term

Fort Dodge Senior High School offers a comprehensive, sequential band program offering Marching Band and 2 Concert Bands. Students are placed in the Concert Band ensembles appropriate to their ability level. Band is a full school year commitment with students required to participate in both terms. Extracurricular activities include 2 Jazz Bands and Pep Band. In addition to these performance classes, students are required to take lessons that are on a rotating schedule from their academic classes. Lessons will focus on wind and percussion techniques are designed to help students to continue to advance on their instrument.

- **Marching Band:** Members are expected to perform at all home football games, two to three marching contests, the Homecoming Parade, and the Frontier Days Parade. Members will be required to attend any early morning and Monday evening rehearsals. This group will meet for the first term of the school year. Following the last performance, Wind and Percussion students will be auditioned for one of the 2 Concert Bands and placed appropriately by ability levels. ***\*Prerequisite: Wind and Percussion students will have had to participate in Band the previous term or by Director approval. Band competition begins prior to the start of the school year.***
- **Symphonic Band:** This band is for all students with previous instrumental experience. The emphasis is on the preparation and performance of a variety of quality band literature. Students are expected to perform in school concerts, State Large Group Contest, and possible state or regional music festivals. Students will also be required to have band lessons at school scheduled on a rotating basis. ***\*Prerequisite: Enrollment is by audition only. Auditions are held after the final Marching Performance.***
- **Wind Ensemble:** Emphasis is on the preparation and performance of advanced level literature for the wind band and percussion. Additional rehearsal/sectionals will be required outside the school day. Students are expected to perform in school concerts, State large Group Contest, and possible state or regional music festivals. Students will also be required to have band lessons at school scheduled on a rotating basis. ***\*Prerequisite: Enrollment is by audition only. Auditions are held after the final Marching Performance.***

## **Orchestra**

**Grades 9-12**

*Prerequisites: None*

*0.5 Credit/Term*

Orchestra is open to all interested students. Daily rehearsals focus on ensemble skills, including tone production, balance, blend, articulation, bowing, pitch, musical interpretation, music terminology, and basic concepts of music theory and music history. Lessons are a course expectation and are scheduled by the student to be held outside of class time. The focus of lessons will be string technique and are individualized to be interesting and helpful for each student. Since orchestra is a performance-based class, daily attendance is extremely important and students are expected to perform on all concerts. The orchestra also travels within the school district to perform for other students, within the community to perform for community organizations, and around the state to participate in contests and festivals. Orchestra students are encouraged to audition for the All-State Orchestra and various honor orchestras throughout the year, participate as a soloist or chamber musician in the State Solo and Ensemble Festival, and perform in the annual musical as part of the pit orchestra.

## **Cantabile Choir**

**Grades 9-12**

*Prerequisites: None*

*0.5 Credit/Term*

Cantabile is a beginning developmental ensemble open to treble clef voices in grades 9-12. Rehearsals and assignments will focus on fundamentals of choral singing, which include, but are not limited to, reading music, solfege, sight-reading, identifying basic musical notation, identifying major and minor keys, breathing techniques, concert etiquette, and beginning musicology. Additionally, students in Cantabile will be expected to participate in four concerts per year and a large group contest, wherein they will perform the literature they have learned during class.

## **Fortis Chorum Choir**

**Grades 9-12**

*Prerequisites: None*

*0.5 Credit/Term*

Fortis Chorum is open to bass clef voices in grades 9 -12. Rehearsals and assignments will focus on fundamentals of choral singing, which include, but are not limited to, reading music, solfege, sight-reading, identifying basic musical notation, identifying major and minor keys, breathing techniques, concert etiquette, and beginning musicology. Additionally, students in Fortis Chorum will be expected to participate in four concerts per year and a large group contest, wherein they will perform literature they have learned during class.

## **Voce Lirica Choir**

**Grades 10-12**

*Prerequisites: Placement Exam & Instructor Approval*

*0.5 Credit/Term*

Voce Lirica is an advanced ensemble open to treble clef voices in grades 10-12 through an audition process. Rehearsals and assignments will focus on fundamentals of choral singing, which include, but are not limited to, reading music, solfege, sight-reading, identifying basic musical notation, identifying major and minor keys, breathing techniques, concert etiquette, and beginning musicology. Additionally, students in Voce Lirica will be expected to participate in four concerts per year and a large group contest, wherein they will perform literature they have learned during class.

### **A Cappella Choir**

**Grades 10-12**

*Prerequisites: Placement Exam & Instructor Approval*

*0.5 Credit/Term*

The A Cappella Choir is open to students in grades 10 - 12. It is composed of auditioned bass clef and treble clef voices who meet proficiency standards in vocal quality and academic music knowledge and who display a vested interest in studying challenging choral literature and concepts. Students in A Cappella Choir will study score annotation, vocal pedagogy, musical aesthetics and philosophy, and intermediate musicology. Additionally, students in A Cappella Choir will be expected to participate in four concerts per year and a large group contest, wherein they will perform literature they have learned during class.

## **Other Music Courses**

### **Music Appreciation**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Music Appreciation is designed for students of varying musical abilities and backgrounds. Students who enroll in the course will learn how music is experienced and used in societies around the world, will learn the ways in which different artistic mediums influence one another and how these movements are related to historical events, people, and places. Students will create and play instruments, do fieldwork and research using a variety of technologies, and demonstrate evidence of understanding through comprehensive, collaborative projects.

### **Piano Keyboarding**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This class is designed to introduce students to the fundamentals of playing the piano. Music literacy, piano technique, and student performance will all be addressed during the course of the class. Students will work independently on music or exercises assigned by the instructor to build their skills of reading, playing, and performing piano music. No prior piano experience is required, however, students with previous experience may progress at their own pace accordingly.

### **Music Theory**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

This class is designed to prepare students for college level music theory. The curriculum from Basic Music Theory will be expanded upon and additional components will include music analysis and composition. This is a non-performance music elective.

## **Physical Education (PE) Department**

The Physical Education (PE) curriculum will focus on the importance of lifelong fitness. Students are encouraged to exercise regularly throughout the year, hopefully engaging in a minimum of two hours of exercise per week. All physically able students are **required** to participate in physical education activities for **a minimum of one trimester per year** (a total of 4 PE credits) during their enrollment at Senior High. Students may elect to enroll in additional activities during the year to earn elective credit.

### **Physical Education (PE)**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This class will focus on the development of beginning and intermediate skills to be used during activities. This class setting will place an emphasis on physical fitness and use of heart rate monitors and technology to monitor fitness activities. Students will participate in a variety of co-educational activities focused on the following: activities that promote good health and fitness, develop recreational interests, an entry level experience in aquatics, and non-competitive activities.

### **Weight Training**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This is a course set up for the student to have the opportunity to develop and expand their weight training abilities. The class will encourage students to work within a program to develop physically and emotionally. Emphasis will be placed on weight training, but there will be portions dealing with flexibility and cardiovascular movements. This course can also offer athletes a way to complete their strength and conditioning workouts during the school day. Athletes' schedules are busy enough as it is, come take care of your workout during the school day.

### **Half-Marathon**

**Grades 9-12**

*Prerequisites: Student must have own transportation*

*1 Credit*

This class will be offered during the third trimester. The goal of this class is to prepare students both physically and mentally to complete an endurance race. Students will have the option to choose which type of endurance event they will train for, help develop a training plan, and execute the training plan. Early morning training sessions will take place for this class. This class will count toward the PE requirement for graduation.

### **Lifeguard Training**

**Grades 9-12**

*Prerequisites: See below*

*1 Credit*

Taught in conjunction with the City of Fort Dodge, students learn the skills to become a lifeguard and teach swim lessons. A student may fail the certification test but can still earn a PE credit.

**Prerequisites:** Students must be 15 years of age by the end of the course and pass a swimming test.

**Moving to Wellness****Grades 10-12***Prerequisites: Teacher Recommendation/Approval**1 Credit*

This course is designed to provide students an opportunity to improve their lifelong fitness and well-being through a variety of fitness activities. Journaling and analysis of data will be a component of the class. Physical fitness assessments will occur throughout the semester to monitor individual student progress. The course may include swimming, weight-training, yoga, and classes may leave campus.

**Outdoor Recreation & Leisure****Grades 11-12***Prerequisites: Students must have own transportation**1 Credit*

This course is designed to expose students to the outdoor recreational opportunities within Webster County. Activities may include: kayaking/canoeing, fishing, hiking, orienteering/geocaching, archery, bicycling, recreational games, et. Students will be expected to create a final report encompassing these activities.

**Circle of Friends****Grades 11-12***Prerequisites: Teacher Recommendation/Approval**1 Credit*

This course is open to any senior student in good standing with the Physical Education department. Students are trained in assisting the Adaptive Physical Education class as a one-on-one aide. Students will apply these skills learned when working as a one-on-one aide for the Adaptive Physical Education class. The students will gain a better understanding of the need for cooperation and working together in terms of successful leadership.

## ***Publications Department***

### **Yearbook (Big Dodger)**

**Grades 9-12**

*Prerequisites: Application & Teacher Approval*

*1 Credit/Term*

This course provides the opportunity for students to develop creativity, learn and utilize layout and design trends, and participate in the creation and distribution of the school yearbook. Students will explore layout and design elements, journalism ethics, and marketing strategies. Students will work in an environment which welcomes diversity and increases the scope and depth of coverage in order to heighten mutual understanding and awareness throughout the entire school community. Students will strive for excellence in visual layout coupled with precision in the technical aspects of writing.

### **Journalism (Little Dodger)**

**Grades 9-12**

*Prerequisites: Advisor Approval*

*1 Credit/Term*

Journalism is a lab course for producing the FDSH student newspaper, the Little Dodger. All students will report and write stories, which will appear in the newspaper. Students may apply for specific production duties, which include: page editors, ad/business manager, co-editor, etc. This course is flexible and is taken in an Extended Learning Lab. Students are encouraged to serve on staff all year, but it is not required.

*\*Note: This credit **cannot** be used to satisfy the District English graduation requirement but does count as an elective.*

## Science Department

A total of six (6) science credits are required for graduation. Required science courses include Biology (2 credits), Chemistry (2 credits), and Physics (2 credits). Additional courses can be taken as electives.

### Biology

Grades 9-12

Prerequisites: None

2 Credits

This two-term course sequence is **required** for all students. Biology is designed to provide the basis for meeting the life science concepts in the Iowa Core. Major topics of study include, but are not limited to: ecosystem dynamics; the flow of matter and energy through ecosystems; genetics; natural selection and evolution. *\*Note: NCAA Approved.*

### Chemistry

Grades 10-12

Prerequisites: None

2 Credits

This two-term course sequence is **required** for all students. Chemistry is designed to provide the basis for meeting the physical science concepts related to Chemistry in the Iowa Core. Units of study include: thermodynamics; structure and properties of matter; molecular processes; chemical reactions; and Earth's systems. *\*Note: NCAA Approved.*

### Physics

Grades 11-12

Prerequisites: None

2 Credits

This two-term course sequence is **required** for all students. Physics is designed to provide the basis for meeting the physical science concepts in the Iowa Core related to Physics. Topics addressed include energy transfer; energy and forces; collisions and momentum; electromagnetic radiation; and Earth's systems. *\*Note: NCAA Approved.*

### Human Anatomy & Physiology

Grades 11-12

Prerequisites: Biology

1 Credit

This course meets the Iowa Core topics related to the structure and function of the human body. Anatomy and Physiology is a study of the human body. Major topics are systems, structure, functions, diseases, and disorders. Students will participate in several dissections as part of the lab work. This course is recommended for those who have a general interest. This course is not necessarily a prerequisite for College Integrated Human Anatomy and Physiology. *\*Note: NCAA Approved.*



### **Advanced Placement (AP) Biology**

**Grades 11-12**

*Prerequisites: Biology*

*2 Credits*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions. This course requires that at least 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be prepared to take the AP Exam for potential college credit.

### **Advanced Placement (AP) Chemistry**

**Grades 11-12**

*Prerequisites: Biology & Chemistry*

*2 Credits*

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion and quantity; structure and properties of substances; transformations; and energy. *\*Note: NCAA Approved.*

### **Advanced Placement (AP) Physics**

**Grade 12**

*Prerequisites: Biology, Chemistry & Physics*

*2 Credits*

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

### **ICCC Human Anatomy & Physiology I w/ Lab (BIO-168)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/4 College Credits*

A study of the structure and function of the human body. This course is the first course of a two-semester sequence. The study begins at the molecular and cellular level and proceeds through the integumentary system, skeletal system, muscular system, the central, and peripheral and autonomic nervous systems. This course will help students refine their critical thinking skills as they evaluate various topics and concepts while searching for underlying connections between the concepts, which is a skill that should be beneficial in any/all types of careers. This course will also help students gain scientific literacy which will be of vital significance when making important life decisions. At least one year of high school biology or chemistry or the equivalent is recommended. Three hours lecture, two hours lab. A study of the structure and function of the human body. This course is the first course of a two-semester sequence. The study begins at the molecular and cellular level and proceeds through the integumentary system, skeletal system, muscular system, the central, and peripheral and autonomic nervous systems. This course will help students refine their critical thinking skills as they evaluate various topics and concepts while searching for underlying connections between the concepts, which is a skill that should be beneficial in any/all types of careers. This course will also help students gain scientific literacy which will be of vital significance when making important life decisions. At least one year of high school biology or chemistry or the equivalent is recommended. *\*Note: NCAA Approved.*

**ICCC Human Anatomy & Physiology II w/ Lab (BIO-173)**

**Grades 11-12**

*Prerequisites: ICCC Human Anatomy & Physiology I (C or better)*

*1 Credit/4 College Credits*

The second course in a two-semester sequence. The study continues with the senses, endocrine system, blood and cardiovascular system, lymphatic system and immunity, respiratory, digestive, urinary, and the reproductive systems. This course will help students refine their critical thinking skills as they evaluate various topics and concepts while searching for underlying connections between the concepts, which is a skill that should be beneficial in any/all types of careers. This course will also help students gain scientific literacy which will be of vital significance when making important life decisions. *\*Note: NCAA Approved.*

## **Social Studies Department**

A total of six (6) social studies credits are required for graduation. Required classes include World Studies (2 credits), American History (2 credits), American Government (1 credit), and a Behavioral Science elective (1 credit). Additional courses can be taken as electives.

### **World Studies**

**Grade 9**

*Prerequisites: None*

*2 Credits*

This is a **required** course that addresses the social science literacy, inquiry, geography, economics, civics and history standards. Students will utilize a variety of text types to understand issues through in-depth inquiry, engagement with diverse sources of information and technologies, deliberation of their own positions, and collaborative and constructive problem-solving activities. *\*Note: NCAA Approved.*

### **American History**

**Grade 10**

*Prerequisites: None*

*2 Credits*

This is a **required** course that addresses Social Studies standards in literacy, inquiry, geography, economics and government through the course of 20th Century United States and Iowa history. Students will practice an inquiry-based approach to the study of history that emphasizes using various sources to develop an understanding of important historical events. *\*Note: NCAA Approved.*

### **American Government**

**Grade 12**

*Prerequisites: None*

*1 Credit*

American Government will consider the implications and responsibilities of effective citizenship. The Constitution, the Federal System, the instructions and process of the Judicial, Legislative, and Executive branches will be studied. In addition to formal knowledge, students will be expected to internalize democratic processes and values and be better able to justify citizen participation in government decision-making. This is a **required** class for graduation. *\*Note: NCAA Approved.*

### **ICCC American National Government (POL-111)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/3 College Credits*

This course is an introduction to American national government and politics, including major concepts and theories relating to the general principles, institutions, processes, functions, and powers of government. It also introduces students to specific public policies and problems of representative government at the national level. Topics covered include democracy, political values, constitutionalism, federalism, civil liberties, civil rights, political participation, political parties, interest groups, media, bureaucracy, political campaigns, and elections. In addition, the course examines contemporary political issues and evaluates them from the perspective of various political ideologies and theories. Knowledge of government and politics, an awareness of current issues, and an understanding of the rights and duties of citizens, are important skills for achieving success in many occupations and professions, while also contributing directly to civic responsibility and a higher quality of life.

## **Behavioral Science Electives**

### **Introduction to Psychology**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

Introduction to Psychology is a study of the science of human behavior and mental processes. Topics include, research methods and experimentation, childhood and adolescent developmental psychology, sensation and perception, memory, and the varying types of learning. *\*Note: NCAA Approved.*

### **Sociology**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

Sociology is a study of human groups and behavior. Students will investigate human relationships, their causes and consequences. Topics will include culture/variations, social structure, socialization, groups and formal organizations, the organization of society, and selected social problems (e.g. crime, deviance, and prison systems). *\*Note: NCAA Approved.*

### **Social Psychology**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

Social Psychology is a study of the science of how groups influence an individual's behavior, how an individual influences a group, and how members of groups can shape their behavior to make a better life. Topics in this include: social perception, social communication, and language, self-identity, roles, relationships and territoriality. *\*Note: NCAA Approved.*

### **Applied Personal Psychology**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

Applied Personal Psychology allows students to apply and study the applications of psychological theories and knowledge to personal life experiences. Students will study how we analyze the brain, varying theories of psychology and personality development, states of consciousness, intellectual testing, and abnormal psychology, which looks at various mental conditions, classifications, and treatments.

### **ICCC Introduction to Psychology (PSY-111)**

**Grades 11-12**

*Prerequisites: Must meet eligibility requirements*

*1 Credit/3 College Credits*

This course examines the basic psychological processes of personality, social behavior, motivation, intelligence, and learning, with an emphasis on the language of modern psychology. Developing a basic understanding of psychology will help you to develop critical thinking skills, become a better consumer of information relating to human behaviors and mental processes, navigate social and occupational relationships, increase your emotional intelligence. Introduction to Psychology is a popular elective for many majors and transfers easily to other colleges. Potential careers include corrections officer, social work assistant, human resource specialist, and guidance counselor. *\*Note: NCAA Approved.*

## ***Social Studies Electives***

### **World Geography**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

World Geography is a study of the peoples of the world, their lifestyles and the physical surroundings in which they live. The course will emphasize culture similarities and differences of people as viewed in their geographic settings. *\*Note: NCAA Approved.*

### **Issues in American Affairs**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Issues in American Affairs is a study of issues and conflicts challenging America. Topics covered may include issues on capital punishment, AIDS, drug abuse, child abuse, abortion, and gun control as well as the nature of American culture, social change, and democracy. The course will allow students the opportunity to analyze, through research and discussion, various issues and topics. *\*Note: NCAA Approved.*

### **Ethnic Studies**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Ethnic Studies is a study of the culture of African Americans, Hawaiian American, Hispanic Americans, and Native Americans. The course will examine cultural characteristics and patterns in contemporary society. It will explore reasons for the problems of yesterday. Each culture will be examined in terms of contributions, diversity, and common cultural characteristics. *\*Note: NCAA Approved.*

### **Modern Civilization**

**Grades 10-12**

*Prerequisites: None*

*1 Credit*

History of the formation of modern Western democracies. Topics cover European history from the mid-seventeenth century through the Cold War period, including political, economic, and cultural developments such as Scientific Thought, the Enlightenment, the French Revolution, the Industrial Revolution, the revival of democracy, and the First and Second World Wars. *\*Note: NCAA Approved.*

### **Economics**

**Grades 11-12**

*Prerequisites: None*

*1 Credit*

Economics develops an understanding of how our economy works, how prices are determined, and how our country fits into the world economy. Areas of study are: 1) Micro Economics-units on demand, supply, price determination, costs, profits, and market workings; and 2) Macro Economics-the study of inflation, unemployment, gross national product, monetary and fiscal policies and economic growth. This course is recommended for students planning to attend college. *\*Note: NCAA Approved.*

*\*Note: Completion of this course fulfills the financial literacy requirement needed for graduation.*

**ICCC Introduction to Criminal Justice (CRJ-100)****Grades 11-12***Prerequisites: Must meet eligibility requirements**1 Credit/3 College Credits*

This course is designed for students majoring in criminal justice, exploring the field of criminal justice, or transferring to a regent university. Emphasis is on the relationships among law enforcement, adult and juvenile corrections, the court system, and private security. This course will help students refine their critical thinking skills as they evaluate various topics and concepts while searching for underlying connections between the concepts, which is a skill that should be beneficial in criminal justice careers.

**Advanced Placement (AP) US History****Grades 11-12***Prerequisites: American History or Teacher Approval**2 Credits*

Students will investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Students will be prepared to take the optional AP Exam. *\*Note: NCAA Approved.*

**ICCC US History to 1877 (HIS-151)****Grades 11-12***Prerequisites: Must meet eligibility requirements**1 Credit/3 College Credits*

This course includes the political, socio-cultural, and economic factors in the development of American Civilization from the earliest European explorers until the end of the Civil War and Reconstruction. Topics to be explored are colonial foundations, revolution, confederation, and constitution; nationalism and democracy; sectional disunity, Civil War, and reunion. Throughout this course, students must read primary and secondary sources through a critical lens and use critical thinking skills to solve problems. Additionally, this course reinforces students' written communication skills through essays and verbal communication skills through class discussions and presentations. Importantly, students are asked to think critically, consider the viewpoints of others, and effectively express themselves, all of which will benefit them in the classroom, in life, and in the workforce.

**ICCC US History Since 1877 (HIS-152)****Grades 11-12***Prerequisites: Must meet eligibility requirements**1 Credit/3 College Credits*

This course includes the political, socio-cultural, and economic factors in the development of American Civilization from the end of Reconstruction to the present. This course will focus on Industrialization; the emergence of the United States as a great power; boom and depression; war, internationalism and Cold War; and modern industrial society. Throughout this course, students must read primary and secondary sources through a critical lens and use critical thinking skills to solve problems. Additionally, this course reinforces students' written communication skills through essays and verbal communication skills through class discussions and presentations. Importantly, students are asked to think critically, consider the viewpoints of others, and effectively express themselves, all of which will benefit them in the classroom, in life, and in the workforce.

**ICCC Western Civilization: Ancient to Early Modern (HIS-110)****Grades 10-12***Prerequisites: Must meet eligibility requirements**1 Credit/3 College Credits*

This course is a comprehensive study of the major political, social, economic, cultural and philosophical movements in Western Civilization from the Stone Age to the Age of Enlightenment. Throughout this course, students must read primary and secondary sources through a critical lens and use critical thinking skills to solve problems. Additionally, this course reinforces students' written communication skills through essays and verbal communication skills through class discussions and presentations. Importantly, students are asked to think critically, consider the viewpoints of others, and effectively express themselves, all of which will benefit them in the classroom, in life, and in the workforce. *\*Note: NCAA Approved.*

**ICCC Western Civilization: Early Modern to Present (HIS-111)****Grades 10-12***Prerequisites: Must meet eligibility requirements**1 Credit/3 College Credits*

This course is a comprehensive study of the major political, social, economic, cultural and philosophical movements in Western Civilization from the Age of Enlightenment to the Present. Throughout this course, students must read primary and secondary sources through a critical lens and use critical thinking skills to solve problems. Additionally, this course reinforces students' written communication skills through essays and verbal communication skills through class discussions and presentations. Importantly, students are asked to think critically, consider the viewpoints of others, and effectively express themselves, all of which will benefit them in the classroom, in life, and in the workforce. *\*Note: NCAA Approved.*

**ICCC World Regional Geography (GEO-121)****Grades 10-12***Prerequisites: Must meet eligibility requirements**1 Credit/3 College Credits*

This introductory course in world geography acquaints the student with spatial relationships that exist between people, their culture, their environment, and places on earth.

## ***Special Education Department***

The Fort Dodge Community School District will serve all students identified as needing special education services under the Individuals with Disabilities Education Act (IDEA) enabling them to become productive citizens. Special education services will:

- be provided as described in the student's individual education plan.
- be provided in the least restrictive environment appropriate to meet the student's needs.
- be provided when adaptations and accommodations of the general education environment is not enough to meet the needs of the identified student.
- teach social skills and life skills.
- provide for transition planning at all levels.

Special education services will be provided in all buildings within the Fort Dodge Community School District. Services may be provided in the general education classroom, special education classroom, special sites within the district, or the student's home, as determined by the IEP team. Special education services will be configured and provided to ensure students are educated with non-disabled peers to the extent specified in their IEPs. Individual needs will be assessed and services provided to meet specified goals and objectives.

Special Education programming in the Fort Dodge Community School District will be provided through one of the following service models with the ultimate goal of providing special education services in the least restrictive environment.

- **Consulting Teacher Services:** Consulting teacher services are defined as indirect services provided by a licensed special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods. Specially designed instructional strategies will be developed to meet the individual needs of a student with a disability receiving instruction in the general education classroom. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the Individualized Education Program (IEP). The special education teacher's support may include assisting the general education teacher with the design and preparation of materials, adaptations, and accommodations. The special education teacher is responsible for monitoring the student's progress in IEP goals.
- **Collaborative Services:** Collaborative services are defined as direct specially designed instruction in which the core content endorsed teacher provides content instruction and the special education teacher provides strategy and skill instruction to students with IEP's. The special education teacher also serves as a consultant to the general education teacher in such areas as application of skills in the general education setting, goal progress, adjustments to the learning environment, modification of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions or the use of appropriate accommodations to meet the needs of individual students. This model provides the special education teacher flexibility in meeting the needs of students with IEP's without co-teaching in multiple classrooms. The special education teacher, support service provider, or trained paraprofessional may be in the general education classroom as needed to provide instructional or other assistance to the student or a group of students. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. Grades for IEP students will be collaboratively determined.



- **Instructional Support Services:** Instructional support services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed special education teacher for a portion of the school day. Instructional support services supplement, but do not supplant the instruction provided in the general education classroom. The special education teacher is responsible for monitoring the student's progress on IEP goals. Grades for IEP students will be collaboratively determined.
- **Special Class Services:** Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed special education teacher. Instruction will be modified to meet the unique needs of the student(s) in a self-contained setting. These settings include but are not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions. This means the student is receiving his or her primary instruction separate from non-disabled peers. The special education teacher is responsible for grading and/or monitoring the student's progress in IEP goals.

## Theater Department

### Theater and Society

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Introduction to Theater is for students who do not have an interest in performing but would like to learn more about theater as an art form. Learning will focus on the relationship between theater and entertainment both historically and culturally.

### Theater Performance I

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

Theater Performance I focuses on creativity and imagination, ensemble building and trust, building confidence, and observation skills through theatrical means; such as, pantomime, improvisation, characterization, storytelling, basic movement, and emotional recall. Success in this class requires lots of in-class participation, collaboration, and good attendance.

*\*Note: This credit **cannot** be used to satisfy the District English graduation requirement but does count as an elective.*

### Theater Performance II

**Grades 9-12**

*Prerequisites: Theater Performance I or Instructor Approval*

*1 Credit*

Theater Performance focuses on the audition process, play script analysis, character motivation and behavior, in-depth scene study, stage combat, and play writing. Success in this class requires lots of in-class participation, collaboration, and good attendance.

*\*Note: This credit **cannot** be used to satisfy the District English graduation requirement but does count as an elective.*

### Technical Theater

**Grades 10-12**

*Prerequisites: Instructor Approval*

*1 Credit*

This technical theater course will teach students production aspects of theater. Topics in this course include scenery construction, light and sound design, hair and makeup, and property management. The student will get hands-on experience by working on class projects, community productions, and/or the Senior High fall play production.

Note: This credit **cannot** be used to satisfy the District English graduation requirement but does count as an elective.

## **World Language Department**

### **Arabic I**

**Grades 9-12**

*Prerequisites: None*

*2 Credits*

Arabic I is a two-term course in which students will focus on talking about themselves and their daily lives. We will cover introductions, dates, telling time, describing self and others, school/classes, likes/dislikes, hobbies, and family. Students will learn how to read and write the Arabic alphabet. They will use memorized phrases and simple sentences in order to express themselves on familiar topics. They will also learn key grammatical concepts such as adjective agreement and basic verb conjugation. *\*Note: NCAA Approved.*

### **Arabic II**

**Grades 10-12**

*Prerequisites: Arabic I*

*2 Credits*

Arabic II is a two-term course in which students will focus on expanding their basic language skills in order to communicate and exchange information on familiar topics using a series of simple sentences. Topics covered include food, shopping, city life, directions, transportation, and traveling. We will review grammatical concepts from Arabic I as well as learn how to give commands, make suggestions, and talk about events in the past. *\*Note: NCAA Approved.*

### **Arabic III**

**Grades 11-12**

*Prerequisites: Arabic II*

*2 Credits*

Arabic III is a two-term course in which students will focus on expressing themselves on a wider variety of topics in connected sentences. Topics covered include daily routine, childhood, future plans, technology, and food. Students will review previous language structures as well as learn to express themselves in more complex sentences. *\*Note: NCAA Approved.*

### **French I**

**Grades 9-12**

*Prerequisites: None*

*2 Credits*

French I is a two-term course in which students will focus on talking about themselves and their daily lives. We will cover the topics of introductions, dates, telling time, describing self and others, school/classes, likes/dislikes, hobbies, family, and home. Students will learn how to use memorized phrases and simple sentences in order to express themselves on familiar topics. They will also learn key grammatical concepts such as adjective agreement and basic verb conjugation. *\*Note: NCAA Approved.*

### **French II**

**Grades 10-12**

*Prerequisites: French I*

*2 Credits*

French II is a two-term course in which students will focus on expanding their basic language skills in order to communicate and exchange information on familiar topics using a series of simple sentences. Topics covered include shopping, city life, directions, transportation, traveling, daily life, and childhood. We will review grammatical concepts from French I as well as learn how to give commands, make suggestions, and talk about events in the past. *\*Note: NCAA Approved.*

**French III****Grades 11-12***Prerequisites: French II**2 Credits*

French III is a two-term course in which students will focus on expressing themselves on a wider variety of topics in connected sentences. Topics covered include art, future plans, technology, food, and the francophone world. We will also be reading a short novel, *Le Petit Prince*. Students will review previous language structures as well as learn to express themselves in the future and the conditional. *\*Note: NCAA Approved.*

**French IV****Grade 12***Prerequisites: French III**2 Credits*

French IV is a two-term course in which students will focus on expressing themselves in multiple time frames as well as being able to give and support their opinions. We will work on reinforcing all learned grammar as well as learning how to express opinions, give suggestions, and use more complex time frames. Topics covered include women's rights, education, healthy lifestyle, the role of family, relationships, and the environment. We will also be reading a short novel, *Phantom of the Opera*. *\*Note: NCAA Approved.*

**Spanish I****Grades 9-12***Prerequisites: None**2 Credits*

Spanish I is a two term course in which students are exposed to comprehensible input through a variety of strategies to immerse students in the language. Students will use all four communicative skills: listening, reading, writing and speaking. Subjects that will be covered include, but are not limited to: introductions, descriptions, dates, times, likes and dislikes, colors, present tense verbs, and more. There are also a variety of culture topics such as: food (gazpacho), dance (Cumbia), bullfighting, legends (El Cucuy ) and more. *\*Note: NCAA Approved.*

**Spanish II****Grades 10-12***Prerequisites: Spanish I**2 Credits*

Spanish II is a two term course in which students are exposed to comprehensible input through a variety of strategies to immerse students in the language. Students will use all four communicative skills: listening, reading, writing and speaking. Subjects that will be covered include, but are not limited to: clothes, shopping, superstitions, daily routines, hurricanes, past tense verbs, and more. There are also a variety of culture topics such as: history (Las Madres de la Plaza Mayor), events (La Tomatina), heroes (Gauchos) and more. *\*Note: NCAA Approved.*

**Spanish III****Grades 11-12***Prerequisites: Spanish II**2 Credits*

Spanish III is a two term course in which students are exposed to comprehensible input through a variety of strategies to immerse students in the language. Students will use all four communicative skills: listening, reading, writing and speaking. A variety of stories about animals, dating drama, and teenage life are told to help students read, write, listen and speak using the past tense of regular and irregular verbs. There are also a variety of culture topics such as: culture (Día de los Muertos), legends (El Chupacabras) and more. *\*Note: NCAA Approved.*

**Spanish IV****Grade 12***Prerequisites: Spanish III**2 Credits*

Spanish IV is a two term course in which students are exposed to comprehensible input through a variety of strategies to immerse students in the language. Students will use all four communicative skills: listening, reading, writing and speaking. A variety of stories like the suspenseful “Ruidos en la noche” and “Secretos” are told to help students use the past tense, including the imperfect tense. There are also a variety of culture topics such as: culture (la chancla), historical figures (José Mujica), legends (La Llorona) and more. *\*Note: NCAA Approved.*

## ***Extended Learning Department***

### **Extended Learning Lab**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This course offers a self-directed learning experience. Students are given the opportunity to investigate an area of interest, develop a personalized plan, and create learner directed work. Students will share/report findings. With successful completion of this term course, students will receive one elective credit, Pass/Fail. This course is not limited to TAG identified students; however, to arrange this Independent Study please see the TAG Advisor.

### **Technology Operations, Communications & Repair I**

**Grades 9-12**

*Prerequisites: None*

*1 Credit*

This course is designed to teach basic computer troubleshooting and consultation in a hands-on manner, as well as key job skills. Specialty areas available are technical support, hardware, applications, and support. Participants will be identified as a member of the FDSH Technology / Chromebook technician team. Online research and lesson delivery is part of class.

### **Technology Operations, Communications & Repair II**

**Grades 9-12**

*Prerequisites: Technology Operations I*

*1 Credit*

This course is designed to teach advanced computer troubleshooting and consultation in a hands-on manner, as well as key job skills. Specialty areas include those in Technology Operations, Communications, and Repair I and telecommunications, multimedia, and digital hardware/software. Participants will be identified as a member of the FDSH Technology / Chromebook technician team. Online research and lesson delivery is part of class.

## ***Honors by Contract***

Students may select to pursue an Honors credit for courses taken at FDSH. With this arrangement, the student contracts with the classroom teacher to higher levels of commitment, collaboration, creative and critical thinking. Assignments may be altered or replaced with more challenging and personalized learning experiences that align with the expectations of honors level work. Students selecting Honors by Contract should be highly motivated to achieve academic success. To arrange Honors, please see the TAG Advisor and the class instructor(s).

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

The TAG Program at FDSH serves “students who require instruction and educational services commensurate with their abilities and beyond those provided by the regular school program.” (Iowa Code 257.44) Identified students, grades 9-12, can choose to participate in the following: Extended Learning Independent Study with personalized plan, Honors by Contract, acceleration, college courses (PSEO), online classes, and Advanced Placement classes. In addition, mentorships, job shadows, and internships are available in order to pursue individualized interests.

## ***Advanced Placement (AP) Courses***

AP courses offer a rigorous learning experience, an opportunity to pursue college level studies. College credit for an AP course may be granted based on the score earned from the AP Exam and the acceptance of AP credit by college or university. For more information and registration, see the TAG Advisor.

### **Advanced Placement (AP) English Language & Composition**

**Grades 11-12**

*Prerequisites: English 10*

*2 Credit*

*Completion of two semesters of AP Language & Composition should satisfy literature (nonfiction) and composition graduation requirements.*

This course requires students to write in several forms about a variety of subjects. Readings are primarily nonfiction, and students will use them to identify and explain the use of rhetorical strategies, rhetorical techniques, and linguistic choices. Visual media are also analyzed as they serve as a vital component of modern communication. *\*Note: NCAA Approved.*

### **Advanced Placement (AP) English Literature & Composition**

**Grades 11-12**

*Prerequisites: English 10*

*2 Credits*

*Completion of two semesters of AP Literature & Composition should satisfy literature (fiction) and composition graduation requirements.*

AP English Literature and Composition is a course where students will be immersed in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares

students for the optional AP exam and further study in creative writing, communications, journalism, literature, and composition. *\*Note: NCAA Approved.*

*\*Note: AP Language and Composition & AP Literature and Composition are offered on a rotating basis each year. Students have the opportunity to take both but both are not offered in the same school year.*

### **AP Statistics**

**Grades 11-12**

*Prerequisites: Algebra II*

*2 Credits/3 Terms*

Online AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. Course content is provided by Iowa Online Academy/Apex.

### **AP Calculus AB**

**Grade 12**

*Prerequisites: Geometry, Algebra II, Trigonometry, Pre-Calculus*

*2 Credits/3 Terms*

AP Calculus AB is an online course where students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. Course content is provided by Iowa Online Academy/Apex.

### **AP Biology**

**Grades 11-12**

*Prerequisites: Biology*

*2 Credits/3 Terms*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions.

This course requires that at least 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will be prepared to take the AP Exam for potential college credit.

*\*If class size does not meet FDSH requirements, the course will be offered online through Iowa Online Academy.*

### **AP Chemistry**

**Grades 11-12**

*Prerequisites: Chemistry*

*2 Credits/3 Terms*

AP Chemistry is an online course that builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how



the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-based equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering. Course content is provided by Iowa Online Academy/Apex.

### **AP Environmental Science**

**Grades 11-12**

*Prerequisites: 2 years of high school laboratory science\*\**

*2 Credits/3 Terms*

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students perform hands-on and virtual labs and projects. This course prepares students for the AP exam. Course content is provided by the Iowa Online Academy/Apex.

*\*\*One year of life science; 1 year of physical science; 1 year of algebra*

### **AP US History**

**Grades 11-12**

*Prerequisites: American History or Teacher Approval*

*2 Credits/3 Terms*

Students will investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Students will be prepared to take the AP Exam. \*If class size does not meet FDSH requirements, the course will be offered online through Iowa Online Academy.

### **AP Government & Politics**

**Grade 12**

*Prerequisites: American History*

*1 Credit/2 Terms*

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

**AP Microeconomics****Grades 11-12***Prerequisites: Algebra I**1 Credit/2 Terms*

AP Microeconomics is an online course which 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. Course content is provided by Iowa Online Academy/Apex.

**AP Macroeconomics****Grades 11-12***Prerequisites: Algebra II**1 Credit/2 Terms*

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

**AP Psychology****Grades 10-12***Prerequisites: None**1 Credit/2 Terms*

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

**AP Computer Science A (Java)****Grades 10-12***Prerequisites: Algebra I & II**2 Credits/3 Terms*

In this online course, students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first term, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the AP Exam. Course content is provided by Iowa Online Academy/Project STEM.

**AP Computer Science Principles****Grades 10-12***Prerequisites: Algebra I & II**2 Credits/3 Terms*

This online course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. This course will prepare students for the AP Exam. Course content is provided by Iowa Online Academy/Project STEM.

**AP Spanish and Language and Culture****Grades 11-12***Prerequisites: 3-4 years of Spanish or equivalent native fluency**2 Credits/3 Terms*

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. This course prepares students for the AP exam. Course content is provided by the Iowa Online Academy/Apex.

**AP French Language and Culture****Grades 11-12***Prerequisites: 3-4 years of Spanish or equivalent native fluency**2 Credits/3 Terms*

AP French Language course is an advanced language course in which students acquire proficiency that expands their cognitive, analytical and communicative skills. The AP French Language course prepares them for the AP French exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards of Foreign Language Learning in the 21st Century. Course content is provided by the Iowa Online Academy/Apex.

## ***College Courses through Iowa Central Community College***

The Post-Secondary Enrollment Options (PSEO) Act allows students to enroll at an eligible community college, public university, or private college/university. The purpose of this Act by the Iowa Legislature is to promote rigorous educational pursuits and provide a wide variety of options for students.

Concurrent Enrollment classes are college courses offered at Fort Dodge Senior High. Students receive high school credit and assigned college semester hours of credit upon successful completion. To enroll in Concurrent Enrollment courses, indicate which course(s) you wish to take on your 4-year plan during registration (through Infinite Campus) and see your School Counselor to discuss what prerequisites must be completed at Fort Dodge Senior High before enrolling and how they work into your high school requirements and future plans. Students will earn one high school credit per trimester and college credit according to semester hours.

Post-Secondary Enrollment Options (PSEO) courses are college courses that students take through Iowa Central, either on-campus or online. The Fort Dodge Senior High highly encourages students to take challenging courses, including Advanced Placement (AP) and college level. Taking high level courses prepares students for the next level of learning. These courses also allow students more career exploration opportunities. While taking college level courses in high school, students can lighten their college load or add additional courses of interest at the college level.

The intention is to prepare students for a successful life after high school, not earn a degree. When discussing with universities and industry, we have found students are best prepared when they enroll in no more than 30 college credits while still in high school. This balance also allows students the enjoyment of high school. Talk to your School Counselor when deciding which college and AP courses are most appropriate for you and your future. Discuss which post-secondary course(s) you intend to take, what prerequisites must be completed at Fort Dodge Senior High before enrolling, and how they fit into your high school requirements and future plans with your School Counselor. **You must meet with your counselor to request these courses by March 15, 2024.** The student/parent(s) is responsible for providing transportation to and from the college. The student will earn high school credit based on a weighted scale and college credit according to semester hours.

Upon graduation, students who have taken college courses and plan to attend another college/university need to check with that institution to determine how college credit will apply. Students will need to have Iowa Central Community College send a transcript to the college/university of your choice. The college you plan on attending after graduation will have the final decision on which classes transfer over.

### ***College courses available through Iowa Central***

A variety of college courses are available to students either by being taught at Fort Dodge Senior High, on campus, or online. In addition, some courses require prerequisites while others require minimum placement scores.

For a complete list of college courses available through Iowa Central and their prerequisites and/or minimum placement scores, check out [Iowa Central's Course Catalog](#).

### ***Iowa Central's Triton Academy***

High School students are able to take advantage of the many academic and career-ready programs that are offered on the Fort Dodge campus and online. High school students can enroll in approximately 9 credit hours per semester in the programs identified below. Students who are able to come to the Fort Dodge campus will be in classes with our college students, creating a real college learning environment while earning credits toward one of the many programs that have been made available through this opportunity. Triton Academy on campus courses are held in the mornings, beginning around 8:00am and ending at approximately 11:30 am.

For those high school students who do not have the option of traveling to the Fort Dodge campus, or one of the other area career academies, Iowa Central is offering a wide variety of program opportunities online for students to begin earning college credit.

### ***Why attend Triton Academy?***

- It provides an opportunity for students from different school districts to enroll in a specific set of courses associated with a designated academic or career area.
- Provides clear and precise academic and career pathways through a specific sequence of courses.
- Provides more educational opportunities to students.
- National Credentialing, such as the National Career Readiness Certificate (NCRC) and OSHA 10, as well as Apprenticeship programs are available for select students and career pathways.

For more information, check out the [Triton Academy website](#).

### ***College Course Policies and Procedures***

Eligibility: Students must meet certain eligibility requirements to be able to take college courses. Eligibility requirements are based on both Fort Dodge Senior High's policies and Iowa Central's Mandatory Placement Chart. Students must meet all eligibility requirements **at the time of the request** (by March 15th) to be eligible for college-level courses.

The following are policies for eligibility to take college courses for the 2024-2025 school year:

- Students must be in good academic standing, meaning they are on track to graduate in 4 years.
- Students must meet GPA requirements **OR** be proficient in all areas on the ISASP assessments.
  - Math and English courses require a 2.8 or higher **cumulative** grade point average (GPA).
  - All other courses require a 2.0 or higher **cumulative** grade point average (GPA).
    - If GPA requirements or ISASP proficiency requirements are not met, students will need to prove proficiency on both the Accuplacer and ALEKS assessments. These assessments can be taken in the testing center on Iowa Central's main campus. See your School Counselor for more information.
- All courses must be requested with your School Counselor.

**Deadline:** The deadline to request college courses for the 2024-2025 school year is **Friday, March 15th, 2024**. After this date, you will **not** be able to register for any college courses for the 2024-2025 school year.