

Washington High School



Registration Handbook

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PURPOSE OF HANDBOOK

The purpose of this handbook is to acquaint parents and students with the educational opportunities available at Washington Community High School. This handbook contains registration procedures, requirements for graduation, general information, courses offered, programming, and course descriptions.

WASHINGTON HIGH SCHOOL AT-A-GLANCE

Washington Community High School is a public high school offering quality educational programs to 9th-12th grade students. It is located in an attractive and friendly community with a population of approximately 7,000. The campus is situated a few blocks south of downtown Washington.

WASHINGTON HIGH SCHOOL

1111 S. Ave. B

Washington, IA 52353

Phone Number: 319-653-2143

Fax Number: 319-653-6751

Website: <https://sites.google.com/a/washington.k12.ia.us/washingtonhighschool/>

Mascot: Demons Colors: Black & Orange

Enrollment: 572, grades 9-12

Type of School Year: 4 Blocks, 4 Terms, 85 Minutes/Block

Accreditation: State of Iowa

WASHINGTON HIGH SCHOOL COUNSELING OFFICE

Belinda Robinson, Counselor (Assisting students with last name beginning A-L.)

Kathy Stender, Counselor (Assisting students with last name beginning M-Z.)

Jona Dalrymple, Administrative Assistant

Counseling Office Phone Number: 319-653-4245

Fax Number: 319-653-1112

Website: <https://sites.google.com/a/washington.k12.ia.us/whs-counseling/>

WASHINGTON COMMUNITY SCHOOL DISTRICT MISSION: Engage, Inspire, Empower.

WASHINGTON COMMUNITY SCHOOL DISTRICT VISION: Engage in academic excellence.
Inspire for the future. Empower all.

WASHINGTON COMMUNITY SCHOOL DISTRICT EQUITY STATEMENT

It is the policy of the Washington Community School District not to discriminate on the basis of race, color, sex, creed, marital status, national origin, religion, disability or sexual orientation in its educational programs, activities or employment practices. If you believe you have been discriminated against or treated unjustly at school, please contact Veta Thode at 319-653-6543.

DAILY SCHEDULE

WASHINGTON HIGH SCHOOL

KIRKWOOD REGIONAL CENTER

Breakfast	7:45-8:00	(A shuttle bus runs between buildings.)	
Block 1	8:10-9:35	AM ACADEMY Courses	8:00-9:30
1A	8:10-8:50		
1B	8:55-9:35		
Block 2	9:40-11:05	AM Companion Course	9:55-10:50
Block 3	11:10-1:05	PM Companion Course	12:05-1:00
A Shift	11:10-11:35	(Lunch)	
	11:40-1:05	Class	
B Shift	11:10-11:52	Class	
	11:55-12:20	(Lunch)	
	12:22-1:05	Class	
C Shift	11:10-12:35	Class	
	12:40-1:05	(Lunch)	
Block 4	1:10-2:35	PM ACADEMY Courses	1:25-2:55
Block 5	2:40-3:20		

1:10 Dismissal Schedule

Breakfast	7:45-8:00
Block 1	8:10-9:15
1A	8:10-8:40
1B	8:45-9:15
Block 2	9:20-10:20
Block 4	10:25-11:25
Block 3	11:30-1:10
A Shift	11:30-11:55 Lunch
	12:00-1:10 Class
B Shift	11:30-12:05 Class
	12:08-12:33 Lunch
	12:35-1:10 Class
C Shift	11:30-12:40 Class
	12:45-1:10 Lunch

Assembly Schedule

Breakfast	7:45-8:00
Block 1	8:10-9:35
1A	8:10-8:50
1B	8:55-9:35
Block 2	9:40-11:05
Block 3	11:10-1:05
A Shift	11:10-11:35 Lunch
	11:40-1:05 Class
B Shift	11:10-11:52 Class
	11:55-12:20 Lunch
	12:22-1:05 Class
C Shift	11:10-12:35 Class
	12:40-1:05 Lunch
ASSEMBLY	1:10-2:10
Block 4	2:15-3:20

2-Hour Delay

Kirkwood AM classes cancelled if inclement weather.	
Block 1	10:10-11:15
1A	10:10-10:40
1B	10:45-11:15
Block 3	11:20-1:00
A	11:20-11:45 Lunch
	11:50-1:00 Class
B	11:20-11:55 Class
	11:58-12:23 Lunch
	12:25-1:00 Class
C	11:20-12:30 Class
	12:35-1:00 Lunch
Block 2	1:05-2:10
Block 4	2:15-3:20

WASHINGTON HIGH SCHOOL GRADUATION REQUIREMENTS

GRADUATION REQUIREMENT CREDIT

To obtain a diploma from Washington High School students must successfully complete the required credits and select additional elective credits to complete a full 4-block schedule. Fifty-six (56) credits are required to graduate.

It is the responsibility of the student and/or parent to make certain all requirements are met. STUDENTS FAILING COURSES SHOULD SEE THE COUNSELOR AS SOON AS POSSIBLE.

DIPLOMA OF MERIT

Students desiring a Diploma of Merit at commencement must earn 64 credits and a grade point average of 3.5/4.0 or higher. Students receiving the Diploma of Merit will receive special acknowledgement at Commencement, a gold seal attached to the diploma as well as a notation in the student's individual cumulative folder.

GENERAL EDUCATION PROGRAM				
This program is for the student planning to earn a high school diploma.				
Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
ENGLISH/ LANGUAGE ARTS	English 9 A & B	English 10 A & B	American Literature AND Creative Writing	Writing 12 AND Modern Prose
MATH	Integrated Math OR Algebra I	Algebra I OR Geometry	Geometry OR Algebra II	Algebra II OR Funct/Stats/Trig
SCIENCE	Science I A & B	Science II A & B	Science III A & B	2 Science Electives
SOCIAL STUDIES	Our World Today (elective history offering)	U.S. History A & B	World History I or II & Personal Finance	Modern US History & American Government
PHYSICAL EDUCATION	9/10 PE	9/10 PE	PE or Unified PE or Strength & Cond	PE or Unified PE or Strength & Cond or Personal Workout
ELECTIVES	9 Electives	7 Electives	7 Electives	7 Electives

COLLEGE BOUND PROGRAM				
This program is for the student planning to attain a 4-year degree.				
Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
ENGLISH/ LANGUAGE ARTS	English 9 A & B	English 10 A & B	American Literature AND Creative Writing	College-Prep Writing AND Reading; OR AP Eng. Lit. & Comp. OR PS Comp I & II/PS Fund of Oral Comm.
MATH	Algebra I A & B	Geometry A & B	Algebra II A & B	Funct/Stats/Trig OR PS Statistics OR PS Calculus
SCIENCE	Science I A & B	Science II A & B	Science III A & B	2 Science Electives
SOCIAL STUDIES	Our World Today (elective history offering)	U.S. History A & B	World History & Personal Finance	Modern U.S. History AND American Government
PHYSICAL EDUCATION	9/10 PE	9/10 PE	PE or Unified PE or Strength & Cond	PE or Unified PE or Strength & Cond or Personal Workout
FOREIGN LANGUAGE	Spanish I A & B	Spanish II A & B	Spanish III A & B	Spanish IV A & B
ELECTIVES	7 Electives	5 Electives	5 Electives	5 Electives

GENERAL INFORMATION

REGISTRATION PROCEDURES

Read the registration handbook and study the registration sheet carefully. Choose courses with the help of parent(s)/guardian(s), counselors, teachers, and/or principals. Parent(s)/Guardian(s)/Students will be given a completed schedule in May.

SCHEDULE CHANGES

Students requesting a schedule change must use the online **WHS Schedule Change Request Form** at the high school website: <https://sites.google.com/a/washington.k12.ia.us/washingtonhighschool/>. All schedule changes **for the year** must be made by the end of Term 1. After Term 1, schedule changes may only be requested for failed required courses and changes in career & college planning.

PASS/FAIL CREDIT

Students may elect, with permission of the instructor, to take one credit per year as pass/fail for any elective class, not a required class. This must be decided before the class first meets. The required paperwork is located in the counselor's office.

AUDITING A COURSE

Auditing a course is retaking it for no credit, but can be used to improve a letter grade. If a student wants to audit a course, only the highest grade will be counted as credit and toward the grade point average. If a student wants to audit a course they have already taken to review the course, the course will be pass/fail with no credit. All courses and grades will appear on the transcript. Permission from the principal is required before auditing a course. The required paperwork is located in the counselor's office.

STUDENT CONFERENCES

By request, student conferences can be held anytime throughout the school year. 12th Grade parents will receive notification by mail as to the date and time of a Senior Conference with Counselors meeting.

REPORT CARD GRADING SCALE

A	=	4.00	B-	=	2.67	D+	=	1.33
A-	=	3.67	C+	=	2.33	D	=	1.00
B+	=	3.33	C	=	2.00	D-	=	0.67
B	=	3.00	C-	=	1.67	F	=	0.00

SENIOR YEAR PLUS – EARN COLLEGE CREDIT WHILE IN HIGH SCHOOL OVERVIEW

Each year, tens of thousands of Iowa high school students earn college credit during high school to get a jumpstart on college. These jointly enrolled students are afforded the opportunity to save money, supplement their high school curriculum with rigorous college courses that would not otherwise be available, and expedite their progress toward a college degree. The Senior Year Plus legislation provides students with both high school and college credit, in most cases.

Senior Year Plus serves as an umbrella for a variety of programs including Postsecondary Enrollment Options (PSEO), Advanced Placement (AP®), concurrent enrollment, Career Edge Academies, and regional academies.

Depending on the program, the instructors may be a college/university professor or high school instructor serving as a community college adjunct faculty member. The courses may be taken on a college campus, at a high school, or through distance education. Even though there is a variation in the mechanisms available, Senior Year Plus provides consistency in expectations for students, instructors, parents, and school districts, and postsecondary institutions. Students must be adequately academically prepared for higher education, instructors must be qualified, and institutions must meet standards.

STUDENT ELIGIBILITY

Students are required to meet all of the following conditions to be eligible to enroll in any course through a Senior Year Plus program where postsecondary credit is available to the student. The student shall have demonstrated proficiency in all of the content areas of reading, mathematics, and science as evidenced by achievement scores on the most recent administration of the Iowa Assessments for which scores are available for the student. The student shall meet the enrollment requirements established by the eligible postsecondary institution. The student shall meet or exceed minimum performance measures on any academic assessments that may be required by the eligible postsecondary institution. The student shall have taken appropriate course prerequisites, if any, prior to enrollment in the eligible postsecondary course, as determined by the eligible postsecondary institution delivering the course.

For the AP and PSEO Programs: Students in 11th and 12th grades are eligible to participate, as well as 9th and 10th graders identified as ELP (Extended Learning Program) students who meet the above criteria.

For Career Edge Academy and Concurrent Enrollment Programs: Students in 9th-12th grade are eligible to participate that meet the above criteria.

ADVANCED PLACEMENT (AP®) PROGRAM

AP® courses are college-level courses offered and taught in the high school, as well as online. The courses, curriculum requirements, and optional tests are provided by The College Board. Based on the students' examination score in May and the postsecondary institution's policies, students may be eligible for college credit or advanced standing at the college to which they later matriculate.

AP® courses are taught by high school teachers and through distance learning opportunities. Students must be prepared to dedicate time and effort to the range and depth of topics covered by each AP® course. In May, a student may opt to take the AP® Exam. The score received on the exam can potentially earn the student college credit dependent upon the college he/she attends. Students enroll in AP® courses during Spring registration.

SENIOR YEAR PLUS (Continued)

PS COURSES - PS in the course title indicates a post-secondary, dual-credit course.

CAREER ACADEMY PROGRAM

Career academies, taught by high school and/or college instructors, are programs of study that combine a minimum of two years of secondary education with an associate degree in a career preparatory program. The program of study is skill standards-based, integrates academic and technical instruction, utilizes work based and work site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field. Completion of the course generates high school and college credit. Students enroll in career academy courses during spring registration.

A variety of dual-credit (high school and college credit) courses are offered through Kirkwood Community College, as well as other institutions. Kirkwood Community College's Programs of Study can be found on the following pages. Visit with a school counselor for specific courses of interest.

CONCURRENT ENROLLMENT PROGRAM

The concurrent enrollment program promotes rigorous academic or career and technical pursuits by providing opportunities for students to enroll in community college courses taught by high school or community college instructors at the high school. Students, grades 9-12 whom are eligible, may enroll in concurrent enrollment courses during spring registration.

ADVANCED PLACEMENT HONORS COURSES

AP in the course title indicates advanced placement honors courses.

Students taking an Advanced Placement course must take an AP exam in May at the student's expense to have the potential to earn college credit. Depending on the score and the college's policies, college credit MAY be earned. AP Biology, AP Chemistry, AP Calculus, AP English Literature & Composition are offered every year. Students may take AP exams WITHOUT taking an AP Course. Visit with a school counselor **before January** if interested in taking an AP exam.

IOWA LEARNING ONLINE

High school and college credit courses are available through Iowa Learning Online. Visit with a school counselor for specific courses of interest. Each semester course costs the student at least \$260.

ADMISSION REQUIREMENTS TO REGENT UNIVERSITIES (IOWA, ISU, UNI) & MORE

Curricular Area	Entering Freshman University of Iowa IOWA	Entering Freshman University of Northern Iowa UNI	Entering Freshman Iowa State University ISU	Community & Technical Colleges Kirkwood, Indian Hills UTI, MIT	Certifications, Military, Apprenticeships
Regents' Admission Index (RAI)	Score of 245 for automatic admission	Score of 245 for automatic admission	Score of 245 for automatic admission		
English	4 years	4 years	4 years	HIGH SCHOOL Diploma, Hi-Set, or a Certificate of Completion of Home School Program	HIGH SCHOOL Diploma, Hi-Set, and must be at least 18 years of age (Hi-Set may not be accepted by all military branches.)
Math	3 years 1 yr algebra, 1 yr geometry, 1 yr adv alg.	3 years 1 yr algebra, 1 yr geometry, 1 yr adv alg.	3 years 1 yr algebra, 1 yr geometry, 1 yr adv alg.		
Natural Science	3 years including courses in physical sci., bio., chemistry, environmental science and physics	3 years including courses in general science, bio., chemistry, earth science or physics	3 years 2 years emphasizing elements of biology, chemistry, or physics		
Social Studies	3 years With U.S. and World History recommended	3 years including courses in anthropology, econ geography, gov't, history, psych or soc	3 years		
World Language	2 years of a single foreign language	Not required 2 years to graduate & 2 years of additional courses from the required subject areas, foreign languages or fine arts.	2 years of a single foreign language		

ACT TESTING

Students wanting to attend a 4-year post-secondary institution following high school should plan to take the ACT on one or more of the scheduled dates in July, September, October, December, February, April, June, and July. **ACT's are administered at Washington High School in December and April.** The registration form is online at actstudent.org. Plan an hour to complete the registration for the first time.

REGENTS' ADMISSION INDEX

$$\text{RAI} = (3 \times \text{ACT}) + (30 \times \text{GPA}) + (5 \times \text{core classes})$$

The state of Iowa's Board of Regents has created an index, which combines three factors that strongly predict success at the three state regents (IOWA, ISU, UNI):

1. ACT or SAT test scores
2. High school cumulative grade point average
3. The number of high school courses completed in the 5 core areas:
(Language Arts, Math, Science, Social Studies, and Foreign Language)

Contact a high school counselor for help calculating an unofficial Regent Admission Index score or go to the website (www.regents.iowa.gov/RAI) to calculate your RAI score: [Click to find RAI Score](#)

WORKPLACE LEARNING CONNECTION

<https://www.kirkwood.edu/wplc>

EXPERIENCES AVAILABLE:

Mock Interview – 9th Grade

Job Shadow – 10th, 11th, 12th Grade Must sign up in the Fall. Students can complete 1 job shadow per year.

Internship – 10th, 11th, 12th Grade Can sign up in the Spring. Students can complete 1 internship per year.

Applications available on the above website.



KIRKWOOD

EARN COLLEGE CREDIT IN HIGH SCHOOL



2020 – 21 Programs of Study
**WASHINGTON COUNTY
REGIONAL CENTER**

www.kirkwood.edu/washingtonregional

Kirkwood
COMMUNITY COLLEGE

[Click here to access Kirkwood Programs of Study](#)

ACCU-PLACER (English) ALEKS (math) TESTING

These exams are to be taken by students wanting to take a post-secondary (PS) class at the Kirkwood Regional Center on various dates throughout the year. Sign up by calling Kirkwood at 653-4655 to reserve a seat.

KIRKWOOD COMMUNITY COLLEGE ON-LINE APPLICATION INSTRUCTIONS

The Kirkwood application needs to be completed only ONE TIME as a high school student. Every student should complete this application even if student does not take a class at Kirkwood Community College. Please follow the instructions below. See a school counselor for additional help.

- Go to the Kirkwood application web site: www.kirkwood.edu/apply
- Complete the application. This information is building your permanent college record at Kirkwood Community College, so it is important to accurately fill in the information. You WILL NEED your Social Security Number to complete the application.

PROCESS TO TAKE A COLLEGE CLASS AT KIRKWOOD COMM. COLLEGE

- Search the Kirkwood Programs of Study to find classes of interest. [Click here to access Kirkwood Programs of Study](#)
- Complete an online application with the Kirkwood Career Development Coordinator or a high school counselor.
- Student and parent/guardian sign a WHS Student/Parent Understandings for Post-Secondary Courses. Return to WHS Counseling Office.
- Student MAY complete a Kirkwood Waiver for parent/guardian access to grades. Return to WHS Counseling Office.
- Apply to Kirkwood at: www.kirkwood.edu/apply
- High school counselor will check student's Iowa Assessment Scores to determine eligibility.
- Student and parent/guardian are required to attend an ORIENTATION MEETING in the Spring.

WASHINGTON HIGH SCHOOL

Student/Parent Understandings for Post-secondary Courses

KIRKWOOD REQUIREMENTS

Students complete and return a pre-registration form in the high school counselor's office, apply online at Kirkwood, attend a mandatory orientation meeting, and have ACCU-PLACER/ALEKS scores or ACT score on file. Students follow the Kirkwood semester schedule. If Kirkwood holds class on a day Washington High School is NOT in session, the student MUST attend the college course.

HIGH SCHOOL CLASS TIMES THAT CONFLICT WITH COLLEGE COURSE TIMES

Students enrolled in a college course sometimes conflict with the time of a scheduled high school class. If this happens, students are REQUIRED to communicate before or on the day of absence with their high school instructor to receive instructions for assignment/test/etc. deadlines. If the conflict arises on a scheduled early out dismissal day, the student MUST make arrangements with the high school teacher PRIOR to missing the day's class. Missing a high school class for a college class does not grant the student extra time for high school assignments.

DROP POLICY

A student taking a post-secondary course at the high school building will have 2 days to drop the course from the first day of the semester.

A student taking a post-secondary course at an off-campus site and/or online will have five calendar days to drop the course from the first day of the start of the college course. (Not an academy or companion course.)

A student taking an Academy and/or Companion course at the Washington County Regional Center has until June 1 to drop a course. **This date is prior to the start of the next academic year in which the course will be taken.**

DROP POLICY – ONCE A COLLEGE COURSE HAS BEGUN

If a student withdraws from a Kirkwood course, by Kirkwood's withdrawal deadline, during 1st or 3rd Term an F will be recorded on the 1st or 3rd Term high school transcript and the B Section for the next term will be replaced with another course.

If a student withdraws from a Kirkwood course during 2nd or 4th Term an F will be recorded for 1st and 2nd or 3rd and 4th Terms on the high school transcript, unless the course is replaced within 2 days of the 2nd or 4th Term start date.

If a student withdraws from a Kirkwood course during a Term 3 Winter Section, an F will be recorded for 3rd Term on the high school transcript.

ELIGIBILITY

If a student drops a course after the drop deadline, the student risks becoming academically ineligible if he/she is unable to be placed into another course. Students must take 4 courses to remain eligible for Honor Roll and extra-curricular activities.

GRADES

Course grades will become a part of both high school (2 high school credits are earned for a 2-term course: 1 high school credit is earned for a 1-term course or a Winter Section course) and college records.

RELEASE

I hereby authorize a post-secondary institution to release my confidential student information such as my grades, unofficial transcripts, attendance records and related academic information to my high school pertaining to my enrollment in college credit courses while a high school student.

TEXTBOOKS

I also understand that it is my responsibility to return my textbook at the end of my course, or I will incur an additional direct charge, for the full cost of the textbook, from the College Bookstore or Washington Community School District.

TRANSPORTATION

A shuttle bus will operate between Washington High School and the Washington County Regional Center during regularly scheduled school days for students attending classes at the facility. Parent(s)/guardian(s)/student shall furnish transportation to and from other postsecondary institutions for college courses. Busses do not operate when WHS is not in session.

ATTENDANCE

I understand that if I am absent 3 times from the college class, driving privileges will be revoked and the student will be required to ride the school bus to and from the college facility. Parents will be notified when the 3rd absence occurs.

Our signatures indicate understanding of the release of information, the drop policy, and our knowledge of financial repayment obligations.

Student Signature

Date

Parent/Guardian Signature

Date

Revised 1-4-19

WHS Course Offerings and Descriptions

AGRICULTURE Course Offerings (Pages 21-23)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Agricultural Business I (205) *	11, 12	1	Intro Ag, Food & Nat Res I AND Plant Science I Recommended: Animal Science I
Agricultural Carpentry (203)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Agricultural Metals (204)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Agronomy (202)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Animal Science I (201)*	10, 11, 12	1	
Animal Science II (201b)*	10, 11, 12	1	
Natural Resource Management (207)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Introduction to Agriculture, Food, & Natural Resources I (200) *	9, 10, 11, 12	Term 1	
Introduction to Agriculture, Food, & Natural Resources II (211) *	9, 10, 11, 12	Term 3	Intro Ag, Food & Nat Res I
Plant Science I (202a)*	10, 11, 12	1	
Plant Science II (202b)*	10, 11, 12	1	Plant Science I

ART Course Offerings (Pages 23-24)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Art & Culture (483)	10, 11, 12	1	
Art Independent Study (112)	11, 12	1	Art Studio, 2+Art Credits
Art Studio (1040)	9, 10, 11, 12	1	
Art Studio SK (5001)-opposite band/choir	9, 10, 11, 12	1-4	Band/choir students only
Drawing & Painting (104)	9, 10, 11, 12	1	Art Studio
Graphic Design & Design Thinking (124)	9, 10, 11, 12	1	Art Studio
Photography & Graphic Arts (117)	9, 10, 11, 12	1	Art Studio
Sculpture & Ceramics (106)	9, 10, 11, 12	1	Art Studio

BUSINESS Course Offerings (Pages 24-26)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Business Concepts & Procedures (373)	10, 11, 12	1	
Career Pathways (348)*	9, 10	1	
Computer Applications (350)*	9, 10, 11, 12	1	
Entrepreneurship (370)	10, 11, 12	1	
Introduction to Business (486)*	9, 10, 11, 12	1	
Job Skills Development (355)*	10, 11, 12	1	Computer Applications
Marketing (309)	10, 11, 12	1	
On-the-job Training (319)*	11, 12	1-4	Job Skills Development, OJT Application and Instructor Approval
Personal Finance (Required to Graduate)	9, 10, 11, 12	1	
PS Desktop Publishing (366 & 367) (ADM-142)	9, 10, 11, 12	2	Instructor Approval
PS Emerging Tech Trends (1698) (BCA-179)	9, 10, 11, 12	1	Computer Applications
PS Intern. Comp Bus Apps. (1780 & 1781) (BCA-213)	9, 10, 11, 12	2	Computer Applications

CAREER INTERNSHIP Course Offerings (Page 26)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Career Internship (1514)	9, 10, 11, 12	1/year	Application & Meet with counselor

ENGLISH/ LANGUAGE ARTS Course Offerings (Pages 27-28)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Advanced Creative Writing (400)	11, 12	1	Creative Writing
American Literature (401)	11, 12	1	English 10
***AP English Lit. & Comp (455&460)	12	2	Junior Requirements
College-prep Reading (4551)	12	1	Junior Requirements
College-prep Writing (480)	12	1	Junior Requirements
Creative Writing (406)	11, 12	1	English 10
English 9 A (5202)	9	1	
English 9 B (52022)	9	1	
English 10 A (445)	10	1	English 9 Reading & Writing
English 10 B (444)	10	1	English 9 Reading & Writing
Yearbook Production (459)	9, 10, 11, 12	1	
Literary Magazine: Earthbook (436)	11, 12	1	Creative Writing
Modern Prose (403)	11, 12	1	English 10
Writing 12 (487)	12	1	Creative Writing

*****Advanced Placement Course**

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)			
Course Offerings (Page 29)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
LIEP (517)	9, 10, 11, 12	1-4	Must meet eligibility requirements

FAMILY & CONSUMER SCIENCE			
Course Offerings (Pages 29)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Child Development (610)*	9, 10, 11, 12	1	
Contemporary Health (6041)	9, 10, 11, 12	1	
Farm to Fork (6003)*	10, 11, 12	1	Foods
Food Choices (603)*	10, 11, 12	1	Foods
Foods (6001)*	9, 10, 11, 12	1	
Gourmet Foods (605)*	11, 12	1	Foods
Home Decorating (607)	9, 10, 11, 12	1	
Textiles (6004)	9, 10, 11, 12	1	
Parenting (609)*	9, 10, 11, 12	1	

INDUSTRIAL TECHNOLOGY			
Course Offerings (Pages 30-31)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Advanced Computer Aided Drafting (709)*	9, 10, 11, 12	1	CAD
Adv Material Processing (702)	11, 12	1	Construction Technology
Computer-Aided Drafting (CAD) (707)*	9, 10, 11, 12	1	Drafting I
Computer Numerical Control (CNC) Graphic Design (725) *	9, 10, 11, 12	1	
Construction Material Processing (701)	9, 10, 11, 12	1	
Construction Technology (704)	10, 11, 12	1	Construction Material Process.
Drafting I (700)*	9, 10, 11, 12	1	
Introduction to ACE (Architecture, Construction, & Engineering (712)	9, 10, 11, 12	1	
Modern Architecture & Design (7311)*	9, 10, 11, 12	1	
Video Productions I (710)	9, 10, 11, 12	1	
VREP (Virtual Reality Education Pathfinder) (713)*	9, 10, 11, 12	1	

LEARNING STRATEGIES			
Course Offerings (Page 31)			
Course	Grade	Terms	Pre-requisite Course
Learning Strategies	9, 10, 11, 12	4	Referral Only

MATHEMATICS Course Offerings (Page 32)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Algebra I (951 & 952)	9, 10, 11, 12	2	
Algebra II (941 & 942)	10, 11, 12	2	Algebra I & Geometry
Consumer Math (1776 & 1777)	11, 12	1	Algebra I
Functions, Statistics & Trig (943 & 944)	11, 12	2	C in Algebra II
Geometry (939 & 940)	9, 10, 11, 12	2	Algebra I
Integrated Math (956 & 957)	9, 10	2	Referral Only
PS Calculus I (1384cc & 1385cc) (MAT-210)	11, 12	2	Algebra II & ACT Math=30 or ALEKS=76%+ OR pass in Trig & Analytic Geom
PS Statistics (1383cc) (MAT-157)	11, 12	2	Algebra II & ACT Math=19 or ALEKS=30-45%
PS Trig. & Analytic Geom (1761 & 1762) (MAT-136)	11, 12	2	Algebra II & ACT Math=25 or ALEKS=61-75%

PEER HELPERS Course Offerings (Page 33)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Peer Helper Training (1800)	9, 10, 11, 12	1	Application
Peer Helper Field Experience (1801)	9, 10, 11, 12	1-2	Peer Helper Training

PERFORMING ARTS Course Offerings (Pages 33-35)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Applied Instrumental Music (10006)	9, 10, 11, 12	Term 1	
Arranging for Band (10007)	9, 10, 11, 12	Term 4	Fundamentals of Music
Band (1000,10002,10003,10004)	9, 10, 11, 12	4	Audition
Color Guard (1015)	9, 10, 11, 12	Term 1	Audition
Choir (1002,10022,10023,10024)	9, 10, 11, 12	4	Audition
EB Jazz Band (Early Bird) (10005)	9, 10, 11, 12	T 2&3	Audition
Fundamentals of Music (10008)	9, 10, 11, 12	Term 2	
History of American Music (10025)	9, 10, 11, 12	Term 1	
History of Jazz (10027a)	9, 10, 11, 12	Term 2	
History of Opera (10028)	9, 10, 11, 12	Term 3	
History of Musical Theatre (10026)	9, 10, 11, 12	Term 4	
IS Applied Music Studies (702b)	10, 11, 12	1	Audition/By Permission
IS Music Studies I&II&III (1020,1018,1025)	11, 12	1	Audition
Music Enrichment (1005,11052)	9, 10, 11, 12	1	
Music Theory I & II (1016,1017)	11, 12	1	Audition
Studies in American Music (Jazz) (1023)	9, 10, 11, 12	Term 3	Fundamentals of Music

PHYSICAL EDUCATION Course Offerings (Page 35-36)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
9/10 PE (11000)	9, 10	1	
Health Skills for Healthy Living	9, 10, 11, 12	1	
Lifetime Activities PE (11012)	11, 12	1	9/10 PE
Team Sports PE (11011)	11, 12	1	9/10 PE
Unified PE (11013)	10, 11, 12	1	Application & 9/10 PE
Strength & Conditioning (1106)	10, 11, 12	1	9/10 PE
Personal Workout (1114)	11, 12	1-2	Application AND Strength & Cond. OR Kinesiology

SCIENCE Course Offerings (Page 36-37)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Anatomy & Physiology (1229 & 1230)	11, 12	1	Science II or with instructor approval
Advanced Chemistry (1223 & 1224)	11, 12	2	Science III or with instructor approval
Kinesiology (1217)	11, 12	1	Science II or with instructor approval
Physics (1227 & 1228)	11, 12	2	Algebra II and Science III or with instructor approval
Science I (12191 & 12192)	9	2	
Science II (1221 & 1222)	10	2	Science I
Science III (1221 & 1222)	11	2	Science II
Global Perspectives in Science (12000A & 12000B)	11, 12	2	Science III or with instructor approval

SOCIAL STUDIES Course Offerings (Page 37-38)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
American Government (1300)	12	1	11 th grade students by permission only
Military History (482)	12	1	U.S. History A & B
Modern U.S. History I (1327)	11 or 12	1	11 th grade students by permission only
Modern U.S. History II (1344)	11 or 12	1	11 th grade students by permission only
Our World Today (13000)	9	1	Not taking band/choir or Spanish
Psychology (1308)	11, 12	1	
U.S. History A & B (1336 & 1337)	10	2	
World History I (1342)	11	1	U.S. History A & B
World History II (1311)	11	1	U.S. History A & B

SUCCEED Course Offerings (Page 38)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Succeed (1508)	9, 10, 11, 12	4	Referral Only

WORK STUDY			
Course Offerings (Page 39)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
WS Career Education (1410)	11, 12	1	
WS Communication	9, 10, 11, 12	1	
WS English (1411)	9, 10, 11, 12	1	
WS Learning Strategies (1480)	9, 10, 11, 12	1	
WS Math (1412)	9, 10, 11, 12	1	
WS Personal Development	9, 10, 11, 12	1	
WS Practical Living (1422)	9, 10, 11, 12	1	
WS Practical Skills	9, 10, 11, 12	1	
WS Science (1415)	9, 10, 11, 12	1	
WS Social Studies (1416)	9, 10, 11, 12	1	

WORLD LANGUAGE			
Course Offerings (Page 40)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Spanish I (530, 531)	9, 10, 11, 12	2	
Spanish II (532, 533)	9, 10, 11, 12	2	Spanish I
Spanish III (534, 535)	9, 10, 11, 12	2	Spanish II
Spanish IV (536, 537)	10, 11, 12	2	Spanish III

AGRICULTURE

Course Descriptions

AG BUSINESS I *Preferred Grades: 11, 12 1 Term Class*

The Principles of Agricultural Science- Leadership in Agriculture Business Management course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources and Plant Science or Animal Science is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agriculture business management. Students are expected to become proficient at projects involving entrepreneurship, record keeping, financial analysis, risk management, communications, sales, marketing, and job application and interview. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

AG CARPENTRY *Preferred Grades: 10, 11, 12 1 Term Class*

The Principles of Agricultural Science- Agriculture Carpentry course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agriculture structures. Students are expected to become proficient at projects involving shop safety, hand tool safety, power tool safety, hand tools, power tools, project planning and bidding, computer animated design, and wood products. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Agriculture Structures lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® 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.

AG METALS *Preferred Grades: 10, 11, 12 1 Term Class*

The Principles of Agricultural Science- Agriculture Metals course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agriculture welding. Students are expected to become proficient at projects involving shop safety, welding safety and PPE, metal cutting, and metal fabrication. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Agriculture Welding lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® 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.

AGRONOMY *Preferred Grades: 10, 11, 12 1 Term Class*

The Principles of Agricultural Science – Agronomy course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources, or Plant Science is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agronomy. Students are expected to become proficient at projects involving soil evaluation, land improvement, tillage, planting, integrated pest management, harvest and fertilization. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Agronomy lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® 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.

<p style="text-align: center;">AGRICULTURE Course Descriptions (Continued)</p>
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ANIMAL SCIENCE I & II *Preferred Grades: 10, 11, 12 1 Term Each*

The Principles of Agricultural Science – Animal course is intended to serve as one of two foundational courses within the CASE™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. 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, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program.

In addition, students will understand specific connections between the Animal Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® 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.

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES I & II *Grade: 9 1 Term Each*

The major purpose of the Introduction to Agriculture, Food, and Natural Resources (AFNR) course is to introduce 9th grade students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASE™ curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course.

Students participating in the Introduction to Agriculture, Food, and Natural Resources course will experience exciting “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. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise.

The Introduction to Agriculture, Food, and Natural Resources course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program.

In addition, students will understand specific connections between their 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.

AGRICULTURE

Course Descriptions (Continued)

NATURAL RESOURCE MANAGEMENT *Preferred Grades: 10, 11, 12 1 Term Class*

The Principles of Agricultural Science- Natural Resource Management course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of natural resource management. Students are expected to become proficient at projects involving wildlife management, forestry, soil conservation, and water management. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Natural Resource Management lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® 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.

PLANT SCIENCE I & II *Preferred Grades: 10, 11, 12 1 Term Class Each*

The Principles of Agricultural Science – Plant™ course is intended to serve as a foundation course within the CASE™ sequence. The course is structured to enable sophomore and junior students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Students will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. This knowledge and skills will be used in future courses within the CASE™ program.

In addition, students will understand specific connections between the Plant Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge 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.

ART

Course Descriptions

ART STUDIO – 1 Term, Grades 9-12

Art Studio is the prerequisite for most other art classes in high school. This hands-on class includes drawing, painting, and sculpture. Emphasis will include the Elements of Art and Principles of Design and writing Artist Statements for finished artwork. Self-reflection, class discussion, and group critiques will be an important aspect of this class.

ART STUDIO (Skinny) – 2 Terms, Skinny opposite band and choir.

This hands-on class includes drawing, painting, and sculpture. Emphasis will include the Elements of Art and Principles of Design and writing Artist Statements for finished artwork. Self-reflection, class discussion, and group critiques will be an important aspect of this class. Students repeating this class will create learning goals with the teacher while choosing media for projects.

ART & CULTURE – 1 Term, Grades 10-12

As a class we will begin to answer the questions, “Why do people create art?” and “What is art?”. This course will include hands on projects, research assignments and class discussion related to the proper use of art vocabulary, art history and how art is influenced by culture. Students will create an ongoing art journal among other hands-on projects related to culture, history and contemporary life.

ART

Course Descriptions (Continued)

ART INDEPENDENT STUDY - 1 Term, Prerequisite: Art Studio, 2+ Art Credits

This course is designed for the very advanced, serious and self-motivated art student as an opportunity to develop further individual interests in art. This course can be scheduled during any block of any term on a limited basis. You **MUST** receive prior approval from the instructor to enroll in this course. Approval will be based on previous art accomplishments, your goals for the term, and your ability to work independently and responsibly.

DRAWING & PAINTING - 1 Term, Prerequisite: Art Studio

This course is designed to get the student thinking like an artist. Course work will include demonstrations, technique building exercises, critiques, discussions, final projects, and displaying artwork. An emphasis will be put on basic drawing skills and reflecting on the art-making process. A variety of media will be used, such as graphite, charcoal, pastels, watercolor, and acrylic paint.

GRAPHIC DESIGN & DESIGN THINKING - 1 Term, Prerequisite: Art Studio

Graphic Design & Design Thinking includes the basics of visual communication through the design thinking process. Projects will be creating using both the computer and hands-on methods. Topics include projects in the areas of logo design, typography, page layout, web design, and character design. Adobe Illustrator and other computer programs will be used. Group critiques and discussions are an important aspect of this class.

PHOTOGRAPHY & GRAPHIC ARTS - 1 Term, Prerequisite: Art Studio

This course is designed to give the student an introductory look at visual communication through photography and photo editing. Students will be learning 35mm film developing techniques in the darkroom along with using digital cameras during the term. Units covered include photography composition techniques, photojournalism, basic photo editing through Adobe Photoshop, and stop motion animation. Group critiques and discussions are an important aspect of this course. Students will find that having access to their own digital camera is very beneficial and is strongly suggested.

SCULPTURE & CERAMICS - 1 Term, Prerequisite: Art Studio

This course studies three-dimensional form with such materials as clay, plaster and variety of found objects.. Areas of study include pottery techniques (both hand-building and wheel throwing) and sculptural projects. Students will learn to reflect upon and assess the characteristics and merits of their own and other's artwork. Success in this course will be determined by the student's ability to problem solve and experiment. Students will study aesthetic judgment, and safe and effective use of tools and equipment.

BUSINESS

Course Descriptions

BUSINESS CONCEPTS & PROCEDURES - 1 Term This one-term course targets Business Professionals of America (BPA) members. BPA competitive event preparation will be a major focus. Students will also expand their understanding of the concepts, terminology, skills and procedures needed for employment in the business field. This course covers topics such as travel arrangements, meetings, customer/client relations, ethics and professionalism, and basic business information. Students will develop communication and technology skills. Microsoft Office Specialist Certification may also be completed during the term.

CAREER PATHWAYS - 1 Term Career Pathways is a tailor-made program, devised to open students' eyes to the possibilities after high school. Learning includes emphasizing self-awareness, career exploration, how to become successful, what is leadership, and the discoveries of their own personalities to relate and guide them to their own career choices.

<p style="text-align: center;">BUSINESS Course Descriptions (Continued)</p>

COMPUTER APPLICATIONS - 1 Term This one-term course is designed as an introduction to the Microsoft Office Suite. Students create documents and complete projects using the following applications: Word, Excel, Access, PowerPoint and Publisher.

ENTREPRENEURSHIP - 1 Term Are you interested in going into business for yourself? Entrepreneurship is the process of recognizing an opportunity, testing it in the market, and gathering resources necessary to go into business. The following topics are included in the one-term course: recognizing a person's potential for entrepreneurship, researching an opportunity, learning different types of business ownership, discussing legal issues and government regulations, marketing a product, managing a business and its finances, and growing a business. Interviews, speakers and tours will be an essential component of this interactive course. The goal is for each student to create a realistic and useful business plan. (Contact instructor to determine if college credit may be earned for this course.)

INTRODUCTION TO BUSINESS - 1 Term will introduce students to the exciting and challenging world of business. This one-term course will serve as a background for other business courses, prepare students for future employment or business ownership, and help students become informed citizens in an expanding international economy.

JOB SKILLS DEVELOPMENT - 1 Term, Pre/Co-requisite for On-the job Training. Are you prepared for the world of work? Students will explore careers and work to create a career portfolio in this one-term course. Students will also learn about finding, applying, and interviewing for a job, developing a positive attitude, and using appropriate business etiquette. Students will also develop workplace communication skills. Successful completion of this course will allow students to apply for the On-the-job Training Program.

MARKETING - 1 Term This one-term course is designed to introduce students to the field of marketing: the process of developing, promoting, and distributing products in order to satisfy customer needs and wants. Students will be exposed to the following: basic marketing concepts, business and social responsibility, selling, promotion, channels of distribution, price planning, marketing research, product planning, packaging, entrepreneurship, and marketing careers.

ON-THE-JOB TRAINING (OJT) – 1 Block/Term Juniors/Seniors are given the opportunity to interview for work with an employer to sharpen basic employability skills in an area of interest. Students work during the school day, before school, after school, on weekends, or a combination thereof. **Membership in the co-curricular student organization, Business Professionals of America, is a program requirement.** Dues must be paid by October 1. Seniors will be given priority for acceptance followed by juniors. Understand that enrollment in the program is a **full year commitment.** Early graduation will not be an option for enrollees. Enrollees are limited to a maximum of 2 blocks/term of OJT.

To enroll in the OJT Program: Complete an OJT application and resume. Turn paperwork in with a letter of recommendation to Room 161 by March 15th. Pre/Co-requisite: Job Skills Development, 1 business course, and BPA Membership.

PERSONAL FINANCE – 1 Term - Required history credit. This course will help students build a strong foundation in saving and checking accounts, discover ways to pay for college, learn effective budgeting strategies, learn what a credit score is and how it works, discuss credit cards and how to protect themselves from identity theft, learn various information about investing and what insurance is and the importance of having it for many life situations.

SOFTWARE SPECIALIST ACADEMY COURSES

Academy Courses are for 9th-12th grade students. Students earn high school and college credit. Grades affect high school and college grade point averages/transcripts.

CREDITS

PS INTERMEDIATE COMPUTER BUSINESS APPLICATIONS BCA-213 3 college credits – 2 HS credits

In this course students will extend their basic knowledge of Microsoft Office Professional Suite. Students move beyond the basic features of standard Microsoft Office software applications (Word, Access, Excel and PowerPoint.) Students will use practical problems to illustrate business applications and should be proficient in the use of the business applications. Students who complete this course qualify to take the Microsoft Office Specialist certification-core level.

Pre-requisite: High School Computer Applications and PS Introduction to Computers (CSC-110)

PS DESKTOP PUBLISHING ADM-142 3 college credits – 2 HS credits

Students learn to create professional-quality documents, such as one-page bulletins or short newsletters, using desktop publishing software such as Adobe In Design, Adobe Photoshop, Microsoft Publisher and Word. The students will also integrate text, graphic and image files previously created in other software applications.

Prerequisite: Permission of Instructor

PS EMERGING TECHNOLOGIES BCA-179 3 college credits – 1 HS credit

Students develop knowledge of multimedia concepts by studying multimedia software and the hardware components needed to develop and view multimedia productions. Assessment projects are used by students for demonstration of knowledge of multimedia elements (copyright, video, graphics, sound, animation) knowledge of tools (digital camera, video camera, scanner, cams), and knowledge of editing software (sound editing, video editing, graphics editing.)

CAREER INTERNSHIP

Course Description

CAREER INTERNSHIP is a once-a-year, 1-term, 1-block job shadowing experience during the school day with a community member. It is designed to expose students to careers of interest. The internship process begins by meeting with a counselor to discuss potential placements. Requirements include completing a career internship application, career internship agreement, a daily journal, verification forms, a reflection paper and a thank you note. The student must meet with his/her counselor/designee once a week to discuss progress. This experience is graded on a pass/fail basis and students receive 1 credit for successful completion. *Application and Approval by Counselor is Required*

ENGLISH/ LANGUAGE ARTS

Course Descriptions

ADVANCED CREATIVE WRITING is designed for the serious writer as a continuation of Creative Writing. Coursework includes many of the same activities outlined in Creative Writing, but at a more advanced level. Students will create sophisticated and developed works of fiction, poetry, essay and memoir. While creativity is one focus of the course, substantial time will be dedicated to the study of grammar and style. Emphasis will be placed on intensive workshop sessions for peer-conferencing. (Seniors Only)

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE & COMPOSITION is a two-term class offered first and second terms to seniors. The class requires students to engage in extensive reading, as well as literary interpretation, analysis, and criticism through discussions and written work. It also requires students to work at the equivalent to a college-level literature course, so strong reading and writing skills, as well as motivation and desire to do college-level work, are required. Students may take the AP exam in May for college credit.

AMERICAN LITERATURE is a 1-term course designed for students to “grapple with challenging texts” through annotation, written work, and discussion. First we will look at several historical time periods and how they change over time with by analyzing poetry and poetic devices found in that literature. We will then study Arthur Miller’s “The Crucible” and look briefly at The Salem Witch Trials. This longer piece responds to McCarthyism and The Red Scare of the 1950s. Then we will look at the abolitionist movement and Thoreau’s central text “Resistance to a Civil Government” and its impact on the Civil Rights movement. Lastly our class studies *The Great Gatsby* and the 1920s and how it mirrors issues of today.

COLLEGE-PREP READING Students will build their foundation for college-prep coursework by reading challenging texts, annotating intensively and thoughtfully, and discussing material academically. Students will study literature through the lenses of history and culture, which will range from the Classical Era and Greek Mythology, to novels in American Literature and Modern Literature, with *The Adventures of Huckleberry Finn* and *Lord of the Flies*. Students will also work with supplemental articles and videos to enhance their learning through various mediums. Intensive work with vocabulary-building is also a key component of this course.

COLLEGE-PREP WRITING is an upper level, one-credit course designed primarily for college-bound seniors. The course work will utilize representative writing assignments used in first year college/university courses. A graduation essay will also be included. Structured through a basic process approach, the course will focus on pre-writing through revision activities. Also included will be a review of style, form and punctuation basics. Evaluation will include individually graded essays as well as revision assignments, quizzes and worksheets. Some emphasis is placed on developing study skills.

CREATIVE WRITING is designed to give students the opportunity to write original fiction, poetry and memoirs, as well as to write collaboratively on stories and poems. Journal writing will be utilized, and the student will keep a writing portfolio throughout the term--a collection of his or her finished pieces. Some class time will be structured in a workshop format where the student is expected to work on course requirements. Workshop activities include individual writing, brainstorming, revising, reading, conferencing with peers, conferencing with the instructor, and other activities related to the creative process. The remainder of the class time will be spent on mini-lessons: short lectures and discussions of various and diverse writing concerns involving creativity, style and grammar.

ENGLISH 9 A & B This 2-term course includes the study of a variety of literature, concentrating on improving reading strategies and the understanding of literary elements and techniques and poetic structure. Students will focus on literary specific vocabulary as well as key words throughout the literature studied. In addition, this course focuses on establishing the basics of academic and creative writing. Students begin by focusing on words, parts of speech, and sentence structure, and then learn how to form paragraphs and a basic 5-paragraph essay. Revision, writing mechanics, and vocabulary will be emphasized throughout the course as tools to improve student writing. Technology literacy skills are addressed through various assignments and projects.

ENGLISH/ LANGUAGE ARTS

Course Descriptions (Continued)

ENGLISH 10 A & B is a two-term course that focuses on reading a variety of literature and the application of both the literary elements (plot, setting, characterization, conflict) and the literary techniques (symbolism, metaphor, motif, etc.) Steinbeck and Shakespeare author studies, thematic units, and independent reading accompanied by vocabulary study and essay writing comprise the course content. Students will also be introduced to academic writing with the TEAC paragraph method, focuses on developing arguments and proper MLA citations and formatting. Students develop their skills in writing over extended time periods, conduct research projects, and create a wide range of essays for a variety of purposes and audiences. A portion of the course is dedicated to vocabulary instruction and practice.

YEARBOOK PRODUCTION Students will represent the HiLife Yearbook Staff as they participate in this course. As a member of the yearbook, students will be responsible for using the online design program to produce the annual publication. Each member will have a role in designing their pages, which will include interviewing sources, taking pictures, writing stories, and selling advertisements. This class will also expose students to Photoshop, as they edit their images for a professional publication. Students will develop leadership and organizational skills, while working together as a team, as they have the opportunities for staff leadership positions, scholarships, and national and state awards. Grading is based on meeting deadlines, quality of work and fulfilling job descriptions.

LITERARY MAGAZINE (EARTHBOOK) is open to all seniors who have 1) completed Creative Writing, and 2) want to participate in producing 's literary magazine, *Earthbook*, a collection of student writing and artwork. Curriculum will be composed of all the aspects involved in publishing--reading and selecting, layout and design, marketing-- as well as all activities described for Creative Writing.

MODERN PROSE is an independent reading class designed to address the needs of a wide range of readers. It is meant to increase students' reading proficiency, as well as to increase students' expertise at selecting books. Class time is spent reading independently and conferencing with the instructor about books read. Students may choose to read approved books in preparation for college coursework.

WRITING 12 is offered for seniors interesting in improving their writing before moving to a technical, two-year, or career program. This course works with a variety of academic writing types and lengths including personal, expository, and research essays and provides a building block for future writing.

IF YOUR STUDENT WOULD LIKE TO ACCELERATE THROUGH OR SUBSTITUTE COLLEGE COURSES IN HIGH SCHOOL ENGLISH SEQUENCE (INCLUDING TAKING COURSES NOT DURING TRADITIONAL YEAR), THE PROCESS IS:

1. Initial request is made to a school counselor.
2. Student must have COMPASS Exam scores on file at the high school.
3. Scores must show requirements are met for a college course.
4. **A meeting between student, parent, English teacher, and school counselor is necessary to approve the request.**

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

Course Descriptions

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) provides direct English instruction to students who know more than one language and meet qualifications for the program. LIEP curriculum focuses on interdisciplinary vocabulary development along with many aspects of reading, writing, speaking and listening instruction to boost individual student success. LIEP students also receive individualized attention and assistance with homework.

PROGRAMA EDUCACIONAL DE INSTRUCCIÓN DEL IDIOMA INGLÉS (Language Instruction Educational Program, LIEP) Proveemos instrucción en inglés para estudiantes que saben más de un idioma y califican para el programa. EL plan de estudios del programa LIEP se enfoque en el desarrollo interdisciplinario del vocabulario junto con las habilidades de leer, escribir, hablar y entender el inglés para mejorar el éxito individual del estudiante. Los estudiantes del programa LIEP reciben atención individualizada y ayuda con tareas.

FAMILY & CONSUMER SCIENCE

Course Descriptions

CHILD DEVELOPMENT is a study of the development of the child from birth through early childhood. This class is designed for the student who is interested in elementary and early childhood care professions.

CONTEMPORARY HEALTH Provides health instruction in personal health; food and nutrition, environmental health, safety and survival skills, consumer health, human growth and development, substance abuse and nonuse, emotional and social health, health resources, prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, human sexuality, self esteem, and stress management.

FARM TO FORK is a higher level culinary class that focuses on growing and harvesting your own food. Students will need to know culinary basics in order to expand their culinary knowledge in this class. The class will have a garden where they learn how to grow their own food and how to preserve their abundance. The students will learn how to cook more complicated dishes and how to can, freeze, and dehydrate food for preservation. **Pre-requisite: Foods**

FOODS is an introductory course providing student with an opportunity to learn life skills that are useful for the home and for gainful employment. Students study food, nutrition, basic equipment and skills involved in food preparation in a laboratory situation. Units of food preparation are based on the food groups in the food pyramid. Many different foods are prepared and served as students learn cooking terms and techniques. Projects are usually planned to develop skills in serving various types of meals and stresses interaction in both working and social relationships.

FOOD CHOICES helps the student make informed decisions about healthy foods and be a better consumer. This class is required if planning to enroll in gourmet foods. **Pre-requisite: Foods**

GOURMET FOODS is an in-depth study of foods, related appliances, regional and foreign foods, catering, and other occupations in the food industry. **Pre-requisite: Foods**

HOME DECORATING is designed to provide an understanding and use of the principles of interior design. Consumerism is stressed in all areas.

PARENTING focuses on issues of parenting and the family, responsibilities as a parent, and how decisions affect a person's life. In order to see what it would be like to have a baby to care for, the class uses the Baby Think It Over simulation.

TEXTILES is an introductory course to fashion design and constructing garments. This class is designed for the student who has an interest in fashion and would like to learn the basics of sewing. Students will learn how to use a sewing machine and the basics of selecting patterns, fabrics, notions. Students will construct their own garments.

INDUSTRIAL TECHNOLOGY

Course Descriptions

ADVANCED COMPUTER AIDED DRAFTING will teach students to master computer-aided drafting skills that combine both architectural and mechanical skills. The student will also be introduced into a mini CNC (Computer Numerical Control) software to program a mill.

ADVANCED MATERIAL PROCESSING is a one-term course to further expand upon the skills and techniques acquired in the previous material processing courses. Construction skills that will be acquired will include: machine skills and equipment usage, hand and power tool capabilities, time management, interpreting plans, specs and working drawings problem solving and conflict resolution, and material usage.

Pre-requisite: Construction Technology

COMPUTER AIDED DRAFTING (CAD) will develop computer aided drafting skills using state of the art computer software and hardware. CAD skills will be used to design and draw house plans for the individual student's dream house. Pictorals, floor plans, and framing plans are some of the required drawings the student will create using the computer. An engineering unit will be used to apply CAD drafting skills and design analysis method to design and build a CO2 race car. *Pre-requisite: Drafting*

CNC (COMPUTER NUMERICAL CONTROL) GRAPHIC DESIGN is designed to give the student a background in CNC. The class will create graphics that can be routed out on a piece of glass, wood or other soft metals. This class will include machining and finishing materials used to create a sign or small project. The possibilities are endless and rely on the student's creativity. This course is designed for all high school students.

CONSTRUCTION TECHNOLOGY is designed to give students an introduction to construction systems in today's society. Students will be responsible for the construction of individual and/or group project(s) built throughout the course. The project(s) will be determined by the needs and wants of the class, community, and school district as well as the experience of the classmates involved. There will be a wide range of topics including: job-site safety, concrete construction, rough framing construction, roofing construction, interior construction, electrical, fine finish carpentry, and other topics within the construction cluster. Most assessments are done in class and are based on work completed, employability skills, and other skills as determined by the instructor. *Pre-requisite: Construction Material Processing*

DRAFTING will teach skills used by the student the rest of their lives. Whether making plans for an out building on the farm, an addition to the house, a weekend woodworking project or as a basis for further study in design graphics, architecture, engineering, drafting, industry or construction, Drafting I techniques will be used.

INTRODUCTION TO ACE (ARCHITECTURE, CONSTRUCTION, AD ENGINEERING) is a one-term course designed to provide students with a basic introduction and overview to the topics available within the Industrial Technology Department. It will cover a wide range of study of the following areas: architecture and construction, graphic communication, manufacturing, power and energy and transportation. Most units will include safety, hands-on work, and in some areas a project. The curriculum is designed around exploration of these systems and their impacts on society. Students will also develop problem-solving skills, explore career awareness, and relate technology to math and science.

CONSTRUCTION MATERIAL PROCESSING is a one-term course designed to develop basic and team building skills in the area of wood processing. This is the foundational course for the architecture and construction cluster. Students will learn proper construction terminology and safe instruction in hand and power tool usage through project construction. Students will experience plan development, reading project drawings, material identification, cost estimation and production.

INDUSTRIAL TECHNOLOGY

Course Descriptions (Continued)

MODERN ARCHITECTURE AND DESIGN is a one-term course. Students create and transfer ideas to interior designs. The design process evolves by using computer-aided design (CAD) software. All components must be taken into account, including flooring, lighting and wall coverings as well as the people that will be using the space and the furniture within the space. Students use landscaping tools to design patios, decks, and pools, and plant and place specific types of vegetation, trees, shrubs. Field trips are included and experts visiting the classroom will include color schemes from local businesses and furniture placement and setup.

VIDEO PRODUCTIONS I is a one-term course. The main activity will be to learn the fundamentals of video, editing, and production software necessary to produce a T.V. Program.

VIDEO PRODUCTIONS II is a one-term course. The main activity will be the production of a T.V. program that will be shown on cable T.V. Students will report, record, and edit their stories for broadcasting. Computer animation will be used to create graphics for the course. *Pre-requisite: Video Productions I*

VREP (Virtual Reality Education Pathfinder) Students complete projects, research and design their own virtual programs, and create 2D and 3D imaging that is then transferred into 3d models, simulations and displays to create a virtual environment. Student are self-directed by giving themselves the freedom to decide what areas are of interest to them and what technologies to use to create their projects. Blender is the name of the software used in VREP class. Blender can manipulate 2d and 3d objects by creating models, lighting, materials, and textures. Animation, rendering, fluids and gaming are all aspects of the blender software.

LEARNING STRATEGIES

Course Description

LEARNING STRATEGIES is a course designed for the resource room student. This program is designed after college learning centers. The learning strategies approach identifies specific strategies that the student can use in coping with the demands of the secondary and post-secondary school curriculum. Students receive instruction in learning strategies that can be used in employment and post-secondary training. Strategies are taught to students in the skill areas of reading, study techniques, writing, mathematics, thinking, social interaction, speaking and listening. This class is designed as a block class to enable students to receive instruction as well as guided study during which they are able to apply the strategies learned to content materials.

MATHEMATICS

Course Descriptions

NOTE: Students may not take a second term of a math course after failing the first term without instructor approval.

ALGEBRA I is a two-term course (2 credits) which follows junior high math and/or pre-algebra. It precedes geometry. Students will learn the basic structure, language, operations, and techniques of algebra and how to apply them to a variety of mathematical situations. Algebra I lays ground work for future study in mathematics and science courses.

ALGEBRA II is a two-term course (2 credits) to follow geometry and precede Functions, Statistics and Trigonometry (FST.) This course extends the concepts of Algebra I and geometry into more advanced topics and develops more of the desired mathematical skills needed for future study of math and science. Topics include function families (linear, quadratic, power, exponential, logarithmic and trigonometric), systems of equations, and matrices and some trigonometry. This course is advised for those students who plan to go to college. Any student planning to take the ACT or SAT must complete or exceed at this level of mathematics before taking these tests. Expect a fast pace. Pre-requisite: geometry.

CONSUMER MATH is a two-term (2 credits) course. First term covers a review of basic Algebra I and geometry skills. The second term covers banking, insurance, investments, consumer credit, and taxes. Pre-requisite: Algebra I and geometry.

FUNCTIONS, STATISTICS AND TRIGONOMETRY (FST) is a two-term course (2 credits) which follows Algebra II. Students must have earned a C or better in Algebra II. Sophomores considering this course should interview with the instructor before enrolling. This course provides background for pre-calculus, the ACT/SAT tests, and college level courses. Some review of Algebra II is provided. Students explore properties and relationships of functions (linear, exponential, circular, trigonometric, logarithmic, and polynomial), and continue with probability, statistics, sequences, series, trigonometric problems and identities, conic sections and statistical analysis. Expect a fast pace. Pre-requisite: Algebra II. FST B is recommended if planning to take Trig and Analytic Geometry at Kirkwood.

GEOMETRY is a two-term course (2 credits) to follow Algebra I and precede Algebra II. Geometry deals with the measurement properties and relationships of points, lines, angles, polygons, circles, surfaces, and solids. In addition, this course will develop inductive and deductive reasoning. Pre-requisite: Algebra I.

INTEGRATED MATH is a two-term course (2 credits) designed to help prepare student for the rigor of algebra. It emphasizes the expressions and basic equations to represent real world situations. Other important aspects covered include: solving multi-step equations and inequalities; decimals and equations; factors, fractions, and exponents; operations with fractions; ratios, proportions, and percents; linear functions and graphing; and spatial thinking. Pre-requisite: Students must pass Core II or Math Skills before enrolling in this course. A letter grade of C or better is recommended for success in future mathematics classes.

PS STATISTICS MAT-157 (1 term) focuses on descriptive statistics (mean, median, mode, standard deviation and variance) and introduces correlation and linear regression. The course emphasizes inferential statistics and probability distributions as applied to confidence intervals, hypothesis testing of mean and standard deviation, and applications to business and other fields. 4 college credits and 1 high school credit.

PS TRIG. & ANALYTIC GEOMETRY MAT-136 (2 terms) examines trigonometric functions, graphs, identities and applications. The course includes conic sections, polar coordinates, parametric equations, vectors, planes, and introduction to limits used in calculus. 5 college credits and 2 high school credits. The high school course FST-B is recommended.

PS CALCULUS I MAT-210 (2 terms) includes limits, derivative, differentiation, the differential elementary applications of calculus and introduction to integration. 4 college credits and 2 high school credits.

PEER HELPERS

Course Descriptions

PEER HELPER TRAINING is based on the National Association of Peer Programs and follows the NAPPP Standards and Ethics. Training enables students to become more sensitive to the needs of their peers and to learn skills to be more effective in helping others and to be aware of situations in which to refer people for help to professional referral resources. Peer Helpers must be a positive example to follow. They must pass their classes and have no discipline referrals. Characteristics of Peer Helpers include helpfulness, acceptance, trustworthiness, empathy, concern for others, ability to listen, and potential to serve as a positive role model. WHS Peer Helpers serve as mentors and peer tutors, and are responsible for a variety of activities throughout the year to promote a positive, accepting atmosphere for all students, to support those in need, and to increase opportunities to assist students through activities that encourage good decision making and service to others. Peer Helpers adhere to the National Association of Peer Programs Code of Ethics and standards of behavior. *Students must complete an application and selection process for admittance to the Peer Helper Program.*

PEER HELPER FIELD EXPERIENCE is a course only for students who have received the Peer Helper training and have been accepted into the Peer Helper Program. The Code of Ethics and Standards criteria required for all WHS Peer Helpers applies. This course is a service-learning project providing Peer Helpers the opportunity to work at Stewart, Lincoln, St. James, the Middle School, and the High School as well as community organizations such as daycares and nursing homes. Peer Helpers may participate in two terms of Field Experience per year. For those Peer Helpers who wish to take more than two terms of Field Experience, exceptions may be made on an individual basis.

Pre-requisite: Peer Helper Training.

PERFORMING ARTS

Course Descriptions

APPLIED INSTRUMENTAL MUSIC will allow the student to concentrate on their individual performance. Literature will consist of instrument specific etudes and technical exercises. Time may be spent preparing for All-State, SEIBA Honor Band, or college auditions. The class is open to any level of performer. An end of the term performance will be given in a public venue. This is an instrumental performance-based class.

ARRANGING FOR BAND will explore arranging for the wind band and smaller wind ensembles using Finale music writing software. Students will arrange from scores, melodies, and by ear. This is a non-performance-based class. (Pre-requisite: Fundamentals of Music)

BAND meets early bird and ½ of first block in term 1, and ½ of first block for terms 2, 3, and 4. Band provides a large group setting for the study of instrumental music through the performance of its literature. Materials are derived from a core curriculum of music literature with a specific teaching purpose and selected additional works of interest. Activities within the course include Marching Band, Concert Band, and the availability of smaller performing ensembles including Jazz Studies, Pep Band, Solo and Ensemble performance, and other performing groups of interest to the students in any given year. Out of school rehearsal for Marching Band and participation in all performances is required. Participation in some optional ensembles may require outside rehearsal time as well. (Pre-requisite: Audition)

COLOR GUARD meets early bird and ½ of first block daily during 1st term. Color Guard provides for the study of music through visual expression. Incorporating elements of dance, theater, and gymnastics, the color guard performs as an integral part of the Marching Band. Non-instrumentalists may enroll here to participate in Marching Band. Students who play instruments may perform as members of the Color Guard, but should enroll under Band. All Color Guard members will have considerable outside rehearsal required including the 4 day Color Guard Camp and 6-day Band Camp in August. *Participation in Color Guard is determined by an audition the previous spring.* (Pre-requisite: Audition)

<p style="text-align: center;">PERFORMING ARTS Course Descriptions (Continued)</p>
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CHOIR meets ½ a block for 4 terms and is open to any student, subject to instructor's approval. Choir provides a large group setting in which to explore the rich, living tradition of choral music. Topics in choir revolve around two main categories: 1) developing music literacy for each choir member, and 2) learning performance practice and choral history through the performance of a wide variety of choral music. Materials are derived from a core curriculum of music literature with specific teaching purposes and additional works of interest. Performance opportunities include 4-5 required (curricular) concerts throughout the school year and numerous optional performances. Participation in Choir is required to be a member of the Jazz Choir. (Pre-requisite: Audition)

EB JAZZ BAND (Early Bird) – This performance class meets during Terms 2 & 3. (Pre-requisite: Audition)

FUNDAMENTALS OF MUSIC will delve into basic music theory. Concepts covered include: note reading; treble and bass clef, counting, key signatures, major and minor scales, intervals and sight singing, and chord construction. There is no experience necessary for this class, but it is designed to prepare music students for the college level. This course is offered during Term 2. This is a non performance-based class.

HISTORY OF AMERICAN MUSIC meets Term 1. The course provides an overview of western classical music, starting with the ancient Greeks and continuing through renaissance, baroque, classical, romantic, and 20th century music. No previous music knowledge is required for this class, but good critical listening skills are needed. This class is designed for students interested in pursuing a music major or minor in college or anyone interested in classical music.

HISTORY OF JAZZ meets Term 2. This course is a music appreciation course which provides a history of the various styles and significant artists in American jazz music. No previous knowledge of jazz is required, but good listening skills are needed. A perfect counterpart to more performance-based jazz classes.

HISTORY OF OPERA meets Term 3. This course provides an overview of the primary components of opera and the history of opera from the 17th century to modern times. Basic knowledge of music history is helpful but not required. This class is recommended for any students considering a vocal performance major or any students interested in classical singing.

HISTORY OF MUSICAL THEATER meets Term 4. This course is a music appreciation course which provides an overview of "Broadway-style" musical theater from the late 19th into the 21st centuries. No previous knowledge of musical theater is needed, but a strong interest in theater is required.

INDEPENDENT STUDY APPLIED MUSIC STUDIES To be arranged individually with music instructor. This class is an individual Projects of Merit designed to meet the individual needs or interests of students. Project approval and permission of the instructor required. Projects may be in the area of performance, advanced jazz studies, theory, or audio recording.

MUSIC ENRICHMENT Meets ½ a block for 2 terms opposite band and choir.

IS MUSIC STUDIES I & II & III are for the prospective college music major (or) gifted student who wants to learn all he/she can about music. An overview of the history and development of music is studied. Music Studies I involves students in the study of theory, harmony, form, composition. Music Studies II provides a survey of the history of music. Prerequisite: The student should be able to read music. Arranged individually with music instructor. (Pre-requisite: Audition)

MUSIC THEORY I & II involves the student in the intensive study of the fundamentals of music as preparation for collegiate studies or just a solid background to enhance one's ability in music performance. Arranged individually with music instructor. (Pre-requisite: Audition)

MUSIC THEORY III is a continuation of Theory I & II and concentrates on the study of harmony as it relates to musicianship through musical analysis, composition, arranging, and improvisational performance. Arranged individually with music instructor. (Pre-requisite: Audition)

STUDIES IN AMERICAN MUSIC will focus on jazz history and theory, as well as jazz styles and improvisation. Participants will be required to sing or play an instrument. An end of the term performance will be given in a public venue. This course is offered during Term 3. (Pre-requisite: Fundamentals of Music)

PHYSICAL EDUCATION

Course Descriptions

9/10 PE Students will be introduced to a variety of fitness principals, sports, and games to prepare students for the choice of PE offered in 11th and 12th grade. Ideally students will find their best interests as well and will get a better idea of what other PE classes will best fit them. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year. Activities may include: volleyball, softball/whiffleball, badminton, basketball, soccer, pickleball, flag football, capture the flag, ultimate (frisbee and football), mat ball/kickball, tchoukball, jump rope, spikeball, team handball, floor hockey, archery, dance.

HEALTH SKILLS FOR HEALTHY LIVING

LIFETIME ACTIVITIES PE This class is designed and intended for students to learn and practice more individualized, fitness based activities and principles. This is a great option for students who feel they are less competitive and don't always like playing games against other people. Activities and workouts learned can easily be applied throughout a student's lifetime. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year. Activities may include: yoga, Pilates, HIIT workouts, jump rope, dumbbell workouts, tabata, Zumba, softball, volleyball, pickleball, badminton, spikeball.

TEAM SPORTS PE Students will work within a team and play fast paced, competitive sports. Emphasis will be put on strategy, team work, and positive sportsmanship. This class is a great fit for students that have a competitive nature. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year. Activities *may* include: team handball, ultimate (frisbee and football), touch rugby, flag football, floor hockey, tchoukball.

STRENGTH & CONDITIONING This is the first course in our fitness progression and is designed to build the foundation of a proper weightlifting routine. Strength & Conditioning will include classroom instruction, supplemented by practical applications of movements and workouts introduced in the classroom. Items covered are the 7 Primal Movement patterns, techniques in weightlifting, and program design. The goal is that students will be able to design and implement a safe and effective program based on their personal goals. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year.

PHYSICAL EDUCATION

Course Descriptions (Continued)

PERSONAL WORKOUT This class is designed with the senior student in mind as students are expected to have a high level of autonomy before reaching this level. The ultimate goal of this class is for students to improve their overall physical fitness no matter where they start. Fitness testing will be performed at the beginning and end of the term and students will be expected to reach goals given to them by the instructor by the end of the term. Students are expected to work out an hour a day for a total of 5 hours per week and journal specific details of each workout that is submitted by Saturday at midnight each week. No credit will be given for late work as they only have one assignment per week. Students will be allowed to retake class if they pass with a 90% or higher. **This class requires an application from instructor prior to the start of the new term** as we do fitness testing at the beginning of the term.

UNIFIED PE This class is designed to give students PE credit for utilizing leadership and social skills in the gym by helping differently abled students with necessary adaptations within the physical education classroom in various games and activities. Students are expected to be focused on helping these students achieve their goals and participate in all activities as they would in a normal physical education classroom. Students will be expected to ask Miss Mason and the para educators questions to understand how they can best supplement those needs in the gym and do their best to help other students have an enjoyable and educational experience in PE. Students will gain valuable leadership experience that will look great on any job or college application. At the end of the year students from this class will be chosen based on performance in class by Miss Mason and the Para Educators to go to airFXTrampoline park with the special education students. This is an extremely distinguished opportunity given only to students who go above and beyond in class on a daily basis. Assignments include: Participating in daily activities, dressing in appropriate PE clothing and following all classroom expectations. Leading our daily warmups one time, designing a game with students' adaptations in mind, create a lesson plan and team-teach with a partner to the entire class (final project).

SCIENCE

Course Descriptions

ANATOMY/PHYSIOLOGY is a one-term class that studies the structure and function of the systems of the human body. Students will be expected to participate in lab activities that could include some dissection as well as experiments involving computers, microscopes, and chemical reactions. This could be a good class for college bound students and students with an interest in health occupations. Students should be aware that anatomy involves learning a significant number of scientific terms. Pre-requisite: Science II

ADVANCED CHEMISTRY is a two-term class that bridges between biology (natural science) and physics. Chemistry deals with the study of matter and energy, and the part they play in chemical reactions. This course is important for those planning to enter the following occupations: doctor, nurse, technician, dentist, dental hygienist, pharmacist, engineering, artists, photographers, veterinarians, cosmetologists, and agriculture.

SCIENCE I A&B (PHYSICAL SCIENCE) (2 terms) This course involves the basics of physics and chemistry — the study of physical science. This course will help us to better understand energy and the transfer and transformation of energy in the universe, and realize how these processes drive all actions in the universe. This informed position will also help lead to greater understanding of different science disciplines.

SCIENCE II A (BIOLOGY) & SCIENCE II B (ZOOLOGY) (2 terms) This course involves the basics of biology — the study of life — and ecology — the study of organisms and their environment. This course will help us to better appreciate the environment around us, understand the marvels of the human body, and realize the magnificent processes of life. This informed position will also provide a platform for decision-making that reflects a protection and stewardship of life and our natural environment.

SCIENCE

Course Descriptions (Continued)

SCIENCE III A (EARTH SCIENCE) & SCIENCE III B (ENVIRONMENTAL SCIENCE) (2 terms) This course involves the study of physical and biological changes to the Earth from inception to today. This course will allow us to understand processes of the Earth that have been going on for millions of years to the interactions between humans and their environment.

KINESIOLOGY (1 term) is the study of muscle movement. The class is designed to teach the anatomical and physiological fundamentals of human motion. Students classify joints and their movements, muscle origins and insertions, and analyze anatomical movements. Students apply principles learned to develop a professional exercise program to fit their current needs. This class is well suited for students interested in exercise training, fitness, physical therapy, sports medicine, or any other health or fitness-related field. Weekly workouts are required. Pre-requisite: Science II.

PHYSICS (2 terms) is needed in all the health occupations mentioned in Chemistry I, all engineering fields, drafting and architecture, mechanics, meteorologists (weather predictors), space and ocean studies, radio and TV, pilots, navigators, and all building trades. No other science courses are required before taking physics. Knowledge of algebra and geometry are important to the students' success in this course. Recommendation: Functions/Statistics/Trigonometry (FST) and Chemistry I taken prior to this class. Pre-requisite: Algebra II

GLOBAL PERSPECTIVES IN SCIENCE (2 terms) This course will look at various aspects of the use of natural resources both in the United States and worldwide. We will investigate the environmental, economic, and political effects of different types of land usage and explore problems that are currently facing the world today. Topics investigated will include Iowa farmland, water usage, mining, deforestation, loss of the great barrier reef, and global environmental change.

SOCIAL STUDIES

Course Descriptions

AMERICAN GOVERNMENT The course is to give students an understanding of how the federal as well as state government is organized. Students learn about the Constitution, the development of our political system and the importance of participating in the selection of government officials on a local, state, and national level.

MILITARY HISTORY is a one-term course in which students examine different eras and locations of the world as well as the people and events that have shaped the world we live in. During the course we will study the causes and conduct of war and impact of war on society, with emphasis on the 19th and 20th centuries. This course will be comprised of lecture, discussion, reading from primary and secondary sources, and the viewing of films related to our areas of study.

MODERN U.S. HISTORY I or Modern U.S. History II must be taken as a junior or senior. The class is designed to continue the content of United States History where the previous course had finished. The time frame of Modern United States History I is the 1950's to the late-1970's. Students will begin with the start of the Cold War and move through the following decades up through the Carter presidency. Students will learn how the events, people, and policies shaped our country. Students will gain an understanding of society and culture as well. The course will conclude with the Iran Hostage Crisis.

MODERN U.S. HISTORY II or Modern U.S. History I must be taken as a junior or senior. The time frame of Modern U.S. History II is the late 1970's to the present. Students will begin with the effects of the Iran Hostage Crisis and move through the following decades learning how the events, people, and policies shaped our country. Students will gain an understanding of society and culture as well. The course will conclude with present policies and conditions.

SOCIAL STUDIES

Course Descriptions (Continued)

OUR WORLD TODAY - 1 Term, Grade 9 *(Priority given to students not in band, choir, or Spanish)*

This course is designed for students to explore situations that are occurring in our world today. The topics will range from local, state, national, and global events that have a direct or indirect impact on students. The students will follow daily news events through the use of mass media and social media outlets that our world provides to us. Students will also be using documentaries, film studies, and magazines to explore our world today. Students will use information learned to define components of culture and analyze how it influences individuals within that culture. Students will examine and evaluate reactions to social inequalities including conflict and propose alternative responses. Students will summarize and evaluate how social structures and cultures have evolved over time.

PSYCHOLOGY is a course that looks at psychology in a practical, applicable view. Students will examine how psychology is intertwined with their lives and society today. This course will be comprised of the history of psychology, how heredity and environment influence behavior, different theories of personality development, parapsychology, and information on different types of psychological disorders. Recommended: juniors & seniors only.

UNITED STATES HISTORY is a two-term course required for graduation, and it is to be taken during the sophomore year. The course begins with the Civil War and concludes with WWII. Various methods are used to present the wide range of material that is offered. Events of US history are presented in a cause and effect relationship, so that the student may gain an understanding of the main concepts and topics. This allows the student to connect to previous courses and build on their knowledge to take future courses.

WORLD HISTORY I is a one-term course in which students examine different eras and location of the world as well as the people and events that have shaped the world we live in. The emphasis of this course will focus on ancient world history and continue up until the European Renaissance. This course will be comprised of lecture, discussion, reading from primary and secondary texts, and the viewing of films related to our areas of study

WORLD HISTORY II is a one-term course in which students examine different eras and locations of the world as well as the people and events that have shaped the world we live in. A primary focus of this course is connecting modern themes with past events and issues. The course will begin with the European Renaissance and Reformation and continue until the Age of Imperialism. The class contains lecture, discussion and readings from primary and secondary texts.

SUCCEED

Course Description

SUCCEED works on building study skills, working together to develop the strategies needed to be successful to pass classes, and developing life skills. There is both structured and unstructured work time. The graded assignments submitted for class will focus on goal setting, time management, organization, advocacy, communication, and self-discovery. Succeed is a program to help students be successful in life. Completion of high school is a vital step toward a successful life. Succeed is a program. There is a referral and application process to be in the classroom. Please see your school counselor if you are interested in getting more information.

WORK STUDY

Course Descriptions

GENERAL STATEMENT: Students must meet certain qualifications and get instructor approval to enroll in the following courses.

WS CAREER EDUCATION consists of two major components: in school activities and instruction and community training experiences. Work habits and skill improvement, human relationships and productivity, employer/employee relations are several of the topics to be covered in classes. The work experience will begin in non paid exploratory situations. The ultimate goal is for placement at a paid community position. A cooperating employer/supervisor works with the school coordinators to assist students in becoming more independent and successful employees. Job coaches are provided to assist students as individual need indicates. Instructor approval is needed to enroll. Approval depends on the number of students in the class and the needs of the class members.

WS COMMUNICATION is for individuals who function significantly below their general education peers. It includes reading, writing, speech, and comprehension skills at the individuals' level of need. It incorporates practical life skills.

WS LANGUAGE ARTS varies depending on the individual student need. It includes reading, writing, communication, and comprehension. It is designed for students who struggle with any or all of the areas listed. Support for students taking general education language classes is also provided for those identified by the teacher.

WS LEARNING STRATEGIES students will learn strategies for learning and have support for regular education class work. Strategies may include reading in the content areas, word identification, comprehension, sentence and paragraph writing, and other learning strategies.

WS MATH is a class that will vary according to the needs of the individual student. It includes basic math operations, fractions and decimals, measurement, and practical life math skills.

WS PERSONAL DEVELOPMENT touches a broad range of topics covering who you are, who you want to be, how to get there. It includes how to take care of yourself for health and safety purposes, setting up and taking care of a home, making financial decisions, and living independently.

WS PRACTICAL LIVING SKILLS addresses personal care, community interaction, interpersonal skill development and introduction to leisure skill activities. Could be used for range of motion, positioning, etc... Requires instructor permission.

WS SCIENCE focuses primarily on health, human biology, environmental awareness and basic science principles.

WS SOCIAL STUDIES varies from term to term. Some of the topics covered are Government, Consumer Economics, Conflict Resolution Skills, Relationship Skills, Awareness of other cultures, Geography and Map Skills, Independent Living Skills, and U.S. History.

WORLD LANGUAGE Course Descriptions

PLEASE NOTE: All students are encouraged to take a world language to prepare them to succeed in today's culturally diversified global society. Two levels of language study is the minimum requirement for some colleges, depending on the field of study. Four levels of a single language study is the requirement at some colleges. Students should check individual college requirements. It is recommended that students earn a letter grade of "C-" or better before continuing into the subsequent term of language study. This will help to ensure students' success in this sequential program, and credit transfer to many colleges.

SPANISH I is a two-term course that begins the study of the language. Students will acquire beginning skills in speaking, listening, reading, and writing Spanish. Classroom activities include oral and written practice, audio and video activities, projects, and learning games that emphasize communication, along with cultures, communities, comparisons, and connections to Spanish-speaking countries and people. Spanish I is a prerequisite for Spanish II.

SPANISH II is a continuation of Spanish I. Students will review grammar from Spanish I and continue to acquire new vocabulary, verb tenses, and grammar. Classroom activities are similar to Spanish I. Spanish II is a prereq for Span III.

SPANISH III is a continuation of Spanish II. Students will review grammar from Spanish II and continue to acquire new vocabulary, verb tenses, and grammar. Spanish III is a prerequisite for Spanish IV.

SPANISH IV includes reading short stories plus two or three novels, analyzing literature, and writing interpretations of readings. Speaking, and extensive grammar applications are components of Spanish IV. It is recommended that prior to Spanish IV, students have taken comparable English courses to aid them with this work. Students are not recommended to take this course prior to semester two of their sophomore year.



Program of Study
Career Cluster: Business Management and Administration

Student: _____
Class of: _____



Grade	English	Math	Science	Social Studies	Fine Arts & Foreign Language	Career Pathway Preparations	Related Activities	Work-based Learning Experiences
9	English 9 Reading English 9 Writing	Algebra I or Geometry	General Science	US History	Foreign Language I	Computer Apps Job Skills Dev.	BPA Volunteer Experience	Career Speakers
<i>Fill Out Paperwork for Academy and Post-Secondary Courses (ALL YEARS)</i>								
10	English 10 Reading English 10 Writing	Geometry or Algebra II	Biology	US History Sociology	Foreign Language II	Accounting I Job Skills Development Computer Apps AND PS I Introduction to Computers PS Desktop Publishing	BPA Service Learning	Worksite Tours Choices Program Job Shadow
<i>Early College Placement Testing Research Academy and Post-Secondary Course Requirements</i>								
11	American Literature, Speech, & Creative Writing	Algebra II or FST	Chemistry I or Physics	World History I or World History II Sociology	Foreign Language III (Review Individual College Entrance Requirements)	Accounting I and PS Intro to Acct. Business Law I Marketing Entrepreneurship PS Emerging Tech. PS ICBA Job Skills Develop. and OJT	BPA Service Learning	Worksite Tours Choices Program Job Shadow College Visit
<i>Mandatory College Placement Assessment (Reading, Math and Writing) Academic Advising</i>								
12	College Prep Reading College Prep Writing Comp 1 & Comp II Fund. Oral Comm.	FST or Stats Calculus	Chemistry I or Physics	Government and Modern US History	Foreign Language IV (Review Individual College Entrance Requirements)	Accounting I and PS Intro to Acct. Business Law II Entrepreneurship PS Emerging Tech. PS ICBA Job Skills Develop. & OJT	BPA Service Learning	Worksite Tours Choices Program Job Shadow College Visit
<i>Finalize Paperwork for Academy and Articulated Courses</i>								



Program of Study
Career Cluster: Finance

Student: _____
Class of: _____



Grade	English	Math	Science	Social Studies	Fine Arts & Foreign Language	Career Pathway Preparations	Related Activities	Work-based Learning Experiences
9	English 9 Reading English 9 Writing	Algebra I or Geometry	General Science	US History	Foreign Language I	Computer Apps Job Skills Develop.	BPA Service Learning	Career Speakers
<i>Fill Out Paperwork for Academy and Post-Secondary Courses (ALL YEARS)</i>								
10	English 10 Reading English 10 Writing	Geometry or Algebra II	Biology	US History	Foreign Language II	Accounting I and PS Intro to Acct. Computer Apps PS Intro to Computers	BPA Service Learning	Worksite Tours Choices Program Job Shadow
<i>Early College Placement Testing Research Academy and Post-Secondary Course Requirements</i>								
11	American Literature, Speech, & Creative Writing	Algebra II or FST	Chemistry I or Physics	World History I or World History II	Foreign Language III (Review Individual College Entrance Requirements)	Accounting I and PS Intro to Acct. Business Law I Marketing Entrepreneurship PS Emerging Tech. PS ICBA Job Skills Develop. and OJT	BPA Service Learning	Worksite Tours Choices Program Job Shadow College Visit
<i>Mandatory College Placement Assessment (Reading, Math and Writing) Academic Advising</i>								
12	College Prep Reading College Prep Writing Comp I & Comp II Fund. Oral Comm.	FST or Stats Calculus	Chemistry I or Physics	Government and Modern US History	Foreign Language IV (Review Individual College Entrance Requirements)	Accounting I and PS Intro to Acct. Business Law II Entrepreneurship PS Emerging Tech. PS ICBA Job Skills Develop. & OJT	BPA Service Learning	Worksite Tours Choices Program Job Shadow College Visit
<i>Finalize Paperwork for Academy and Post-Secondary Courses</i>								



Program of Study
Career Cluster: Information Technology
 Student: _____
 Class of: _____



Grade	English	Math	Science	Social Studies	Fine Arts & Foreign Language	Career Pathway Preparations	Related Activities	Work-based Learning Experiences
9	English 9 Reading English 9 Writing	Algebra I or Geometry	General Science	US History	Foreign Language I	Computer Apps Job Skills Dev	BPA Volunteer Experience	Career Speakers
Fill Out Paperwork for Academy and Post-Secondary Courses (ALL YEARS)								
10	English 10 Reading English 10 Writing	Geometry or Algebra II	Biology	US History Sociology	Foreign Language II	Computer Apps Job Skills Development PS Intro to Computers PS I CBA PS Desktop Publishing	BPA Service Learning	Worksite Tours Choices Program Job Shadow
Early College Placement Testing Research Academy and Post-Secondary Course Requirements								
11	American Literature, Speech, & Creative Writing	Algebra II or FST	Chemistry I or Physics	World History I or World History II Sociology	Foreign Language III (Review Individual College Entrance Requirements)	Job Skills Develop. PS Intro to Computers PS I CBA PS Emerging Tech. PS Desktop Publishing Intro to Design Video Editing I & II Web Design (choose at least two)	BPA OJT Service Learning Earthbook Newspaper Yearbook	Worksite Tours Choices Program Job Shadow College Visit
Mandatory College Placement Assessment (Reading, Math and Writing) Academic Advising								
12	College Prep Reading College Prep Writing Comp I & Comp II Fund. Oral Comm.	FST or Stats Calculus	Chemistry I or Physics	Government and Modern US History	Foreign Language IV (Review Individual College Entrance Requirements)	Job Skills Develop. PS Intro to Computers PS I CBA PS Emerging Tech. PS Desktop Publishing Intro to Design Video Editing I & II Web Design (choose at least two)	BPA OJT Service Learning Earthbook Newspaper Yearbook	Worksite Tours Choices Program Job Shadow College Visit
Finalize Paperwork for Academy and Post-Secondary Courses								

NCAA Eligibility Center Requirements

CONTACT INFORMATION: <https://web3.ncaa.org/ecwr3/>

WASHINGTON COMMUNITY SCHOOL DISTRICT School Type: PUBLIC
WASHINGTON HIGH SCHOOL - COUNSELING DEPARTMENT
1111 SOUTH AVENUE B Telephone: (319) 653-4245
WASHINGTON, IA 52353 Fax: (319) 653-1112

Students planning to participate in athletics at the college level should visit the NCAA Clearinghouse Website at www.eligibilitycenter.org. If planning to play at the Division I or II level, NCAA registration should occur during the junior year of high school.

NCAA Approved Core Courses

ENGLISH

American Literature	Journalistic Writing
American Novels	Modern Prose
Communications	Speech
Composition/Adv	Advanced Writing 9
Creative Writing/Adv	College Prep Reading
English 9	College Prep Writing
English 10	AP English Literature and Composition

MATHEMATICS

Algebra I
Algebra II
Calculus
Functions/Statistics/Trigonometry
Geometry

SOCIAL SCIENCES

American Government	Psychology
IR East Hemisphere Geography 9	Sociology
Military History	US History
Modern US History I/II	World History I/II

NATURAL/PHYSICAL SCIENCE

Anatomy & Physiology	Chemistry	Physical Science
AP Biology	Environmental Science	Plant/Animal Biology
AP Chemistry	Iowa Biology	Physics
Biology I (lab)	Kinesiology	General Science

ADDITIONAL CORE COURSES

Spanish I, II, III, IV

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment before August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment before August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

<p>DIVISION I Core-Course Requirement (16)</p> <ul style="list-style-type: none"> 4 years of English 3 years of math (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered) 1 year of additional English, math or natural/physical science 2 years of social science 4 years of additional courses (any area above, foreign language or comparative religion/philosophy) 	<p>DIVISION I – 2016 Qualifier Requirements</p> <p><i>*Athletics aid, practice, and competition</i></p> <ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ◦ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation. • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2). • Graduate from high school. 	<p>DIVISION I – 2016 Academic Redshirt Requirements</p> <p><i>*Athletics aid and practice (no competition)</i></p> <ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ◦ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility). • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2). • Graduate from high school.
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NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for **competition on or after August 1, 2018**, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive **athletics aid and practice as a partial qualifier on or after August 1, 2018**, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).



Washington High School

Silver Cord Service Commendation

Volunteer Hours Verification Form

Directions: Pre-approval is required by the High School Principal, before completing the volunteer activity. Upon completion of the activity, fill in the form below including required signatures and return to the high school counselor's office as soon as possible. Senior forms are due January 31.

Forms are available at <http://www.washington.k12.ia.us/sites/whs/>.

☐ Pre-approved by _____
High School Principal Date

Student Name: _____ Graduation Year: _____

Volunteer Activity: _____ Volunteer Site Phone: _____

Adult Supervisor Name: _____

Dates of Volunteer Work: _____ Total Hours: _____

Explain the type of activities completed at the volunteer site.

Required Signatures

Student: _____ Date: _____

Adult Supervisor: _____ Date: _____

NOTE: Adult Supervisor may **NOT** be a parent/guardian.

Revised February 5, 2020



Washington High School

Silver Cord Service Commendation

Program Guidelines

PURPOSE:

Washington High School personnel believe in helping individuals understand the importance of volunteering. The Silver Cord Service Commendation is to honor students who dedicate their time to others in the community. Through this leadership students learn giving back to others is enjoyable. It can create opportunities to receive scholarships, network with individuals who can write recommendation letters and hire future employees.

STUDENT RECOGNITION:

Silver cords will be presented at Senior Class Night to be worn at commencement. Recognition will also be noted in the commencement program.

SILVER CORD SERVICE COMMENDATION FORMS:

Students may find a Silver Cord Service Commendation Form at the high school website. Completed forms must be submitted to the high school counselor's office.

HOURS REQUIRED:

200 hours must be accumulated by **January 31** of the student's senior year.

IMPORTANT GUIDELINES:

- ☐ No more than 50% of volunteer hours from one organization/activity
- ☐ All volunteer hours must accumulate from at least three activities
- ☐ All volunteer hours must be unpaid
- ☐ All volunteer hours must be recorded outside of school hours (unless pre-approved by Principal)
- ☐ Parent/guardian(s) are not allowed to sign volunteer verification forms

BEGINNING DATE:

A student may begin accumulating volunteer hours after the last day of eighth grade.

DEADLINE FOR SENIOR STUDENTS:

All Silver Cord Service Commendation Forms must be submitted to the counseling office by **January 31** of the student's senior year.

COMMUNITY SERVICE ORGANIZATION EXAMPLES:

Athletic Booster Club, Ducks Unlimited, Habitat for Humanity, HACAP, Just Cause, Kiwanis, Optimists, Paws & More Animal Shelter/Humane Society, Rotary of Washington, Washington Choral Society, Washington Lions Club

FORMS ARE LOCATED AT: <http://www.washington.k12.ia.us/sites/whs/>

Revised 2-5-20

ACCEPTABLE ACTIVITIES

(unpaid & non-school hours)

- School club service hours
- Community service organizations
- Tutoring (Not as a school-sponsored Peer Helper)
- Raking/shoveling/yard work for a person in need
- Church service activities (Mission Trips – only for hours worked)
- School, city, community cleanup activities
- Chamber activities
- “Y” activities
- Relay for Life
- Crop Walk
- Operation Snowflake
- Nursing homes
- Care center
- Hospitals
- Performances for the community when an admission fee is NOT charged.
(Examples: HS Show Choir, church concert)
- VOW activities
- Coaching
- Refereeing
- HACAP food/clothing drives
- Humane Society (animal shelter)
- Helping shut-ins (reading, writing letters, housework, etc.)

- 4H/Scout service activities
- Reading to elderly/youth
- Blood Drive
- Political party/campaign work
- Fundraising for non-profit organizations
- Camp counselor
- Special Olympics
- Day care
- Library

NON-ACCEPTABLE ACTIVITIES

- Unsupervised activity
- Court-/school-ordered activity
- In-school activities
- Paid activities
- Practices
- Fundraising for yourself/school
- Chores at home or for family members
- Attending church
- Extra-curricular activities
- Working at a family business/farm
- School manager/statistician
- Babysitting for siblings, relatives, friends
- Special chores for tea

Community Service Organizations Examples

- Athletic Booster Club
- Parent Teacher Organization
- Ducks Unlimited
- Habitat for Humanity
- HACAP
- Just Cause
- Kiwanis
- Optimists
- Paws & More Animal Shelter/Humane Society
- Rotary of Washington
- Washington Choral Society
- Washington Lions’ Club

Student Name: _____

4-year Planning Tool

9 th Grade		BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
	Term 1	Eng 9 Writing	Math Class A	Spanish	
	Term 2	Eng 9 Reading	Math Class B	Spanish	
	Term 3	Science I A	PE		
	Term 4	Science I B			
10 th Grade		BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
	Term 1	Eng 10 Writ	Math Class A	Spanish	
	Term 2	Eng 10 Read	Math Class B	Spanish	
	Term 3	Science II A	US History A	PE	
	Term 4	Science II B	US History B		
11 th Grade		BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
	Term 1	Creative Writ	Math Class A	Spanish	
	Term 2	Am Lit	Math Class B	Spanish	
	Term 3	Science III A	World History		
	Term 4	Science III B	PE		
12 th Grade		BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
	Term 1	English	Spanish		
	Term 2	English	Spanish		
	Term 3	Am Govt	PE		
	Term 4	Mod US Hist	Personal Finance		

Washington High School Local Scholarship Application

(Must be typed or computer-generated – document is in google docs)

Return to Counselor's Office by January 14, 2021 @ 3:30 p.m.

Senior Silver Cord Hours Due: January 31, 2021

Optional
Attach Photo Here

Full Name:
Address:
City, State, Zip:
Is anyone in your family employed by U.S. Bank? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is anyone in your family a veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please include name(s) below.
Father's Name:
Father's Occupation:
Mother's Name:
Mother's Occupation:
Including yourself, how many children are in your family?
List the ages of each child:
How many, including self, will be in college next year?

EXTRA-CURRICULAR & COMMUNITY ACTIVITIES

Extra-curricular Activity	Years participated during HS (20xx-20xx)	Community Activity	Years participated during HS (20xx-20xx)

OFFICES & HONORS

Officer Positions Held (include organization & year)	Special Honors Received

EMPLOYMENT

Employer	Dates Employed (list month & year to month & year)

POST-SECONDARY PLANS

College Name	Type of College (2-yr, 4-yr, Technical)	Major/Certification

ESSAY REQUIREMENT: Attach a typed one-page essay to this page using a paper clip. Refer to the local scholarship essay guidelines to write the essay. SIGN your name at the bottom of the essay.

For office use only: _____/4.0 Cumulative GPA _____ Silver Cord Hours

Local Scholarship Essay Guidelines

Scholarship Due Date: January 14, 2021 @ 3:30 p.m.

(If a snow day occurs on the due date, it is due the next school day.)

Write a one-page essay discussing goals or plans after high school and how you plan to achieve those goals. You may use, but are not limited to; the following prompts to help you shape your essay:

- What is your dream job/career?
- What do you hope to accomplish in the next five years?
- How do you plan on accomplishing your goals?
- What or who in your life inspired or influenced you to choose this path?
- What obstacles have you had to overcome to get where you are today?
- Where do you want to go to college? Why do you want to go there?
- What do you want to study while in school? Why do you want to study this?

Writing Requirements and Tips:

- *Double space the one-page essay and use 12 point Times New Roman font with 1-inch margins.*
- Remember to give your essay a title.
- Always keep your audience in mind; a committee wanting to know how you will affect the world in a positive manner.
- Avoid talking about money.
- Avoid repeating activities that appear on the front side of the application.
- Read your essay aloud several times to yourself.
- Write several drafts before asking a peer, teacher, or parent for feedback so you can get the best feedback possible to help improve your essay.
- When asking a teacher to proofread, please give that teacher several days turn around time as the teacher may be grading other papers and essays.
- Have another set of eyes read your essay and give you feed back.
- Avoid slang and profanities.



Washington County Regional Center
2020-2021 Academy Pre-Registration Form

For office use only:
K# _____
Reading: _____
Writing: _____
Math: _____

Part I: Student Information (please print)

Last Name		First Name	Middle Initial
Street Address or P O Box Number		City	State
Zip Code			
Area Code Phone Number		<input type="checkbox"/> cell <input type="checkbox"/> home	Date of Birth
Email Address		Name of High School	Anticipated High School Grad Year
Do you have an IEP or 504 Plan for which you will need special accommodations?		YES ____ NO ____	
504/IEP notes:			

Part II: Parent Information (please print)

Parent or Guardian Name(s)			
Street Address or P O Box Number (if different than student's)		City	State
Zip Code			
Area Code Phone Number		<input type="checkbox"/> cell <input type="checkbox"/> home	Area Code Phone Number
Area Code Phone Number		<input type="checkbox"/> cell <input type="checkbox"/> home	Area Code Phone Number

Part III: Student Agreement

To be considered for this academy, I understand I must also:

1. Apply at www.kirkwood.edu/hscreditapply and return this form to Ryan Ronan by **March 30th**.
2. Some academy/companion courses will require Accuplacer and ALEKS placement tests scores, which can be taken at Washington County Regional Center, OR ACT scores may be submitted to Kirkwood.
3. Attend a College Credit in High School mandatory orientation where student expectations, attendance policies, academy specific information and deadlines will be shared.

**Seniors will be given priority registration preference.*

I have read and understand that I need to complete the above requirements and be in good academic and attendance standing at my high school for me to be considered for College Credit in High School at the Washington County Regional Center. I also understand that some academies require placement cut scores for enrollment.

Student Signature _____ Date _____

1/2/2020



Washington County Regional Center 2020-2021 Academy Pre-Registration Form

PART IV: ACADEMY COURSE SELECTION: You will only be enrolled in one academy. Academies are year-long experiences (except where noted). Indicate selections with a number 1 for your first choice and a number 2 for your second choice.

<u>Morning Academy Options (8:00-9:30am)</u>	<u>Afternoon Academy Options (1:25-2:55pm)</u>
<input type="checkbox"/> Advanced Manufacturing with Robotics & Welding* This academy will run from Mon-Fri from 8:00-10:30am <input type="checkbox"/> ACE: Architecture, Construction, & Engineering <input type="checkbox"/> Agriculture Science <input type="checkbox"/> Arts & Science Track A <input type="checkbox"/> Arts & Science Track B <input type="checkbox"/> Pre-Business Administration <input type="checkbox"/> Pre-Criminal Justice <input type="checkbox"/> Patient Care <input type="checkbox"/> Auto Technology* This academy will run from Mon-Fri, 8-10:35am <input type="checkbox"/> I will not be enrolling in an academy per school district approval.	<input type="checkbox"/> Arts & Science Track A <input type="checkbox"/> Arts & Science Track B <input type="checkbox"/> Agriculture Science <input type="checkbox"/> Pre-Criminal Justice <input type="checkbox"/> Pre-Education <input type="checkbox"/> Emergency Medical Services: EMS (spring semester, evening only) <input type="checkbox"/> Hospitality Management <input type="checkbox"/> IT Networking and Virtualization/Cloud <input type="checkbox"/> Auto Collision Repair & Restoration* This academy will run Mon- Fri, 12:05-1:45pm <input type="checkbox"/> Welding* This academy will run Mon-Fri from 12:05-2:40 pm <input type="checkbox"/> I will not be enrolling in an academy per school district approval

COMPANION COURSE SELECTION: Indicate selections with a number 1 for your first choice and a number 2 for your second choice for FALL and a number 1 for your first choice and a number 2 for your second choice for SPRING.

<u>FALL Morning (9:55-10:50am)</u>	<u>FALL Afternoon (12:05-1:00pm)</u>
<input type="checkbox"/> How College Works <input type="checkbox"/> Introduction to Sociology <input type="checkbox"/> Statistics <input type="checkbox"/> Personal Finance <input type="checkbox"/> US History Since 1877 <input type="checkbox"/> I will not be enrolling in an academy per school district approval.	<input type="checkbox"/> How College Works <input type="checkbox"/> Human Biology <input type="checkbox"/> PLTW: Intro to Engineering Design (year-long companion) <input type="checkbox"/> US History to 1877 <input type="checkbox"/> I will not be enrolling in an academy per school district approval

Part V: Drop Deadline Agreement

Students, please read and initial the following statement:

*I understand that by participating in a career academy at the Kirkwood Washington County Regional Center, I am making a year-long commitment, and that I will **NOT** be able to drop courses after the June 1st deadline. Even if I request classes after the June 1st deadline I will **STILL** be held to the YEAR-LONG COMMITMENT and will not be able to drop courses. This commitment and drop deadline policy has been agreed upon by both your high school and Kirkwood.*

_____ (student initials)

Completed forms should be submitted to:
Ryan Ronan
 Washington County Regional Center
 2192 Lexington Blvd. Washington, IA 52353
 Fax: 319-398-1043 ryan.ronan@kirkwood.edu

Part VI: School District Verification

Please note that final enrollment will be dependent upon School District approval and verification of eligibility.

1/2/2020