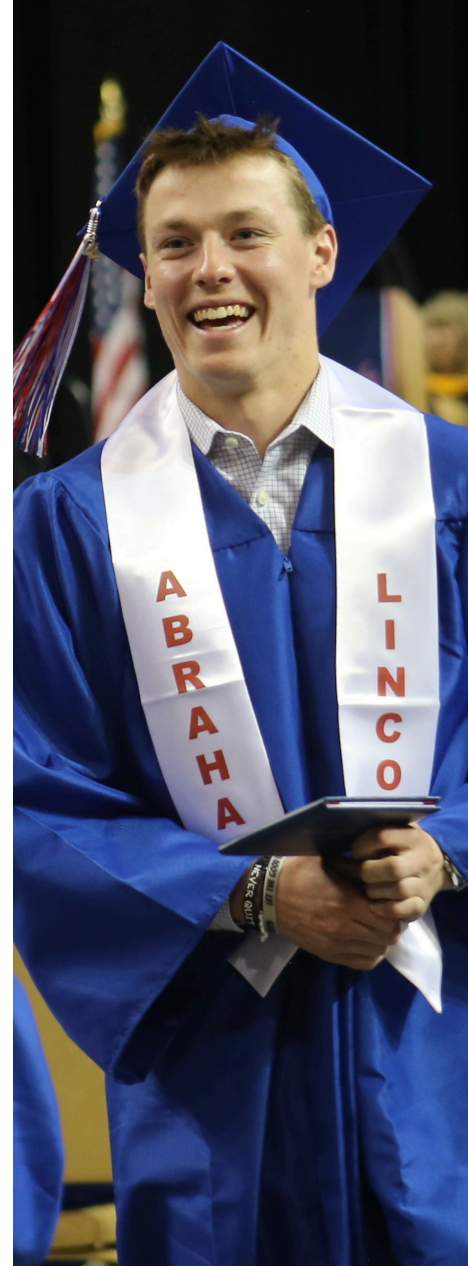




Council Bluffs
Community
SCHOOL DISTRICT

2025-2026

High School Program of Studies



Plus One
PATHWAYS



AchieveMore





Council Bluffs Community SCHOOL DISTRICT

A Message from your Council Bluffs High School Principals

What are your dreams and goals? Thomas Jefferson and Abraham Lincoln High Schools each have a long history of exceptional educational programs that have many exceptional graduates. This Program of Studies book contains the classes and programs that will be offered during the coming school year. Careful planning will help you make decisions that are consistent with your future goals. We need you to make careful decisions so that we can plan the best education for everyone. According to statistics, most students will change jobs and/or careers 10-15 times. Students need to be prepared for jobs that may not even exist today because of rapidly changing technologies.

What does this mean for our students? It means that we need to prepare all students to be great problem solvers and thinkers. All students must have a strong academic background and plan on at least two years of post-secondary education of some type. That is one reason why the district is raising expectations for all students through a common, rigorous academic curriculum required for graduation. That is also why the College and Career Plan that students are now required to begin in 8th grade is so important. The plan aligns career interests with high school and post-secondary course choices. It will be monitored by parents, counselors and you every year to review your decisions and make sure you are progressing toward your goals.

Be informed about the courses we offer, so you can align your career interests and courses to build a solid foundation for your future. Also, take advantage of our exciting career academies. In addition, there are excellent opportunities for other career/technical classes as well as many great classes in Language Arts, Science, Math and Social Studies. Fine Arts and extra-curricular activities also help you grow as an individual and have a great high school experience. Finally, challenge yourself, as this will help you maximize your high school experience and what it can do for you. For example, consider trying one of the many Advanced Placement and Concurrent Enrollment/College level classes offered by the district. Success in these classes means you may earn college credits that give you a head start toward a degree. The district pays for these classes for you! Students and families can save a tremendous amount of tuition cost if a student takes advantage of the Concurrent Enrollment or Early College Academy options. Please talk with your building counselors to make the most of this fabulous opportunity.

In closing, refer to your College and Career Plan often, read course descriptions carefully, note prerequisites or other important details, spread out your required courses, plan ahead and give this process serious consideration to avoid schedule corrections later, and align your career interests and courses to build a solid foundation for the future.

We wish you a great year filled with many exciting opportunities and experiences. If you need help, don't hesitate to see your counselor or an administrator.

Sincerely,
Mrs. Bridgette Bellows
Principal, Abraham Lincoln High School

Sincerely,
Mr. Michael Naughton
Principal, Thomas Jefferson High School

2025-2026 Program of Studies

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1. Important Information

District Mission, Objectives, and Policies

District Mission

The mission of the Council Bluffs Community School District is to guarantee that every student graduates with the knowledge, skills and character to become a responsible citizen and to succeed in a changing world by creating a leading-edge, inclusive educational system, which provides challenging expectations, diverse experiences, engaging curriculum and innovative teaching within a collaborative, caring community.

District Goals

- Improve academic achievement.
- Guarantee all graduates are future ready.
- Provide a successful transition for students entering Kindergarten, 6th and 9th grades.
- Make sure each student is supported and connected.

Disabled Accessibility Policy

Although certain facilities in our district are not fully physically accessible to handicapped persons, the Council Bluffs Community School District will take such means as are necessary to ensure that no qualified handicapped person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination because certain Council Bluffs Community School District facilities are physically inaccessible or are unusable by handicapped persons. The accessibility standard required by Federal law for existing facilities is that the district's program or activity, when viewed in its entirety, must be readily accessible to handicapped persons. The Council Bluffs Community School District may meet this standard through such means as 1) reassignment of classes or other services to accessible locations, 2) redesign of equipment, 3) assignment of teacher associates, 4) alteration of existing facilities, and 5) construction of new accessible facilities. The Council Bluffs Community School District is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above. Because the scheduling of classes and arrangement of education programs in accessible facilities may require reasonable advance planning, handicapped students planning to attend a facility in the Council Bluffs Community Schools should identify themselves within 60 days of the start of their registration for school and indicate the nature of accommodation they will require.

District's Nondiscrimination Policy

The Council Bluffs Community School District shall not illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices as required under all applicable Federal or Iowa statutes and regulations and/or policies and rules of this District. This policy applies to staff, students, parents/guardians, patrons, visitors, volunteers and all persons who have business or other interaction with the District. The Board of Directors shall encourage and provide such educational programs, activities and employment practices and policies that promote a genuine understanding and mutual respect for people of diverse backgrounds and cultures, and provide for multicultural and gender fair approaches to the educational program. Affirmative action measures will be taken to correct deficiencies where such remedies are appropriate. The Board shall annually appoint a male and female compliance officer and/or alternate who will be vested with the authority and responsibility for coordinating the District's efforts to comply with applicable nondiscrimination laws and regulations, and processing all related complaints in accordance with the procedures identified in Regulation 102.1. In the event the compliance officer becomes a party to a complaint, the alternate compliance officer shall assume this responsibility. The name/title, address and phone number of the compliance officers are set forth in Regulation 102.1. No retaliation of any kind shall be permitted against an individual who makes a good faith complaint or who otherwise participates in the complaint process under this policy. This policy will be distributed to applicants for employment and disseminated annually to employees, students and parents/guardians as required by law.*

**If you and/or your family have any concerns with any matter related to these policies, please contact the district's equity coordinator Mr. Tim Hamilton, Chief of Student and Family Services at thamilton2@cbcsd.org, 300 W. Broadway Suite 1600 Council Bluffs, IA 51503, or [712-328-6423](tel:712-328-6423). Thank you.*

Course Selection Process

Selecting high school courses is an important process that begins during the second semester each year.

Program of Studies books and course selection worksheets are distributed during Advisement classes at both high schools. Advisors work with students to explain graduation requirements and answer questions students may have about specific courses. Students work in their Advisement class to select courses utilizing a 4-year plan initially developed in 8th grade. This plan includes graduation requirements and high school courses that best align with future goals, is reviewed at least annually with the student, and is revised as needed based on student goals.

Materials are sent home with students, and students are encouraged to discuss their career planning and course selections for the next year with their parents. Once course selections are complete, students utilize their Advisement class to finalize selections with their advisors.

During the second semester, students will meet with their counselors to discuss course selections, review graduation plans and review post-secondary plans. Credit recovery options and college credit opportunities related to career interests will be discussed during this time. Parents may call or email counselors with individual questions concerning course selections, and counselors will make appointments if requested.

For upcoming 9th grade students, high school counselors schedule dates to visit the middle schools and go over course selection information with 8th grade students. Students are given a copy of the Program of Studies and course selection materials. Specific information on credits, graduation requirements, and opportunities in high school are presented. Counselors return to the middle school at a later date to finalize the course selection process with each student.

Information about advanced/accelerated opportunities is available. Depending on the class, there are minimum grade requirements and Iowa Statewide Assessment Student Progress scores for eligibility. Interested students should discuss options with their counselor during their course selection appointment.

Counselors may need to adjust course selections based on such issues such as lack of prerequisites, availability of classes, or the identification of special needs.

Schedule Corrections

After initial course selection and scheduling, schedule corrections will be made only in case of the following:

1. Misplacement in a class.
2. History of being unsuccessful academically with a teacher in a previous school year.
3. Need for additional credits for graduation and/or for eligibility.

Approval from the student's counselor is necessary. Parent permission may be required. Students who withdraw from a course after four weeks will need administrative approval. In most situations with late withdrawal, the student will receive an "F" for the semester. If the course is retaken, the student must complete a grade replacement form in order for the new course grade to replace the earlier "F" grade.

Counseling Center Information

General Information

Please refer to this Program of Studies for assistance in selecting your courses for the next school year. It contains important information about high school graduation requirements along with information about college and career opportunities and requirements. All students are assigned academic counselors who are available to assist students to plan their courses of study and to prepare for graduation and post-secondary college and career choices. Students are encouraged to contact their counselors with any questions they may have.

Abraham Lincoln High School	Thomas Jefferson High School	Kanesville Learning Center	IWCC
Seniors: Larella Rangel Freshmen-Juniors <ul style="list-style-type: none">Sharon Crawford (A-Go)Valerie Hallagan (Gr-O)Christine Heckman (P-Z)	Seniors: Carla Hartenhoff Freshmen-Juniors: <ul style="list-style-type: none">Stephanie Ryan (A-G)Abbey Fitzgerald (H-P)Carmen Kinsley (Q-Z)	Students attending from either high school: <ul style="list-style-type: none">Holly Miller	Students attending IWCC half or full time: <ul style="list-style-type: none">Tara Sommerville

Accumulated data on each student is on file in the counseling center. This information, plus consultations with students and teachers, helps the counselor to assist students with career guidance, program planning, educational concerns, selection of a college or vocational school, and the financial aid process.

Counseling: Students may request to speak to their school counselor; however, students need to go through the proper procedure and obtain a pass to be absent from class. Counselors are available to help students think through problems. Counselors are at school to be of assistance. The student or the parent should feel free to contact the counselor regarding crisis situations. Please let us know how we can be of assistance!

Group Counseling: Small group counseling is available in a number of interest areas. A number of presentations are offered to students each year depending on need. Topics may include financial aid, post-high school planning, self-assessment, decision making, career choices, job applications, etc.

Assessment: The Iowa Statewide Assessment of Student Progress is given to all ninth (9th), tenth (10th), and eleventh (11th) grade students. College-bound students should also register for the ACT and the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in their junior year. Counselors can help students and parents interpret the results of testing. All students in grades 9-11 are administered the Measures of Academic Progress three times annually.

Planning for Post-Secondary Education: Counselors help students plan for their future education. Counselors can help students access resources to help with college and career planning. Students are encouraged to start using all this information as early as possible. Students should carefully plan course selections based on post-secondary entrance requirements. Students file applications during their senior year.

Scholarships and Financial Aid: Counselors will assist students in completing applications for scholarships offered by colleges and other organizations. Counselors also provide advice, electronic resources, printed materials and presentations for financial aid planning. Students planning to attend college or vocational school should apply for financial aid and scholarships. Applications and information are made available to all students.

Student Records

The school registrar at each high school maintains student records. There are two types of student records: Student Permanent (Cumulative) Records and Temporary Records.

Student Permanent-Cumulative Records include:

1. Basic identifying information (students'/parents' names, addresses, birth dates, etc.)
2. Academic transcript (grades, class rank, graduation date, grade level achieved, etc.)
3. Attendance and health records
4. Record of any release of permanent record information
5. Intelligence, aptitude, and achievement test scores

Student Temporary Records consist of all information not required to be in the Student Permanent Record and may include:

1. Family background information
2. Psychological evaluations
3. Honors and awards
4. Special education records
5. 504 Plans
6. Record of release of temporary record information

Transcripts

Students must submit a transcript along with college applications and most scholarship applications. There are two types of transcripts, official and unofficial. Official transcripts are signed, sealed, and submitted by the school for students. Unofficial transcripts are submitted by the students themselves. If a student requests an official transcript be sent to a college/university, a copy of the class schedule and a school profile sheet will also be sent. If students are requesting an unofficial transcript for pick up, these items are typically not included. Students can request a transcript by completing an electronic form through ALHS or TJHS through Xello. Contact the high school registrar for additional help.

Academic Information

Academic Eligibility

Students demonstrating satisfactory academic progress should be eligible to participate in co-curricular activities. A student shall be passing all credits during participation in activities specified in Policy 612 and the Code of Conduct. To participate, students must have earned all credits in the preceding semester. Special Education and/or students under a 504 plan are required to be making appropriate progress on IEPs or individual 504 plans.

Any student who wishes to participate in activities as defined below must adhere to the following guidelines:

Extra-Curricular Interscholastic Competition Sanctioned by IGHSAU & IHSAA for Grades 9-12:

The student must be in good standing and enrolled in enough courses each semester to be on schedule to graduate within a four-year course of study. A senior must be enrolled in and passing a minimum of five credits each semester. The student must pass all classes taken in which credit is given at the end of the semester. If, at the end of any semester grading period, a student receives a failing grade in any course for which credit is awarded, the student is ineligible to dress for and compete beginning with the next occurring interscholastic athletic contest and competition in which the student is a contestant extending for 20 consecutive calendar days.

Co-Curricular & Extra-Curricular for Grades 7-12:

The student must pass all classes taken in which credit is given at the end of the semester. If a participant does not pass all classes taken at the end of the semester, the student is ineligible to participate for 20 consecutive calendar days in public events or contests. The period of ineligibility shall begin on the first school day of the next semester.

This policy does not preclude coaches, sponsors, or organizations from establishing reasonable rules and penalties for behaviors and academic standards not identified through this policy. Such rules must be approved by the building administration. Students must be aware of this policy and any additional rules prior to the activity season, including the procedures for monitoring academic progress, reporting that progress to parents and for remediation of academic deficits.

Early Graduation

Any student wishing to apply for early graduation must complete the request form, which may be obtained from the counseling center, and must be turned in to the principal at least one semester prior to the requested completion date. Students must speak with a counselor to determine if early graduation is the best option. The principal gives final approval. Written parent/guardian permission is also required if the student is under 18. Students meeting early graduation requirements may not request to re-enroll in high school following graduation. Students who are approved for early graduation will be allowed to participate in the commencement exercises as regularly scheduled, and will receive their diploma at that time regardless of participation. Students must meet graduation requirements for a Traditional or Honors Diploma to be eligible for early graduation, as outlined in Policy 625.

Honor Rolls

Honor rolls will be determined at the end of each semester based on a weighted grade point average earned that semester. Gold honor roll membership is obtained by earning a grade point average of 3.8 or higher for the semester; the silver honor roll is between 3.50 and 3.79, based upon semester grade reports. *Students may only qualify for one of the three honor rolls.*

1. GOLD HONOR ROLL – for students with a GPA of 3.80 or higher
2. SILVER HONOR ROLL – for students with a GPA of 3.50 – 3.79
3. BRONZE HONOR ROLL – for students with a GPA of 3.00 – 3.49

Minimum School Day

It is to every student's advantage to make maximum use of all curriculum offerings, services and resources at school to help prepare for the highest possible level of success after high school. To that end, all students enrolled in high school are expected to be in attendance for all periods. Exceptions can be made for special circumstances such as on-the-job training in conjunction with career and technical co-op classes, internships, or attendance in classes at post-secondary institutions. Exceptions require written parent permission and must be reviewed by a counselor and approved by an administrator.

Students enrolled in career and technical programs, special education classes, joint high school/college classes or other special programs will be expected to meet equivalent time demands within the limits of their program. Any special program exceptions are submitted to a building administrator for approval.

NCAA (National Collegiate Athletic Association) Eligibility Standards

Students who plan to become a Division I or II College athlete must meet the NCAA Clearinghouse eligibility standards by completing a recommended college preparatory sequence of classes for grades 9 through 12. The NCAA must approve these high school courses. View the approved courses and register with the NCAA at the NCAA Clearinghouse website.

NAIA Eligibility Center

The National Association of Intercollegiate Athletics (NAIA) is a governing body of small athletics programs. Students who plan to become a NAIA athlete must meet 2 out of 3 of the standards set by the Eligibility Center.

- 1- The student must have an 18 on the ACT or an 860 on the SAT (Critical Reading and Math only).
- 2- The student must have an overall 2.0 GPA on a 4.0 scale (the school qualifies this on the transcript).
- 3- The student is in the top 50% of their high school graduating class.

Participation in Commencement Policy

No student will be allowed to participate in commencement ceremonies unless ALL graduation requirements have been completed. Diplomas are issued following the ceremony. There will be no issuing of blank diplomas pending the completion of summer school work. In addition, students may be excluded from graduation exercises for disciplinary reasons based on an administrative decision.

Promotion Standards

Students will be assigned a grade level based on their original year of graduation (OYG).

9 th grade	OYG 2029
10 th grade	OYG 2028
11 th grade	OYG 2027
12 th grade	OYG 2026

Grading Guidelines

Please refer to the student handbook for any changes to grading guidelines.

Philosophy

The Council Bluffs School District believes that grades reflect and communicate academic achievement to students, parents, teachers, and postsecondary schools. As a result of a fair and consistent grading process, students will be able to evaluate their learning and set personal goals to attain the district learning targets and communicate achievement status to interested stakeholders.

Core Beliefs

- A wide variety of quality assessments determine grades. Quality assessments meet rigorous design criteria (e.g. clear targets, clear purpose, appropriate match of target and method, and a lack of bias and distortion) and help communicate progress on learning targets.
- Appropriate tools to record and maintain evidence of achievement, as well as evidence of work habits/ life skills, are critical to the process.
- Students should be involved in the assessment and grading process throughout the learning cycle. Students will understand the assessment process and how to communicate their achievement and progress.
- Learning occurs at different times and in different ways for students. Students may need multiple opportunities to demonstrate mastery.

Grading Requirements

The grade that is in the gradebook is meant to be feedback for the student and information to the parent; consequently there should be practice and performance grades listed in the gradebook to effectively assess student mastery of the standard(s). Grades will be based on student achievement in categories designated as performance and practice **only**. To accurately assess student performance there should be a minimum of 18 performance or practice grades in a semester. A typical range for the number of grades should be 25-30. Performance grades will be weighted at 60%. Practice grades will be weighted at 40%. Practice grades must be provided for each performance grade.

Letter grades, derived from the 4-point scale, will be based primarily on achievement of course/grade level standards. Student attendance, effort, ability, engagement, improvement, attitude, and other behaviors will generally be reported separately from achievement using Council Bluffs Community School District Future Ready Rubric.

Grades should be updated online (in PowerSchool) at a **minimum** of every 10 school days but it is strongly encouraged to update grades weekly.

Grading Practices

Students need to demonstrate proficiency on all standards and will be provided multiple opportunities to do so.

- Teachers will use a body of evidence to determine if concepts have been demonstrated or can be demonstrated in a later practice or performance.
- Students may fail a Performance and still pass the class if the teacher determines that the student has demonstrated proficiency on the standards in another way (i.e. comprehensive final, project, paper, etc.).
- Students are allowed **one** redo for performance only after the student has demonstrated he or she has completed additional learning (i.e. completed practice). A letter grade reduction may be given for performances that are redone.
- Teachers have discretion for determining any redo opportunities of assignments categorized as practice.
- Performances must be retaken no later than two weeks prior to the end of a grading term (i.e. semester). *Teachers have the discretion to extend the deadline under extenuating circumstances.

Grading Scale

Final Score	Final Grade	Scale
3.50-4.00	A	4 Student demonstrates mastery of concepts
2.50-3.49	B	3 Student demonstrates understanding of most concepts
1.50-2.49	C	2 Student demonstrates understanding of some concepts
.51-1.49	D	1 Student is working towards demonstrating understanding of concepts
0-.50	F	0 Student does not demonstrate understanding of concepts or did not attempt

*NOTE: individual student assignments that are given a grade or score should be recorded in the gradebook in increments of .5 (e.g., 0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5 or 4). In other words, scores of 2.7 or 3.1 or .7 would not be appropriate designations.

P/NC = Pass or No Credit

P* = See below for description

P* Grading

- If a student misses **15** or more class periods in a course in one **semester** the teacher will have the option of changing the grade to P*
- A P* will be included in the GPA calculation, carrying the weight of a D, or 1 point.
- Courses scored as P* have the likelihood of lowering a student's GPA. For example, if a student who has three A's receives a "P*" for a fourth class the GPA would calculate as a 3.25.
- Special circumstances such as long-term health issues will be taken into consideration.
- Students may file an appeal with the Principal on a decision to grade their performance as P*.

Grade Override

During the course of the semester, a teacher may override the current grade to alert the student of failure to demonstrate an understanding of required standards for the course. Grades should not be overridden if the student will have an additional opportunity to demonstrate proficiency on the required standards. A comment in the grade book must be made specifically addressing the standard(s) the student did not demonstrate an understanding of, or did not attempt.

Prior to overriding a grade teachers will consider the following:

- Has the student demonstrated an understanding of the standard in other ways? (practice opportunities, class discussions, etc) If yes, do not override the grade.
- Is the standard addressed again in the semester? If yes, do not override the grade.
- Has the student had an opportunity to redo the performance? If no, offer the opportunity with a reasonable deadline.

Teachers must notify parents/guardians when a grade is overridden, including the conditions needed to remove the override. This must be documented in PowerSchool.

An administrator must approve requests for overriding for a final grade of the semester. Requests must be submitted and approved on the "Grade Override Form" prior to finalizing grades in PowerSchool.

Grade Replacement

Students may re-enroll in a course for grade replacement by requesting a "Grade Replacement Form" from their counselor prior to the beginning of the course. Upon successful completion of the course, the most recent grade in the course will be recorded on the transcript. Students may not receive credit toward course-specific graduation requirements more than once for any single course.

Grade Change

Grade Change forms are used when a teacher has an agreement with a student beyond the end of a term. Once the student has completed the necessary work, the teacher will complete a Grade Change Form. The form is submitted to the counselor for approval, and the registrar then changes the grade from an F to the grade they earned.

Accommodations and modifications are provided to students with special needs:

- A student with special needs should not receive a lower grade due to appropriate accommodations and modifications of learning expectations.
- Appropriate accommodations and modifications should be documented in the IEP or 504 plan.
- Specific grading accommodations in a student's IEP may supersede general grading guidelines.

Grade Point Average (GPA)

Semester letter grades (A-F and P*) are used to determine grade point averages. Courses such as guidance aide, office aide, ELL tutor, and library aide may qualify for a ½ credit if students receive a "P" for pass, but the ½ credit is not included in the GPA calculation. Students do not receive credit for being a teacher's aide. Cumulative GPA is determined at the end of each semester in high school for Juniors and Seniors, but not for Freshman or Sophomores.

Concurrent Enrollment (CE) and Advanced Placement (AP) courses will carry an additional 1.0 high school grade point.

- The high school grade points assigned to Concurrent Enrollment (CE) and Advanced Placement (AP) courses will be adjusted at the end of each semester.
- If passing, the final high school grade point assigned to CE and AP courses will be raised by 1.0 value point. For example, if a student is receiving an A for the AP/CE course, the grade points will be raised to 5.0.

Class Rank

Class rank designates a student's academic standing in relation to all other members of a cohort class. Starting with the highest cumulative weighted grade point average, students are ranked from first to last. Placeholder ranks are not used. Only resident students graduating by credit are ranked. Class rank is calculated and frozen at the conclusion of each semester for Juniors and Seniors only. This information is used primarily for college entrance, scholarships, and academic recognition. Students enrolled in CE and AP courses may earn up to 5 grade points for an A.

2. Extended Academic & Extra-Curricular Opportunities

Co-Curricular, Extra-Curricular and Club Activities

A wide variety of activities are available to students. Students are encouraged to become involved in one or more of them, as students who take part in school activities usually have higher grades and more fun. For an updated list of options, check specifically with your school to see what activities are available.

Many of these clubs and activities are supported through our 21st Century High School grant.

Activities That Are Often Available

Air Force Junior Reserve, American Sign Language Club, Anime Club, Art Club, ASTRA, Automotive Club, Band, Battle of the Books, Building TV Shows, Cheerleading, Chess Club, Choir, College Access Program, Color Guard, Cooking Club, Cosmetology Club, Creat Space, CyberPatriot, Cyber Security, CyberStart, DECA, Debate Club, Drama Club, ELL Club, Engineering Club, Environmental Club, Feminist Club, Fiber Arts, Film Club, Fishing Club, Fitness Club, Future Teachers of America, GLOW Reading Club, Guitar Club, History Club, Future Educators, Halloween Makeup Club, Hope Club, HOSA, IJAG, Inlucity Camp, Indoor Percussion, Intramurals, Junior Class Prom, Journalism, Kindness Club, Latino Success Club, Louder Than a Bomb, Mock Trial, MVP Mentoring, Newspaper, NHS, Orchestra, Officer Training Corps, Paranormal Club, Police Academy at ALHS, Pom-Pom Squad, Print-Making Club, Quiz Bowl, RC Club, Robotics, Rocket/Drone Club, ROTC, Sewing Club, Show Choir, Skillz 4 Realz, Skills USA Spanish Club, Spanish Honor Society, Speech, Student Council, Talent Search, Tech Club, Tutoring before and after school, Upward Bound, Winter Guard, Writers Club, Yearbook, Zoology

Sports That Are Often Available

Baseball, Basketball, Bowling, Cross Country, Football, Golf, Soccer, Softball, Swimming, Tennis, Track, Volleyball, Wrestling

National Honor Society

The National Honor Society, a national organization, was established to honor students' high achievement. Membership in the society is based upon the student's record in scholarship, leadership, service, and character. Membership is open to sophomore, junior and senior students. Since it is one of the highest honors that can be bestowed upon a high school student, every student should attempt to make membership in the National Honor Society his or her goal. Students who have a 3.5 or better cumulative grade point average after the first 3 semesters of high school will be invited to apply.

Advanced & Accelerated Course Enrollment Opportunities

Students have the opportunity to earn college credits in certain courses through Advanced Placement, Diploma Plus One Pathways, and the College/Concurrent Enrollment program with participating community colleges. Concurrent Enrollment means that students may earn college credits while taking courses for high school graduation credit. Earning college credit is dependent on successfully completing the class and meeting any requirements as determined by the college or university.

Advanced Placement Courses (AP)

Advanced Placement Courses (AP) are rigorous, college level classes that prepare students to take Advanced Placement exams. Students are expected to take the exams. A passing score on the AP exam is accepted by many colleges and universities as college credit or is accepted as meeting a college course requirement. In addition, Iowa Western may offer college credit for AP Courses. In order to be accepted for credit, students will need a minimum score on the AP exam and will need to enroll at Iowa Western. Credit will be added to the transcripts after the initial term of enrollment. Note that there is a fee for taking the exam that is shared by the student and district. If students cannot afford the fee, they should talk to the AP coordinator about potential financial assistance. A qualifying score needed to gain IWCC credit may be different for each of the AP courses. Please work with your counselor to determine the required score(s).

College/Concurrent Enrollment (CE) Courses

Concurrent Enrollment courses (CE) are those in which students may earn college credit as well as high school credit toward graduation requirements, if they meet the requirements of the participating college.

Registering for college credit: Most concurrent enrollment college credits are awarded through Iowa Western Community College (IWCC). Tuition is paid by the Council Bluffs Schools. Concurrent Enrollment courses are designated in the course catalog with CE at the end of the course title.

Qualifications for Concurrent Enrollment: IWCC Concurrent Enrollment classes are open to all qualifying students. Students must meet the state proficiency requirement of scoring above the 40th National Percentile rank on the ISASP in Reading, Math and Science for enrollment in Arts and Sciences courses, or meet one of the district's equivalent measures of proficiency (Policy 634). IWCC determines any additional prerequisites for participation and typically grades are part of their consideration. For more information, please contact a school counselor. Students are not required to meet proficiency on the Iowa Assessments for enrollment in Career and Technical Education courses, but must meet local prerequisites.

Grades and transcripts: Each student receives a grade on two separate transcripts, one from the high school and one from the college.

Failure or withdrawal: Students are advised that failure or withdrawal from a Concurrent Enrollment course after the college deadline can negatively impact scholarships, financial aid, NCAA eligibility, and future educational opportunities. Failure in these courses also impacts college transcripts and may cause problems when enrolling in a post-secondary institution. Students participating in Concurrent Enrollment programs are subject to the same satisfactory academic progress requirements as other college students. In addition, students may not withdraw from a CE course and remain in the course for high school credit only.

Impact on future financial aid: For college financial aid purposes, the Financial Aid Office must look at all previous terms of attendance, regardless of whether or not financial aid was received. Therefore, students participating in Concurrent Enrollment programs need to recognize that withdrawing from a course or receiving a low grade (D or F) in a course may affect future eligibility for college financial aid.

Students must have a college cumulative GPA of 1.75 and must satisfactorily complete the minimum number of hours required at their enrollment level to remain in good standing for financial aid. Minimum hours to be completed: Full-time (12 Credit hours) or Part-time (less than 12 credit hours).

For students who receive financial aid for college, failure to meet the criteria during one term will result in financial aid probation. Students are eligible to receive financial aid while on probation. If a student fails to meet the criteria for two consecutive terms, the student is placed on financial aid termination and is no longer eligible for financial aid. A student on financial aid termination has the right to an appeal.

If a Concurrent Enrollment student is considering withdrawing from or is failing a class, the student will want to contact the college Financial Aid Office to discuss the impact on future financial aid.

Withdrawals from any Concurrent Enrollment course must be done through the appropriate counselor in the student's home building. IWCC requires a change of registration form for any such withdrawals.

Drivers' Education

When students register for Drivers' Education, they will be required to show their Iowa learner's permit. They will not be allowed to register without it. To enroll in a Drivers' Education course through the school, the district must have a current contract with the service provider. Please contact the high school for a current list of approved vendors.

Independent Study

The purpose of independent study is to provide additional learning opportunities to students under the direction of a faculty member. Independent study may not be used to retake a course for an improved grade.

Plan for Independent Study:

1. Student meets with the counselor to discuss the desire to pursue an independent study to ensure it aligns with the student's academic plan. The counselor provides the student with the independent study request form.
2. Student contacts the teacher(s) under which the independent study will be conducted.
3. The completed independent study form is returned to the counselor. Administrator and parent approval are obtained.
4. The counselor will file the signed agreement and send a copy to the teacher and student.
5. Progress reports will be given as needed to the counselor and parent, if work is unsatisfactory.
6. The teacher and student agree upon written evaluation procedures in advance.

Guidelines for Participation:

1. Students are typically limited to one independent study course per semester, although exceptions can be made on a case by case basis, if approved by the principal.
2. Students are encouraged, though not required, to enroll in a minimum of four (4) regularly scheduled courses to participate in an independent study course.
3. Students must complete an Independent Study Agreement form, including the required signatures.
4. Student and teacher-advisor must arrange mutual free time for consultation and planning.
5. A student may withdraw from an independent course of study within four weeks.

Other Credit Options

Credit by Performance or Assessment

Board Policy 608 provides for alternative means of earning graduation credit through performance or assessment. Requests will be considered at the beginning of each academic term. Credit earned as a result of assessment will be awarded as Pass/No Credit and thus will not be factored into GPA, class rank, or honor roll and do not meet the NCAA/NAIA initial eligibility certification criteria. All requests should be submitted to the student's counselor.

Edgenuity - Online Learning

Edgenuity contains a series of rigorous, accredited content that is delivered digitally and supported by local teachers and/or paraprofessionals. The Council Bluffs Community School District utilizes Edgenuity to provide for Credit Recovery in courses aligned with the district's curriculum. In select circumstances the acquisition of Initial Credit can be attained by students, but only with Administrative approval. All Edgenuity courses are graded as Pass/No Credit (P/NC) and thus, are not reflected in honor rolls, class rank, and GPA. Also, these courses usually do not meet all of the requirements of core coursework accepted by the NCAA Clearinghouse, so students should be cautious as they sign up for online classes. Checking with your school counselor is always a good idea.

Credit Recovery

There are a variety of options available to help students seeking to make up a credit that was lost for any number of reasons. Independent study, as described above, may be an option for some students, but there are a variety of other programs that can also help. Please speak with your counselor about opportunities available. Some of the opportunities could include:

- Students can be scheduled into Learning Recovery programs at the building level, which includes a class or lab during the day to finish incomplete work or to demonstrate mastery of learning.
- Summer School classes are available.
- Technology Assistance with the use of Edgenuity computer software is available. All Edgenuity course work is graded as P/NC, and is not included in GPA, Honor Roll, or Class Rank.

Homebound-Hospital Placements

Parents should contact the attendance office and the appropriate counselor, if a long-term absence appears imminent. Arrangements will then be made for appropriate program placement. If a student is hospitalized or will be home ill for an extended period of time, a student may be placed on a hospital-bound or a homebound educational program. Parents must provide documentation from a physician including a time frame for the absence. These typically are short-term programs that provide teacher assistance to the student for class work and are offered as a support and not as a replacement for school. If a student receives special education services, Specially Designed Instruction, accommodations, and modifications can be provided as designated by the the student's IEP.

Summer School

Summer School is provided for purposes of working ahead, remediation, credit recovery, enrichment and recreation. See the counselors about schedules, offerings and registration. Administrator approval is required for students who want to work ahead of the typical graduation requirements.

Services for Students with Exceptional Talents and Abilities

Finding students with exceptional talents and helping them to develop their highest potential is the work of everyone. The Council Bluffs Community School District recognizes the needs of students with exceptional talents and abilities. Schools provide many opportunities for students to develop higher-order thinking skills and processes that foster individual growth and interests.

The district uses a variety of means to identify students of exceptional talents and abilities in one or more of three following areas: academic/intellectual, creative, or single interest/ability. Data is gathered through standardized tests, observed behaviors or accomplishments. Each building has staff identified to work with these students and to advise them regarding appropriate coursework and programs available.

Listed below are a few of the most frequently used options:

Courses Designated as Advanced: These courses, such as Advanced English, are different from other sections of the same courses in academic rigor, accelerated pace, and opportunity for student-selected work.

Advanced Placement (AP) classes: These classes get students ready to take AP exams. Colleges determine what they will accept for college credit. Please refer to the information provided in this handbook and course descriptions for more information.

Concurrent Enrollment (CE) courses: Concurrent Enrollment courses (CE) are those in which students may earn college credit, as well as, high school credit toward graduation requirements, if they meet the requirements of the participating college. Please refer to the information provided in this handbook and course descriptions for more information.

Seminar: The seminar is an elective class that may be repeated for credit. Students will apply their interests, knowledge, thinking skills, creative ideas, and task commitment to self-selected problems or areas of study. To be eligible for this opportunity, students taking seminar should be identified by the post-secondary strategist as needing seminar to explore advanced opportunities in coursework, projects, and/or career and college planning.

Challenge: If an independent study cannot be arranged or if it is not appropriate for a student whose background, skills, ability, and/or knowledge are advanced in a specific academic area, a student may challenge a required course. Board Policy 608 provides for alternative means of earning graduation credit through performance or assessment. Requests will be considered at the beginning of each academic term. Credit earned as a result of assessment will be awarded as Pass/No Credit and thus will not be factored into GPA, class rank, or honor roll and do not meet the NCAA/NAIA initial eligibility certification criteria. All requests should be submitted to the student's counselor.

Services for Students with Special Education Needs

Students eligible for special education services receive interventions and course work as specified in their Individual Education Plan (IEP). This plan, developed by a team consisting of professionals, parents and the student, is implemented and reviewed on a yearly basis. The IEP includes a description of types of education and related services as well as a plan for the effective transition to adult living. The intent is to provide the maximum amount of participation in the general education setting through strategic interventions, collaborative teaching and direct instruction. Regular district and state assessments are administered to students with accommodations specified in the IEP.

Students with more severe disabilities may participate in an alternate curriculum focusing on essential skills. Instruction for these students is provided by a special education teacher with the students participating in general education programs and activities as appropriate.

3. Meeting High School Graduation Requirements

The District wants to assure all students have a clear, rigorous and relevant curriculum linked to knowledge and skills they will need for success in post-secondary education and careers.

High School Graduation Requirements

Council Bluffs Community School District students must fulfill the requirements for senior high school graduation. Two different diploma options, the *Traditional Diploma* and the *Honors Diploma*, are recognized as part of a student's four-year high school course of study. Advanced courses such as Concurrent Enrollment and Advanced Placement with similar content may be used to meet graduation requirements for any diploma type. Students will receive credit toward graduation requirements for equivalent high school courses taken in middle school. The requirements for each of the diploma types are listed below.

TRADITIONAL DIPLOMA CREDIT REQUIREMENTS

English:	8 credits
English 9 or Advanced English (2)	
Advanced English or English 10 or AP/CE English Course (2)	
English 11 or AP/CE English Course (2)	
Two credits (2) from:	
Creative Writing (1)	Dramatic Literature (1)
Intro to Journalism (1)	Novel Studies (1)
Writing for the Workplace (CE)(1)	Public Speaking (CE)(1)
Interpersonal Communication CE (1)	AP/CE English Course (2)
Mathematics:	6 credits
Algebra 1(2)	
Geometry (2)	
Algebra 2A (1)	
One credit (1) from:	
Algebra 2B (1)	Explorations in Data (1)
Technical Math 1 CE (1)	Money Matters (1)
Statistics CE (1)	College Algebra CE (1)
Trigonometry CE (1)	Calculus 1 CE (1)
Calculus 2 CE (1)	
Science:	6 credits
Earth & Space Science (2)	
Biology (2)	
Two credits (2) from:	
Conceptual Chemistry & Physics (2)	
Chemistry (2)	
Physics (2)	
Social Studies:	6 credits
World History (2)	
US History (2)	
Government (1)	
Economics* (1)	
Physical Education: (unless Policy 606 or 281-IAC 12.4(5)f applies)	4 credits
Electives:	16+ credits
Traditional Diploma Credits for Graduation	46-57 credits

*Satisfies financial literacy requirement.

HONORS DIPLOMA CREDIT REQUIREMENTS

English: English 9 or Advanced English (2) Advanced English or English 10 or AP/CE English Course (2) English 11 or AP/CE English Course (2) Two credits (2) from: Creative Writing (1) Dramatic Literature (1) Intro to Journalism (1) Novel Studies (1) Writing for the Workplace (CE)(1) Public Speaking (CE)(1) Interpersonal Communication CE (1) AP/CE English Course (2)	8 credits
Mathematics: Algebra 1(2) Geometry (2) Algebra 2A (1) Three credits (3) from: Algebra 2B (1) Explorations in Data (1) Technical Math 1 CE (1) Money Matters (1) Statistics CE (1) College Algebra CE (1) Trigonometry CE (1) Calculus 1 CE (1) Calculus 2 CE (1)	8 credits
Science: Earth & Space Science (2) Biology (2) Two credits (2) from: Conceptual Chemistry & Physics (2) Chemistry (2) Physics (2)	6 credits
Social Studies: World History (2) US History (2) Government (1) Economics* (1)	6 credits
Physical Education: (unless Policy 606 or 281-IAC 12.4(5)f applies)	4 credits
Electives:	26+ credits
<i>Honors Diploma Credits for Graduation</i>	58+ credits

*Satisfies financial literacy requirement.

Additionally, to earn an Honors Diploma, students must successfully earn at least eight credits in advanced courses, which include Advanced Placement (AP) and Concurrent Enrollment (CE) courses.

Physical Education Exception (Policy 606)

Students in grades Kindergarten-12 shall be required to participate in regularly scheduled physical education classes, unless excused by the principal of their school. The principal shall excuse a student when:

- A written statement by a physician states the student should not participate because of illness or injury.
- The activity in question would be detrimental to the student's health or is inappropriate as determined by the student's individual education plan.
- A written statement by a parent or guardian states religious beliefs are in conflict with the activity.
- The student is enrolled in a cooperative, work-study or other education program authorized by the school district which requires the student's absence from the building.
- The student is enrolled in an academic course not available any other time.
- The student has been approved for early graduation.
- The student is enrolled in an activity that is sponsored by the school in which the student is enrolled which requires at least as much physical activity per week as one-eighth unit of physical education.

Physical Education Waiver

Students in grades 9-12 may apply for a waiver in physical education upon successful participation in Marching Band, Show Choir, JROTC, Cheer, Dance, school-sponsored athletic competition, or activity deemed commensurate as those listed above by the principal. Students not completing the entire sports season or an entire semester of coursework will not be granted a waiver. Students must request a PE Waiver form from the counselor and obtain parent and principal permission.

Physical Activity Requirement

In 2008, the Iowa Legislature enacted "The Healthy Kids Act," requiring that all students in grades 6-12 engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. The law also requires that we monitor how students fulfill this requirement. Every student is required to fill out an activity commitment form, at least annually.

Make-up Credit for Physical Education

Physical Education (PE) may be taken as a contracted course for students who need to make up PE credit, in order to meet graduation requirements and do not meet the requirements to complete Independent Study PE (see course descriptions). Grade will be P/NC (Pass/No Credit).

Students must:

- Take a full schedule each semester, including P.E. (Any exceptions need principal approval.)
- Complete a contract with a physical education teacher listing approved activities and facilities.
- Submit a completed Make-up Log of activities to the PE Department Chair by the end of the semester or by the date set by the teacher.
- Spend 3 hours or more of activity per week for one semester. Sample activities could include:
 - YMCA classes or individual activities (i.e. swimming, weight lifting) at the YMCA.
 - Participation in local bowling leagues, sand volleyball, etc.
 - Participation in continuing education classes offered by Council Bluffs Schools or local community college.
 - Enrollment in a physical education class at a local community college.

Students may only take Independent Study P.E. once, unless granted an exception by the principal. Students may only take P.E. through Edgenuity's online credit recovery curriculum once, unless granted an exception by the principal.

Planning Courses to Meet High School Graduation Requirements

Typical Sequence to Meet Course Requirements

The charts in the Student Career and College Plan section of this program show the most common ways that students meet their graduation requirements by the CTE career pathway for the required courses as outlined in the graduation policy. However, it should be noted that it is a simple look and does not show the many interesting and worthwhile electives that students will take in order to gain the full 46 hours of credit required for graduation with a Traditional Diploma or 58 hours of credit required for graduation with an Honors Diploma.

The sequence the student follows should be part of the Career & College Plan that students, parents, and counselors begin working on in 8th grade and continue to refine throughout high school. The required core courses should be coordinated with electives to build the foundation for a career field of interest.

Using Advanced, Advanced Placement, College/Concurrent Enrollment or Early College Academy to Meet Course Requirements

In most cases, there are advanced or college/concurrent enrollment credit variations of the core courses that will be accepted as meeting Iowa Core course graduation requirements. Advanced courses have the same curriculum as the regular class but are more rigorous and may include additional content to help students achieve their highest potential. Some courses have content that help prepare students for AP courses.

Advanced Placement (AP) Courses provide students the opportunity to take an AP exam. A passing score on the AP exam is accepted by many colleges and universities as college credit or serve to meet college requirements.

Concurrent Enrollment (CE) Courses are those in which students may earn college credit along with high school credit toward graduation requirements if they meet the requirements of the participating college or university. See course descriptions for prerequisites and qualifying test scores.

Students enrolled in the Early College Academy complete a four-year plan detailing both high school and college courses necessary to graduate on time. In addition, the ECA Coordinator will be working with students while on campus to develop a career plan and provide guidance in study skills. Students complete up to 15 credit hours each term to maintain full-time status and may need to complete coursework during the summer terms based on specific degree and certificate program requirements.

Who Takes Advanced, Advanced Placement (AP), College/Concurrent Enrollment (CE) and Early College Academy Courses?

Advanced and concurrent enrollment courses are open to all students who have the prerequisites and have the interest, academic background, and study skills to succeed. Students who took required high school courses through accelerated classes at the middle school level need to substitute those credits with higher-level courses.

Students may take an advanced track in one content area but not another area. Some options are appropriate for only a small number of extremely able learners who need highly advanced work. Other students can do well in their areas of strength or intense interest. Quite a number of learners can be successful and should take advanced or CE level courses after taking solid courses that provide the appropriate background content and skills. Many students will be able to successfully complete 24 college credits through the College Credit Acceleration Program (CCAP) by earning credits through a combination of AP and CE courses.

The Early College Academy is a competitive, application-based program in partnership with Iowa Western Community College designed to provide highly motivated juniors and seniors with the opportunity to earn a high school diploma and a post-secondary certificate or degree simultaneously. The Early College Academy enrolls students with junior status and on-track to graduate for a certificate or two-year program on the Iowa Western Community College Campus.

Students remain as students enrolled in their home high schools and will graduate from their home high schools, but take all of their courses, five days per week, at Iowa Western. Students are allowed to return to their home high schools to participate in extracurricular activities.

University and College Admission Requirements

It is always to the advantage of the students to take as many of the requirements in high school as possible to begin to earn college/concurrent enrollment or AP credits that will transfer to their college of choice. This saves a significant amount of time and money, plus it is possible that students get into the courses of their major interest sooner and even graduate from college earlier than they could otherwise. For information on specific requirements see the table on the last page. The table shows the academic requirements for admission from some of the universities and colleges that are of interest to many students.

Regent Admission Index Score (RAI)

While admission requirements to Iowa's Regent universities have evolved over their long history, there are two guiding principles behind these requirements which have always remained constant: transparency and objectivity. These principles have always been important to the citizens of Iowa and to the values of our Regent universities.

When the Regent Admission Index (RAI) was implemented in 2009 for the automatic admission of freshman applicants, the formula for calculating the RAI score was based upon research which showed the best predictors of academic success for entering students are:

- High school cumulative grade point average
- High school class rank
- ACT or SAT score
- High school course preparation

RAI Formula

$$\begin{aligned} & \text{ACT composite score} \times 3 \\ & + \text{Cumulative GPA} \times 30 \\ & + \underline{\text{Number of years of high school core courses} \times 5} \\ & \text{RAI score} \end{aligned}$$

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

4. 21st Century Skills for Career and Academic Success

Iowa Core Curriculum 21st Century Skills Requirements

In 2007, the state of Iowa expanded the scope of Senate File 245 also known as the Iowa Core Curriculum. It defines the essential concepts and skills in Literacy, Math, and Science that ALL high school students in Iowa need to have by the time they graduate. Senate File 58 expanded the Iowa Core to include Social Studies and grades kindergarten through grade 8.

A new category called 21st Century Skills was also added. The 21st Century Skills prepares students for the demands of a changing workforce and rising global competition. They require schools to find ways to add this new curriculum that embraces the essential concepts of employability, physical, emotional and mental health; critical-thinking; a strong work ethic, and social responsibility. The concepts are organized into 5 categories: Employability Skills, Financial Literacy, Health Literacy, Technology Literacy, and Civic Literacy.

Iowa Core Curriculum 21st Century Skills Embedded in Courses that Meet Graduation Requirements

Courses	Employability Skills	Financial Literacy	Health Literacy	Technology Literacy	Civic Literacy
English 9	X			X	
English 10	X			X	
English 11	X			X	
Two Credits from: Creative Writing, Dramatic Literature Novel Studies, Intro to Journalism, Public Speaking (CE), Writing for the Workplace (CE), Interpersonal Communication (CE), AP/CE year-long courses	X			X	
Algebra 1	X	X		X	
Geometry	X	X		X	
Algebra 2A	x	x		x	
One Credit from: Algebra 2B, Money Matters, Technical Math 1(CE), Statistics(CE), College Algebra (CE), Trigonometry (CE), Calculus 1(CE), Calculus 2(CE), Explorations in Data	X	X		X	
Earth & Space Science	X			X	
Biology	X		X	X	
Chemistry	X			X	
Physics	X			X	
World History	X			X	
US History	X			X	X
Government	X			X	X
Economics	X	X		X	
Physical Education	X		X	X	
Electives (16)	X	varies	varies	X	varies

5. Student College & Career Plan

Overview of Senate File 2272 Requirements and Process

The Iowa legislature requires that all students have a clear, rigorous and relevant curriculum linked to knowledge and skills needed for success in post-secondary education and careers. The legislature passed Senate File 2272 that has two components:

Iowa Core Curriculum Requirement for All Students

Senate File 2272 defines the Iowa Core Curriculum as 4 years of English/Language Arts, 3 years of Math, 3 years of Science and 3 years of Social Studies required of all students starting with the graduation class of 2011 (4-3-3-3 requirement). It requires schools to specify the courses it will accept as the 4-3-3-3 core. The intent is to ensure all Iowa graduates have a rigorous and relevant curriculum with essential content knowledge and skills within the 4-3-3-3 requirement.

All students are required to have a four-year plan for “progress toward university admissions” to include the required 4-3-3-3 core courses and a career component.

Student College & Career Plan

This plan is to be completed at the end of eighth grade after students have had many career exploration opportunities, including work with the Xello career information system available to all students. The plan is a collaborative effort between the students, families, counselors, and teachers. The plan should contain an outline of coursework to be taken in grades 9-12 that will meet the Iowa core course requirements and will include electives that link to a career field of choice.

The intention is to help students plan how they will tie their academic preparation and selection of school activities to career planning for post-secondary success. The plan will be revisited by the student and his/her counselor throughout high school to update or revise the plan if needed. Parents will be advised on the progress their son or daughter is making on his/her plan.

Planning for Post-Secondary Success

All students in the Council Bluffs Community School District need to be focused on gaining the knowledge and skills they need to successfully pursue their dreams and passions after graduation. Students need to understand the link between the courses they take and their eventual success in their personal and occupational lives. Setting expectations for themselves and envisioning themselves and their future plans after graduation are important for all students.

Guidance on exploring potential career interests and aptitudes begins in the intermediate grades. Middle school students start to work on their individual Career & College Plans through Xello and they will continue to revise and use their plan throughout high school. This plan is developed by the student with help from teachers, counselors and parents. It is a plan for how the student will complete the Iowa Core Curriculum requirements and elective courses that tie to the student’s career field of interest.

Counselors and parents help the student monitor progress on the plan throughout high school. Students who have career guidance and opportunities to plan ahead make sound choices and are better able to position themselves for success in whatever they do. As students progress and learn, plans can be adjusted with the help of counselors.



**Council Bluffs
Community
SCHOOL DISTRICT**

Diploma +1 College & Career Opportunities



Competitive, application-based program for up to 50 highly motivated juniors and seniors. All coursework taken on the Iowa Western Community College campus

- Students earn an Associate's Degree and a high school diploma simultaneously
- Students participate in extra and co-curricular activities at home high schools.
- Daily advising and mentoring provided by full-time ECA Coordinator.
- No cost to students.



Market Value Assests

- **Air Force JROTC Leadership and Employability Skills Certificate** - Earned upon passing the National Occupational Competency Testing Institute Exam
- **Seal of Biliteracy** - Earned with a score of 3 or higher on Spanish AP Exam or upon passing the Standards-Based Measurement of Proficiency (STAMP) language test
- **ACT National Career Readiness Certificate** - Attainment of Bronze or higher on the ACT WorkKeys job skills assessment
- **Transition Alliance Certificate** - Issued upon completion of a work-based learning experience



Available to all high school students to earn an industry-recognized credential, degree, or diploma in a field of study

- **Aviation Science**
 - FAA Part 107 Unmanned Aircraft General License
- **Business Management and Administration**
 - Business Administration Certificate
- **Emerging Technologies**
 - Cyber Security
 - Information Support and Services
 - Programming and Software Development
 - Network Systems
 - Web Design
- **Media Studies**
 - Social Media
- **Medical Health Sciences**
 - Biomedical Science
 - Certified Nurse Aide
 - CNA Registered Apprenticeship
- **Early Childhood Education**
 - Early Childhood Studies Diploma
- **Hospital Management**
 - Food Service Technician Certificate



College Credit Acceleration

Available to all students at Abraham Lincoln and Thomas Jefferson High Schools
Students must successfully complete 24 College credits using any combination of:

- **STEM Concentration Certificate**
 - 24+ college credits in science, technology, engineering & math
- **High School-delivered Concurrent Enrollment**
- **IWCC-delivered Concurrent Enrollment**
- **Advanced Placement Courses**
 - Must achieve score of 3 or higher on AP Exam
- **Completion of first year of college education at no cost to students.**



**TradeWorks
AT IOWA WESTERN**

Years 3 & 4 of TradeWorks programming offered at Iowa Western Community College

College-level coursework aligned with quality Registered Apprenticeships sponsored by local employers

Students earn industry-recognized credentials and Diplomas at no cost to families in:

- Welding Technology
- Industrial Maintenance & Technology
- Diesel Mechanics
- Automotive Maintenance and Repair
- Construction Technology
- Residential Plumbing
- HVAC/Refrigeration Maintenance
- Electrical Technology
- Electromechanical Technology
- Electronics & Industrial Systems Technology
- Plumbing Technology



**TradeWorks
ACADEMY**

Years 1 & 2 of TradeWorks Academy at Abraham Lincoln and Thomas Jefferson High Schools

Foundational coursework in five skilled trades:

- Mechanics
- Construction
- HVAC/Refrigeration & Plumbing
- Electrical Systems
- Fabrication & Welding
- Students earn industry-recognized credential from OSHA10
- The Rassekh TradeWorks Academy labs provide hands-on learning, thanks to the partnership of foundations, businesses and private donors

**Achieve
more**



Council Bluffs
Community
SCHOOL DISTRICT

Vision:

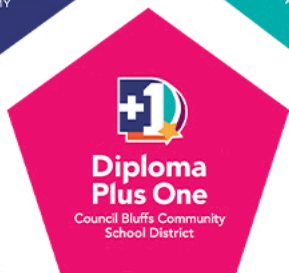
Every student graduates with a high school diploma and a second credential.

Pathways & Opportunities

College Bound



Career Ready



College Bound



Career Ready

Making postsecondary education inescapable for Council Bluffs Community School District students.



Dear Students,

This is an exciting time in your educational journey as you build the foundation for your future. As part of CB Schools, you have the unique opportunity to participate in courses that will enhance your high school experience, allowing you to earn your Diploma Plus One. This includes college credit toward an industry-recognized credential, a college diploma, or an associate degree along with your high school diploma.

I encourage you to explore the new and engaging pathways available to help you succeed both in the classroom and beyond. We have partnered with Iowa Western Community College to offer a variety of meaningful college and career pathways. Please take the time to review the different careers and the courses needed to help you achieve your goals.

I am eager to hear about the exciting achievements of all students preparing for their futures. It's always a joy to celebrate graduation day with you, not only as you receive your high school diploma but also as you earn your Plus One...an industry-recognized credential or degree that will propel you toward your future.

Thank you for being a part of our school district, where we are committed to helping you Achieve More!

Sincerely,

A handwritten signature in black ink, appearing to read 'Vickie Murillo', is written over a light blue horizontal line.

Dr. Vickie Murillo, Superintendent of Schools



Dear Students,

As you continue your education and begin to think about what you want to do for the rest of your life, I encourage you to review a copy of the Career and Technical Education Career Pathways booklet offered by the Council Bluffs School District.

You will be able to learn about various career opportunities and what courses you will need to take to begin a path to an exciting career. These pathways can be your ticket to a rewarding, high paying career, and now is a great time for you to begin planning for your future.

After you have had a chance to review the Career Pathways booklet, I encourage you to schedule a visit to Iowa Western Community College. We can provide you with more information about the careers of tomorrow and give you a tour of the learning labs where young people just like you are completing industry required certificates and degrees.

The Council Bluffs School District and Iowa Western want to help you find a rewarding and challenging career that is right for you, one that will not only help you to be financially successful but also happy for years to come.

Sincerely,

A handwritten signature in black ink that reads 'Dan Kinney' in a cursive script.

Dr. Dan Kinney
President, Iowa Western Community College



STEM Concentration Certificate


24 College Credit Hours In Science, Technology,
Engineering, and Mathematics

Year	Course	CCN	Credits
Freshman	Introduction to Engineering CE	EGT400	3
Sophomore	Principles of Engineering CE	EGT410	3
Sophomore	Computer Science 2 CE	CIS450	3
Sophomore or Junior	Biology A CE	BIO112	4
Sophomore or Junior	Biology B CE	BIO113	4
Junior or Senior	Technical Math 1 CE	MAT743	3
Junior or Senior	College Algebra CE	MAT121	4
Junior or Senior	Trigonometry CE	MAT130	3
Junior or Senior	Statistics CE	MAT157	4
Junior or Senior	Calculus 1 CE	MAT211	5
Junior or Senior	Calculus 2 CE	MAT217	5
Junior or Senior	Digital Electronics CE	EGT420	3
Junior or Senior	Computer Integrated Manufacturing CE	EGT450	3
Junior or Senior	Civil Engineering & Architecture CE	EGT460	3
Junior or Senior	Computer Science 3 CE	CIS451	3
Junior or Senior	Introduction to Networks CE	NET204	3
Junior or Senior	Routing & Switching CE	NET311	3
Junior or Senior	Chemistry A CE	CHM166	5
Junior or Senior	Chemistry B CE	CHM176	5
Junior or Senior	Physics with Lab A CE	PHY156, PHY157	5
Junior or Senior	Physics with Lab B CE	PHY158, PHY159	5
Senior	Aviation Science	AVI255	3
Total			82

All courses are subject to instructor availability and minimum enrollment for scheduling. Additional courses are available online from Iowa Western Community College and Des Moines Area Community College.

Certificate - 1 Year

Diploma - 2 Years

 <p>Fabrication & Welding</p>	<p>Welding Certificate</p>	<p>Welding Diploma</p>
 <p>Carpentry & Construction</p>	<p>Construction Technology Certificate</p>	<p>Construction Technology Diploma</p>
 <p>Mechanics</p>	<p>Automotive Maintenance & Light Repair Diploma Diesel Mechanics Diploma</p>	
 <p>Electrical Systems</p>	<p>Electromechanical Certificate</p>	<p>Electrical Technology Diploma*</p>
 <p>HVAC/R & Plumbing</p>	<p>HVAC/R Maintenance Certificate Plumbing Certificate</p>	<p>HVAC/R Maintenance Diploma* Plumbing Diploma*</p>
 <p>Additional Options</p>	<p>Electromechanical Certificate Electronic & Industrial Systems Certificate</p>	<p>Electromechanical Technician Diploma Electronic & Industrial Systems Technician Diploma</p>

*Requires evening classes; not offered through daytime high school pathways



College Credit
Acceleration
Certificate

24+ College Credit Hours



STEM
Concentration
Certificate

24+ College Credit Hours in Science, Technology, Engineering, & Mathematics

Senior Year

Junior Year



Hospitality Management

Food Technician Certificate



Medical Health Science

Nurse Aide Certificate
Biomedical Science Certificate



Early Childhood Education

Early Childhood Studies Diploma



Emerging Technology

Programming Certificate, Networking Certificate, Web Design Certificate,
Cybersecurity Certificate, Desktop Support Certificate



Business Administration

Business Administration Certificate



Aviation Science

FAA Part 107 Unmanned Aircraft General License

6. Diploma Plus One and Career Pathways

The Council Bluffs Community School District currently offers comprehensive programming in 5 of the 6 Career Paths. The Career Pathways were developed to provide teachers, students, and parents a tool to assist in academic decision-making and course selection for students interested in Career and Technical Education careers with broader purpose in mind: college and career readiness.



∴ **Arts, Communications,
and Information Systems**
Career & Technical Education



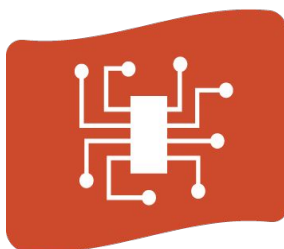
∴ **Business, Finance,
Marketing & Management**
Career & Technical Education



∴ **Health Sciences**
Career & Technical Education



∴ **Human Services**
Career & Technical Education



∴ **Applied Sciences, Technology,
Engineering, and Manufacturing**
Career & Technical Education



∴ **Agriculture, Food
& Natural Resources**
Career & Technical Education



This career path involves: designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Career path focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

PATHWAYS IN THIS CLUSTER

- Audio/Visual Technology
- Communication
- Information Technology - Hardware
- Information Technology - Software



LEAD TO OCCUPATIONS AS

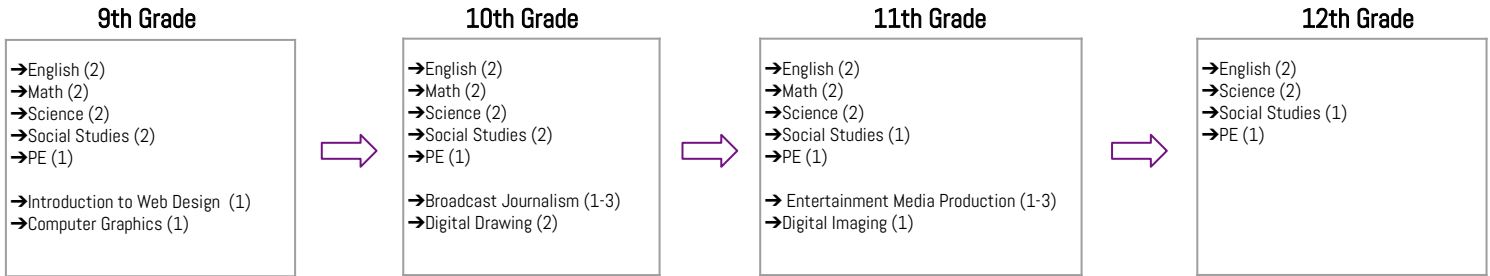
- Video Systems Technicians, Audio-Video Designers and Engineers
- Graphics and Printing Equipment Operators
- Graphic Designer
- Commercial Photographers: Digital, Still, Video, Film
- Digital, Video, Stage Cinematographers
- Film/Video Editors
- Computer Systems & Networking Administrator

	High School Option	Certificate Option	Diploma Option	Degree Option
Audio/Visual Technology	<ul style="list-style-type: none"> →Introduction to Web Design →Computer Graphics →Broadcast Journalism →Digital Drawing →Entertainment Media Production →Digital Imaging 	<ul style="list-style-type: none"> →Sports Media Technology 	NA	<ul style="list-style-type: none"> →Radio →Sports Media Technology →TV/Video
Communication	<ul style="list-style-type: none"> →Introduction to Journalism →Newspaper Journalism →Yearbook Journalism →Intro to Web Design →Computer Graphics →Digital Drawing →Digital Imaging →Photography 	<ul style="list-style-type: none"> →Social Media 	NA	<ul style="list-style-type: none"> →Communications Transfer
Information Technology- Hardware	<ul style="list-style-type: none"> →IT Essentials →CCNA 1 →CCNA 2 →IT Tech Experience →Student Data Center 	<ul style="list-style-type: none"> →Desktop Support →Network Administration →Systems Admin 	NA	<ul style="list-style-type: none"> →Network & Systems Administration
Information Technology- Software	<ul style="list-style-type: none"> →Computer Science 1.2.3 →C++ →Computer Science & Software Capstone →Java (IWCC) 	<ul style="list-style-type: none"> →Computer Programming →Cybersecurity →Web Design & Coding 	<ul style="list-style-type: none"> →Cybersecurity →Web Design and Development 	<ul style="list-style-type: none"> →Application and Web Programming →Cyber Security Technology

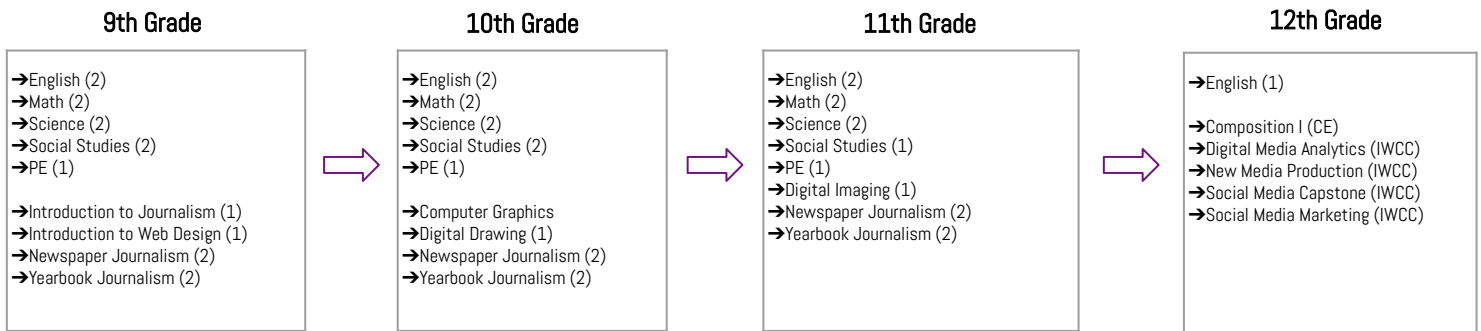
[The following pathways are not intended to replace the graduation requirements for Council Bluffs Schools or the official IWCC course catalog. All program requirements should be confirmed with high school counselors and IWCC advisors.]



High School Option → Audio/Visual Technology

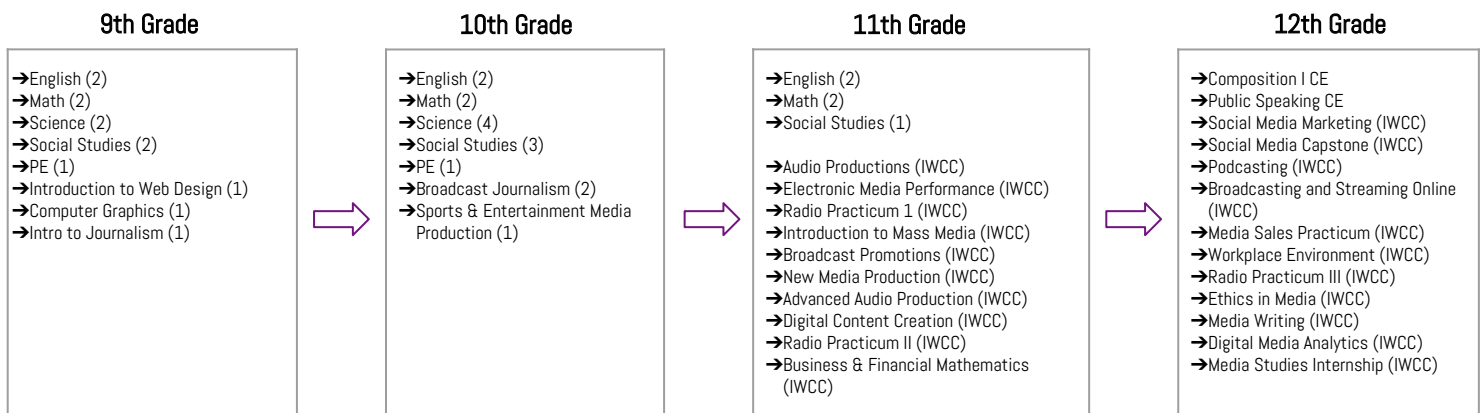


Certificate Option → Media Studies: Sports Media Technology



Degree Option → Media Studies: Radio (A.A.S.)

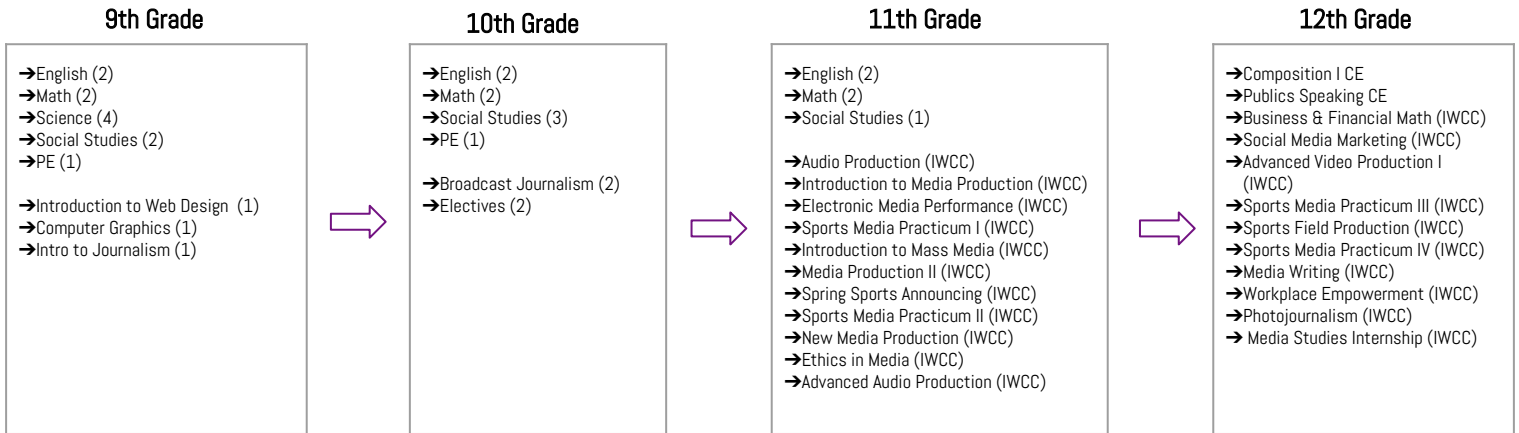
(may require summer courses)





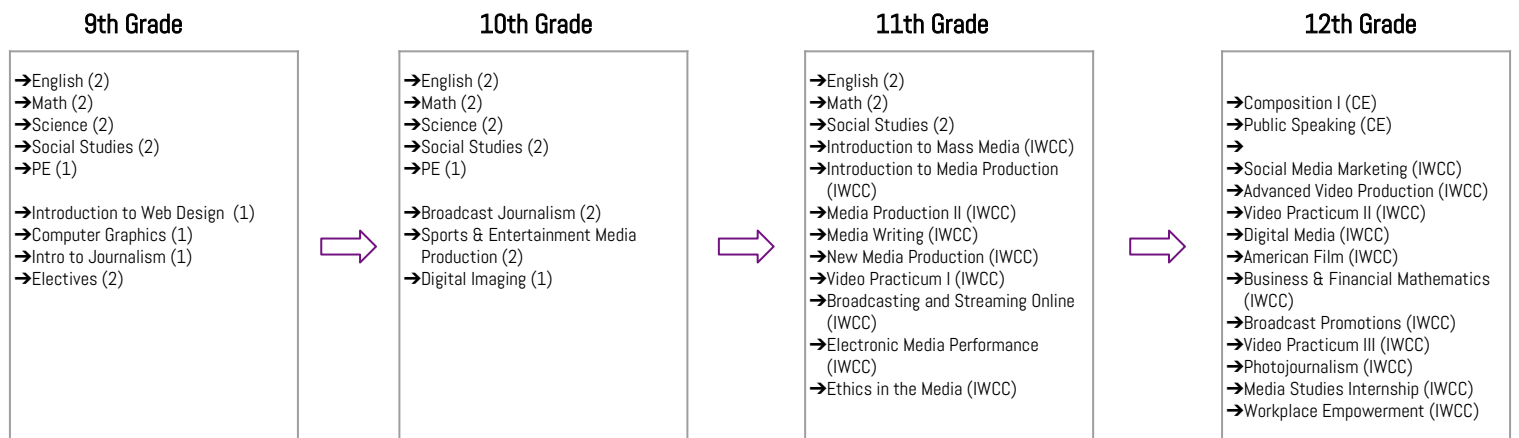
Degree Option → Media Studies: Sports Media Technology (A.A.S.)

(may require summer courses)



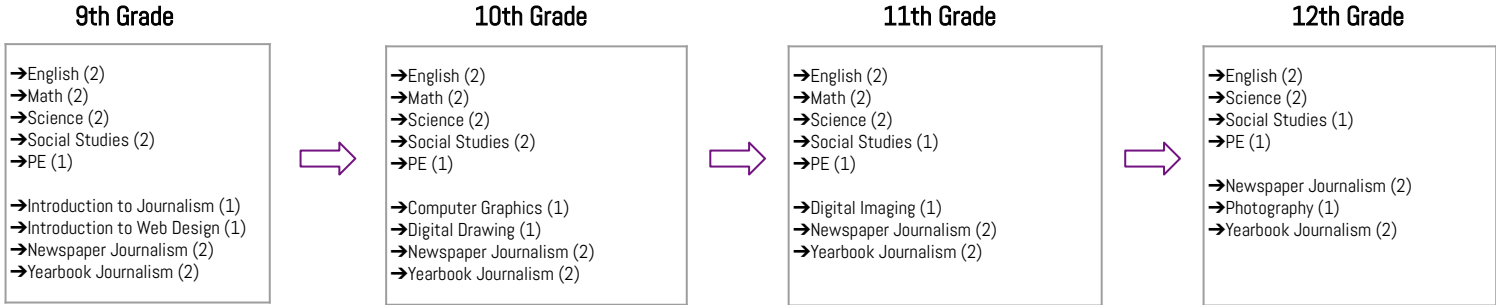
Degree Option → Media Studies: TV/Video (A.A.S.)

(may require summer courses)

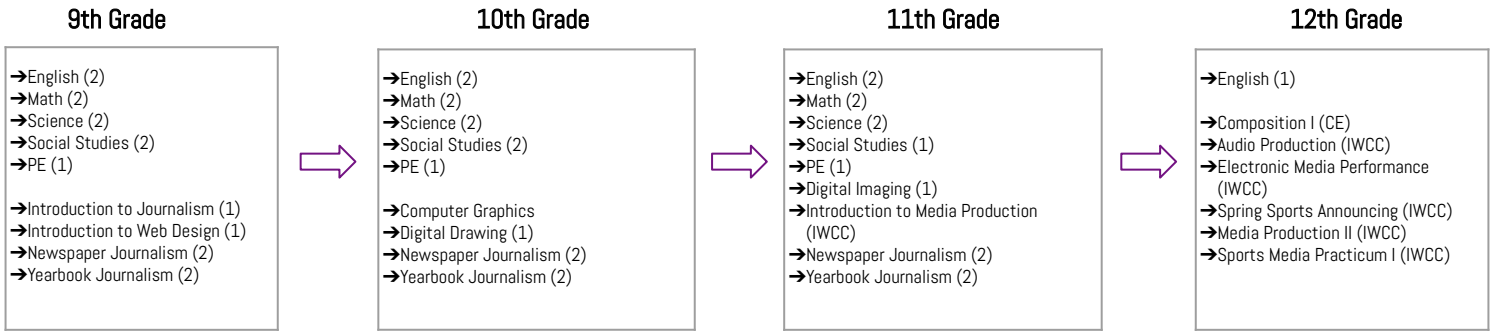




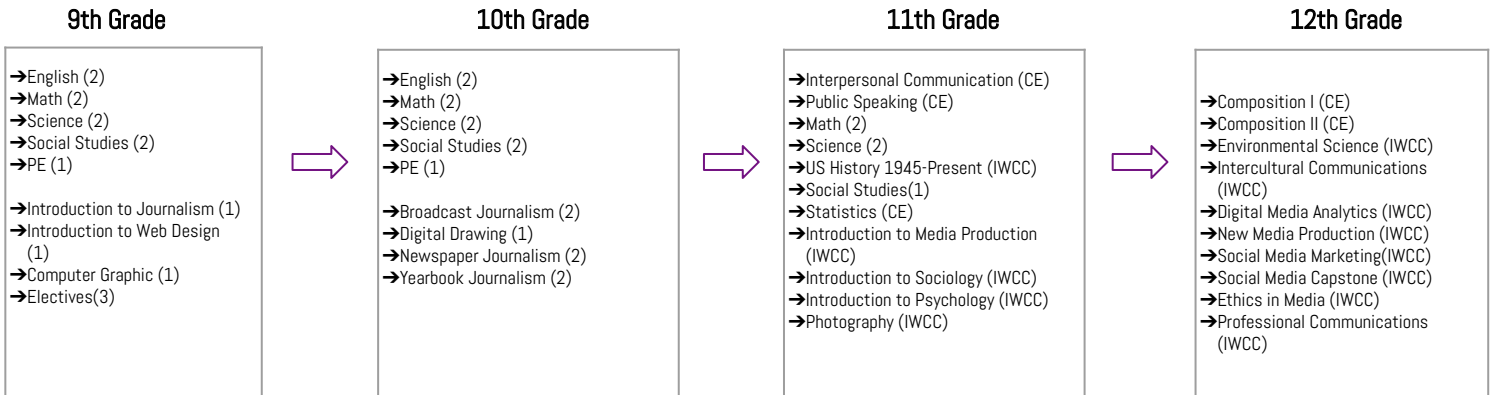
High School Option → Communication



Certificate Option → Communication: Social Media Certificate

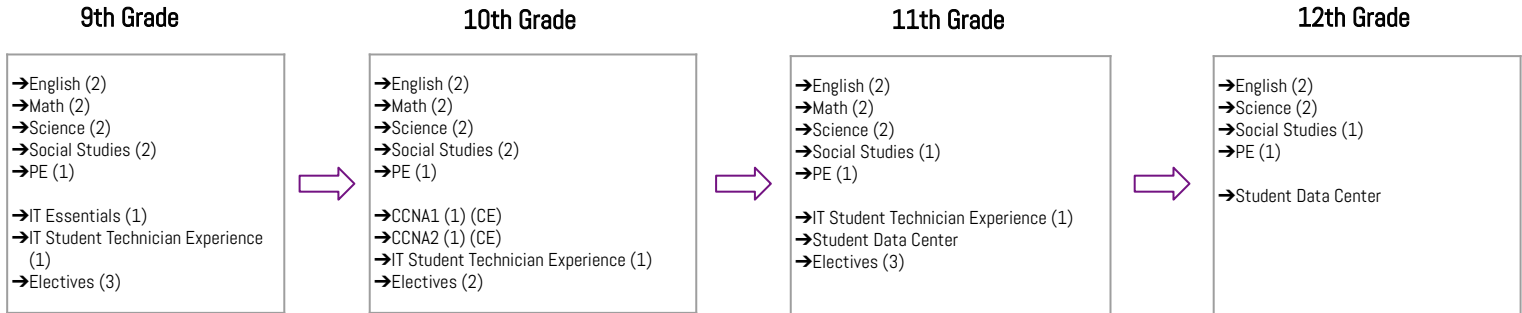


Degree Option → Communication: Communications Transfer (A.A.)

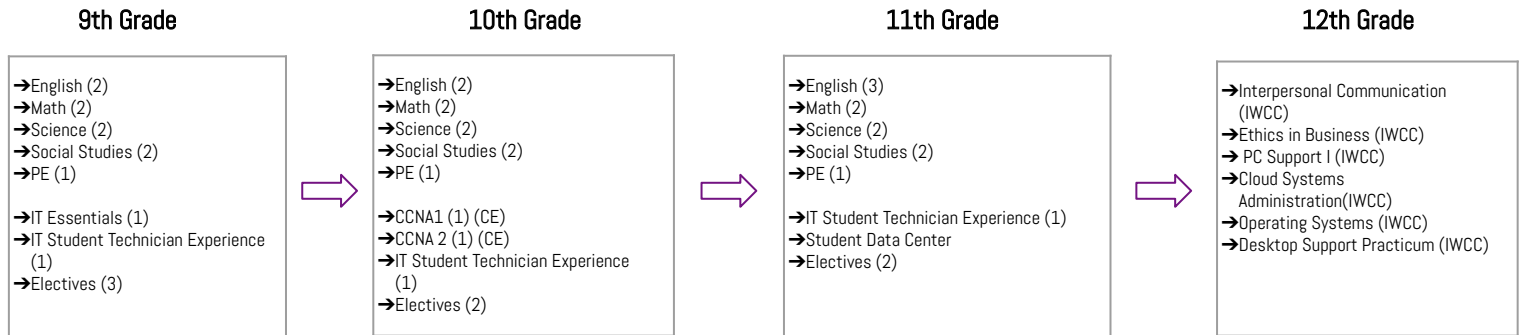




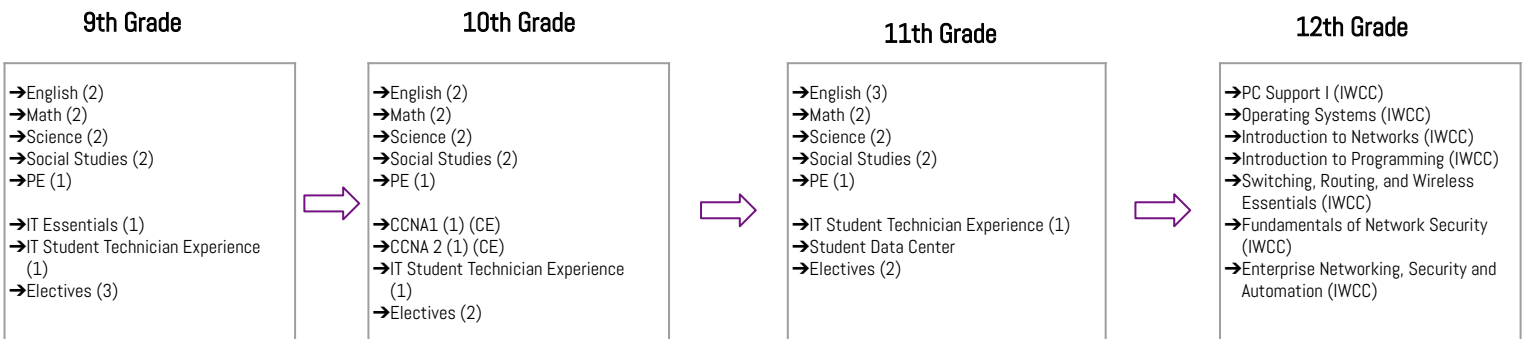
High School Option → CISCO



Certificate Option → Computers: Desktop Support Certificate

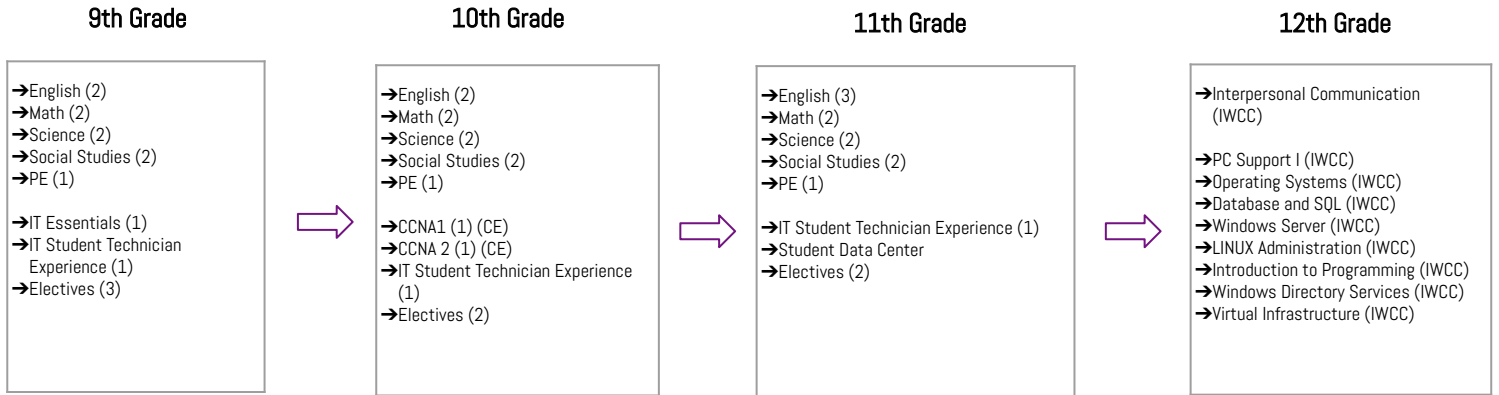


Certificate Option → Computers: Network Administration Certificate



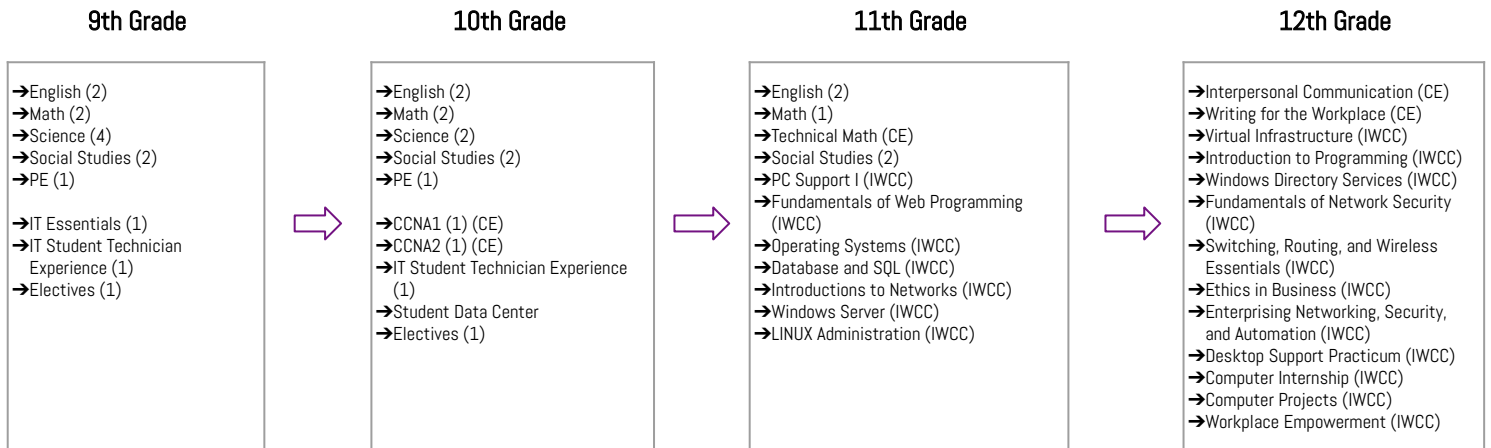


Certificate Option → Computers: Systems Administration Certificate



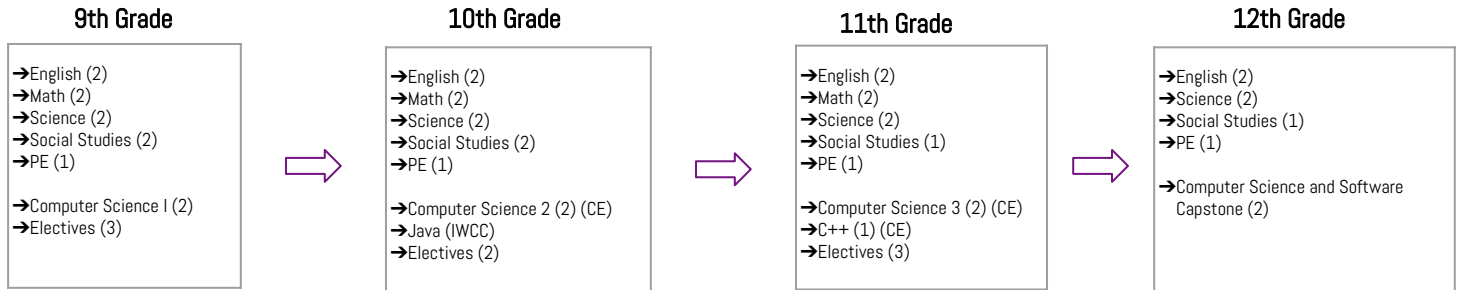
Degree Option → Computers: Network and Systems Administration (A.A.S.)

(may require summer courses)

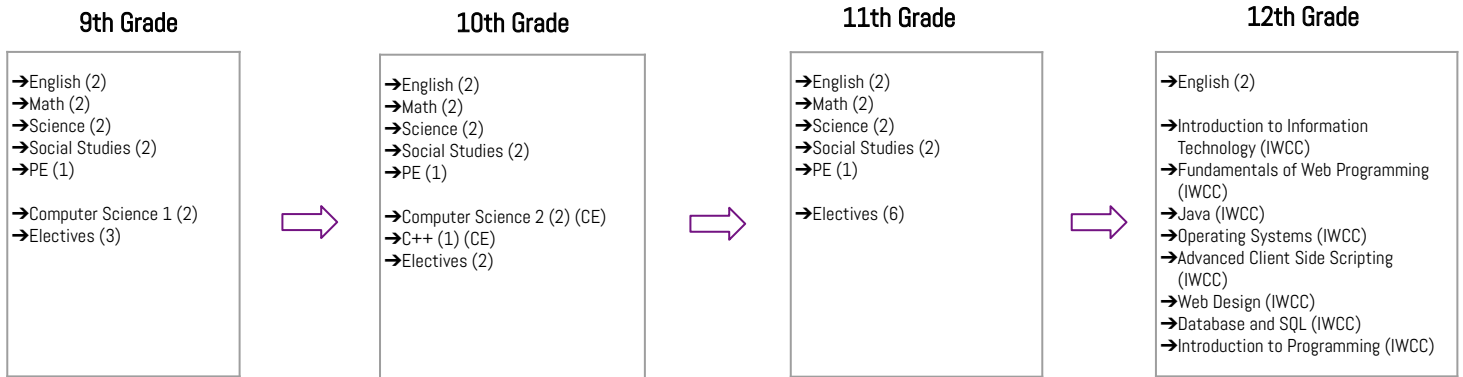




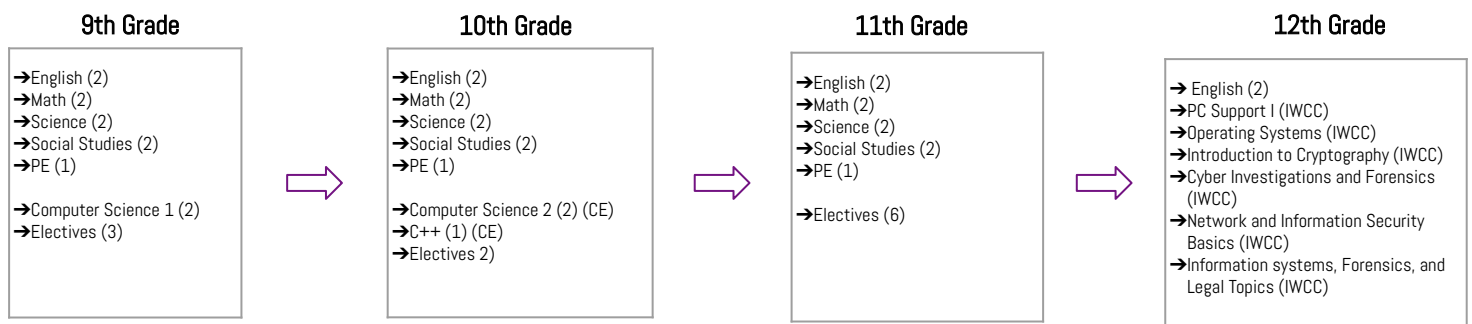
High School Option → Project Lead the Way: Computer Science



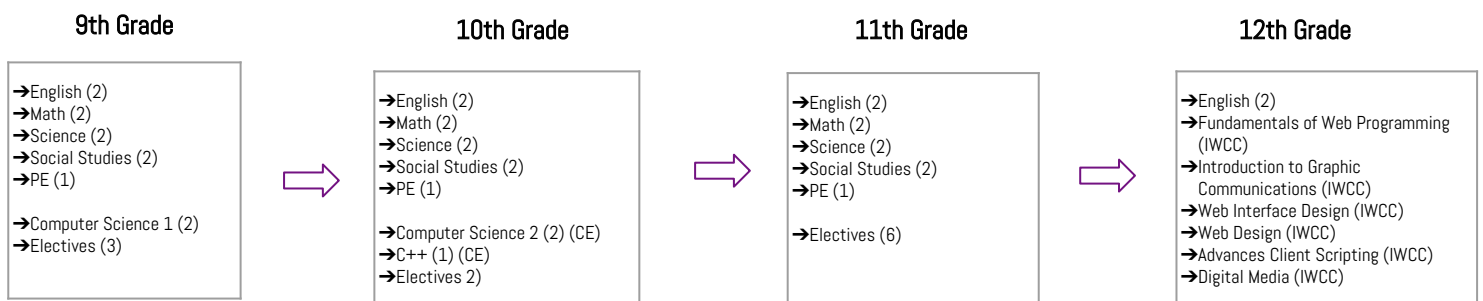
Certificate Option → Computer Programming Certificate



Certificate Option → Computers: Cybersecurity Certificate

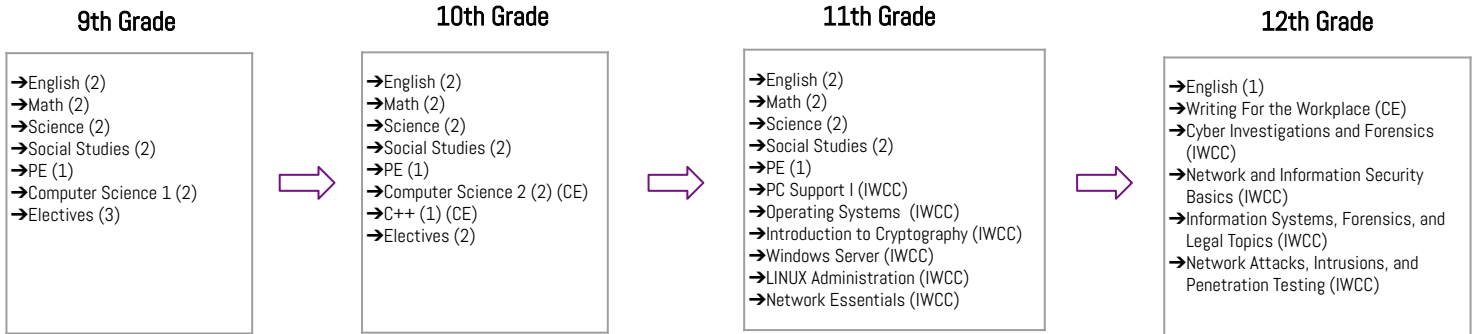


Certificate Option → Computers: Web Design and Coding Certificate

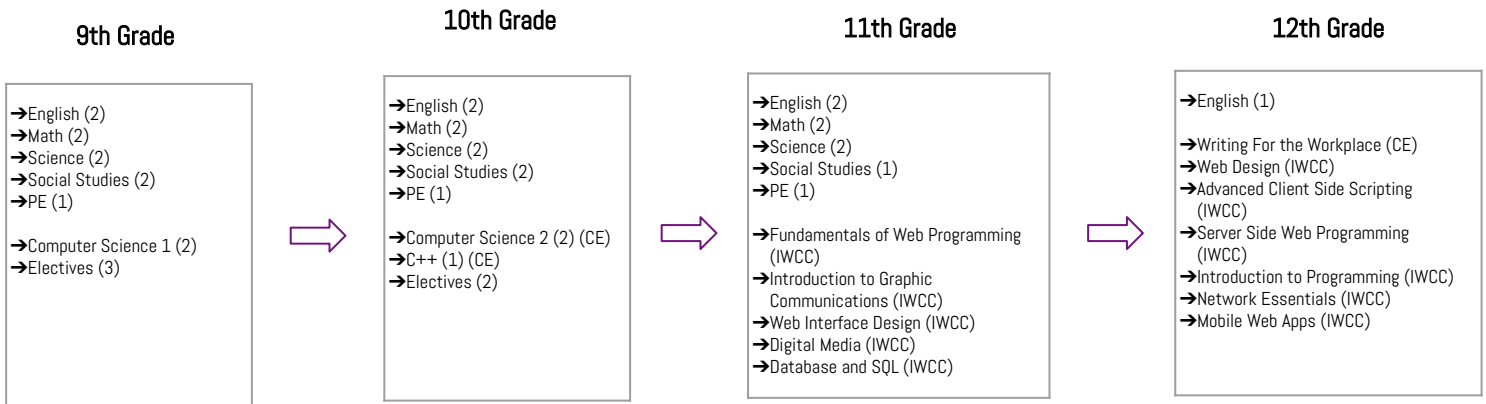




Diploma Option → Computer: Cybersecurity Diploma

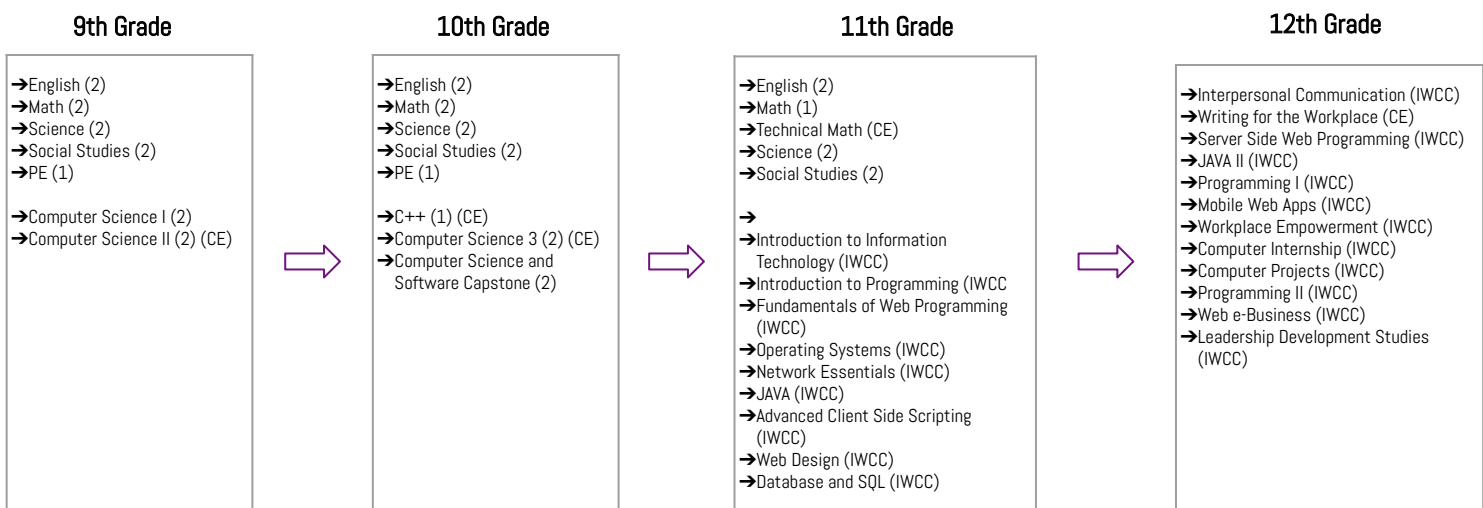


Diploma Option → Computer: Web Design and Development Diploma



Degree Option → Computers: Application and Web Programming (A.A.S.)

(may require summer courses)





Degree Option → Computers: Cyber Security Technology (A.A.S.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- IT Essentials (1)
- IT Student Technician Experience (1)
- Electives (3)

10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- CCNA1 (1) (CE)
- CCNA2 (1) (CE)
- IT Student Technician Experience (1)
- Student Data Center
- Cybersecurity

11th Grade

- English (1)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (2)

- PC Support I (IWCC)
- Operating Systems (IWCC)
- Introduction to Cryptography (IWCC)
- Cyber Investigations and Forensics (IWCC)
- Information Systems, Forensics, and Legal Topics (IWCC)
- Network and Information Security Basics (IWCC)
- Windows Server (IWCC)
- LINUX Administration (IWCC)
- Network Essentials (IWCC)
- Network Attacks, Intrusions, and Penetration Testing (IWCC)

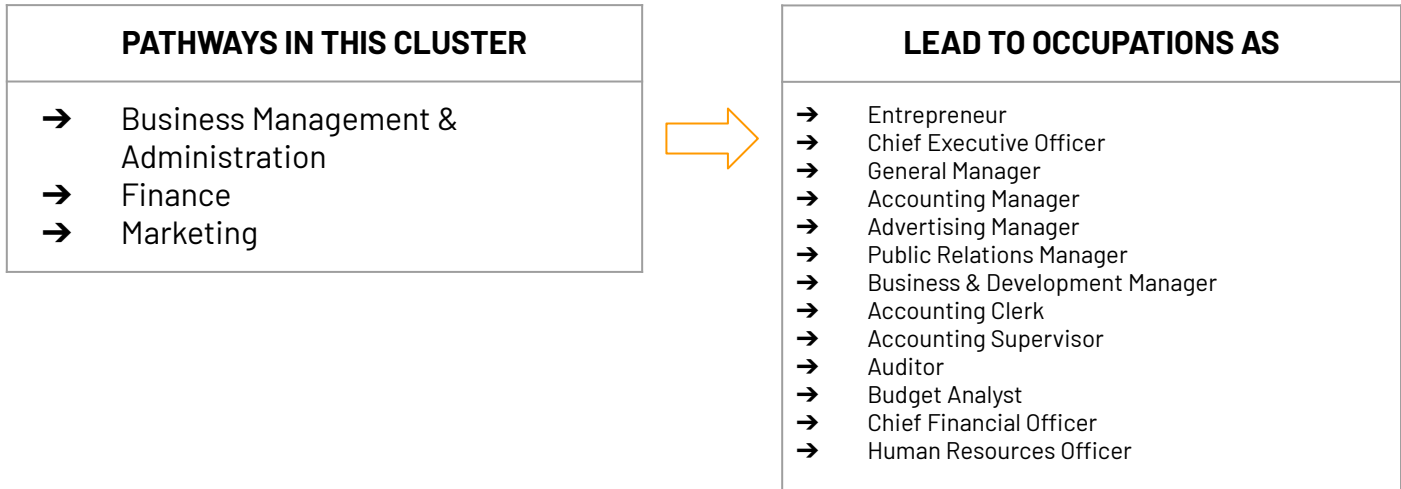
12th Grade

- Interpersonal Communication (CE)
- Writing for the Workplace (CE)

- Assessments and Audits (IWCC)
- Boundary Protection (IWCC)
- Information Assurance Fundamentals (IWCC)
- Database and SQL (IWCC)
- Criminology (IWCC)
- Building Secure Environments (IWCC)
- Information Warfare (IWCC)
- Security Capstone (IWCC)
- Introduction to Programming (IWCC)
- Workplace Empowerment (IWCC)



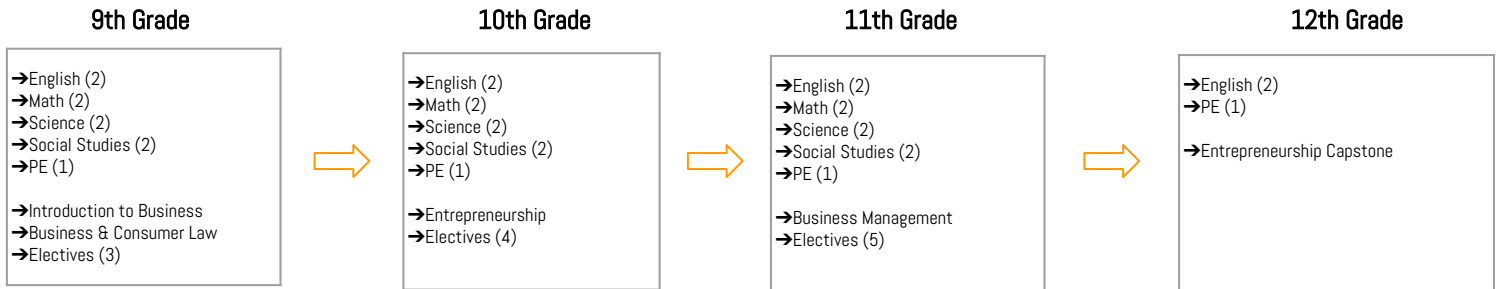
This career path involves: planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.



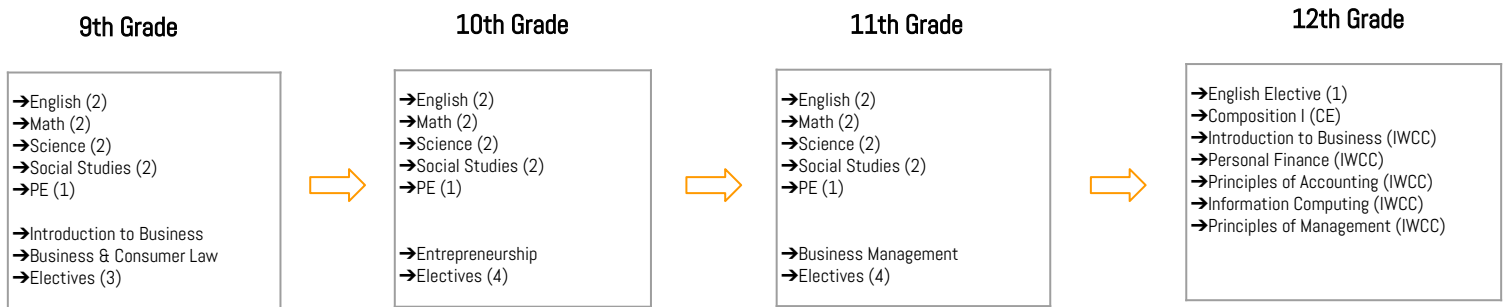
	High School Option	Certificate Option	Diploma Option	Degree Option
Business Management & Administration	<ul style="list-style-type: none"> →Intro to Business →Business & Consumer Law →Business Management →Entrepreneurship →Entrepreneurship Capstone 	<ul style="list-style-type: none"> →Business Administration →Management & Human Resources 	<ul style="list-style-type: none"> →Business Administration →Management & Human Resources 	<ul style="list-style-type: none"> →Business Administration Transfer →Business Administration →Management & Human Resources
Finance	<ul style="list-style-type: none"> →Intro to Business →Accounting 1 	NA	<ul style="list-style-type: none"> →Accounting Technician 	<ul style="list-style-type: none"> →Accounting: Para-Accounting
Marketing	<ul style="list-style-type: none"> →Intro to Business →Intro to Marketing →Sales, Retailing & Merchandising →Social Media Marketing →Marketing Career Topics →Marketing Coop 	NA	NA	<ul style="list-style-type: none"> →Marketing



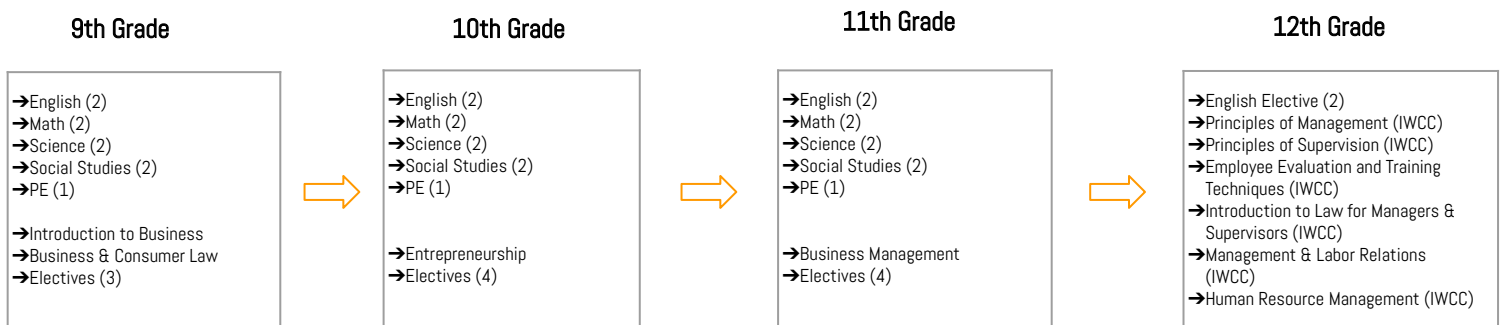
High School Option → Business, Management, & Administration



Certificate Option → Business Administration Certificate



Certificate Option → Management & Human Resources Certificate





Diploma Option → Business Administration Diploma

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Business
- Business & Consumer Law
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Business Management
- Entrepreneurship
- Electives (3)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- Introduction to Business (IWCC)
- Personal Finance (IWCC)
- Principles of Accounting (IWCC)
- Information Computing (IWCC)
- Principles of Management (IWCC)



12th Grade

- English (1)
- Composition I (CE)
- Business and Financial Mathematics (IWCC)
- Principles of Management (IWCC)
- E-Business (IWCC)
- Business Communications (IWCC)
- Principles of Accounting II (IWCC)

Diploma Option → Management & Human Resources Diploma

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Business
- Business & Consumer Law
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Entrepreneurship
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Business Management
- Electives (4)



12th Grade

- English (2)
- Principles of Management (IWCC)
- Principles of Supervision (IWCC)
- Employee Evaluation and Training Techniques (IWCC)
- Introduction to Law for Managers and Supervisors (IWCC)
- Management and Labor Relations (IWCC)
- Human Resource Management (IWCC)
- Information Computing (IWCC)
- Employee Compensation and Benefits Management (IWCC)
- Introduction to Accounting (IWCC)
- Principles of Marketing (IWCC)
- Business & Financial Mathematics (IWCC)

Degree Option → Business Administration (A.A.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Business
- Business & Consumer Law
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Entrepreneurship
- Business Management
- Intro to Marketing
- Accounting
- Electives (1)



11th Grade

- English (1)
- Public Speaking (CE)
- Math (1)
- Science (2)
- American National Government (IWCC)
- Principles of Accounting I (IWCC)
- Introduction to Business (IWCC)
- Information Computing (IWCC)
- Leadership Development Studies (IWCC)
- Statistics (CE)
- Principles of Accounting II (IWCC)
- Principles of Management (IWCC)
- Introduction to Sociology (IWCC)



12th Grade

- Composition I (CE)
- Composition II (CE)
- Business Statistics (IWCC)
- Principles of Macroeconomics (IWCC)
- Environmental Sciences (IWCC)
- Music Appreciation (IWCC)
- Ethics in Business (IWCC)
- Principles of Microeconomics (IWCC)
- Business Law I (IWCC)
- Workplace Empowerment (IWCC)



Degree Option → Business Administration (A.A.S.)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Business
- Business & Consumer Law
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Entrepreneurship
- Business Management
- Intro to Marketing
- Accounting
- Introduction to Business (IWCC)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Principles of Microeconomics (IWCC)
- Social Studies (1)

- Personal Finance (IWCC)
- Principles of Accounting (IWCC)
- Business & Financial Mathematics (IWCC)
- Information Computing (IWCC)
- Principles of Management (IWCC)
- E-Business (IWCC)
- Business Communications (IWCC)
- Principles of Accounting II (IWCC)
- Workplace Empowerment (IWCC)



12th Grade

- Composition I (CE)
- Interpersonal Communication (CE)
- Corporate Finance (IWCC)
- Principles of Marketing (IWCC)
- Principles of Selling (IWCC)
- Human Resource Management (IWCC)
- Introduction to Entrepreneurship (IWCC)
- Business Law (IWCC)
- Principles of Macroeconomics (IWCC)
- Internship (IWCC)

Degree Option → Management & Human Resources (A.A.S.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Business
- Business & Consumer Law
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Entrepreneurship
- Business Management
- Intro to Marketing
- Accounting
- Electives (1)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)

- Principles of Management (IWCC)
- Principles of Supervision (IWCC)
- Employee Evaluation and Training Techniques (IWCC)
- Introduction to Law for Managers and Supervisors (IWCC)
- Management and Labor Relations (IWCC)
- Human Resource Management (IWCC)
- Employee Compensation and Benefits Management (IWCC)
- Introduction to Accounting (IWCC)
- Principles of Marketing (IWCC)
- Business & Financial Mathematics (IWCC)
- Information Computing (IWCC)



12th Grade

- Composition I (CE)
- Interpersonal Communication (CE)
- Introduction to Business (IWCC)
- Introduction to Psychology (IWCC)
- Business Communications (IWCC)
- Introduction to Sociology (IWCC)
- E-Business (IWCC)
- Computer Accounting (IWCC)
- Principles of Quality (IWCC)
- Workplace Empowerment (IWCC)
- Internship (IWCC)



High School Option → Finance

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Business
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Accounting I
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Electives (5)



12th Grade

- English (2)
- PE (1)

Diploma Option → Accounting Technician Diploma

(Includes Summer Coursework)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Business
- Business and Consumer Law
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Accounting I
- Intro to Marketing
- Electives (3)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Electives (5)



12th Grade

- Composition I (CE)
- Interpersonal Communication(CE)
- Principles of Accounting I (IWCC)
- Information Computing (IWCC)
- Introduction to Business (IWCC)
- Business & Financial Mathematics (IWCC)
- Principles of Accounting II (IWCC)
- Payroll Accounting (IWCC)
- Computer Accounting (IWCC)
- Personal Finance (IWCC)

Degree Option → Accounting: Para-Accounting (A.A.S.)

(Includes Summer Coursework)

9th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (2)
- PE (1)

- Introduction to Business
- Electives (2)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (4)
- PE (1)

- Business and Consumer Law
- Electives (1)



11th Grade

- English (2)
- Math (2)
- Social Studies (1)

- Principles of Accounting I (IWCC)
- Information Computing (IWCC)
- Introduction to Business (IWCC)
- Business & Financial Mathematics (IWCC)
- Principles of Accounting II (IWCC)
- Payroll Accounting (IWCC)
- Computer Accounting (IWCC)
- Personal Finance (IWCC)
- Workplace Empowerment (IWCC)



12th Grade

- Composition I (CE)
- Interpersonal Communication(CE)
- Intermediate Accounting I (IWCC)
- Business Law I (IWCC)
- Governmental and Nonprofit Accounting (IWCC)
- Introduction to Economics (IWCC)
- Ethics in Business (IWCC)
- Cost Accounting (IWCC)
- Income Tax Accounting (IWCC)
- Business Communications (IWCC)
- Introduction to Entrepreneurship (IWCC)



High School Option → Marketing

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Business
- Intro to Marketing
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Sales, Retailing & Merchandising
- Social Media Marketing
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (1)
- PE (1)

- Marketing Career Topics (2)
- Marketing Coop
- Electives (3)



12th Grade

- English (2)
- PE (1)

- Marketing Career Topics (2)
- Marketing Coop

Degree Option → Marketing (A.A.S.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Business
- Intro to Marketing
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Sales, Retailing & Merchandising
- Social Media Marketing
- Electives (3)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)

- Principles of Marketing (IWCC)
- Principles of Selling (IWCC)
- Merchandising (IWCC)
- Introduction to Business (IWCC)
- Principles of Advertising (IWCC)
- Human Resource Management (IWCC)
- Introduction to Entrepreneurship (IWCC)
- Digital Media (IWCC)
- WBL 100 Exploring Careers (IWCC)



12th Grade

- Composition I (CE)
- Public Speaking (CE)
- Customer Service (IWCC)
- E-Business (IWCC)
- Retail Management (IWCC)
- Social Media Marketing (IWCC)
- Business and Financial Mathematics (IWCC)
- International Marketing (IWCC)
- Business Communications (IWCC)
- Workplace Empowerment (IWCC)
- Marketing Internship I (IWCC)
- Ethics in Media (IWCC)



This career path involves: planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

PATHWAY IN THIS CLUSTER
→ Health Sciences



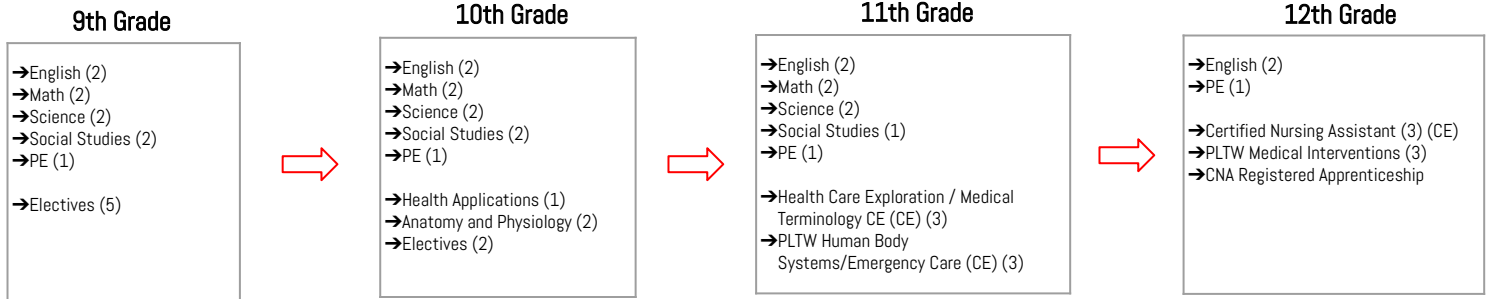
LEAD TO OCCUPATIONS AS
→ Medical Assistant
→ Dental Assistant
→ Nurse
→ Physical Therapist
→ Surgical Technology
→ Pharmacist
→ Physicians Assistant
→ Physician
→ Respiratory Therapist
→ Occupational Therapist

	High School Option	Certificate Option	Diploma Option* <small>(Admission Prerequisites)</small>	Degree Option* <small>(Admission Prerequisites)</small>
Health Sciences	<ul style="list-style-type: none"> →Health Care Exploration/Medical Terminology CE →Human Bodies Systems/Emergency Care CE →Medical Interventions →CNA →CNA Registered Apprenticeship 	<ul style="list-style-type: none"> →Nurse Aide 	<ul style="list-style-type: none"> →Medical Assistant* →Dental Assistant* 	<ul style="list-style-type: none"> →Dental Hygiene* →Nursing* →Surgical Technology*

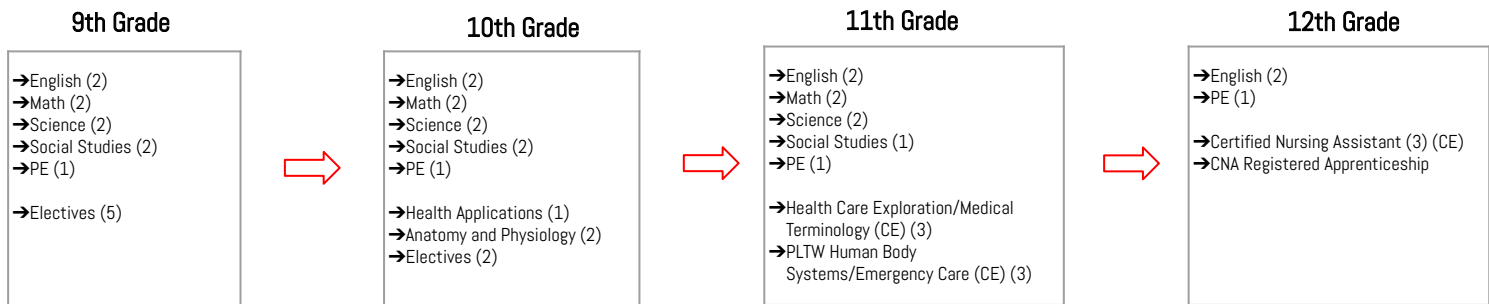
**Prerequisite courses prepare students for admissions applications for IWCC professional programs post-graduation.*



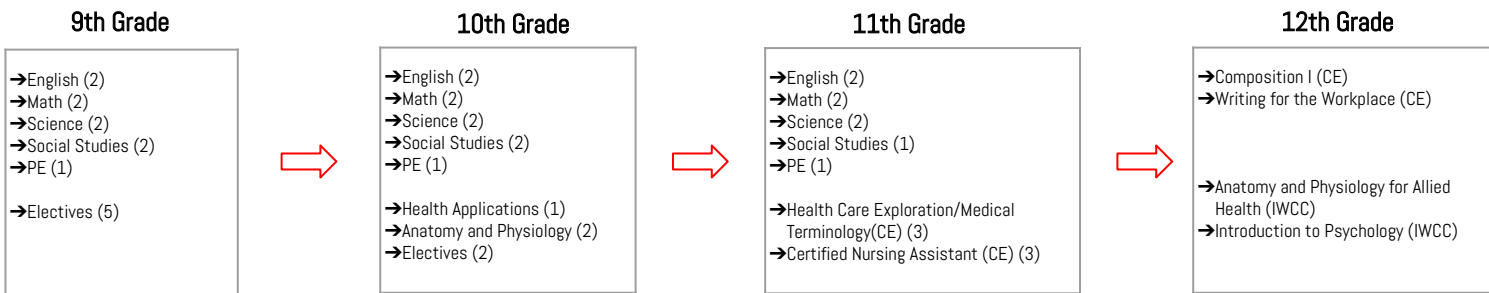
High School Option → Health Sciences



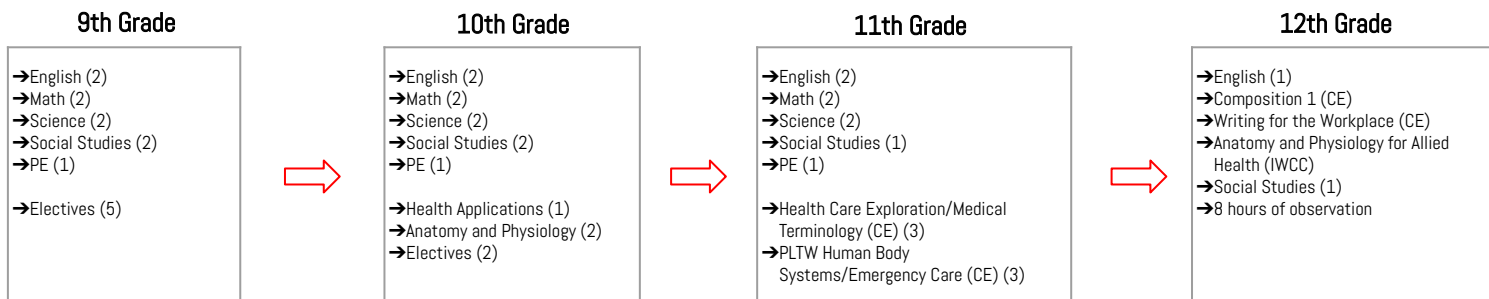
Certificate Option → Nurse Aide Certificate



Diploma Coursework → Medical Assistant Diploma (coursework required for Admission)



Diploma Coursework → Dental Assistant Diploma (coursework required for Admission)





Degree Coursework → Dental Hygiene (A.A.S.)

(coursework required for Admission)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Electives (5)

10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Health Applications (1)
- Anatomy and Physiology (2)

11th Grade

- English (1)
- Public Speaking (CE)
- Math (2)
- Science (2)*Chemistry
- Social Studies (1)
- PE (1)

- Health Care Exploration/Medical Terminology(CE) (3)
- Human Biology (IWCC)

12th Grade

- Composition I (CE)
- Composition II (CE)
- PE (1)

- Human Anatomy and Physiology I (IWCC)
- Human Anatomy and Physiology II (IWCC)
- Introduction to General Chemistry (IWCC)
- Intro to Organic and Biochemistry (IWCC)
- 16 hours of observation

Degree Coursework → Nursing (A.A.S.)

(coursework required for Admission)

9th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (2)
- PE (1)

10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Health Applications (1)
- Anatomy and Physiology (2)

11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Healthcare Exploration/Medical Terminology (CE) (3)
- Certified Nursing Assistant (CE) (3)
- Human Biology (IWCC)

12th Grade

- Composition I (CE)
- Composition II (CE)
- Public Speaking (CE)
- PE (1)

- Human Anatomy and Physiology I (IWCC)
- Human Anatomy and Physiology II (IWCC)
- Introduction to Psychology (IWCC)
- Developmental Psychology (IWCC)
- Nutrition (IWCC)

Degree Coursework → Surgical Technology (A.A.S.)

(coursework required for Admission)

9th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (2)
- PE (1)

- Electives (3)

10th Grade

- English (2)
- Math (2)
- Social Studies (2)
- PE (1)

- Health Applications (1)
- Anatomy and Physiology (2)

11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (2)
- PE (1)

- Healthcare Exploration/Medical Terminology (CE) (3)
- Human Body Systems/Emergency Care (CE) (3)

12th Grade

- Composition I (CE)
- Interpersonal Communication (CE)
- PE (1)

- Human Biology (IWCC)
- Anatomy and Physiology I (IWCC)
- Introduction to Psychology (IWCC)



This career path involves: relating to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.

PATHWAYS IN THIS CLUSTER

- Hospitality & Tourism
- Education & Training



LEAD TO OCCUPATIONS AS

- Educator
- Child Care Director
- Preschool Teacher
- Culinary Artist
- Food Technician
- Food Service Manager
- Dietician
- Restaurant Manager

	High School Option	Certificate Option	Diploma Option	Degree Option
Hospitality & Tourism	<ul style="list-style-type: none"> →Foods 1 →Foods 2 →Culinary 1-2(6)(CE) →Culinary 3-4(6)(CE) →Entrepreneurship 	<ul style="list-style-type: none"> →Culinary Arts: Food Technician →Culinary Arts: Baking and Pastry 		<ul style="list-style-type: none"> →Culinary Arts: Culinary and Hospitality Management
Education & Training	<ul style="list-style-type: none"> →Child Development: Prenatal - Toddler →Child Development: Preschool - Teen →Parent (1) 	<ul style="list-style-type: none"> →Early Childhood: Child Development 	<ul style="list-style-type: none"> →Early Childhood Studies 	<ul style="list-style-type: none"> →Early Childhood Studies →Elementary Education →Secondary Education



High School Option → Hospitality

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Foods 1
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Foods 2
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (1)
- PE (1)

- Culinary 1-2 (6) (CE)
- Electives (1)



12th Grade

- English (2)
- PE (1)

- Culinary 3-4 (6) (CE)
- Entrepreneurship

Certificate Option → Culinary Arts: Food Technician Certificate

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Foods 1
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Foods 2
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Culinary 1-2 (6) (CE)



12th Grade

- English (2)
- PE (1)

- Culinary 3-4 (6) (CE)
- Entrepreneurship

Degree Option → Culinary Arts: Baking and Pastry Certificate

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Foods 1
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (3)
- PE (1)

- Foods 2
- Electives (2)



11th Grade

- English (2)
- Math (2)
- Social Studies (2)
- PE (1)
- Culinary Foundations I (IWCC)
- Sanitation & Safety (IWCC)
- Culinary Baking (IWCC)
- Breads and Pastries (IWCC)



12th Grade

- English (1)
- Writing for the Workplace (CE)
- PE (1)
- Cakes and Chocolates (IWCC)
- Hospitality Personnel Management (IWCC)
- Introduction to Entrepreneurship (IWCC)



Degree Option → Culinary Arts: Culinary and Hospitality Management (A.A.S.)

(includes summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Foods 1
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (3)
- PE (1)

- Foods 2
- Electives (2)



11th Grade

- English (2)
- Math (2)
- Social Studies (2)
- Culinary Foundations I (IWCC)
- Sanitation & Safety (IWCC)
- Culinary Baking (IWCC)
- Quantity Food Production I w/Lab (IWCC)
- Business & Financial Mathematics (IWCC)
- Culinary Foundations II (IWCC)
- Quantity Food Production II w/Lab (IWCC)
- Dining Service (IWCC)
- Garde Manger/Charcuterie (IWCC)
- Garde Manger/Charcuterie Lab (IWCC)
- Introduction to Entrepreneurship (IWCC)



12th Grade

- English (1)
- Writing for the Workplace (CE)
- Nutrition & Wellness (IWCC)
- Cakes & Chocolates (IWCC)
- Hospitality Personnel Management (IWCC)
- International Cuisine (IWCC)
- International Cuisine Lab (IWCC)
- Breads and Pastries (IWCC)
- Introduction to Sociology (IWCC)
- A la Carte Cooking (IWCC)
- A la Carte Cooking Lab (IWCC)
- Culinary Internship (IWCC)
- Culinary Capstone (IWCC)
- Workplace Empowerment (IWCC)
- Ethics in Business (IWCC)



High School Option → Human Development & Education

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Child Development:
Prenatal-Toddler
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Child Development: Preschool- Teen
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Parenting (1)
- Electives (4)



12th Grade

- English (2)
- PE (1)

Certificate Option → Early Childhood: Child Development Certificate

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Child Development:
Prenatal-Toddler
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Child Development: Preschool- Teen
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Parenting (1)
- Electives (4)



12th Grade

- English (2)
- PE (1)

- Introduction to Early Childhood
Education (IWCC)
- Early Childhood Guidance w/Lab
(IWCC)
- Child Health, Safety, & Nutrition
(IWCC)
- Infant/Toddler Care & Education
(IWCC)
- Early Childhood Curriculum I w/Lab
(IWCC)

Diploma Option → Early Childhood Studies Diploma

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Child Development:
Prenatal-Toddler
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Child Development: Preschool- Teen
- Electives (4)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Early Childhood Guidance w/Lab
(IWCC)
- Introduction to Early Childhood
Education (IWCC)
- Childhood Growth & Development
(IWCC)
- Early Childhood Curriculum I
w/Lab (IWCC)
- Child Health, Safety, & Nutrition
(IWCC)



12th Grade

- Writing for the Workplace (CE)
- Interpersonal Communication
(IWCC)
- Communication with Families
(IWCC)
- Early Childhood Curriculum II w/Lab
(IWCC)
- Infant/Toddler Care & Education
(IWCC)



Degree Option → Early Childhood Studies (A.A.S.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Child Development: Prenatal-Toddler
- Electives (4)



10th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (4)
- PE (1)
- Child Development: Preschool-Teen



11th Grade

- English (2)
- Math (2)
- Early Childhood Guidance w/Lab (IWCC)
- Introduction to Early Childhood Education (IWCC)
- Child Growth & Development (IWCC)
- Early Childhood Curriculum I w/Lab (IWCC)
- Communication with Families (IWCC)
- Early Childhood Curriculum II w/Lab (IWCC)
- Infant Toddler Care & Education (IWCC)
- Child Health, Safety, & Nutrition (IWCC)



12th Grade

- Interpersonal Communication (CE)
- Composition I (CE)
- Children's Literature (IWCC)
- Exceptional Learner (IWCC)
- Early Childhood Field Experience (IWCC)
- Early Childhood Program Administration (IWCC)
- Business and Financial Math (IWCC)
- Early Childhood Field Practicum (IWCC)
- Workplace Empowerment (IWCC)
- Survey of World Religions (IWCC)
- Marriage and Family (IWCC)

Degree Option → Elementary Education (A.A.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Child Development: Prenatal-Toddler
- Child Development: Preschool- Teen



10th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (4)
- PE (1)
- Electives (1)



11th Grade

- Introduction to Literature (CE)
- Public Speaking (CE)
- Math (1)
- Statistics (CE)
- Social Studies (1)
- American National Government (IWCC)
- Introduction to Psychology (IWCC)
- Foundations of Education (IWCC)
- Child Growth & Development (IWCC)
- US History since 1877 (IWCC)
- Children's Literature (IWCC)
- Exceptional Learner (IWCC)



12th Grade

- Composition I (CE)
- Composition II (CE)
- Introduction to Biology (IWCC)
- Math for Elementary Teachers (IWCC)
- Educational Psychology (IWCC)
- Introduction to Philosophy (IWCC)
- Environmental Science (IWCC)
- Technology in the Classroom (IWCC)
- Art Appreciation(IWCC)
- World Regional Geography (IWCC)

Degree Option → Secondary Education (A.A.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Child Development: Prenatal-Toddler
- Child Development: Preschool- Teen
- Electives (2)



10th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (4)
- PE (1)
- Electives (1)



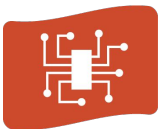
11th Grade

- Introduction to Literature (CE)
- Public Speaking (CE)
- Math(1)
- Statistics (CE)
- Social Studies (1)
- American National Government (IWCC)
- Introduction to Psychology (IWCC)
- Foundations of Education (IWCC)
- Child Growth and Development (IWCC)
- US History Since 1877 (IWCC)
- Exceptional Learner (IWCC)
- Environmental Science (IWCC)



12th Grade

- Composition I (CE)
- Composition II (CE)
- Introductory Biology (IWCC)
- Educational Psychology (IWCC)
- Introduction to Philosophy (IWCC)
- World Regional Geography (IWCC)
- Adolescent Psychology (IWCC)
- Art Appreciation (IWCC)
- Technology in the Classroom (IWCC)
- Field Experience and Seminar (IWCC)



This career path involves: designing, planning, managing, building and maintaining the built environment. Planning, managing and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

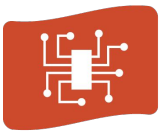
PATHWAYS IN THIS CLUSTER	
→	Engineering
→	Automotive
→	Manufacturing
→	Construction



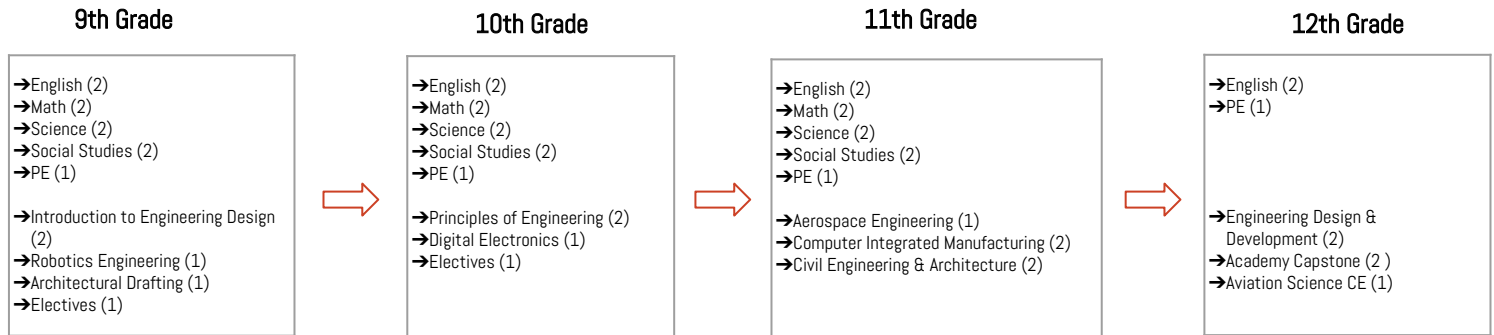
LEAD TO OCCUPATIONS AS	
→	Aerospace Engineer, Chemical Engineer, Civil Engineer, Electrical Engineer, Environmental Engineer, Industrial Engineer, Nuclear Engineer, Transportation Engineer
→	Architect
→	Preservationist
→	Electrician
→	Plumber, Pipefitter, Steamfitter
→	Contractor
→	Project Manager
→	Construction Foreman
→	Manufacturing Technician
→	Industrial Equipment Mechanic
→	Diesel Mechanic

	High School Option	Certificate Option	Diploma Option	Degree Option
Engineering	<ul style="list-style-type: none"> →Academy Capstone →Aerospace Engineering →Architectural Drafting →Aviation Science →Civil Engineering & Architecture →Computer Integrated Manufacturing →Digital Electronics →Engineering Design & Development →Introduction to Engineering Design →Principles of Engineering →Robotics Engineering 	<ul style="list-style-type: none"> →Electromechanical →Electronics and Industrial Systems 	<ul style="list-style-type: none"> →Electromechanical Technician →Electronics and Industrial Systems Technician 	<ul style="list-style-type: none"> →Electromechanical Technology →Electronics and Industrial Systems Technology →Engineering Transfer
Automotive	<ul style="list-style-type: none"> →TradeWorks 	NA	<ul style="list-style-type: none"> →Diesel Mechanic →Automotive Maintenance & Light Repair 	<ul style="list-style-type: none"> →Diesel Technology →Automotive Technology
Manufacturing	<ul style="list-style-type: none"> →TradeWorks 	<ul style="list-style-type: none"> →Welding 	<ul style="list-style-type: none"> →Welding Technology 	NA
Construction	<ul style="list-style-type: none"> →TradeWorks 	<ul style="list-style-type: none"> →Construction Management →HVAC/R Maintenance →Plumbing Technology 	<ul style="list-style-type: none"> →Construction Management →Electrical Technology →HVAC/R Technology →Plumbing Technology 	NA

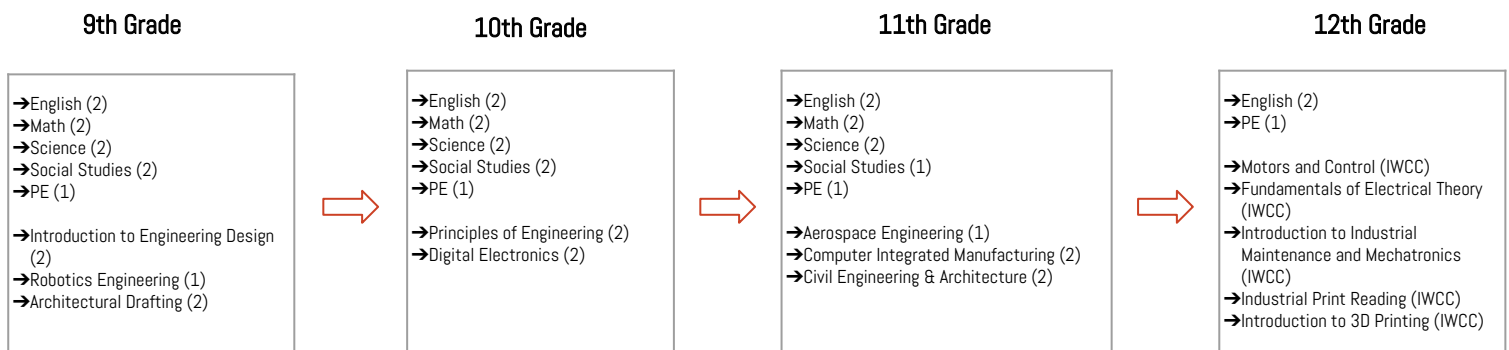
[The following pathways are not intended to replace the graduation requirements for Council Bluffs Schools or the official IWCC course catalog. All program requirements should be confirmed with high school counselors and IWCC advisors.]



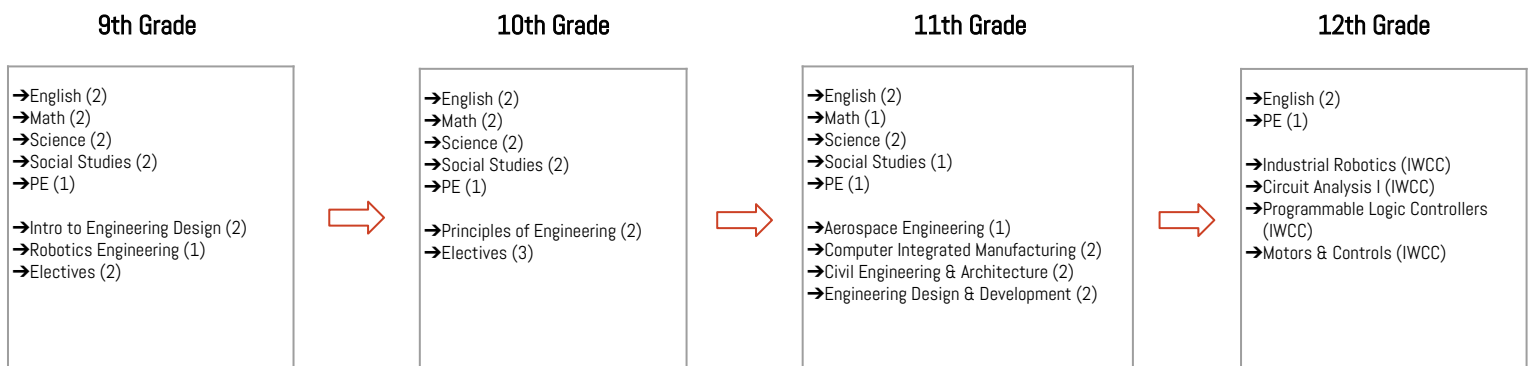
High School Option → Project Lead the Way: Engineering

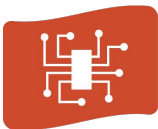


Certificate Option → Electromechanical Certificate



Certificate Option → Electronics and Industrial Systems Certificate





Diploma Option → Electromechanical Technician Diploma

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Engineering Design (2)
- Robotics Engineering (1)
- Electives (2)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Principles of Engineering (2)
- Architectural Drafting (2)
- Electives (1)



11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (2)
- PE (1)

- Motors and Controls (IWCC)
- Fundamentals of Electrical Theory (IWCC)
- Introduction to Industrial Maintenance and Mechatronics (IWCC)
- Industrial Print Reading (IWCC)
- Introduction to 3D Printing (IWCC)



12th Grade

- English (2)
- PE (1)

- Programmable Logic Controllers (IWCC)
- Mech Power Transmission I (IWCC)
- Fluid Power Systems (IWCC)
- Equipment Safety & Operation (IWCC)

Diploma Option → Electronics and Industrial Systems Technician Diploma

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Engineering Design (2)
- Robotics Engineering (1)
- Architectural Drafting (2)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Principles of Engineering (2)
- Civil Engineering & Architecture (2)
- Electives (1)



11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (2)
- PE (1)

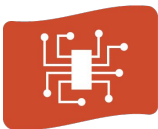
- Industrial Robotics (IWCC)
- Circuit Analysis I (IWCC)
- Programmable Logic Controllers (IWCC)
- Motors & Controls (IWCC)
- Workplace Empowerment (IWCC)



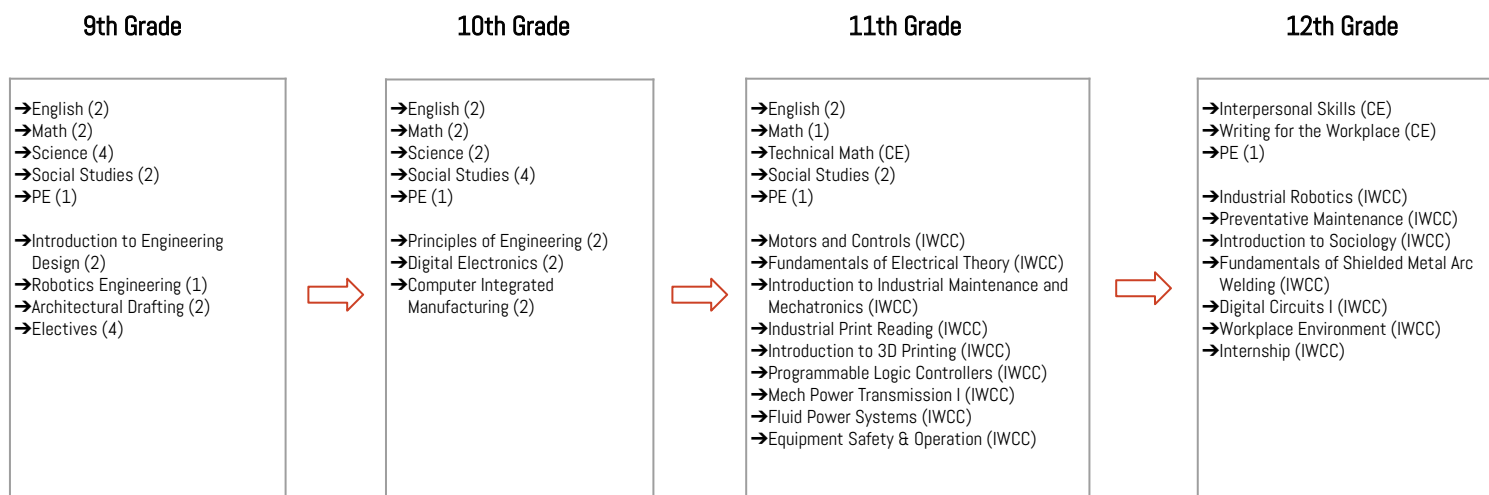
12th Grade

- English (1)
- Writing for the Workplace (CE)
- PE (1)

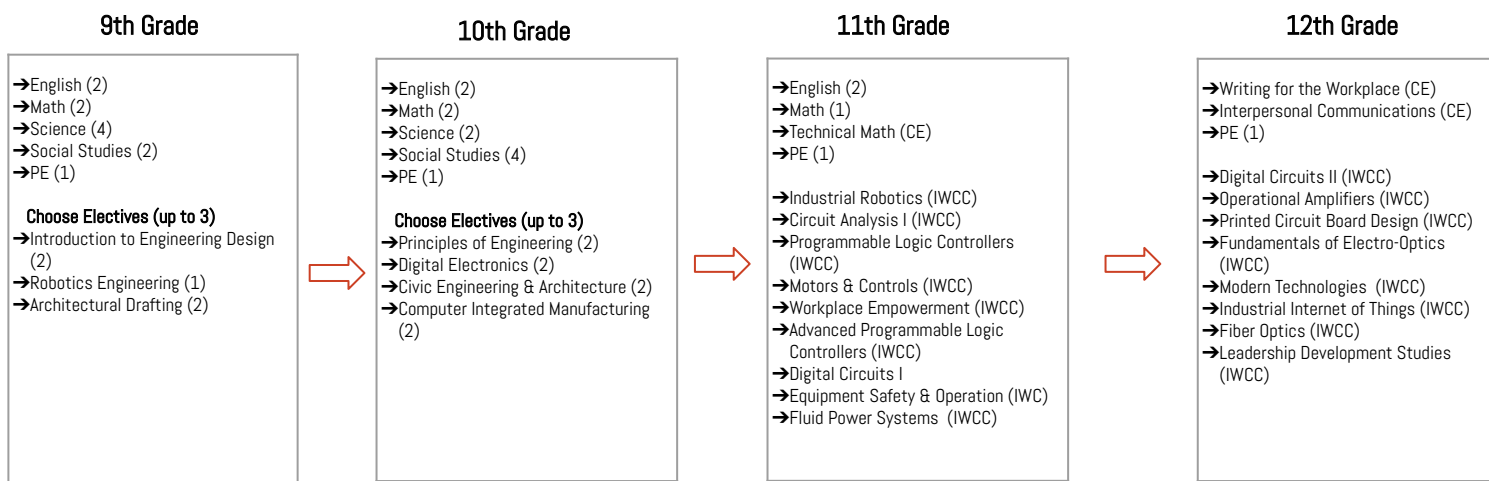
- Advanced Programmable Logic Controllers (IWCC)
- Digital Circuits I (IWCC)
- Equipment Safety & Operation (IWCC)
- Fluid Power Systems (IWCC)



Degree Option → Electromechanical Technology (A.A.S.)

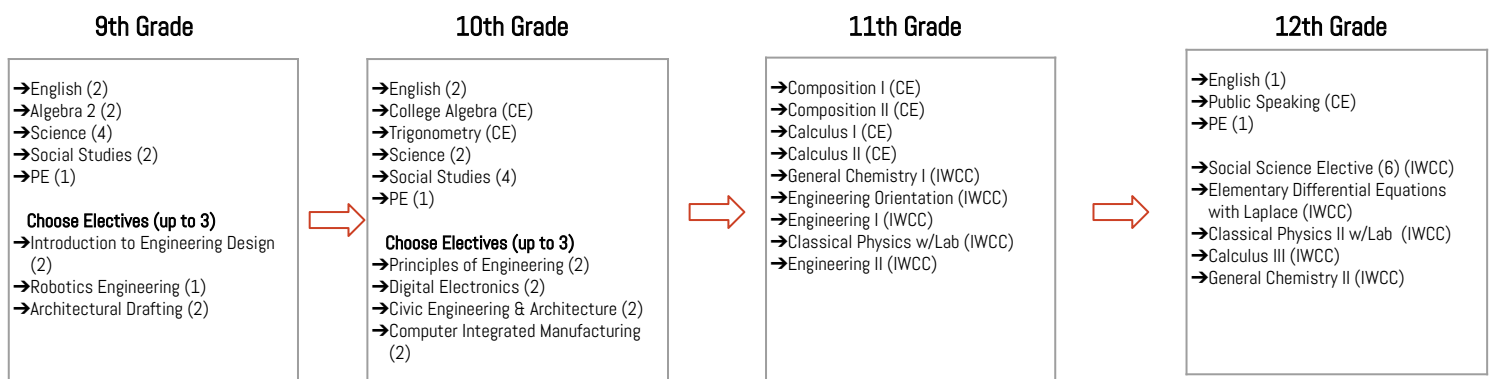


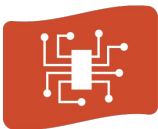
Degree Option → Electronics & Industrial Systems Technology (A.A.S.)



Degree Option → Engineering Transfer (A.S.)

(may require summer courses)





High School Option → Automotive

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (2)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (2)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Electives (3)



12th Grade

- English (2)
- PE (1)

- Electives (5)

Diploma Option → Diesel Mechanic Diploma

(summer coursework required)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (3)



11th Grade

- English (2)
- Math (1)
- Tech Math (CE)
- Science (2)
- Social Studies (2)
- PE (1)

- Introduction to Diesel (IWCC)
- Electrical Systems (IWCC)
- Diesel Lab I (IWCC)
- SUMMER
- Air Conditioning/Refrigeration (IWCC)
- Preventative Maintenance (IWCC)
- Diesel Lab III (IWCC)



12th Grade

- English (1)
- Writing for the Workplace (CE)
- PE (1)

- Hydraulic/Air Brakes (IWCC)
- Chassis/Driveline (IWCC)
- Diesel Lab II (IWCC)

Diploma Option → Automotive Maintenance and Light Repair Diploma

(summer coursework required)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (3)



11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (1)
- PE (1)

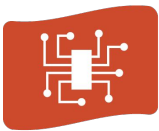
- Introduction to Automotive Technology (IWCC)
- Automotive Electricity/Electronics (IWCC)
- Automotive Technology Lab I (IWCC)
- SUMMER
- Automotive Heating and Air Conditioning (IWCC)
- Electronic Vehicle Systems (IWCC)
- Automotive Technology Lab III (IWCC)



12th Grade

- English (1)
- Writing for the Workplace (CE)
- PE (1)

- Automotive Brake Systems and Service (IWCC)
- Automotive Suspension and Steering (IWCC)
- Automotive Technology Lab II (IWCC)



Degree Option → Diesel Technology Degree (A.A.S.)

(summer coursework required)

9th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (3)
- PE (1)
- TradeWorks 1 (2)



10th Grade

- English (3)
- Math (2)
- Science (2)
- Social Studies (4)
- PE (1)
- TradeWorks 2 (2)



11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- PE (1)
- Introduction to Diesel (IWCC)
- Electrical Systems (IWCC)
- Diesel Lab I (IWCC)
- Hydraulic/Air Brakes (IWCC)
- Chassis/Driveline (IWCC)
- Diesel Lab II (IWCC)
- SUMMER
- Air Conditioning/Refrigeration (IWCC)
- Preventative Maintenance (IWCC)
- Diesel Lab III (IWCC)



12th Grade

- English (1)
- Writing for the Workplace (CE)
- Engines I (IWCC)
- Fuel Systems (IWCC)
- Diesel Lab IV (IWCC) OR Diesel Internship (IWCC)
- Workplace Empowerment (IWCC)
- Engines II (IWCC)
- Transmissions/Drive Axle (IWCC)
- Diesel Lab V (IWCC) OR Diesel Internship II (IWCC)

Degree Option → Automotive Technology (A.A.S.)

(summer coursework required)

9th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (3)
- PE (1)
- TradeWorks 1 (2)



10th Grade

- English (3)
- Math (2)
- Science (2)
- Social Studies (4)
- PE (1)
- TradeWorks 2 (2)



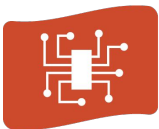
11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- PE (1)
- Introduction to Automotive Technology (IWCC)
- Automotive Electricity/Electronics (IWCC)
- Automotive Technology Lab I (IWCC)
- Automotive Brake Systems and Service (IWCC)
- Automotive Suspension and Steering (IWCC)
- Automotive Technology Lab II
- SUMMER
- (IWCC)Automotive Heating and Air Conditioning (IWCC)
- Electronic Vehicle Systems (IWCC)
- Automotive Technology Lab III (IWCC)



12th Grade

- Writing for the Workplace (CE)
- Advanced Automotive Engineer and Electronic Diagnostics (IWCC)
- Automotive and Diesel Fuel Systems (IWCC)
- Workplace Empowerment (IWCC)
- Automotive Engine Repair and Rebuild (IWCC)
- Automotive Transmission and Drivetrain (IWCC)
- Automotive Technology Lab IV (IWCC) OR Automotive Technology Internship I (IWCC)
- Criminology (IWCC)



High School Option → Manufacturing

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (3)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Electives (4)



12th Grade

- English (2)
- PE (1)

- Electives (8)

Certificate Option → Welding Certificate

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (3)



11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (2)
- PE (1)

- Oxy- Acetylene Welding & Brazing (IWCC)
- Print Reading and Welding Symbol Interpretations (IWCC)
- Fundamentals of Shielded Metal Arc Welding (IWCC)
- Gas Metal Arc Welding (IWCC)
- Introduction to Fabrication (IWCC)



12th Grade

- English (2)
- PE (1)

Diploma Option → Welding Technology Diploma

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (3)



11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (2)
- PE (1)

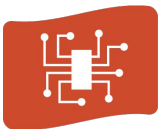
- Oxy- Acetylene Welding & Brazing (IWCC)
- Print Reading and Welding Symbol Interpretations (IWCC)
- Fundamentals of Shielded Metal Arc Welding (IWCC)
- Gas Metal Arc Welding (IWCC)
- Introduction to Fabrication (IWCC)



12th Grade

- English (1)
- Writing for the Workplace (CE)
- PE (1)

- Metallurgy (IWCC)
- Gas Tungsten Arc Welding (IWCC)
- Welding Fabrication/ Certification (IWCC)
- Pipe Welding (IWCC)



High School Option → Construction Technology

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (3)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- Electives (4)



12th Grade

- English (2)
- PE (1)

Certificate Option → Construction Management Certificate

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 2 (2)
- Electives (3)



11th Grade

- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- Social Studies (2)
- PE (1)

- Construction Safety (IWCC)
- Blueprint Reading(IWCC)
- Principles of Building Construction I (IWCC)
- Building Construction Tech (IWCC)



12th Grade

- English (2)
- PE (1)

Certificate Option → HVAC/R Maintenance Certificate

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (4)
- PE (1)

- TradeWorks 2 (2)



11th Grade

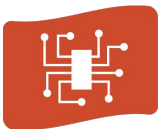
- English (2)
- Math (1)
- Technical Math (CE)
- Science (2)
- PE (1)

- Intro to Heating Systems (IWCC)
- Introduction to HVAC/R (IWCC)
- Applied Practices I: Repair and Services (IWCC)
- Electrical for HVAC/R (IWCC)

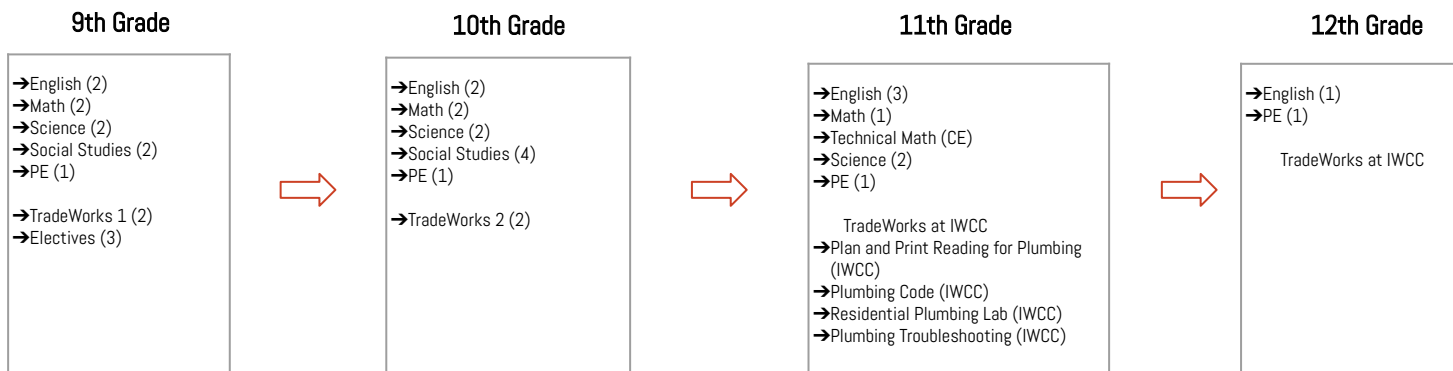


12th Grade

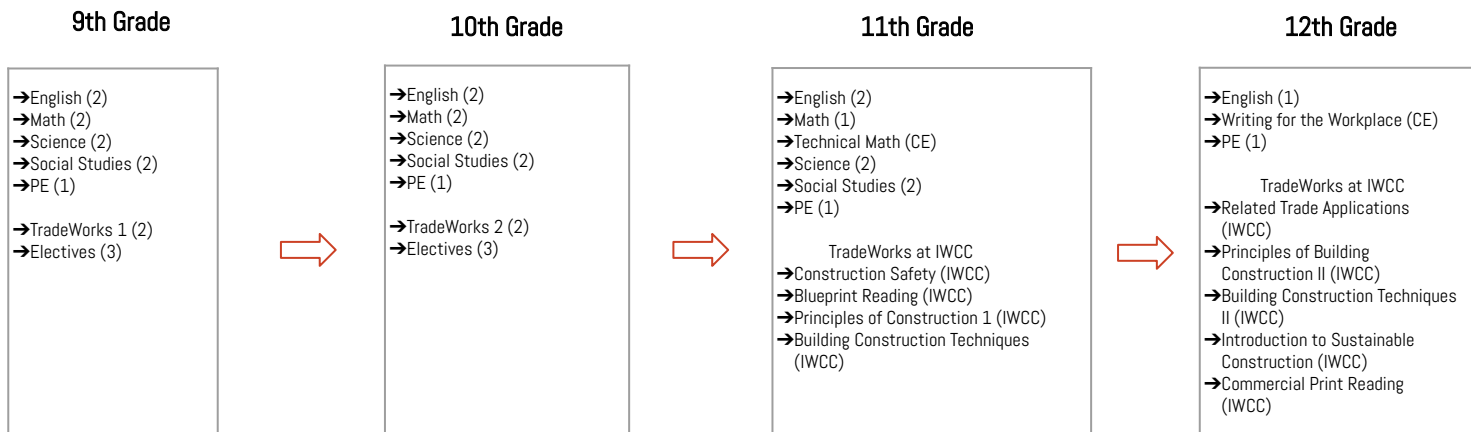
- English (2)
- PE (1)



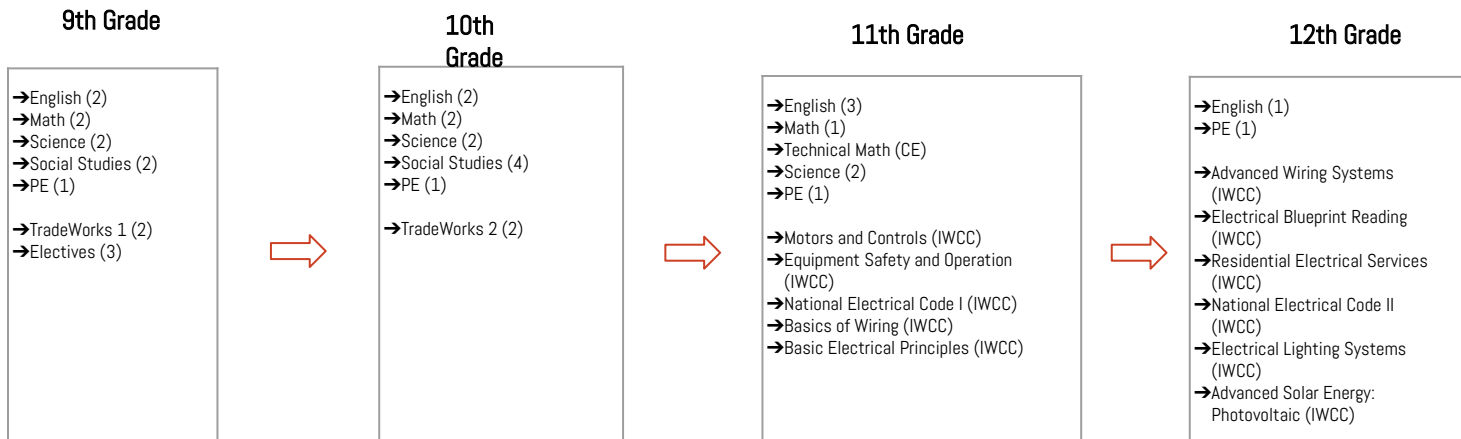
Certificate Option → Plumbing Technology Certificate

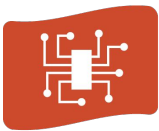


Diploma Option → Construction Management Diploma



Diploma Option → Electrical Technology Diploma





Diploma Option → HVAC/R Technology Diploma

(includes summer internship and coursework)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (3)
- Math (2)
- Science (2)
- Social Studies (4)
- PE (1)

- TradeWorks 2 (2)



11th Grade

- English (3)
- Math (1)
- Technical Math (CE)
- Science (2)
- PE (1)

- Introduction to Heating Systems (IWCC)
- Introduction to HVAC/R and Safety (IWCC)
- Applied Practices I: Repair and Service (IWCC)
- Electrical for HVAC/R (IWCC)



12th Grade

- English (1)
- Mechanical Code(IWCC)
- Applied Practices II: Advanced Repair and Service (IWCC)
- Electrical Control (IWCC)
- Air Conditioning Principles (IWCC)
- Troubleshooting Air Conditioning Systems (IWCC)
- HVAC/R Internship (IWCC)
- Coordinated HVAC Systems (IWCC)

Diploma Option → Plumbing Technology Diploma

(includes summer internship and coursework)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)

- TradeWorks 1 (2)
- Electives (3)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (4)
- PE (1)

- TradeWorks 2 (2)



11th Grade

- English (3)
- Math (1)
- Technical Math (CE)
- Science (2)
- PE (1)

- TradeWorks at IWCC
- Plan and Print Reading for Plumbing (IWCC)
- Plumbing Code (IWCC)
- Residential Plumbing Lab (IWCC)
- Plumbing Troubleshooting (IWCC)



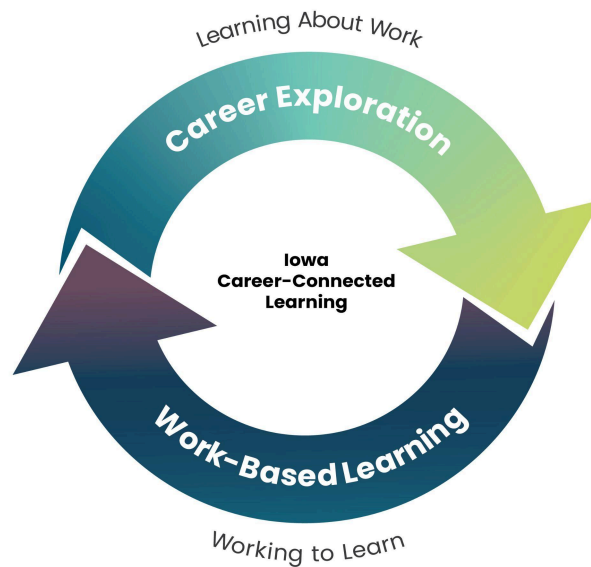
12th Grade

- English (1)
- PE (1)
- Pipefitting for Maintenance Trades (IWCC)
- Commercial Plumbing Lab (IWCC)
- Applied Plumbing Practices (IWCC)
- Commercial Code (IWCC)

7. Career-Connected Learning Guide

Introduction

Career-Connected Learning is an umbrella term that encompasses both career exploration and work-based learning. Career exploration activities empower students to understand various career paths, while work-based learning opportunities enable students to acquire the knowledge and skills necessary for success in the workplace and beyond. This career-connected learning guide primarily focuses on how CBCSD can leverage existing resources from partner organizations to implement and deliver a continuum of high-quality career-connected learning experiences. By applying the information presented in this guide, CBCSD will be able to systematically expand career-connected learning opportunities and experiences for all students using all partner organization resources. Iowa has defined a continuum of career-connected learning, which is essential for helping students make informed decisions about their career goals. These experiences often align with the five essential components of a quality career guidance system, which school districts in the state are required to provide to all students from 8th through 12th grade.



Career Exploration

Career exploration includes activities such as career fairs, business tours, job shadows and employability skills courses. These activities are designed to assist with exploring and building awareness of the available careers in in-demand, high-wage and college and career pathways. Career exploration activities occur in middle and early high school. While most of these activities will take place within a classroom setting, some may take place at off-site locations or work sites.

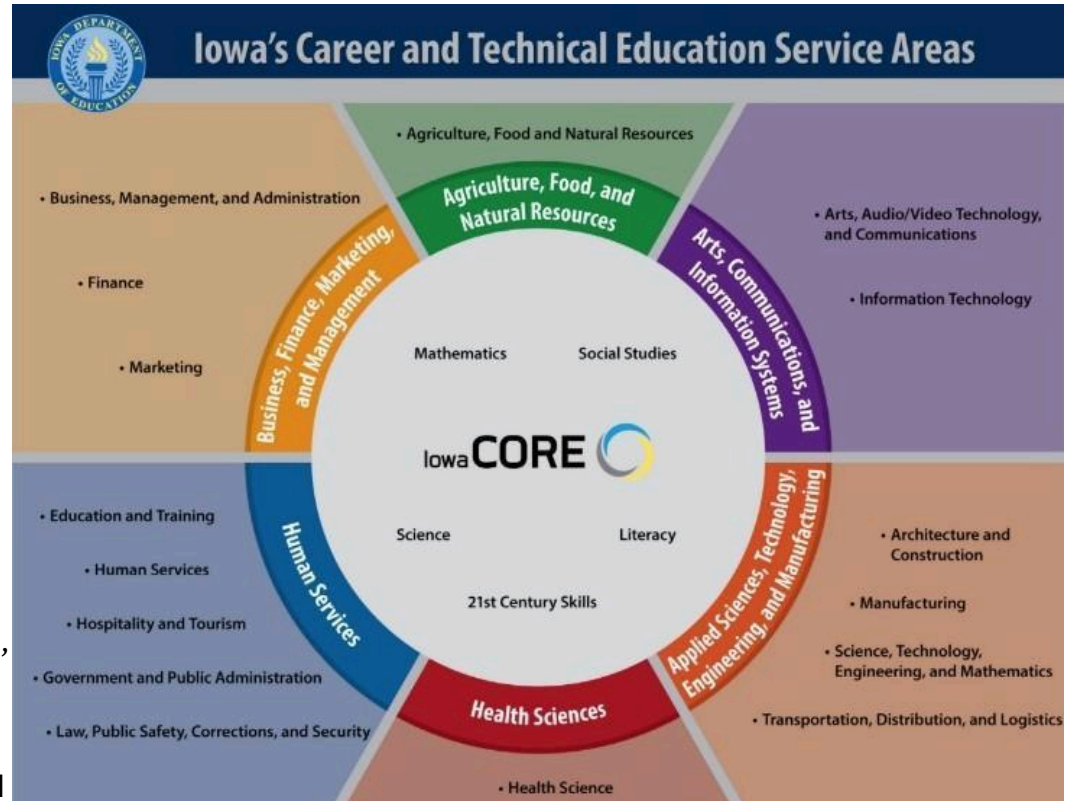
Work-Based Learning

The passage of Senate File 2411 in May 2024 established a clear definition of Work-Based Learning as sustained project-based learning in partnership with employers, simulated work experience aligned with industry-recognized credentials, high-quality pre-apprenticeships, internships, and apprenticeships. These experiences primarily occur in high school, and student participation in work-based learning experiences is a key indicator in Iowa's school rating calculations under a new, unified accountability system. While most work-based learning occurs in physical work environments, some experiences may be offered in simulated or virtual settings within the classroom. By providing students with opportunities to connect classroom content to real-world careers, work-based learning empowers them to make informed decisions about their future, ensuring they graduate high school prepared for college and career pathways.

Work-Based Learning as a Component of CTE Programs

Under CTE legislation (House File 2392) all programs are required to be approved. An indicator for approval is that programs in each of the six service areas organize work-based learning in a sequenced continuum that progresses in intensity as a student moves through the program. The six service areas include:

1. Information Solutions (*arts, audio/video technology and communications, and information technology*)
2. Business, Finance, Marketing, and Management
3. Health Sciences
4. Human Services (*education and training, human services, hospitality and tourism, government and public administration and law, public safety, corrections, and security*)
5. Applied Sciences, Technology, Engineering, and Manufacturing (*architecture and construction, manufacturing, STEM, transportation, distribution, and logistics*)
6. Agriculture, Food, and Natural Resources



Types of Career-Connected Learning

Structured Career-Connected Learning programs adhere to all state and federal labor laws and regulations. They place an emphasis on safety for the students. They are taught by appropriately licensed teacher coordinators who guide the learning process and ensure that the school, the employer, the family, and the student all take an active role in effective learning.

There is a continuum of learning phases and experiences. Each has its own expectations and requirements and some can be offered for credit.

Career Exploration Activities

The Career Exploration activities are aimed to assist students in learning about work. These components that introduce students to careers and that help them make decisions about future coursework and work-based learning opportunities. They require interaction with industry partners with a focus on an introduction to the career. All career exploration activities include the 3 essential components: academic preparation, industry partnership, and academic follow-up (reflection).

→ Classroom Speakers

Classroom speakers are a career awareness experience in which an industry expert is given a chance to share their perspectives in-person or virtually on what their career is like, describe their passion for what they do, make connections with duties and daily activities of the job and offer career preparation advice. The speaker is also available for additional questions from the students and the instructor in the classroom. To maximize student career learning and engagement, students should spend time learning foundational career knowledge prior to the speaker's classroom visit.

→ Informational Interview

An informational interview is a career awareness experience that allows student learners to inquire about aspects of a career path in a direct conversation with an industry professional through a phone call or in-person meeting. Students should prepare for informational interviews with a list of questions to ask the industry partner. Students should also ask additional questions as pertinent topics arise during the interview. The information gathered in an informational interview can assist students with learning more about the career path of interest that they may not be able to find on career information websites or due to limited local industry representation.

→ Career Exploration Experience

A worksite exploratory event is a career exploration experience where students tour a workplace to learn about careers, industry expectations, observe relevant work in progress and ask industry professionals questions. The worksite exploratory event is focused on a career pathway, offers an opportunity to learn in-depth about several careers on-site and includes an interactive session for the students to explore the career. The worksite exploration should be organized with small groups of students that rotate among industry experts to allow ample interaction for short informational interviews with industry experts.

→ Career Exploration Projects

A worksite exploratory event is a career exploration experience where students tour a workplace to learn about careers, industry expectations, observe relevant work in progress and ask industry professionals questions. The worksite exploratory event is focused on a career pathway, offers an opportunity to learn in-depth about several careers on-site and includes an interactive session for the students to explore the career. The worksite exploration should be organized with small groups of students that rotate among industry experts to allow ample interaction for short informational interviews with industry experts.

→ Career-Based Service Learning

Career-based service learning is a career exploration experience that engages students in project based learning to improve their communities by addressing community needs and connecting the learning experience to related careers. Career-based service learning encompasses taking a traditional service learning opportunity and connecting the project to appropriate industry partners to enable the student to develop related professional skills. A portion of the career connection includes student interaction with industry professionals and exploration of careers related to the completed service learning project. To provide a quality career-based service learning experience, the instructor should connect additional career learning to an industry partner at the conclusion of the experience to allow students to use their experience to inquire more in-depth about the career.

→ Career Immersion Experience

Career immersion experiences are a career awareness experience allowing for hands-on interaction through simulators and activities associated with the represented career path(s). The industry partner professionals supporting this event should help connect the experience to everyday responsibilities associated with the particular career. To maximize student career learning and engagement, the students should spend time learning foundational career knowledge prior to the career immersion experience to maximize engagement with industry professionals at the event.

→ Interactive Career Event

An interactive career event is a career exploration experience to learn about a variety of career options. Interactive career events should include age-appropriate, job-related interactive activities and information. Interactive components can be activities at booths, breakouts with speakers, reflective activities, contests or other interactive features. Students are able to learn in-depth about a career and actively "try out" the career through the activities provided at the event.

→ Job Shadow

Job shadows are a career exploration experience that allows students to explore a specific career of interest by observing an experienced employee performing their typical work duties in a real-world work environment. The job shadowing experience is a temporary (2-8 hours), unpaid exposure to the workplace in an occupational area of interest to the student. Students should receive formalized instruction about their career choice, expectations of the job shadow, how to prepare for their visit and follow-up after the experience. Students should participate in a job shadow after prior career awareness and exploration activities have been completed to ensure students are matched with careers that best suit their career interests and personalities.

→ Professional Skills Workshops

Professional skills workshops are career preparation experiences that introduce students to the essential skills needed to be successful in the modern workplace. Examples of professional skills workshops include: resume and cover letter writing, job shadow preparation, professional image, workplace ethics and workplace skills. A professional skills workshop must include an industry partner during the experience to ensure students are provided the most up-to-date and valuable guidance to fit current workplace policies and practices to be successful. Professional skills workshops will only be considered a work-based learning preparation component if an industry professional is included in the experience.

→ Mock Interviews

Mock interviews are a career preparation experience intended to provide students with the opportunity to develop professional interviewing skills through a practice interview with industry partners, receive valuable feedback to improve performance for the real world and network with industry professionals. To maximize a student's mock interview experience, the student should be prepared to provide professional documents at the time of the interview such as a resume, cover letter, completed application and portfolio. The student should also prepare prior to the mock interview with practice in the classroom setting on how to dress, how to respond to interview questions, expected professional interview behavior and how to receive performance feedback professionally. The industry professionals are able to provide the student with immediate verbal feedback and through evaluation on a scoring rubric, as well as provide professional suggestions for future success. Work-based learning coordinators or college staff overseeing internship programs should maximize student preparation prior to the student's internship interview by first including a

Work-Based Learning Activities

The Work-Based Learning activities will assist students in working to learn the necessary knowledge, skills, and abilities to be successful in the modern work of work. These activities involved direct interaction between industry and education stakeholders. All work-based learning activities include the 3 essential components: academic preparation, industry partnership, and academic follow-up (reflection).

→ Industry Partner Projects

Industry partner projects are a career exploration experience that engages industry partners through meaningful projects completed by students. Authentic projects require industry partner interaction throughout the duration of the project. Authentic projects involve tools, tasks or processes from an actual work setting and involve the students working to address a real-world and relevant problem or topic. To maximize student career learning and engagement, educators should connect the student with more information on careers related to the project and how the project is connected to everyday responsibilities in the career field. Industry partners should provide constructive feedback for students to continue to develop their professional skills to ensure future success.

→ Simulated Work Experience/School-Based Enterprises (SBE)

School-based enterprises are a career preparation experience where students have the opportunity to run an enterprise aligned with an industry recognized credential. School-based enterprises provide students with an opportunity to develop professional skills and career skills as students learn the different roles and aspects of a successful business while directly managing the school store. When carefully planned and managed by an educator, school-based enterprises simulate real world business experiences that can lead to direct skill development and authentic learning. School-based enterprises should prepare students through content learning in the classroom with a hands-on opportunity as outlined in the expectations provided by the Department. To ensure the school-based enterprise is following industry expectations an industry partner professional(s) should be evaluating and providing consultation on an annual basis. The educator should review and follow Iowa Code 298A and if applicable, Smart Snacks guidelines.

→ Student Learner Programs/Cooperative Work Experience

Cooperative work experiences (co-op) provide students with multiple periods of work related to their future education or career goals. The typical program plan is for students to utilize classroom study within discipline-related employment, thus gaining career-related work experience before graduation. Co-op positions are either paid or non-paid, and most involve some form of academic credit

Cooperative Work Experience – Single Service Area	Cooperative Work Experience – Multiple Occupational Areas	Work Experience Program for Special Education
For a school-sponsored cooperative work experience program in a single service area (e.g. business education), the instructor/coordinator must be appropriately licensed in that area.	For a school-sponsored cooperative work experience program in multiple occupational areas, the instructor coordinator must be an appropriately licensed teacher with any 5-12 endorsement, and must hold a multi-occupations endorsement (MOC). The MOC authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school sponsored on-the-job situations.	While many students with disabilities may be well served in a general work-based learning experience with accommodations or modifications, there are instances where a work-based learning program must be developed specifically for individuals who are unable to participate in general education programs. In these cases, a 5-12 Special Education endorsement and the Work Experience Coordinator (WEC) endorsement are required.

→ Internship

Internships are a professional training experience that provides students the opportunity to gain professional and technical skills while under the supervision of an industry professional in a career path of interest. Internships are structured experiences for a set period of time that require student interns to complete real work to reach the specific learning goals. Internships provide student learners with the opportunity to participate in training while gaining experience in problem-solving, decision-making and skill-building projects at the internship site. Internships may be paid or unpaid opportunities. Internship programs provide ample support from the work-based learning coordinator, including regular visits to the internship site, regular evaluations and program documentation with training agreements and student-individualized training plans. Work-based learning coordinators, including those with a multi occupations endorsement or work experience coordinator endorsement, should place students in experiences that align with the student’s career goals and regard the experience as an internship to prepare students for future career success.

→ Pre-Apprenticeship Programs

Pre-apprenticeship programs are training experiences that include a set of strategies to prepare individuals to enter and succeed in an apprenticeship training program. A pre-apprenticeship program that meets certain requirements set forth by the United States Department of Labor and that may lead directly into a Registered Apprenticeship (RA) program is called a Quality Pre-Apprenticeship (QPA) program. Pre-apprenticeship programs often focus on the basic skills needed to be successful in an apprenticeship program (such as industry-specific math or terminology) and serve to introduce students to basic concepts or foundational skills in preparation for a more complex and involved long-term apprenticeship program.

→ Registered Apprenticeship Programs

Apprenticeships are training experiences that provide on-the-job training or learning (OJT/OJL) with related technical or classroom instruction (RTI), enabling students to earn compensation while they learn a career or trade. Apprentices are employed by the employer/organization during an apprenticeship. An apprenticeship that meets certain requirements set forth by the United States Department of Labor is called a Registered Apprenticeship (RA) program. A special feature of RAs is that they provide opportunities for apprentice-earned wages to increase as progression is made through the program. In addition, portable industry credentials are awarded to those who complete RAs. RAs can last between one and five years and a recommended minimum of 44 hours of RTI.

Summary

The information below summarizes the differences between work-based learning programs as each relates to duration, whether or not students receive wages, and licensure requirements.

Program	Duration	Paid	Licensure
Internship	Short Term	Yes or No	Discipline
Cooperative Work Experience	1 - 9 Months	Yes or No	Appropriate for the subject and Multi-Occupational Certificate (MOC)
Work Experience for Students with Disabilities	1 - 9 Months	Yes or No	5-12 Special Education and Work Experience Coordinator (WEC)
Pre-Apprenticeship	Less than 1 Year	Yes or No	Appropriate for the subject and MOC
Registered Apprenticeship	1-6 Years	Yes	Appropriate for the subject and MOC

Work-Based Learning Components

High-quality work-based learning provides structured learning opportunities and authentic work experiences that include, but are not exclusive to, mentoring, internships, externships, quality pre-apprenticeship programs, and registered apprenticeship programs. Through experience with industry or community professionals in workplace settings, participants are able to foster first-hand engagement in the in-depth application of academic, technical, and employability skills to the tasks required of a given career field. More specifically, work-based learning should include the following components:

School-Based Components

- *Program Planning, Development, and Evaluation*: Defining the purpose and learning components of the work-based learning program, including development of the seminar curriculum; selecting, training and engaging employers/mentors; developing training agreements; and developing individualized training plans for each participating student.
- *Program Administration and Management*: Maintaining facilities, equipment and supplies; developing and adhering to a budget; managing information; addressing legal issues including labor laws, risk management and insurance; facilitating an advisory committee; engaging in positive public relations, including employer-employee recognition; and advising the CTE student organization.
- *Guidance and Advising*: Providing advice to program enrollees and completers consistent with their individual career and academic plans; providing career information materials and references; addressing the special needs of students, including students with disabilities, disadvantaged students and gifted students; encouraging nontraditional opportunities; and assisting program completers with their job searches.
- *Related-Class Instruction*: Delivering a seminar component that helps students to develop appropriate worksite skills and behaviors; reinforces aspects of learning that occur at the worksite; and utilizes the community to enhance learning objectives.
- *Program Evaluation*: Preparing, administering and analyzing student and employer follow-up information, and seeking information from the program advisory committee and others to make program improvements.
- *Community and Public Relations*: Creating promotional materials; utilizing community resources and the media to publicize program events and accomplishments; sponsoring activities that inform the community about the program; and seeking evaluation from the public.

Work-Based Components

- *Training Agreement*: A document outlining the duties and responsibilities of all parties involved in a work based learning experience: employers, teacher-coordinators, students, and parents.
- *Training Plan*: A list of outcomes to be measured in the classroom and the workplace, including specific worksite activities, activities that address all aspects of the industry, and opportunities for individual student reflection.
- *On-the-Job Instruction and Coordination*: Instruction that occurs at the worksite under the direction of the worksite supervisor and with the knowledge and approval of the teacher-coordinator. On-the-job instruction includes direction on specific tasks to be performed at the worksite, as well as information on safety and the operation of the company/business. On-the-job instruction is implemented in accordance with the needs of special populations of students as addressed in the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA).
- *Hours, Performance Evaluation, and Credit*: The training agreement and training plan will identify the hours of employment, following all guidelines under the Fair Labor Standards Act. Additionally, the teacher-coordinator will clarify what conditions and how much credit, if any, will be earned for participation in the program. The employer will provide an evaluation based on the metrics determined in the training agreement.

Connecting Activities

- **Employer Engagement**: Specific initiatives that engage employers in the classroom instruction, such as speaking opportunities, business/industry field trips, mentorships, and using employers to evaluate student performance in school or at competitive events.
- **Transition Services**: Targeted services to assist all youth, but particularly youth with disabilities or disadvantaged youth, in the areas of living and recreation, learning, including postsecondary opportunities, and working.
- **Labor Market Information**: Information pertaining to employment, industry and occupational statistics, wages, projections, trends, and other workforce characteristics.
- **Parent Involvement**: Engaging parents in the learning process by inviting them to instructional or promotional events, utilizing their networks to promote the program, and seeking their feedback on program activities or events.
- **Involvement of other Agencies, Community-Based Organizations, Professional Organizations**: Utilizing professionals from the Iowa Division of Labor, Iowa Vocational Rehabilitation Services, chambers of commerce, business/industry professional organizations, service and other groups, to enhance learning opportunities.
- **Student Organizations**: Active and full participation of students in career and technical student organizations at the local, state, and national levels, as appropriate, including leadership and competitive skill events.

Roles and Responsibilities

- **Teacher-Coordinators**: Teacher-coordinators combine and coordinate the efforts of many individuals to ensure that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into the world of work. The functions and responsibilities of teacher-coordinators include program planning, development, and evaluation; related-class instruction; on-the-job instruction and coordination; guidance and advice; program administration and management; community and public relations; and development in their own professional roles and activities.
- **Employers/Worksite Supervisors**: Employers in the community must be well informed about the work-based learning program and must understand their responsibilities within it. Employers must understand the training and educational aspects of the program and help to achieve training goals. Employers provide instruction in the specific tasks that students are expected to complete on the job, as well as information about safety and the general operation of the business. Employers and worksite supervisors must communicate regularly with the teacher-coordinators about how the student is performing on the job and what is needed to make the worksite an effective learning environment.
- **Students**: Students agree to be effective employees and to fully engage in learning activities both at school and at the worksite. Students will work to accomplish all elements of the training plan and will communicate with the teacher-coordinator and the worksite supervisor to ensure that a safe, effective work/learning environment is maintained.
- **Parents**: Parents should be involved with their student's choice of courses and long-term educational plan. Parents should strive to be informed about the opportunities work-based learning provides, as well as the potential outcomes, such as improved grade point averages and attendance, and the positive impact these outcomes can have on the college admission process. Parents can be encouraged to endorse the program by communicating that it is educationally sound, socially acceptable, and extends past "having a job" because it offers specific occupational preparation and experience. Parents are also responsible for the student between the time the student leaves school and arrives at the training station, and must ensure that the student's transportation needs are met.
- **School Administrators**: Administrators should be informed of student achievements, placements, employer evaluations, and other activities. They should observe students at training stations, in classrooms, and at functions of student organizations. Administrators must be informed of concerns or issues the work-based learning program positively impacts, including improved attendance, dropout reduction, increased employability, and real-world relevance for education. Administrators also need to understand the challenges faced by the program, including any assistance needed for its continuous improvement.

- **School Counselors:** Counselors and advisors should be informed about student development. Actively involving counselors and advisors in the operation of the work-based learning program will lessen any concerns they may have that enrolling students in the program could restrict opportunities for them to enroll in other courses. To demonstrate the student benefits of work-based learning, counselors and advisors should participate in coordination visits and related-class instruction, be involved in the student admission process, use their professional expertise to help students determine career interests and aptitudes, and to prescribe student learning activities.

Evidence of Success

Student Evaluation

A student in a work-based learning program should be evaluated on a regular basis to determine if progress is being made toward developing specific job skills. An evaluation system should measure student performance and provide the student with information on current strengths and areas where improvement is needed. The goals and objectives of the work experience program will provide information on what to evaluate. In addition to work adjustment skills and specific employment skills, teacher-coordinators should evaluate basic job skills, social and communication skills, personality traits, work habits, and student attitudes. Evaluation forms are completed by training sponsors because they are in the best position to provide objective feedback on student job performance. Teacher-coordinators must structure the evaluation process by developing a procedure, providing evaluation materials, and scheduling and conducting a joint evaluation interview with the student and the training sponsor after the evaluation form has been completed.

Program Evaluation

Program evaluation is the task of making judgments about the quality of a program and determining the extent to which previously established criteria are being met or have been attained. The fundamental reason for evaluation is to seek improvement. The Iowa Department of Education uses Differentiated Accountability. Schools annually complete a desk audit to submit information about their compliance with state and federal law.

Teacher-coordinators should also conduct the following types of evaluation to ensure the relevance and efficacy of work-based learning:

- **Graduate Follow-up:** Within a specified period of time following completion, usually one year and five years, a follow-up study of graduates should be conducted to determine their employment status, additional education received after completion, and general attitudes toward the training received.
- **Mastery of Course Competencies:** An effective means of assuring student outcomes is through the use of a mastery-level test of the core curriculum competencies. This can be done through technical skill assessments or industry-recognized certifications.
- **Student Evaluations:** A semester or year-end anonymous program evaluation should be given to students to uncover their attitudes, reactions, opinions, and recommendations related to program objectives, teaching techniques, instructor effectiveness, training sponsor qualities, and training station opportunities, among others.
- **Parent Evaluations:** Feedback from parents of students involved in the program can be an effective means for improving future communications and parent involvement. Be sure to include topics in the evaluation such as parent communications, insurance coverage for students, safety of students, transportation issues, assistance in guiding students, and other management practices involving parents. The key is to establish parent support and identify concerns that need to be addressed by the school/coordinator.

CBCSD Work-Based Learning Opportunities

Course Name	Credit Available	Hours Needed for Credit
Student Learner Programs		
Cooperative Experiences		
Marketing Topics Co-op (<i>AL & TJ</i>)	1 per semester	Minimum of 70 hours per semester
iJAG Co-op (<i>AL & TJ</i>)	1 per semester	Minimum of 70 hours per semester
Multi-Occupational Career Co-op (<i>AL, TJ, & Kanesville</i>)	1 per semester	Work 70 hours for credit after completing MOC Related Topics 1 and/or MOC Related Topics 2
CNA (<i>IWCC</i>)	No credit	During rotations for 30 hours at the nursing home
Basic Work Related (<i>AL & TJ</i>) Special Education classes Basic Work Co-op; Goodwill, volunteer internships	Varies depending on placement	Work 10 or more hours per week
Internships		
Student Data Center: Internship (<i>AL</i>)	1 per semester	Daily class in a semester (70+ hours); runs data center
Computer Programming & Software (<i>TJ</i>)	1 per semester	Daily class in a semester (70+ hours); works with businesses in class to create apps and programs
Summer Internship	1 per semester	Work every day 4-6 weeks, approximately 120-140 hours
Early Childhood Education	1 per semester	Minimum of 70 hours per semester Children's Square: Early Childhood Educator; CBCSD: Paraeducator, Teacher Aid, Youth Development Worker; Council Bluffs Schools Foundation: Child and Youth Worker
Certified Nursing Assistant	1 per semester	Minimum of 70 hours per semester Midlands Living Center, NorthCrest Living Center, and Prairie Gate: Certified Nursing Assistant
Resident Assistant	1 per semester	Minimum of 70 hours per semester Midland Living Center, NorthCrest Living Center, and Prairie Gate
Chef De Partie (Culinary)	1 per semester	Minimum of 70 hours per semester CBCSD: Catering; Prairie Gate & Ameristar: Cook
Diesel	1 per semester	Minimum of 70 hours per semester Freightliner Truck Center & RDO: Diesel Technician

Law	1 per semester	Minimum of 70 hours per semester McGinn Law Firm: Paralegal
Computer Sciences	1 per semester	Minimum of 70 hours per semester Ameristar: Information Technology
Pre-Apprenticeship		
Auto/Diesel Mechanics: McMullen & Woodhouse	No credit	Embedded in TradeWorks & IWCC course
Electrical: Amped & Hearty	No credit	Embedded in TradeWorks & IWCC course
Plumbing & HVAC: Jefferis & AireServ	No credit	Embedded in TradeWorks & IWCC course
Welding: Owen Industries	No credit	Embedded in TradeWorks & IWCC course
Apprenticeship		
CNA	2 Credits	318 hours of Related Training and Instruction (RTI) and 2,000 hours of hands-on training (OJT) Midlands Living Center, NorthCrest Living Center & Prairie Gate
Welding	2 Credits	352 hours of Related Training and Instruction (RTI) and 6,000 hours of hands-on training (OJT) Lozier: Welder
Early Childhood Education	2 Credits	2,000 hours Children's Square: Early Childhood Educator; CBCSD: Paraeducator, Teacher Aid, Youth Development Worker; Council Bluffs Schools Foundation: Child and Youth Worker
Chef De Partie	2 Credits	2,000 hours Ameristar & Prairie Gate: Cook

Work-based learning programs operate in accordance with many legal requirements.

- Fair Labor Standards Act (FLSA)/Child Labor/Iowa Code Chapter 92
- Safety
- Hazardous Occupations
- Liability and Insurance
- Equal Access/Affirmative Action
- Immigration
- Wages and Exemptions
- Taxes and Unemployment
- Student Records

8. Courses by Department

Course Descriptions

Title:	(AP) after a title indicates the course is Advanced Placement; (CE) indicates a concurrent enrollment course; (PP) indicates Pottawattamie Promise requirement.
Location:	Locations are AL for Abraham Lincoln HS, TJ for Thomas Jefferson HS, IWCC for Iowa Western Community College and/or TBD for classes with locations To Be Determined.
Credit:	Indicates the high school credit awarded.
Duration:	Length of course; typically semester or year long.
Grade:	Indicates suggested student grade level for students in order to enroll.
Prerequisites:	Indicates whether there are limitations for getting into the course such as assessment scores, previous coursework, summer assignments, or grade level restrictions.
Description:	Course content and expectations.
Repeatable:	Indicates if a course can be repeated more than once.

Course Descriptions by Department

Business, Finance, and Marketing	78
College & Career Readiness & Development	82
Communications and Audio/Visual Technology	85
Computer & Information Science	88
Engineering, Construction, and Industrial Technology	92
Family & Human Services	97
Fine & Performing Arts	102
Health Care Sciences	109
Language Arts	113
Mathematics	117
Military Science	120
Physical, Health, and Safety Education	122
Science	125
Social Studies	128
World Languages	132

BUSINESS, FINANCE, & MARKETING

BUSINESS

Business & Consumer Law

Grades: 9-12

Credit: 1

Location: AL/ TJ

Duration: Semester

Prerequisite: NA

This course is designed to help students develop an appreciation for law and a practical understanding of the legal framework in which individuals function- personal, social, and business. Topics include: law enforcement, judicial court system, minor and consumer rights, contracts and insurance.

Business Management

Grades: 11-12

Credit: 1

Location: TJ

Duration: Semester

Prerequisite: NA

This course is designed to provide a solid foundation to the business world – how it operates and is managed. Basic business principles will help the student to enter the work force or college. Topics include business characteristics, forms of ownership, finance, and management. The one semester course is a prerequisite or corequisite for the Marketing Education Program.

Entrepreneurship

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Business

Entrepreneurship is designed to give students the skills to effectively organize, develop, and manage a business. Topics include student assessment of personal skills, the components of the free enterprise system and its place in our global economy, understanding risk management and the concept of risk/reward, marketing, selling, financing, and ethics. Students will develop a written business plan for a business of their choice. **This course covers all career pathway areas.*

Introduction to Business

Grades: 9-10

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course is a pre/co-requisite for the Business Strand of the Business Ventures Academy. Introduction to Business is a basic introduction to the business world. Students learn their role in the economic system. Business cycles, supply and demand, exports and imports, business ethics, starting your own business, and business communication skills will be covered. This course is an introduction to the department's business programs.

Introduction to Business (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Intro to Business recommended; meets qualifications for CE course

IWCC: BUS102

Introduction to Business (CE) surveys American enterprise and examines the interrelated roles of accounting, economics, finance, management, and marketing as they affect the firm. Students view the firm from both its functional role and its social institutional role.

FINANCE

Accounting 1

Grades: 10-12	The student will learn the accounting cycle, which includes journalizing, posting, preparing worksheets, creating financial statements, making adjustments, and closing entries. Microcomputers will be utilized whenever possible to reinforce the textbook/problems. Assignments are similar to work done at a business or in personal life of balancing expenses and available income, and business simulations are used to reinforce this learning process. The course develops invaluable skills needed in the current economy.
Credit: 2	
Location: TJ	
Duration: Year	
Prerequisite: NA	

Accounting 2

Grades: 10-12	Advanced accounting is an extension of Accounting I going beyond the fundamentals of accounting providing more vocational competency. This course offers additional work in various types of business, personal and financial transactions, and an increase in simulations and project work to reinforce learning. The student will use computer applications involved in the accounting process. Ethics in business, as well as, international business topics will also be discussed during the course.
Credit: 1	
Location: TJ	
Duration: Semester	
Prerequisite: Accounting 1	

Banking and Credit

Grades: 10-12	The Banking and Credit course explores the fundamental principles and practices of banking and credit in the United States. The course gives an excellent overview of financial services, including information on human resources, marketing, and ethics. Topics to be covered include: money and interest, negotiable instruments, mortgages, commercial lending, security and ethics, the role of banking in today's economy, and how the banks and banking system create credit and affect the money supply.
Credit: 1	
Location: TJ	
Duration: Semester	
Prerequisite: Introduction to Finance	

Introduction to Finance

Grades: 9-12	In this course students will learn the basics of Business Finance. Students will learn about the role of financial markets, financial intermediaries, and the Federal Reserve. The time value of money, risk assessment, and analyzing financial statements will be covered. Students will also look at a wide range of investments and how they can best be used by business.
Credit: 1	
Location: TJ	
Duration: Semester	
Prerequisite: Introduction to Business	

MARKETING

Introduction to Marketing

Grades: 9-12	This course is a pre/co-requisite to the Marketing Strand of the Business Ventures Academy, but it is open to any freshman through senior student. Introduction to Marketing covers the role of marketing in society, consumer behavior, product management, distribution, pricing concepts, strategic planning and promotional activities within a business environment.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Business	

Marketing Career Co-op/DECA

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Marketing Career Co-op is a one-semester course for students enrolled in Marketing Career Topics. Students work for pay at a related job for which they receive credit. Job placement, training, and evaluation are part of this course. **Students may earn 1 credit per semester with verified employment.*

Marketing Career Topics 1

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Take 2 of the following: Introduction to Marketing; Marketing: Sports, Entertainment, Hospitality, & Tourism; Business Management; Retailing; or Entrepreneurship (may also be Co-requisites)

This course is designed to prepare students for careers in marketing or a business major in college. Units of study include career planning, advertising, visual merchandising, job seeking skills, and human relations to other marketing-related topics. **The student becomes a member of DECA.*

Marketing Career Topics 2

Grades: 11-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Marketing Career Topics 1

Marketing Career Topics 2 is an extension of Marketing Career Topics, taught concurrently with Marketing Career Topics 1 that further develops the marketing/DECA students by adding curriculum in the following areas: consumer behavior, marketing research, management and leadership strategies, employability skills, development of marketing plans, in depth social media marketing, and other advanced marketing concept that will be examined during this one-year course. Students will complete marketing research projects as well as create a career portfolio for today's ever changing digital world.

Marketing: Sports, Entertainment, Hospitality & Tourism

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Marketing

This course is a corequisite for the total Marketing Education/DECA Program. Students will be introduced to an overview of marketing in the areas of sports, entertainment, hospitality and tourism. The focus is on marketing basics, including segmentation, research, promotion, sales, pricing, public relations, product service development, and the use of social media to reach target markets. Students will develop skills that prepare them to succeed in the career fields of marketing in sports, entertainment, hospitality, and tourism industries which are the largest growing global- marketing sectors.

Sales, Retailing & Merchandising

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Marketing

This course includes a study of selling, retailing, and merchandising focusing on the exciting environment of retail stores. Students will examine retail strategies including merchandise management, visual merchandising, sales promotion, pricing strategies, current and future trends and the importance of customer service. This class will also examine the role of selling by studying selling approaches and procedures, product knowledge, and sales presentations.

Social Media Marketing & Communications

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Marketing

This course will explore the realm of social media marketing and how it is revolutionizing business communications by studying the history of online communities and how to define and evaluate social media and communication tools. Students will examine and assess the roles of online communities and the impact of new technologies and changing lifestyles on marketing strategy development and communications in business. They will identify market leaders (e.g., Facebook, LinkedIn, Twitter) and key tools for business communication (e-mail, blogs, websites) and learn how to effectively integrate them into a successful marketing mix.

COLLEGE AND CAREER READINESS AND DEVELOPMENT

ACT Prep

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

ACT Prep is a semester-long course designed to prepare students for success on the ACT and increase the potential to earn scholarships and grants for college. The course will help students understand both the format and most common content on the ACT. In addition, students will develop specific strategies designed to improve student composite and subtest scores. The course utilizes the Naviance ACT Prep program. The course will also help students develop and complete scholarship applications to generate additional funding for college!

Advisement

Grades: 9-12

Credit: 0.5

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Advisement class required for all students. During class students work with teacher advisors to create, implement and monitor school success plans for high school and beyond. Students remain with the same advisor throughout their high school career. Students are required to enroll in Advisement every semester, every year.

Freshman Success Seminar

Grades: 9

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Administrator Approval

This course is designed to capture and continue momentum from the 8th to 9th summer transition program to ensure that identified students have the support necessary to be successful during their 9th grade year and beyond. The course will build knowledge of graduation requirements, grading policies, attendance policy, GPA, and the importance of being involved in extracurricular activities. Students will learn skills necessary for success as a student including study habits, time management, organization, self-advocacy, attendance, collaboration, goal setting, identifying and accessing resources, 4-year and post-secondary planning, critical thinking, healthy decision making, leadership skills, conflict resolution, social and interpersonal skills, self-motivation, and taking responsibility for one's actions. The course will provide exposure to school and district values, expectations, and mission. As a result of participation in seminar students will build character, integrity, grit, perseverance, professionalism, responsibility, and self control. The course will also introduce appropriate technology use, social media safety, and use of Google Application.

IJAG 9-10

Grades: 9-10

Credit: 1-2

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Iowa's Jobs for America's Graduates (IJAG) students are given the opportunity to experience work environments through job shadowing, internships, and part-time employment. The IJAG Career Association is a student-led organization that fosters leadership, teamwork, community service and citizenship. The Educational Specialist offers assistance and support for twelve months after graduation to ensure a successful school-to-career transition. Note: 36 week course (one year); begin in fall only.

IJAG 11-12

Grades: 9-10

Credit: 1-2

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Iowa's Jobs for America's Graduates (IJAG) students are given the opportunity to experience work environments through job shadowing, internships, and part-time employment. The IJAG Career Association is a student-led organization that fosters leadership, teamwork, community service and citizenship. The Educational Specialist offers assistance and support for twelve months after graduation to ensure a successful school-to-career transition. Note: 36 week course (one year); begin in fall only.

IJAG Co-op

Grades: 11-12

Credit: 1-2

Location: AL/TJ

Duration: Semester

Prerequisite: Concurrently enrolled in IJAG 11-12

IJAG students apply to receive credit for a job outside of school. Note: 36 week course (one year); begin in fall only.

Multi-Occupational Careers (MOC) Co-op

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Completion of MOC Related Topics 1 and/or MOC Related Topics 2

Repeatable: Up to 3 semesters

This course is recommended for students with a part-time job. This course is designed to balance classroom theory with periods of practical, hands-on experience prior to graduation. This course provides opportunities to establish and build connections in the workplace that are valuable for networking opportunities, as well as for receiving referrals and references for future employment. Students who enroll in MOC Co-op are required to maintain consistent, part-time employment and will explore the aspects of industry, participate in regular work site visits and evaluations from the Multi-Occupational Careers (MOC) Co-op Facilitator. Students can earn 1 credit for at least 70 hours of work each semester, up to 3 semesters.

Multi Occupational Career Related Topics 1

Grades:10- 12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Administrator or counselor approval

This course is recommended for students with a part-time job or looking to obtain a part-time job. This course is designed to assist students in exploring careers and developing the skills necessary to obtain employment. Students will practice resume writing, job application completion, and interviewing techniques. This course is designed to sequence with Multi-Occupational Careers (MOC) Co-op.

Multi Occupational Career Related Topics 2

Grades:11 - 12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Administrator or counselor approval

This course is recommended for students with a part-time job. This course is designed to assist students in succeeding in the workforce. Students will apply practical job skills including workplace problem solving strategies, safety on the job, teamwork/collaboration, and demonstrate skills required to work in a diverse environment. This course is designed to sequence with Multi-Occupational Careers (MOC) Co-op.

Leveraging Youth on the Freshman Team - LYFT (Transition 8th to 9th)

Grades: 8th to 9th

Credit: 0.5

Location: AL/TJ

Duration: Summer Session

Prerequisite: Administrator Approval

This course is designed to help students transition from 8th to 9th grade. Students learn about the high school curriculum, course options and pathways, co-curricular activities, extra-curricular options, and about the school culture. An emphasis is also placed on future-ready skills that are needed for students to be successful in high school and beyond.

Soar Into High School Academy

Grades: 9

Credit: 0.5

Location: TJ

Duration: Summer Session

Prerequisite: Administrator Approval

This course is designed to help students successfully transition from 8th to 9th grade. During this summer session, students will have an opportunity to engage with Math and English Language Arts through the pedagogical approaches practiced during the academy. This will help students prepare for the academic expectations of 9th grade, develop understanding and confidence with math/ELA concepts through the use of tools and activities designed for incoming 9th grade students, and connect and establish positive relationships with high school staff while becoming familiar with the school.

TAG Seminar

Grades: 9-12

Credit: 1-2

Location: AL/TJ

Duration: Semester

Prerequisite: Identification by TAG Strategist

Repeatable: Each semester

Seminar is an elective class that may be repeated for credit. Students will apply their interests, knowledge, thinking skills, creative ideas, and task commitment to self-directed problems or areas of study. The student will complete a project that is uniquely different from others have done before, work towards making a noticeable impact on those around them, gain a deeper understanding about their interests, and make substantial personal gains. The project will seek to solve an identified problem in the community, school, or a specific area of need with a real-world audience. To be eligible for this course, students should be identified by the TAG strategist as needing an advanced opportunity.

Work Based Learning Internship

Grades: 10-12

Credit: 1-2

Location: AL/TJ

Duration: Semester

Prerequisite: Workbased Learning Coordinator permission

Repeatable: Each semester

Internships are typically one-time, short-term work or service experiences related to the student's major or a participant's career goal. The internship plan generally involves participants working in professional settings under the supervision and mentoring of practicing professionals. Internships can be paid or unpaid and may or may not involve academic credit. Strong internship programs incorporate meaningful work assignments, training, necessary workspace and resources, and structured evaluation/reflection.

COMMUNICATIONS AND AUDIO/VISUAL TECHNOLOGY

JOURNALISM

Broadcast Journalism

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Journalism

Repeatable: Each semester

Students will produce a news magazine broadcast covering topics and stories relevant to high school students. Students will shoot video, do interviews, and write complete news story packages for the broadcast. Students will also produce commercials and projects for the community.

Introduction to Journalism

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

In this course, students are introduced to all aspects of print journalism, including interviewing, news and editorial writing, feature writing, and contemporary newspaper and yearbook design. Students interested in working on the school newspaper, yearbook, or the broadcast program as reporters, photographers, designers, advertising staff, or editors are required to take this course along with other students who are interested in the general field of journalism. The oral, written, and visual communication skills learned in this course will be valuable to students entering any profession. May be used to meet 1 credit of English graduation requirements.

Introduction to Media Production (CE)

Grades: 11-12

Credit: 1

Location: AL

Duration: Semester

Prerequisite: Introduction to Journalism recommended; meets qualifications for CE course

IWCC: MMS113

Introduction to Media Production will introduce students to television studio production. Approximately 75 percent of the course will be devoted to hands-on application producing programs and completing exercises in lab. The remainder of the course will focus on material covered in lecture and reading assignments. Students will be producing programs and segments to air on Iowa Western Media and to upload to the Web.

Newspaper Journalism

Grades: 9-12

Credit: 1-2

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Journalism

Repeatable: Each semester

This course is designed for those students who will be part of the newspaper staff. These students will be responsible for writing and reporting for the school newspaper. In addition to writing stories, these students work with other students to brainstorm vital information, such as the story ideas and coverage angles. This course is also designed for those students interested in marketing the newspapers, and selling and designing advertising. Finally, students interested in all aspects of photography and graphic arts can benefit from this course.

Sports Media Production

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Journalism or Photography

Repeatable: Each semester

This course will offer students career-related experiences in the field of sports and entertainment media production. Students will create media entertainment for sports radio and TV shows highlighting ALHS & TJHS athletic teams and extra-curricular clubs. The class is not limited to sports, however. The course also offers creative entertainment production opportunities through student interest and choice such as hosting and streaming your own talk show, podcasts, and/or YouTube shows. Students will also be in charge of creating content for the new jumbotron video board at the Wickersham Stadium Athletic Complex. Production duties outside of the normal class day to televise and stream sporting events, music concerts and other extracurricular activities will be required for students.

Yearbook Journalism

Grades: 9 -12

Credit: 1-2

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Journalism

Repeatable: Each semester

This course is designed for students who will be part of the yearbook staff. These students will be responsible for writing and taking photos of events for the school yearbook. In addition to writing stories and taking photos, these students work with other students to brainstorm vital information, such as the theme and coverage angles. This course is also designed for those students interested in marketing a book, selling, designing, and advertising.

MULTIMEDIA COMMUNICATION

Computer Graphics 1

Grades: 9 -12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course is an introduction for those students interested in computer graphics. It covers the basic concepts and functions of digital drawing and digital imaging editing methods. Students will learn useful techniques from authentic projects and will create and manipulate graphics and images.

Digital Drawing (Adobe Illustrator)

Grades:10 -12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Computer Graphics 1

In Digital Drawing, students will continue building their skills in applying graphic design principles and using computer graphics software, such as Adobe Illustrator. Students will be provided with more advanced graphic design techniques to apply to real-life authentic projects. This course will provide instruction in the creation of graphics used for publishing along with the web. Students are introduced to illustration software. The intent of this course is to present the industry's current software package for digital illustration.

Digital Imaging (Photoshop)

Grades:10 -12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Computer Graphics 1

This course shows you how to use Adobe Photoshop to perform many different image processing techniques. In this course, you will learn how to use several tools for selecting parts of images, and will move, duplicate and resize images. You will learn to use layers, layer effects, filters, painting and blending, and color modification. Also, you will learn how to create images of different formats for different applications including print media, broadcast production, and web design.

Photography

Grades:10 -12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will be an introduction to aesthetic, technical theories and techniques of digital photography. Topics include camera and lens operation, memory cards, file formats, exposure, white balance, composition, lighting creativity, photojournalism, ethics, sports photography, studio photography and basic image-editing software. It provides experience in traditional and contemporary photographic techniques for art, multimedia, television and print.

Introduction to Web Design

Grades:9 -12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

In this course students will create, design and maintain a website. Using HTML and current industry-based software, students will create web pages and web sites. Design considerations such as usability and aesthetics will be emphasized in the class.

COMPUTER & INFORMATION SCIENCE

CCNA1: Introduction to Networks (CE)

Grades: 10-12

Credit: 1

Location: AL

Duration: Semester

Prerequisite: Algebra I; meets qualifications for CE course

IWCC: NET204

This course introduces students to models of the Internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

CCNA2: Routing & Switching (CE)

Grades: 10-12

Credit: 1

Location: AL

Duration: Semester

Prerequisite: CCNA1; meets qualifications for CE course

IWCC: NET311

In this course students will learn the basic components, operations of routers and switches in a small network, plus how to configure a router and a switch for its basic functionality. In addition to this, students will learn the basics of security in WLANs and network switches to configure devices using security best practices. By the end of this course, students will be able to configure and troubleshoot routers and switches to resolve common issues in both IPv4 and IPv6 networks.

Computer Programming & Software Development Internship Experience

Grades: 12

Credit: 2

Location: TJ

Duration: Year

Prerequisite: Computer Science 1 & Computer Science 2, Intro to Java Programming or Intro to C++

This course is a pre/co-requisite for the Computer Programming and Software Development Strand of the Emerging Technologies Academy. Students will create, design and maintain a website. Using HTML and current industry-based software, students will create web pages and web sites. Design considerations such as usability and aesthetics will be emphasized in the class.

Computer Science 1

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course is designed to be the first computer science course for students who have never programmed before. Students will use visual, block-based programming to create mobile Android apps and games, and text-based programming using languages such as Python® to make programs and websites.

Computer Science 2 (CE)

Grades: 9-12

Credit: 2

Location: TJ

Duration: Year

Prerequisite: Meets qualifications for CE course

DMACC: CIS450

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing and introduce professional tools that foster creativity and collaboration. Projects and problems include application development, visualization of data, cyber-security, and simulation. Note: This course also helps prepare students for the Computer Science Principles AP test. *PLTW Course Computer Science Principles.

Computer Science 3 (CE)

Grades: 10-12

Credit: 2

Location: TJ

Duration: Year

Prerequisite: Meets qualifications for CE course

DMACC: CIS451

Computer Science 3 focuses on students collaborating to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the AP Computer Science-A exam.

Computer Technology Applications

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Year

Prerequisite: NA

This course is a pre/co-requisite for the Business, Finance, and Marketing Strands of the Business Ventures Academy. This class emphasizes using integrated computer applications. Using both industry software and Web 2.0 tools, students will become competent using the basic features of word processing, databases, spreadsheets, graphics and presentations. Integration between the applications and data management will be emphasized as well as applications specifically related to use in the business and finance community.

Cybersecurity Fundamentals

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

The Cybersecurity course provides students with the opportunity to explore the world of cybersecurity. This course will provide students with basic knowledge in the importance of cybersecurity and data confidentiality plus security aspects needed in the cyber world including information security, systems security, network security, mobile security, physical security, ethics and laws. Students will develop skills in related technologies, procedures, defense and mitigation techniques used in protecting businesses - including best practices for using the internet and social media safely while exploring potential career opportunities in this growing field.

Information Technology Internship

Grades: 10-12

Credit: 1

Location: TBD

Duration: Summer

Prerequisite: Computer Science 1, Computer Science 2, IWCC Computer Science Pathway courses
RECOMMENDED

Repeatable

The High School Information Technology Summer Internship Program offers students an exciting opportunity to dive into the world of technology and develop essential skills for the digital age. This intensive, hands-on course is designed for students interested in exploring various aspects of information technology, including computer programming, web development, cybersecurity, and data management. Throughout the program, students will engage in interactive projects and real-world applications that foster problem-solving and critical thinking skills. They will learn fundamental concepts and tools used in the IT industry, gaining practical experience.

Introduction to C++ Programming

Grades: 10-12

Credit: 1

Location: TJ

Duration: Semester

Prerequisite: Computer Science I

This course gives students opportunities to develop problem-solving skills through learning techniques by developing programs using C++ language. Students test, edit, and refine their programs to reach satisfactory solutions. Course goals include opportunities to create real, interactive computer and web-based programs for business, education, and web applications and to create libraries and data files for others to use.

Introduction to Java Programming

Grades: 10-12

Credit: 1

Location: TJ

Duration: Semester

Prerequisite: NA

Java is a programming language that allows programs written once to run in multiple operating systems like Microsoft, Windows, Apple OS and Linux. The course will enable students to learn the fundamentals of object-oriented variables, selection and control statements. Upon completion of this course, students will be able to write, maintain and debug Java console and window applications.

IT Essentials

Grades: 9-12

Credit: 1

Location: AL

Duration: Semester

Prerequisite: NA

This course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a networked environment. New topics in this version include mobile devices such as tablets and smart phones and client side virtualization. Expanded topics include virtualization, cloud computing and security.

IT Student Technician Experience

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will provide students with authentic opportunities to apply IT skills in an actual laboratory experience. Each student will have access to install hardware, software, and to troubleshoot infrastructure including teacher and student workstations, LCD projectors, document cameras and networking hardware. Students will work under the supervision of Information Systems Department Staff and will assist staff and students in the High School Technology Support Centers. Access to district technology hardware and software will be based on a trust relationship.

IWCC Computer Science Pathway

Grades: 9-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with a scheduled period to pursue a computer science certificate or diploma from Iowa Western Community College by enrolling in online courses under the supervision of a computer science teacher at Abraham Lincoln or Thomas Jefferson High Schools. Students must be enrolled in IWCC computer science courses in an approved sequence in order to complete a certificate or diploma in computer programming, web design, networking, or cybersecurity. Enrollment is limited to 25 students per school and students must have instructor permission prior to registering for the course.

Sports Statistics & Video Management (HUDL)

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Repeatable: Up to six credits

In this course, students will gain knowledge and skills in the areas of hardware installation, software troubleshooting and customer service. They will have extensive exposure to Hudl programs in this course. Students will enter the world of computer technology and gain practical experience in assembling a computer system, installing an operating system, troubleshooting and using system tools and diagnostic software. They develop skills in resource sharing, relationship building and customer service skills.

Student Data Center Internship Experience

Grades: 11-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: CCNA 2

The Data Center Internship is a course for the C.B. Community Schools' Emerging Technologies Academy. During their senior year, this course enables students to learn and apply skills as to how to run a data center. Students will take the knowledge they have learned from the prerequisite courses and apply them in real-world situations in the Data Center Capstone. Within the Data Center Capstone, students will work in teams to set up the Data Center's equipment and work to ensure 100% connectivity for all of their real-world projects.

ENGINEERING, CONSTRUCTION, AND INDUSTRIAL TECHNOLOGY

CONSTRUCTION & INDUSTRIAL TECHNOLOGY

Architectural Drafting/CAD Technology

Grades: 9-12	Students will learn methods and standards used by industry to create plans for construction and manufacturing projects. Lettering, sketching, geometric construction, multi-view and pictorial drawing, and dimensioning will be covered. Computer-aided drafting will also be used. This course will be an asset in reading blueprints in all industrial technology classes.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Grade 10-12; Grade 9 if enrolled in Introduction to Engineering Design	

Facilities and Maintenance Internship

Grades: 11-12	The High School Facilities and Maintenance Summer Internship Program provides students with a hands-on opportunity to explore careers in facilities management and maintenance. This immersive program is designed for students interested in understanding the operational aspects of maintaining buildings and grounds, focusing on practical skills and real-world applications. Throughout the internship, students will work alongside experienced facilities and maintenance professionals, gaining valuable insights into the day-to-day operations of various facilities. Participants will learn about building systems, maintenance procedures, safety protocols, and the importance of sustainability in facility management.
Credit: 1	
Location: TBD	
Duration: Summer	
Prerequisite: TradeWorks 1, TradeWorks 2	

Repeatable	
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Registered Apprenticeship 1: Welding & Manufacturing

Grades: 11-12	Registered apprenticeship is a structured training program that combines on-the-job training and related technical instruction to train employees in occupations that demand a high level of skill. Students can build their technical skills and have the opportunity to apply for a registered apprenticeship position. Selected apprentices work with industry professionals while going to school, earning income while learning key skills. Upon completion of the program, students will earn a Department of Labor Apprenticeship Certificate that is valid anywhere in the United States.
Credit: 2	
Location: TBD	
Duration: Year	
Prerequisite: Dependent on area of apprenticeship	

Registered Apprenticeship 2: Welding & Manufacturing

Grades: 12	Registered Apprenticeship 2 is a direct extension of Registered Apprenticeship 1.
Credit: 2	
Location: TBD	
Duration: Year	
Prerequisite: Registered Apprenticeship 1	

TradeWorks 1

Grades: 9-10

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

TradeWorks is a year-long course divided into two semesters where students will focus on the five core trades of TradeWorks (Construction, Welding, HVAC/Plumbing, Electrical, and Automotive/Diesel). TradeWorks 1A (first semester) will consist of students achieving their Diploma + 1: OSHA 10 General Industry credential as well as a variety of safety topics and equipment use through the lens of Construction, Welding, Electrical, HVAC, Plumbing, and Automotive/Diesel. Students will gain a basic understanding of hand and power tools used in these trades, as well as precision of measurement required by industry. TradeWorks 1B (second semester) will engage students into each of the trades through theory and hands-on application of the five core trades of TradeWorks.

TradeWorks 2

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: TradeWorks 1

TradeWorks 2 is a yearlong course designed for students who want to broaden their skills in one of the five core trades of TradeWorks: Construction, Welding, Electrical, Automotive/Diesel, or HVAC/Plumbing. Examples of the hands-on activities a student may experience in each of these trades are listed below. Students will choose three of these core trades during the first semester and one of the trades during the second semester to narrow down their top choice for a possible future career. Below are key concepts students will learn in the Trades they select to pursue.

- Construction: Residential framing, interior and exterior finish, masonry, and concrete; Framing of a house through partnership with Habitat for Humanity
- Welding: Arc, MIG, and TIG welding in various joint configurations, oxy acetylene cutting, plasma cutting, weld symbols; Fabrication of a project
- Electrical: AC DC Electrical Theory; Residential electrical including installation of service, switches, outlets, lights, etc.
- HVAC/Plumbing: PEX, PVC, Copper supply lines. DWV pipe layout and assembly; Condensers, Compressors, Intro to Refrigeration
- Automotive/Diesel: Air intake, steering suspension, drivetrain and diagnosing engine systems as well as running a shop for student and staff vehicles; Snap-On Digital Multimeter Certification

IWCC Welding Pathway

Grades: 11-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with the scheduled periods to pursue a welding technology certificate or diploma from Iowa Western Community College.

IWCC Construction Pathway

Grades: 11-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with the scheduled periods to pursue a construction technology certificate or diploma from Iowa Western Community College.

IWCC Diesel Pathway

Grades: 11-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with the scheduled periods to pursue a diesel technology certificate or diploma from Iowa Western Community College.

IWCC Automotive Pathway

Grades: 11-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with the scheduled periods to pursue a automotive technology certificate or diploma from Iowa Western Community College.

IWCC Electromechanical Pathway

Grades: 11-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with the scheduled periods to pursue an electromechanical certificate or diploma from Iowa Western Community College.

IWCC Electronic & Industrial Systems Pathway

Grades: 11-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with the scheduled periods to pursue an electronic & industrial systems certificate or diploma from Iowa Western Community College.

ENGINEERING - PROJECT LEAD THE WAY (PLTW)

Aerospace Engineering

Grades: 11-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Successful completion of or concurrent enrollment in Algebra 2; Introduction to Engineering Design, Principles of Engineering

This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. Aerospace Engineering explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals.

Aviation Science (CE)

Grades: 12

Credit: 1

Location: ALHS

Duration: Semester

Prerequisite: Introduction to Engineering (CE) recommended; meets qualifications for CE course

IWCC: AVI255

This course is designed to train students on small unmanned aircraft and prepare students to take the FAA Part 107 test. Students will understand the safe and legal operation of Unmanned Aerial Vehicles (UAV) and Unmanned Aerial Systems (UAS). Additionally, this course provides an introduction to aviation meteorology, charts, and airspace. Students will learn various federal, state, and local aviation requirements. Upon successful completion of this course, students will be prepared to take the FAA Part 107 test to obtain a Remote Pilot Certificate from the FAA. Students must be at least 16 years old to take the FAA Part 107 Remote Pilot Certification Exam.

Civil Engineering and Architecture (CE)

Grades: 11-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Successful completion of or concurrent enrollment in Algebra 2; Introduction to Engineering Design, Principles of Engineering; meets qualifications for CE course

DMACC: EGT460

This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. This course will introduce students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with math and science knowledge. Computer software programs provide opportunities to design, simulate, and evaluate the construction of buildings and communities. Emphasis will be placed on related transportation, water resources, and environmental issues. Activities include cost estimates and review of regulatory procedures that would affect project design.

Computer Integrated Manufacturing (CE)

Grades: 11-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Introduction to Engineering Design and/or Principles of Engineering; meets qualifications for CE course

DMACC: EGT450

This course is a pre/co-requisite course for the Manufacturing Technology Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass property analysis (the relationship of design, junction, and materials), modify their designs, and use prototyping equipment to produce 3-D models.

Digital Electronics (CE)

Grades: 11-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Prerequisite: Introduction to Engineering Design, Principles of Engineering; meets qualifications for CE course

DMACC: EGT420

This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. A course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Engineering: PLTW Capstone

Grades: 11-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Introduction to Engineering Design; Principles of Engineering ; and 1 of the following: Aerospace Engineering, Digital Electronics CE, Civil Engineering & Architecture CE, or Computer Integrated Manufacturing

The knowledge and skills students acquire throughout PLTW high school courses in engineering come together in the Engineering PLTW Capstone as student teams pool resources to identify an issue or problem of interest and then research, design, and test a solution, ultimately presenting their solution to a panel of professionals. Students work with their team, drawing on the strengths and skills of each member, as they prepare themselves for the interdisciplinary collaboration required for success in college and career.

Introduction to Engineering Design (CE)

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Meets qualifications for CE course

DMACC:EGT400

This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. The course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological changes.

Principles of Engineering (CE)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Algebra 1, Introduction to Engineering Design; meets qualifications for CE course

DMACC:EGT410

This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy (PLTW). Students develop problem solving skills, with emphasis placed upon the concept of developing 3-D models. They focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. Manual drafting techniques will also be developed. An emphasis on the design development process of a product and how a model of that product is produced, analyzed, and evaluated, using a CAD system. Career opportunities in the field are explored.

Robotics Engineering

Grades: 9-12

Credit: 0.5

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Repeatable: Each semester

The primary goal of this course is for student groups to design, document, program, build, test, and compete with robots in the robotics platforms. Students will be required to document their process and communicate both digitally and verbally and to defend their choices as well as describe the design process. Students will typically compete in robotics competitions November through January. *This course is co-curricular (.5 credit per semester). Course meets during 0 hour.

FAMILY AND HUMAN SERVICES

CULINARY ARTS AND HOSPITALITY SERVICES

Culinary Arts 1(CE)

Grades: 11-12	<p>Culinary Arts 1 introduces students to basic cooking principles. Topics include an overview of kitchen equipment, safety, sanitation, and basic preparation methods that includes soups, salads, sandwiches, breakfast items, vegetables and starches. The course also introduces students to basic skills and techniques of cooking. Students prepare food items in the various stations of the professional kitchen, rotating through the kitchen to practice proper use of equipment, safety and sanitation, and to produce basic quality menu items. Students prepare to serve the customer by practice in catering and dining room service. The course also presents basic food safety and sanitation requirements, as well as, employee safety in a food service facility. Emphasis focuses on inherent problems in maintaining a safe food supply and strategies to provide a wholesome product. The course outlines National Institute for the Food Industry (NIFI) standards and state food sanitation regulations. Topics include food spoilage and microbiology; government regulations regarding purchasing, storage, preparation and service of wholesome food; requirements for equipment and physical plant sanitation; and guidelines for employee safety. *Students will take the ServSafe assessment for certification.</p>
Credit: 3	
Location: IWCC	
Duration: Semester	
Prerequisite: Foods 2; meets qualifications for CE course	
IWCC: HCM 100	

Culinary Arts 2 (CE)

Grades: 11-12	<p>Culinary Arts 2 introduces students to basic cooking principles. Topics include an overview of kitchen equipment, safety, sanitation, and basic preparation methods that includes soups, salads, sandwiches, breakfast items, vegetables and starches. The course also introduces students to basic skills and techniques of cooking. Students prepare food items in the various stations of the professional kitchen, rotating through the kitchen to practice proper use of equipment, safety and sanitation, and to produce basic quality menu items. Students prepare to serve the customer by practice in catering and dining room service.</p>
Credit: 3	
Location: IWCC	
Duration: Semester	
Prerequisite: Culinary Arts 1; meets qualifications for CE course	
IWCC: HCM186, HCM191	

Culinary Arts 3 (CE)

Grades: 11-12	<p>Culinary Arts 3 emphasizes techniques in stock and sauce preparation, meats, seafood and poultry. Students also identify various foods in international cuisine and the importance of attractive food presentation. During lab, students continue experiences in the preparation of stocks, sauces, meat, poultry, and seafood items. Students rotate through the stations of a professional kitchen. As students progress, they prepare more advanced menu items and quantity cooking projects. Students assess how national organizations and global concerns affect careers in the hospitality industry. Students learn the basics of professional service and types of service styles within the hospitality industry.</p>
Credit: 3	
Location: IWCC	
Duration: Semester	
Prerequisite: Culinary Arts 2; meets qualifications for CE course	
IWCC: HCM200	

Culinary Arts 4 (CE)

Grades: 11-12	Culinary Arts 4 emphasizes techniques in stock and sauce preparation, meats, seafood and poultry. Students also identify various foods in international cuisine and the importance of attractive food presentation. During lab, students continue experiences in the preparation of stocks, sauces, meat, poultry, and seafood items. Students rotate through the stations of a professional kitchen. As students progress, they prepare more advanced menu items and quantity cooking projects. Students assess how national organizations and global concerns affect careers in the hospitality industry. Students learn the basics of professional service and types of service styles within the hospitality industry.
Credit: 3	
Location: IWCC	
Duration: Semester	
Prerequisite: Culinary Arts 3; meets qualifications for CE course	
IWCC: HCM187, HCM192	

Culinary Internship

Grades: 11-12	The High School Culinary Internship provides students with hands-on experience in the culinary industry, bridging classroom learning with real-world applications. This immersive program allows students to work in various settings, including catering services, and hospitality venues. Throughout the internship, students will develop essential culinary skills, including food preparation, cooking techniques, and presentation. They will gain insight into kitchen operations, menu planning, and food safety practices. Students will also learn valuable teamwork and communication skills while experiencing the fast-paced environment of a professional kitchen.
Credit: 1	
Location: IWCC	
Duration: Semester	
Prerequisite: Culinary Arts 1 or concurrent enrollment	
Repeatable	

Foods 1

Grades: 9-12	This introductory course acquaints the student with the kitchen and basic food preparation techniques. Included is the study of nutrition through personal eating habits based on current USDA food guidelines. Students learn proper food handling procedures, measuring and use of equipment. A variety of foods are prepared in a lab group setting, allowing students hands-on experience in cooking.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Foods 2

Grades: 9-12	This course offers the student an opportunity to further develop abilities in the areas of food preparation techniques, nutrition study, regional and international food preparation, resource management skills, and safety. An individual, practical cooking final assessment and proper sanitation practices are required. Students will explore career opportunities and recipe terminology, as well as cooking for special diets.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Foods 1	

Registered Apprenticeship 1: Culinary Arts

Grades: 11-12	Registered apprenticeship is a structured training program that combines on-the-job training and related technical instruction to train employees in occupations that demand a high level of skill. Students can build their technical skills and have the opportunity to apply for a registered apprenticeship position. Selected apprentices work with industry professionals while going to school, earning income while learning key skills. Upon completion of the program, students will earn a Department of Labor Apprenticeship Certificate that is valid anywhere in the United States.
Credit: 2	
Location: TBD	
Duration: Year	
Prerequisite: Dependent on area of apprenticeship	

Registered Apprenticeship 2: Culinary Arts

Grades: 12

Credit: 2

Location: TBD

Duration: Year

Prerequisite: Dependent on area of apprenticeship

Registered apprenticeship 2 is a direct extension of Registered Apprenticeship 1.

HUMAN DEVELOPMENT AND EDUCATION

Child Development Prenatal to Toddler

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course explores the physical, social, emotional, and intellectual development of children from birth to age three. The class examines pregnancy, prenatal development, childbirth, care of a newborn, and enrichment for infants and toddlers. Students interested in child care careers, early childhood careers, elementary or secondary education, or becoming a parent would benefit from this class.

Child Development Preschool to Teen

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course explores the physical, social, emotional, and intellectual development of children from age three to adolescence. Students will learn practical skills to help children develop to their fullest potential. A variety of hands-on activities will enable students to observe and understand children and their development. Students interested in child care careers, early childhood, elementary or secondary education or becoming a parent would benefit from this class.

Elementary Education Internship

Grades: 11-12

Credit: 1

Location: TBD

Duration: Summer

Prerequisite: Child Development Prenatal to Toddler, Child Development Preschool to Teen, recommended Foundations of Education (CE) or Introduction to Early Childhood Education (CE)

Repeatable

The High School Elementary Education Summer Internship Program offers students a unique opportunity to explore the field of education through hands-on experience in a classroom setting. This immersive program is designed for students interested in pursuing a career in teaching or working with children, providing them with practical skills and insights into the elementary education profession. During the internship, students will collaborate with experienced educators and participate in various activities, including lesson planning, classroom management, and student engagement techniques. Interns will have the chance to observe teaching methods, assist in classroom instruction, and support students in their learning journeys.

Foundation of Education (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Child Development
Prenatal to Toddler, Child Development
Preschool to Teen recommended;
meets qualifications for CE course

IWCC: EDU210

Foundations of Education brings students into contact with the numerous facets and issues involved in American elementary and secondary education. Students learn about teaching as a profession, the philosophy of education, education in the historical context, curriculum development, and contemporary issues facing the public and educators.

Introduction to Early Childhood (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Child Development
Prenatal to Toddler, Child Development
Preschool to Teen recommended;
meets qualifications for CE course

IWCC: ECE103

Introduction to Early Childhood Education gives students a historical and philosophical foundation of the field of early childhood education. The course includes an overview of assessment and evidence-based practices and addresses the influences of family centered practice, inclusion, culture and language. Students will explore early childhood careers.

Parenting

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course focuses on the variety of roles and responsibilities parents in our society assume with their children. Students will examine parenting practices such as nurturing, communication, discipline and guidance, to develop the knowledge and skills that will help them in parenting roles now and in their future. It is a valuable course for both males and females to develop effective parenting skills. Students interested in education, medicine or other child-related careers, would benefit from this class.

Registered Apprenticeship 1: Early Childhood Education

Grades: 11-12

Credit: 2

Location: TBD

Duration: Year

Prerequisite: Dependent on area of
apprenticeship

Registered apprenticeship is a structured training program that combines on-the-job training and related technical instruction to train employees in occupations that demand a high level of skill. Students can build their technical skills and have the opportunity to apply for a registered apprenticeship position. Selected apprentices work with industry professionals while going to school, earning income while learning key skills. Upon completion of the program, students will earn a Department of Labor Apprenticeship Certificate that is valid anywhere in the United States.

Registered Apprenticeship 2: Early Childhood Education

Grades: 11-12

Credit: 2

Location: TBD

Duration: Year

Prerequisite: Dependent on area of apprenticeship

Registered apprenticeship 2 is a direct extension of Registered Apprenticeship 1.

IWCC Early Childhood Education Pathway

Grades: 11-12

Credit: Various

Location: AL/TJ

Duration: Year

Prerequisite: Instructor Permission

Enrollment in this course provides students with the scheduled periods to pursue an early childhood education certificate or diploma from Iowa Western Community College.

FINE & PERFORMING ARTS

DRAMA

Acting

Grades: 9-12	Acting class is a performance-based class where students will dive more in-depth to the world of creating characters among a wide variety of styles and genres. Students will have the opportunity to study the method acting techniques of Constantin Stanislavski, as well as other prominent methods of actor training and apply those skills to developing performances and characters ranging from the comedic to the dramatic, and believable to outrageous. As a part of this class, students will have opportunities to learn directing techniques and prepare for real world audition scenarios.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Theatre	

Dramatic Literature

Grades: 9-12	In Dramatic Literature, students will learn and preview plays of different eras, genres, and themes; as well as the importance of the script as a performance piece. Students will develop skills in dramatic analysis, use those skills to study plays from Ancient Greece to the modern day, and explore how dramatic literature and performance style changed over the centuries of its history. During this class, students will also have the opportunity to develop their own stories through writing plays. May be used to meet 1 credit of English graduation requirements.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Theatre	

Improvisation

Grades: 9-12	The Improvisation course will introduce students to the world of improvisational theatre, allowing them to explore and expand their creativity through sight, sound and movement. Through theatre games, improvised experiences and performance, students will work toward freeing themselves physically, vocally, emotionally, and mentally; to stimulate confidence, creativity, imagination, self-expression, and the collaborative spirit. At the end of the semester, students will be invited to showcase their improv talents.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Theatre	

Introduction to Theatre

Grades: 9-12	In this course, students will learn how to effectively build a performance ensemble and learn basic acting skills and terminology. Students will also participate in a wide variety of activities and exercises to strengthen confidence and ability to communicate more effectively with body and voice while using characters and telling stories.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Technical Theatre & Production

Grades: 9-12	Students are introduced to the basic vocabulary, equipment, personnel, and processes involved in the backstage operations of theatrical productions. Topics include counter weight system, hanging and rigging of scenery, set design, props, hanging and focusing lighting instruments, setting up and using sound systems, theatre safety, costuming, makeup, and special effects. Students also serve as technicians in support of productions, concerts, and lectures. Each semester will focus on a specific aspect of technical theatre production.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Repeatable: Each semester

Theatre Production and Performance

Grades: 11-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Introduction to Theatre
AND and 2 of the following: Dramatic
Literature, Acting, Improvisation

This class builds on the active application of skills learned in previous drama classes. Students will participate in the selection or development of a class performance for public presentation. Each student will participate in the production by helping conceptualize, cast, direct, and perform in the class presentation. Students will also have an opportunity to learn about the marketing and technical elements involved in staging a production and apply them to the class presentation.

INSTRUMENTAL MUSIC

Concert Band

Grades: 9

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

The purpose of this class is to allow incoming freshmen and/or inexperienced students the opportunity to work together as they improve their skills in preparation for the rigors of Symphonic & Marching Band. Each concert band student is required to participate in a required school lesson program. Students must be a part of this ensemble to be eligible for the All State Music Festival, Honor Bands and State Solo and Ensemble Contests. Extra-curricular performances may include all football games, some basketball games, three concerts, pep assemblies, community service concerts and parades, and state music contests.

Guitar 1

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course introduces students to the fundamentals of music and the basic skills necessary to play a wide variety of music styles. No prior music experience is needed. The class will provide the foundation for students to build on so they can enjoy playing guitar in this class and beyond.

Guitar 2

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Guitar 1 or Intro to Modern
Band

Guitar 2 is a dynamic and engaging course designed to take your guitar skills to the next level. Building upon the foundations laid in Guitar 1 or Intro to Modern Band, this course is perfect for those who are passionate about popular music and want to expand their chord vocabulary, master right-hand techniques, delve into lead guitar, and engage in the art of songwriting on the guitar.

Jazz Band 1

Grades: 9-12

Credit: 0.5

Location: AL/TJ

Duration: Semester

Prerequisite: Audition only; Enrolled in
Concert & Marching Band

All members are selected from the concert band program. This ensemble performs frequently for the school and community throughout the state at various activities and festivals. This is an ensemble with strong emphasis on improvisation and the study of jazz styles and history of America's art form. Course meets during 0 hour.

Piano 1

Grades: 9-12	This course introduces students to the basics of the keyboard and explores music through the medium of piano performance. Students will explore their creativity and express themselves in a positive way by playing and listening to a variety of musical styles and cultures through learning how to play the piano.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Piano 2

Grades: 9-12	This course builds upon Piano 1 and continues the development of learning to play the piano.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Piano 1	

Symphonic Band/Marching Band

Grades: 9-12	The Symphonic band is the main wind/percussion ensemble at the high school level. It is open to all students who play wind and percussion instruments in grades 10-12. Students who register for this course must play in marching band, concert band, and pep band. This class meets as a regularly scheduled class and has required early morning rehearsals during the marching season. Each symphonic band student is required to participate in a required school lesson program. Flag corps members for the marching band are selected by audition. Students must be a part of this ensemble to be eligible for the All State Music Festival, Honor Bands and State Solo and Ensemble Contests. Extra-curricular performances may include all football games, some basketball games, three concerts, pep assemblies, community service concerts and parades, and state music contests. Trips to other cities, Disney World and national events have also been a part of this class. * Students in 9th grade can opt to try out for symphonic band/marching band. Enrollment for 9th graders will be at the discretion of the band director based on set criteria. 9th graders who are not selected will participate in Concert Band.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Tryout for 9th grade only	

Symphonic Orchestra

Grades: 9-12	Orchestra performs a wide variety of music ranging from the favorites of great composers to modern music of contemporary composers. Several concerts are presented throughout the year. Extra-curricular performances may include various clinics, festivals and contests in Iowa and Nebraska during the school year. Trips to other cities, Disney World and national events have been a part of the extra-curricular aspect of this class. Wind players from the band program are invited to perform with the orchestra at events to provide the students with a full orchestra experience.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Minimum of 3 years experience	

GENERAL MUSIC

History of Rock & Roll

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This class will show students the history of popular music and its relationship to the development of American culture. Students will create a group project involving coordinating a rock concert tour, as well as, an in-depth examination of the legendary rock musicians who have affected American culture.

Music Theory (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must complete REQUIRED summer assignment. Concurrent enrollment in a music performing course or instructor permission.

Music theory is a class designed for those students who are interested in a more-detailed study of music composition, form and analysis, ear training, and music history. Students who are considering majoring in music at the collegiate level should take this course. *Students are expected to take the AP exam.

VISUAL ARTS

Art Foundations

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Art Foundations is an exploratory class for all students and abilities. Students will be introduced to a wide range of media in the creation of both two and three-dimensional art.

Art Portfolio

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Mixed Media or Art Foundations and 3 other Art Electives

This course is designed for the advanced art student who has a sincere interest in the visual arts as a career or college major. Students will revisit and reflect on past works of art to make revisions and expand on topics or themes of interest. During this class students will have the opportunity to develop new works of art in order to have a well-rounded final portfolio. They will learn various ways to document their completed work and at the end of the course will have both mounted and digital copies of their works of art to be used for interviews, scholarships and/or acceptance into a school of art.

Ceramics 1

Grades: 9-12	This course introduces students to the basic hand building, glazing, and firing techniques used when working with clay. Students will have experiences in making functional and sculptural pieces of ceramics using a variety of techniques. They will work with the instructor in formulating the direction of their artwork based on the student's skills and interest. They will also learn ceramics vocabulary and how to evaluate and aesthetically understand ceramics and identify a variety of 3-D art in history.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Art Foundations	

Ceramics 2

Grades: 9-12	This course introduces students to creating ceramic forms utilizing the potter's wheel. A range of techniques will be demonstrated as starting points to using the wheel as a tool for creating forms. The design, function, decoration, and presentation of the thrown forms will be emphasized through course assignments. In addition to using the potter's wheel, students will further develop their hand building skills learned in Ceramics 1. They will work with the instructor in formulating the direction of their artwork based on the student's skills and interest. They will also learn ceramics vocabulary and how to evaluate and aesthetically understand ceramics and identify a variety of 3-D art in history.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Ceramics 1	

Ceramics 3

Grades: 10-12	This course is designed to offer students an advanced clay experience through the development of their hand-building skills and wheel-throwing skills. A variety of moderate-to-difficult problems will be completed, utilizing pinch coil, slab, wheel and combination methods of construction. Students will develop new skills in all aspects of the glazing and firing process. Individualized projects will enhance the student's style in the medium while further exploring the philosophical and historical aspects of clay art. Aesthetic issues related to form and function, the inherent expressive qualities of clay, and identifying good craftsmanship will be an ongoing part of the study.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Ceramics 2	

Drawing 1

Grades: 9-12	This course is designed for students who want to further their skills in art production. It will focus primarily on portrait, interior spaces, and human figure drawing from observation. An extensive variety of dry media (pencil, pen/ink, charcoal, markers) will be used. The student will work with the instructor in formulating the direction of his/her work based on the student's skills and interest. Color theory, linear perspective, pictorial composition, figure/ground relationships, visual perception, spatial concepts and critical thinking will all be emphasized extensively. The student will learn to choose art materials that best suit the subject. Students will continue to evaluate and aesthetically understand two-dimensional works of art as well as identify a variety of art movements and artists in two-dimensional art history.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Art Foundations	

Drawing 2

Grades: 9-12	This course is designed to offer students an advanced drawing experience by deepening their understanding of 2-D drawing techniques with a focus on how visual arts impact the world. A variety of moderate-to-difficult problems will be designed to provide students the opportunity for creative problem solving by building on skills developed in Drawing 1. Individualized projects will showcase the student's style in their selected medium. Aesthetic challenges and artistic decisions related to purpose, process, and product will be an ongoing part of the study.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Drawing 1	

Mixed Media

Grades: 10-12	<p>This mixed-media course will introduce a wide variety of alternative 2-D and 3-D materials to explore varied approaches to painting, drawing, sculpture and ceramics in an open and inventive way. Beginning with exercises to introduce fluid media into drawings, the class will advance into methods for incorporating drawing materials, collage, block printing, printmaking and stencils, into drawn and painted compositions. This course will also explore traditional and nontraditional means of 3-D form. They may develop work using everyday materials and examine the ideas of recycling or experiment with traditional sculpture materials such as glass, metal, and clay. Issues of craftsmanship as well as narrative and formal content will be addressed. In addition, the class will engage in group discussions of current mixed media trends in contemporary art.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Art Foundations and 2 other Art Electives	

Painting 1

Grades: 9-12	<p>This course introduces students to classical and contemporary painting, techniques and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression. Painting from still life, landscape, interior spaces, and live models from observation will be geared towards realism; at the same time, various other painting styles will be explored. Color theory, linear perspective, pictorial composition, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively. The student will learn to choose art materials that best suit the subject. Major painting styles and movements in historical context, in addition to individual artists, will be studied.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Art Foundations	

Painting 2

Grades: 9-12	<p>This course is designed to offer students an advanced painting experience by deepening their understanding of traditional and non-traditional painting techniques with a focus on how visual arts impact the world. A variety of moderate-to-difficult problems will be designed to provide students the opportunity for creative problem solving by building on skills developed in Painting 1. Individualized projects will showcase the student's style in their selected medium. Identifying quality craftsmanship, designing composition and addressing aesthetic issues related to purpose, process and product within the expressive qualities of painting will be an ongoing part of the study.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Painting 1	

Sculpture

Grades: 9-12	<p>This course encourages students to understand and create forms using additive and subtractive methods. Through study work and demonstrations, students develop the three-dimensional language of form, space, media, and process. Sculpture artists throughout time will be examined. Students will work with the instructor in formulating the direction of his/her artwork based on the student's skill and interest. Students will also be introduced to appropriate vocabulary. Students will learn to evaluate and aesthetically understand sculpture as well as identify a variety of 3-D art in history.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Art Foundations	

VOCAL MUSIC

Concert Choir

Grades: 10-12	<p>This soprano, alto, bass choir is designed to meet the needs of the serious choral singer. The choir will perform a wide variety of musical styles from all eras of music history. Emphasis is given to theory, aural training, and sight singing. The group may perform extensively for the school and community as well as participate in contests and festivals. The students will be required to attend all performances and may be required to purchase or rent formal attire.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Audition only	

Mixed Choir

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This non-audition choir will study and sing a variety of music. Emphasis will focus on basic music concepts and singing techniques. Students may be required to perform throughout the year.

Musical Theater Performance

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This is a performance based vocal class where students will learn and explore the genre of musical theater, Broadway musicals, audition techniques, and fundamentals of live theater. Students will know how to block, choreograph, sing, act, and design a musical performance. They will achieve this by performing scenes from a musical theater production incorporating all aspects of production. The culmination of this class will be a public performance of a musical.

Show Choir

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Year

Prerequisite: Audition only; Enrolled in Concert Choir

This is a singing and dancing group that performs extensively throughout the area. Repertoire includes current, standard show choir literature. Performances will include weekend and evening events. There are extra rehearsal obligations before or after school. Members will be expected to purchase or rent costumes. *Note: T.J. incorporates Concert Choir Requirements within class. Course meets during 0 hour.

HEALTH CARE SCIENCES

Certified Nursing Assistant with Clinicals (CE)

Grades: 11-12

Credit: 3

Location: IWCC

Duration: Semester

Prerequisite: Required or concurrent enrollment in Healthcare Exploration OR Required or concurrent enrollment in Medical Terminology (CE) OR School Counselor and Instructor Approval; HIGHLY RECOMMENDED or concurrent enrollment of Anatomy and Physiology; meets qualifications for CE course

IWCC: HSC172

Nurse Aide certification is required for admission to most post-secondary school nursing degree programs. This course includes classroom and laboratory instruction at Iowa Western Community College and supervised clinical experience at various long term health care facilities in Council Bluffs. Certified nursing assistant candidates will have to be proficient in technical skills, such as taking vital signs, tracking patient progress through charts, performing certain emergency procedures, and learning techniques of basic patient needs including: bathing, feeding, grooming, and assisting mobility. Good bedside manners are developed through interpersonal communication practice and knowledge of patients' rights, resident care procedures and rehabilitation. This course will address the complex social, legal, and ethical issues that result from prolonged health care. Student attendance is mandatory for class, lab, and clinical rounds to meet the 75-hour requirement to take the CNA competency exam. If a student is absent from any scheduled clinical rounds, they will not be allowed to take the CNA exam and will have to pay full tuition to repeat the course. Students must register for a criminal background check and results must be reported to the program coordinator prior to starting the CNA course. Students must submit to health screens including a passed urine drug screen, a 2-step TB test (cost will be the students' responsibility and can be done at the student's physician's office), and current immunizations are required. Students will have the opportunity to apply for a CNA Apprenticeship with a local facility employment opportunity.

Emergency Care (CE)

Grades: 11-12

Credit: 1

Location: IWCC

Duration: Semester

Prerequisite: HIGHLY RECOMMENDED or concurrent enrollment of Anatomy and Physiology; concurrent enrollment in Human Body Systems; meets qualifications for CE course

HSC101

Students in this course will learn to perform care for medical emergencies: fractures, burns, resuscitation, and basic cardiopulmonary resuscitation (CPR). Emphasis will be placed on how to evaluate an injured or ill person by use of the scene safety, primary and secondary survey methodology. Students who take this course will have the opportunity to earn CPR certification through the American Red Cross.

Health Applications

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will study in greater depth the areas covered in Personal Health & Wellness. Students will have the opportunity to investigate the resources in the metro community pertaining to the different health areas. The students will also be able to research specific topics related to health.

Healthcare Exploration

Grades: 11-12	<p>The first-year curriculum includes allied health career exploration, health care professionalism, personal health and wellness, medical ethics, technical skills, communication skills, employability skills, growth and development, applied anatomy and physiology, and introductory medical terminology. Students will also receive a Stop the Bleed certificate. Students will job shadow with health care professionals at a local hospital. Students must register for a criminal background and Child and Dependent Adult Abuse check. Health screening including a urine drug screen must be passed, TB testing (cost will be the student's responsibility and can be done at the student's physician's office), and up-to-date immunizations are required prior to job shadowing. Students must possess a positive self-image and abide by the facility's policy regarding dress code and body piercing, etc. The Council Bluffs School District will provide students with the required scrub sets necessary for the embedded student learner program. Students will be responsible for the upkeep and care of the scrubs throughout their semesters of the embedded student learner program. Students are strongly encouraged to become members of HOSA (Future Health Care Professionals - a national student-led organization). This course will help strengthen the student's personal integrity, interpersonal communication skills and professionalism in a healthcare setting.</p>
Credit: 2	
Location: IWCC	
Duration: Semester	
Prerequisite: HIGHLY RECOMMENDED or concurrent enrollment of Anatomy and Physiology	

Medical Terminology (CE)

Grades: 11-12	<p>Curriculum in this course includes understanding the language of health care including gaining knowledge of word roots, prefixes, suffixes, combining forms of commonly used medical terms. Emphasis centers on the correct spelling and pronunciation of the vocabulary.</p>
Credit: 1	
Location: IWCC	
Duration: Semester	
Prerequisite: HIGHLY RECOMMENDED or concurrent enrollment of Anatomy and Physiology; concurrent enrollment in Healthcare Exploration; meets qualifications for CE course	

IWCC: HSC113

Registered Apprenticeship 1: Certified Nurse Assistant (CNA)

Grades: 11-12	<p>Registered apprenticeship is a structured training program that combines on-the-job training and related technical instruction to train employees in occupations that demand a high level of skill. Students can build their technical skills and have the opportunity to apply for a registered apprenticeship position. Selected apprentices work with industry professionals while going to school, earning income while learning key skills. Upon completion of the program, students will earn a Department of Labor Apprenticeship Certificate that is valid anywhere in the United States.</p>
Credit: 2	
Location: IWCC	
Duration: Year	
Prerequisite: Dependent on area of apprenticeship	

Registered Apprenticeship 2: Certified Nurse Assistant (CNA)

Grades: 12	Registered Apprenticeship 2 is a direct extension of Registered Apprenticeship 1.
Credit: 2	
Location: IWCC	
Duration: Year	
Prerequisite: Registered Apprenticeship 1	

BIOMEDICAL SCIENCE - PROJECT LEAD THE WAY (PLTW)

Human Body Systems

Grades: 11-12	Students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, work in a research center to design laboratory investigations to explore development and aging, and design interactive elements to bring patient perspectives to an immersive science exhibit. Exploring science in action, students build organs and tissues on a skeletal model, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve problems.
Credit: 2	
Location: IWCC	
Duration: Semester	
Prerequisite: HIGHLY RECOMMENDED or concurrent enrollment of Anatomy & Physiology; concurrent enrollment in Emergency Care (CE); meets qualifications for CE course	

Medical Interventions

Grades: 12	Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.
Credit: 1	
Location: IWCC	
Duration: Semester	
Prerequisite: Principles of Biomedical Science A/B; Anatomy & Physiology A/B; Human Body Systems; and Emergency Care (CE)	

Principles of Biomedical Science

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

LANGUAGE ARTS

Advanced English

Grades: 9-10

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This is an accelerated language arts program for 9th or 10th grade students. It is an integrated, thematically-based language arts program. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writing process. Types of writing will include narrative, informative, and argumentative. The course focuses on citing textual evidence to support analysis of text; analyzing how complex characters develop; determining theme/central idea; manipulating text structures; analyzing point of view; and delineating/evaluating an argument and claims. *Course prepares students for AP and CE coursework in English.

Composition 1 & 2 (CE)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Meets qualifications for CE course

IWCC: ENG105 & ENG106

The focus of Composition I is on complex essays composed in various rhetorical modes of expository writing. Students develop experience using the writing process when composing fully-developed, organized essays. The emphasis in this course is on the formal or academic style of writing that has a clear and analytical focus. Documentation formatting is introduced with the culmination of a thesis-driven, researched essay. Extended readings and discussions in class enhance more mature critical thinking abilities required of any college reader and writer. Composition II follows Composition I with advanced readings and practice in academic discourse. In this course, students learn to construct rhetorically sound arguments. The course emphasizes academic research and responsible use of sources. Language & Composition AP and Composition 1 & 2 CE are very similar courses. Rather than retaking similar content, it is encouraged that students progress through other advanced English course options. *NOTE: IWCC requires a grade of "C" in order to advance from Comp. 1 to Comp. 2.

Creative Writing

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course is designed for students with a sincere interest in stretching and developing themselves as writers through the art of creative writing. Students will explore the process of writing original fiction, poetry, and drama. Students will read the work of professional writers to shape and influence their own writing. On a daily basis, students will write in class, share their writing with peers, give and receive peer feedback, and continually revise their writing. Students will be encouraged to seek publication of their work. May be used to meet 1 credit of English graduation requirements.

Dramatic Literature

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Introduction to Theatre

In Dramatic Literature, students will learn and preview plays of different eras, genres, and themes; as well as the importance of the script as a performance piece. Students will develop skills in dramatic analysis, use those skills to study plays from Ancient Greece to the modern day, and explore how dramatic literature and performance style changed over the centuries of its history. During this class, students will also have the opportunity to develop their own stories through writing plays. May be used to meet 1 credit of English graduation requirements.

English 9

Grades: 9

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This course is designed for all 9th grade students. It is an integrated, thematically-based language arts program. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writing process. Types of writing will include narrative, informative, and argumentative. The course focuses on citing textual evidence; analyzing complex characters; determining theme/central idea; manipulating text structures; analyzing point of view; and delineating/evaluating an argument and claims.

English 10

Grades: 10

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This course is designed for all 10th grade students. It is an integrated, thematically-based language arts program. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writer's workshop. The course focuses on citing textual evidence to support analysis; analyzing an author's use of complex characters for the development of plot and theme; determining and evaluating the point of view, purpose, rhetoric, and reasoning of writers and speakers; evaluating and integrating multiple media sources; and presenting information clearly and logically. Students will produce informative/explanatory and argumentative writing.

English 11

Grades: 11

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This course is designed for all 11th grade students. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writer's workshop. The course studies the use of textual evidence to support analysis of text and the evaluation of a speaker's point of view, reasoning, and use of rhetoric. Students will also analyze the development of themes and central ideas in a text and a writer's use of structure in making an argument. Research of varying lengths will be conducted, and there will be a strong emphasis on effective research skills. Students will produce informative/explanatory and argumentative writing.

Interpersonal Communication (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Meets qualifications for CE course

IWCC:SPC122

Interpersonal Communication examines the skills of interpersonal communication in both a dual or group situation. It includes an investigation into the process of communication, language, nonverbal communication, listening, self-concept, emotions or the nature of relationships and conflict.

Introduction to Journalism

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

In this course, students are introduced to all aspects of print journalism, including interviewing, news and editorial writing, feature writing, and contemporary newspaper and yearbook design. Students interested in working on the school newspaper, yearbook, or the broadcast program as reporters, photographers, designers, advertising staff, or editors are required to take this course along with other students who are interested in the general field of journalism. The oral, written, and visual communication skills learned in this course will be valuable to students entering any profession. May be used to meet 1 credit of English graduation requirements.

Language & Composition (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must completed
REQUIRED summer assignment

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Their writing, reading, and speaking should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to the effectiveness in writing and speaking. Language & Composition AP and Composition 1 & 2 CE are very similar courses. Rather than retaking similar content, it is encouraged that students progress through other advanced English course options. *Students are expected to take the AP exam.

Literature & Composition (AP)

Grades: 11-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must completed
REQUIRED summer assignment

This is a course that focuses on critical response to literature, understanding of literary terms, and exposure to a broad range of readings in regard to style and genre. Students will write extensively and critically on a variety of topics. Students registering for this course will read from a list of suggested readings before class work begins in the fall. *Students are expected to take the AP exam.

Multicultural Literature (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Meets qualifications for
CE course

IWCC: LIT134

Multicultural Literature explores through a variety of literary types the cultural and ethnic voices that are an undeniable part of modern American life. Students read, discuss, and critique materials by authors representing a wide range of ethnic, racial, and other culturally diverse groups. Emphasis centers on the assessment and appreciation of the strengths and values that cultural diversity brings to contemporary American society. May be used to meet 1 credit of English graduation requirements.

Novel Studies

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Novel Studies is a chance to dive into the best of young adult literature. Book choices will be built around your preferences and interests. Class format will be reading workshop/book club style. Students will spend class time reading choice novels, engaging in independent book reflections, and small group/class discussions. All levels, speeds, and types of readers are welcomed and encouraged. May be used to meet 1 credit of English graduation requirements.

Public Speaking (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Meets qualifications for CE course

IWCC: SPC112

Public Speaking analyzes the fundamentals of oral communication. It covers lectures, readings, and applications of the six principle aspects of public speaking: the speaker, the audience, thought and content, organization, language, and delivery. It also examines the basic principles of small group communication: leadership, the decision-making process, and individual participation in a small group. May be used to meet 1 credit of English graduation requirements.

Writing For The Workplace (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: English 10 or Advanced English; meets qualifications for CE course

IWCC: ENG110

Writing for the Workplace prepares students for the various types of written communication required by professional employers. In this class, students learn how to write informal and formal documents and reports in the design and style of career-related communication. This course also includes a review of grammar and usage skills, as well as emphasizes effective language use in real-world applications.

MATHEMATICS

Algebra 1

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

Algebra 1 focuses on equations and inequalities, an introduction to functions, systems of equations and inequalities, exponents and exponential functions, quadratic functions and equations, and data analysis and statistics. Students will use computers and graphing technology to problem solve, reason, and apply the mathematical concepts throughout the course.

Algebra 2

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Geometry

Algebra 2 is an extension of the Algebra 1 and Geometry curriculum. Topics include function families, quadratic functions and complex numbers, polynomial expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions. Students will use computers and graphing technology to problem solve, reason, and apply the mathematical concepts throughout the course.

Calculus 1 (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: College Algebra (CE),
Trigonometry (CE); meets
qualifications for CE course

IWCC: MAT211

This college course includes the topics of functions, graphs, limits, differentiation, applications of derivatives, maximum-minimum theory, conics, formulas and methods integration, and applications of integrals.

Calculus 2 (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Calculus 1 (CE); meets
qualifications for CE course

IWCC: MAT217

This course continues Calculus 1 and concentrates on integration. Topics include logarithmic and trigonometric functions, and techniques of integration, polar coordinates, conic sections, and sequences. Applications include volume, arc length, surface area, centroids, and work.

Calculus A/B (AP)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: College Algebra (CE), Trigonometry (CE), Proficient on ISASP in reading, math, and science, 27 or higher on ACT Math Subtest

Topics include functions, graphs, limits, differentiation, applications of derivatives, maximum-minimum theory, conics, formulas and methods integration, and applications of integrals. *Students are expected to take the AP exam.

Calculus B/C (AP)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Calculus 1 (CE) or Calculus A/B (AP)

This course builds on the skills learned in Calculus 1. Concepts that will be mastered include: parametric, polar, and vector functions; numerical solution of differential equations, L'Hopital's rule, antiderivatives by parts and simple partial fractions; improper integrals, applications of anti-differentiation, solving logistic differential equations and modeling; Harmonic, Taylor and Maclaurin series. *Students are expected to take the AP exam.

College Algebra (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Algebra 2; meets qualifications for CE course

IWCC: MAT121

College Algebra provides an intensified study of the topics in algebra and prepares students for higher levels of mathematics. Topics include functions, exponents, logarithms, systems of equations, matrices, polynomials, and conic sections.

Explorations in Data

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Geometry

This course will introduce students to the main ideas in data science through multiple online tools. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.

Geometry

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Algebra 1

Geometry is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations, solid and coordinate geometry, right triangle trigonometry, circles, and probability. Inductive and deductive thinking skills are used in problem solving situations and evaluating arguments. Students will use computers and graphing technology to problem solve, reason, and apply the mathematical concepts throughout the course.

Money Matters!

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will help students in career decision making and goal setting. It will provide opportunities to create job seeking and keeping documents. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving. Some topics will be: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, planning for retirement, develop personal spending and savings plans, understand the cost of using credit, and protecting assets. *Course meets Financial Literacy Graduation Requirement.*

Statistics (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Successful completion of or concurrent enrollment in Algebra 2' meets qualifications for CE course

IWCC: MAT157

The knowledge, understanding, and skills students should acquire in statistics include descriptive and inferential statistics, probability, and problem solving skills.

Technical Math 1 (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Geometry; meets qualifications for CE course

IWCC: MAT743

Technical Math includes operations with real numbers, use of fractions, ratios, measurement conversion, algebraic equations, functions, geometry, and right angle trigonometry. Applications are designed to the program specific needs that students encounter in industrial settings.

Trigonometry (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Algebra 2; meets qualifications for CE course

IWCC: MAT130

Trigonometry includes trigonometric functions, graphs, identities, solving triangles, vectors, trigonometric equations, complex numbers, and polar coordinates.

MILITARY SCIENCE

Air Force JROTC - AS1

Grades: 9

Credit: 2

Location: AL

Duration: Year

Prerequisite: Must be willing to comply with AFJROTC grooming guidelines

Course meets at AL. AS1 serves as an introduction to AFJROTC and is normally intended for freshmen. Students in AS1 will study the History of Airpower (including the Heritage of Flight, Development of Air Power, Toward Military Aerospace and Contemporary Aviation), and Leadership Education (including the heritage, Organization and Traditions of the Air Force, Individual Self-Control, Citizenship in the United States and Wellness, Health and Fitness).

Air Force JROTC - AS2

Grades: 10

Credit: 2

Location: AL

Duration: Year

Prerequisite: Air Force JROTC-AS1; Must be willing to comply with AFJROTC grooming guidelines

Course meets at AL. AS2 builds on the foundation of AS1 and is normally intended for students with one previous year of AFJROTC experience (sophomores). Students in AS2 will study the Science of Flight (including the Aerospace Environment, Human Requirements of Flight, Principles of Aircraft Flight and Principles of Navigation) and Leadership Education (including Effective Communication Skills, Understanding Individual Behavior, Understanding Group Behavior and Basic Leadership Concepts).

Air Force JROTC - AS3

Grades: 11

Credit: 2

Location: AL

Duration: Year

Prerequisite: Must be willing to comply with AFJROTC grooming guidelines; 2 years AFJROTC experience

Course meets at AL. AS2 builds on the foundation of AS1 and is normally intended for students with one previous year of AFJROTC experience (sophomores). Students in AS2 will study the Science of Flight (including the Aerospace Environment, Human Requirements of Flight, Principles of Aircraft Flight and Principles of Navigation) and Leadership Education (including Effective Communication Skills, Understanding Individual Behavior, Understanding Group Behavior and Basic Leadership Concepts).

Air Force JROTC - AS4

Grades: 12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Must be willing to comply with AFJROTC grooming guidelines; 2 years AFJROTC experience

Course meets at AL. AS4 seeks to place students in leadership positions within the AFJROTC organization and allows them to gain practical experience in leadership and accomplishing mission objectives. Cadets in AS4 will study Exploring Space (including History of Astronomy, Space Flight, and Space Technology). Leadership education consists of life skills in money management, job search, and career opportunities.

Drill Team, Rifle Team & Color Guard

Grades: 9-12

Credit: 0.5

Location: AL

Duration: Semester

Prerequisite: Must be willing to comply with AFJROTC grooming guidelines; concurrent enrollment in AFJROTC course

The drill team participates in approximately five sanctioned competitions, usually held on Saturdays, throughout the school year and at least one annual parade. Drill team members are the elite of the cadet corps. Drill team members are challenged every day to go beyond self-imposed limits, as they build self-confidence, strengthen self-esteem, enhance discipline, strengthen their ability to focus on tasks, and learn to succeed in a team-centered environment. Course meets daily during 0 hour 6:30 a.m. – 7:45 a.m. *May be repeated each semester. Transportation available to get TJ students to TJ for 1st hour. See counselor for details.

PHYSICAL, HEALTH, AND SAFETY EDUCATION

Aerobic Fitness

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course is designed to facilitate the development and maintenance of student physical fitness by using fitness walking as the primary activity. Other forms of aerobic activities may also be offered in the class: such as jogging, stair climbing, biking, or using cardio machines. Students will learn the process of setting and achieving personal fitness goals. Students will also discuss workout safety, proper warm up and cool down, and proper footwear specific to walking or jogging. Students will be required to track fitness data, such as pace, heart rate, and steps. Students will be assessed on tracking fitness data and applying fitness principles that are used in workouts designed for cardiovascular development and how that fits into a complete personal fitness plan.

Advanced Strength & Conditioning

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Semester

Prerequisite: Minimum of 1 passing semester of Introduction to Strength and Conditioning

This course is designed for any student who wants to participate in ongoing, advanced strength and conditioning which will focus on the following components: perfecting exercise and weightlifting techniques, including Olympic lifts, flexibility, speed, and agility training. Health related fitness topics will also be explored. *Students may take this course for up to two semesters per year.

Drivers' Education

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Driver's Education will be offered outside the school day through a contract with approved vendors. Students will be involved with classroom work and discussion as well as driving experiences. Students can still earn one elective credit toward graduation. *Course is pass/no credit

Independent Study Physical Education

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Counselor and principal approval. Full schedule semester. Must have passed all previous PE courses.

Students must have approval from their counselor and principal to enroll in this course. Physical fitness testing is required (pre/post). Goal setting progress and achievement of the goals will be monitored. Activity Log turned in with a minimum of 6 hours a week, not to exceed 2 hours in one day. Written assessments: FITT/ Principles of Fitness and Health and Wellness Project completed. *Course is pass/no credit

Introduction to Strength & Conditioning

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This class is designed to meet the needs of the accelerated physical education student who wants to participate in an ongoing strength and conditioning program for the first time. The course will provide personalized and team programs to improve muscular and cardiovascular development through proper strength/lifting routines and techniques. Safety procedures and the importance of proper nutrition will be included. Students will benefit from the opportunity to improve strength and conditioning during school hours while enhancing academic accountability outside of the classroom. Students will also receive CPR/AED training.

Personal Fitness

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will facilitate the development and maintenance of student physical fitness by using both strength building and aerobic exercises. Students will learn how to safely use various exercise equipment. Students will learn the process of setting and achieving personal fitness goals. Students will also discuss workout safety, proper warm up and cool down. Students will be assessed on tracking fitness data and applying fitness principles that are used in workouts designed for muscular development and how that fits into a complete personal fitness plan. Aerobic and strength workouts such as Pilates, Cross-Fit, Circuit Training, etc. may be offered. This course is a good option for students who are interested in weightlifting but feel they are not yet ready for Advanced Strength and Conditioning.

Personal Health & Wellness

Grades: 9

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

The course will focus on personal health and wellness including: various fundamentals of lifetime/team sports, CPR/AED training, resistance training, fitness activities, and skills. Students will be provided with the skills needed to make decisions and positive choices directly related to the student, family, school, and community. Health concepts include: nutrition, use of controlled substances, personal health, and mental health.

Sports and Games for Fitness

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course is designed to teach how playing popular games or sports can be part of a lifelong fitness plan. Students will learn the rules, skills, and strategies for individual and team sports or games for recreational and health purposes. Activities vary but may include: basketball, volleyball, tennis, backyard games, archery, badminton, self-defense, disc golf, as well as fitness activities to develop a complete personal fitness plan.

Sports Officiating

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will offer students an in-depth introduction to officiating across multiple sports. Students will learn the fundamental rules, regulations, and mechanics necessary for officiating each sport effectively.

The curriculum will include:

- Rule Interpretation: Understanding the essential rules and nuances of each sport.
- Game Management: Strategies for maintaining control and ensuring fair play during competitions.
- Communication Skills: Developing clear and assertive communication techniques for interacting with players, coaches, and spectators.
- Ethics and Integrity: Exploring the importance of impartiality, professionalism, and sportsmanship in officiating.
- Practical Experience: Students in class will play various sports providing opportunities for hands-on officiating, allowing students to apply their knowledge in real-time scenarios.

By the end of the course, students will be equipped with the skills to officiate youth and recreational sports, fostering a deeper appreciation for the role of officials in athletic competitions. Whether students are aspiring referees, coaches, or players, this course will enhance their understanding of the game and its essential components.

SCIENCE

Anatomy and Physiology

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Biology

Anatomy and Physiology is the study of the structure and function of the human body. This course focuses on the following concepts: the chemical basis of life, cells, the major body systems, how the body systems work together to provide homeostasis, as well as genetics and genomics.

*Note: A grade of "C" or higher satisfies the pre-requisite for the IWCC "Human Anatomy and Physiology I" course, called BIO 157 - Human Biology.

Biology

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Earth Science

Biology is a full-year exploration of life. In this course, the student will study cells and their processes, genetics, ecology, evolution, and biologic diversity. A combination of individual, group, and lab work will be used. One purpose of the laboratory lessons is to provide the students with the opportunity to learn the necessary tools and methods used by scientists.

Biology (CE)

Grades: 10-12

Credit: 2

Location: TJ

Duration: Year

Prerequisite: A grade of "C" or higher in high school biology; meets qualifications for CE course

IWCC: BIO112, BIO113

General Biology I (fall semester) includes an introduction to the chemical and cellular basis of life, cellular processes, heredity, and evolution. General Biology II (spring semester) explores the diversity of life by focusing on characteristics in the four eukaryotic kingdoms and prokaryotes. Topics covered include taxonomy, structure, function, ecology and evolution. Laboratory work complements each topic of study.

Biology with Lab (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Biology and Chemistry or concurrent enrollment in Chemistry

This intense biology course offers students greater depth of study in all areas of biology. Areas of study include: the chemistry of life, genetics and inheritance, biotechnology, evolution of life, plant and animal form and function, and ecology. The laboratory component of this course will require students to process information, make hypotheses, and test those hypotheses using advanced laboratory skills. Students will also be required to keep detailed records of laboratory experiments. Individual projects are also expected. *Students are expected to take the AP exam.

Chemistry

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Biology; Recommended concurrent enrollment in Algebra 2

Chemistry is a full-year inquiry, lab-based course in which students learn about the composition and interactions of matter through mathematical and physical modeling. This course is intended for college-bound students who intend to complete four years of science in high school.

Chemistry (AP)

Grades: 10-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Chemistry;
Recommended concurrent enrollment
in Algebra 2

This college-level Chemistry course offers a study in greater depth in the areas of organic, inorganic, physical, and nuclear chemistry than a regular full-year Chemistry course. This more rigorous course demands more independent analysis, mathematical application, writing ability, and library research.
*Students are expected to take the AP exam.

Chemistry (CE)

Grades: 10-12

Credit: 2

Location: TJ

Duration: Year

Prerequisite: Two years of science and math; Chemistry; meets qualifications for CE course

IWCC: CHM166, CHM 176

General Chemistry I (fall semester) covers the fundamentals of chemistry. Topics include: structure of the atom, chemical bonding, stoichiometry, and kinetic theory of matter as applied to gases, liquids, and solids. General Chemistry I lab explores the fundamentals of chemistry, emphasizing laboratory technique, data collection and analysis, and technical writing. General Chemistry II (spring semester) studies solutions, acid-base chemistry, kinetics, chemical equilibrium, thermodynamics, electrochemistry, and an introduction to organic chemistry. General Chemistry II laboratory emphasizes data collection and analysis to explore the topics from the lecture. Laboratory work complements each topic of study.

Conceptual Chemistry

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Conceptual Chemistry is a one-term, hands-on Chemistry course that is focused on presenting the big ideas of Chemistry in a conceptual format more readily accessible to all students without the more rigorous mathematical applications of a full-year Chemistry course.

Conceptual Physics

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Conceptual Physics is a one-term, hands-on Physics course that is focused on presenting the big ideas of Physics in a conceptual format more readily accessible to all students without the more rigorous mathematical applications of a full-year Physics course.

Earth & Space Science

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

In this course, students will examine the composition and organization of Earth and space systems as well as the physical and biological processes that have shaped Earth throughout its history. Earth's natural resources and hazards will also be investigated from a human impact point of view.

Forensic Science

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will familiarize students with the basic principles and uses of forensic science. Forensic science is the study and application of science to the processes of law and involves the collection, examination, evaluation, and interpretation of evidence. Students will interpret and analyze data. This course requires that students present information in written, oral and mathematical formats. *This class is offered for general elective credit only.

Physics

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Successful completion of or concurrent enrollment in Algebra 2

Physics is the study of energy and its transformation in the world around us. Topics include velocity and acceleration of bodies, momentum, heat, light, magnetism, and electricity. Class work includes: lab activities, demonstrations, and discussions about concepts in the physical world.

Physics 1 with Lab (AP)

Grades: 10-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Successful completion of or concurrent enrollment in Algebra 2

The course provides instruction in each of the following content areas: Newtonian mechanics, fluid mechanics, and thermal physics, electricity and magnetism, waves and optics, atomic and nuclear physics. Students are expected to take the Advanced Placement exam.

Physics 2 with Lab (AP)

Grades: 11-12

Credit: 2

Location: AL

Duration: Year

Prerequisite: Physics or Physics 1 with Lab (AP); Successful completion of or concurrent enrollment in Algebra 2

The course provides instruction in each of the following content areas: fluid mechanics, electricity and magnetism, waves and optics, atomic and nuclear physics, nuclear physics and quantum behavior. Students are expected to take the Advanced Placement exam.

Physics with Lab (CE)

Grades: 11-12

Credit: 2

Location: TJ

Duration: Year

Prerequisite: A grade of "C" or higher in two years of high school Algebra; meets qualifications for CE course

IWCC: PHY156, PHY157, PHY158, PHY159

General Physics I (fall semester) is the first part of a two-semester course that covers the following topics: mechanics, heat, waves, and sound. Students will also participate in the Physics Lab associated with these concepts. General Physics II (spring semester) covers the following topics: thermodynamics, electricity, magnetism, optics, and special relativity. During both semesters, students will also complete Physics Lab (CE).

SOCIAL STUDIES

American Government

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This class studies the American system of government. Emphasis is placed on a student's understanding and applying knowledge about six main areas: foundations of the U.S. Constitution, political beliefs and behaviors, political parties and interest groups, systems of checks and balances between our three branches of government, public policies, and rights and responsibilities as citizens.

American Government (CE)

Grades: 11-12

Credit: 1

Location: TJ

Duration: Semester

Prerequisite: Meets qualifications for CE course

IWCC: POL111

This class examines the fundamentals of democracy and the basic principles of the US Government. This class allows the student the opportunity to earn college credit.

Economics

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Students will acquire an understanding of basic economic principles. They will learn about the impact of those principles and how they apply to effective decision-making and financial success as citizens, consumers, producers, and investors. How government and global interdependence influence our economic practices will also be explored. Financial literacy topics include: money management, saving and investing, credit, renting, insurance, and consumer protections. This course will meet the Financial Literacy Graduation Requirement.

Geography & Culture

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

Students will use geographic concepts and processes to identify and locate nations and their major geographic features. They will also examine the following: interaction between people and their environments, technology, and environmental impact of human activity. Five themes of geography will be emphasized - location, place, human environment, region, and movement.

Human Geography (AP)

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must complete REQUIRED summer assignments

Students will use geographic concepts and processes to identify and locate nations and their major geographic features. They will also examine the following: interaction between people and their environments, technology, and environmental impact of human activity. Five themes of geography will be emphasized - location, place, human environment, region, and movement. This course is recommended for students who plan to take World History (AP). Students will earn an elective credit for this course; it does not count as one of the six required social studies credits.

Legal Studies Applications

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Legal Studies Foundations

This class will focus on analyzing different legal issues in a more research-based approach. The topics covered in this course are developed more deeply than can be done in a survey course. A variety of written materials will be used to learn about and discuss the case studies presented. This class will also emphasize the inner workings of our legal system. The students will be given firsthand knowledge of trial law through simulations and mock trial activities. Community resources will supplement the classroom curriculum. This class will provide students with a better understanding of the criminal justice system and where they, as citizens, fit into the system.

Legal Studies Foundations

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This is an introductory-level criminology class. The course will start with an overview of law enforcement and the job of a police officer. The course includes topics related to: criminology, history of law and punishment, civil and criminal justice systems, law in our everyday lives, and legal ethics. This class looks at the ramifications of the laws passed and the effects they have on our everyday lives. Emphasis is placed on landmark court decisions and how those decisions shape our rights as citizens.

News Literacy and Current Issues

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course will teach students how to identify credible news and other information and understand the indispensable role a free press has in a democracy, empowering them to play a more equal and active role in the civic life of the country. Through a combination of instruction planned by the teacher and inquiry designed by the student, participants will develop a deeper understanding of a wide range of political, economic, social justice, and environmental issues facing the world. By the end of the course, students will be able to take quick, practical, and accessible steps to search for, evaluate, and verify information, empowering them to become better-informed and highly engaged citizens.

Philosophy Foundations

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

It has been said that the unexamined life is not worth living. Philosophy is an attempt to do just that—we answer questions such as: What makes acts right or wrong? What is the true nature of reality? Is it wrong to cheat, lie or steal? Does the end justify the means? The class will study the world's greatest thinkers such as Plato, Socrates, Locke, Kant, Mill, Nietzsche, Bentham, and others. Applied ethics, logic, theology, aesthetics and other related disciplines will be explored.

Psychology (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must complete
REQUIRED summer assignment

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. *Students are expected to take the AP exam.

Psychology Applications

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Psychology Foundations

This course builds on foundational learning to study more advanced areas of psychology that includes learning and cognition, testing and individual differences, human development, treatment of disorders, social psychology and personality.

Psychology Foundations

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course includes the study of the history and various approaches to psychology, research methods, the biological basis of behavior, senses/perception, motivation/emotion, and states of consciousness/personality.

Religions of the World

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

This course is an introduction to the academic study of the major religions of the world (Buddhism, Christianity, Hinduism, Islam, and Judaism). This class explores what religion is and what it means to different people. Topics include such things as religious institutions and their social context, historical development, and a comparative analysis of religious organizations and behaviors.

Sociology Foundations

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

The course is designed to expose students to the discipline of sociology and its perspectives, methodology, and principles. Students use various sociological theories to analyze the world in which they live. The class is activity-based and designed to allow individuals to experience seeing the world from different perspectives. The study of humans and their social behavior encourages students to analyze issues confronting today's society. This class may include speakers, documentaries, and supplemental readings.

Sociology Applications

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Sociology Foundations

This course builds on foundational learning to go more in depth and to study more advanced areas of sociology. Students study human behavior in context including economic, social, cultural and technological factors. Themes of the interaction between human behavior and conflict, cooperation, culture and interdependence are examined in depth. Students learn through collaboration, simulations and projects along with research and individual projects.

U.S. History

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This course continues the study of American history since the Civil War. The course covers our nation's social, political, economic, and geographic history. Major topics include the Industrial Age, Progressivism, World War I, the Great Depression and New Deal, World War II, the Cold War, the Korean Conflict, the Vietnam War, Civil Rights, the Kennedy Era, and the making of modern America. Emphasis is placed on critical thinking and disciplined inquiry to enable students to make informed, thoughtful judgments about the meaning, accuracy, and worth of the information presented about American history.

U.S. History (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must complete
REQUIRED summer assignment

Rigorous units of study are organized around 14 major points of emphasis: (1) The Colonial Period, (2) American Revolution, (3) The U.S. Constitution, (4) The New Nation, (5) Jacksonian Democracy, (6) Sectional conflict, (7) Civil War and Reconstruction, (8) Industrialism and the Progressive Era, (9) Wilson and WWI, (10) Roaring Twenties and Economic Collapse, (11) Great Depression and New Deal, (12) WWII and Post WWII Era, (13) New Frontier, Vietnam and Social Upheaval, and (14) Watergate, Carter and Reagan Era. The course provides an analytical perspective on US politics. Specific case studies will be broken down as follows: political institutions, social and economic change, public policy, diplomacy and cultural development. Students will be required to do outside readings as well as using note taking and critical thinking skills. *Students are expected to take the AP exam.

World History

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This class studies how world events have helped shape the world in which we currently live. Themes in World History A include: Time and Space, Religion, and Power and Governance. Themes in World History B include: Economics, Conflicts and Catastrophes, and Achievements and Innovations. It concludes with a Capstone Inquiry.

World History (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must complete
REQUIRED summer assignment

This course is a college-level course covering six periods of time from 8000 BCE to the present. Topics included are the same as those in World History, however there is more depth and breadth. This course is for highly-motivated students wishing to earn potential college credit in high school through a rigorous academic program. AP World History is a fast-paced course with a challenging curriculum. This course involves the intensive comparing and contrasting of the effects of common phenomena on world cultures; paying special attention to how they have changed and continued over time. Students will be engaged in frequent reading and analyzing of primary sources to better understand these phenomena. *Students are expected to take the AP exam.

WORLD LANGUAGES

Elementary Spanish 1 (CE)

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Spanish; meets qualifications for CE course

IWCC: FLS141

This 3rd-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures.

Elementary Spanish 2 (CE)

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Spanish; meets qualifications for CE course

IWCC: FLS142

This 3rd-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures.

French 1

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

This course is a beginning French class for students who have had no formal classes in French. It includes an introduction to French culture along with beginning grammar structures, vocabulary, and conversation.

French 2

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: French 1

Second-year French offers a review of French 1, further study of grammar, additional vocabulary, and added practice in pronunciation through dialogues. The students continue to learn about French culture through reading, music, and a variety of activities.

French 3

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: French 1 & 2

Through a study of more complex grammar structures and the mastery of an expanded vocabulary, the third-year French student continues to work toward competency in the four areas of speaking, listening, writing, and reading. The students will be given many opportunities to practice their oral skills in nearly authentic situations.

French 4

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: French 1, 2, 3

This course follows the same format as French 3. Development of competence continues through grammatical structure drills, dialogues, vocabulary enlargement, and cultural readings, giving students the skills to thrive in a Francophone country.

Intermediate Spanish 1 (CE)

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Spanish 3; meets qualifications for CE course

DMACC: FLS241

This 4th-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures.

Intermediate Spanish 2 (CE)

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Spanish 3; meets qualifications for CE course

DMACC: FLS242

This 4th-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures.

Spanish 1

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

The first-year Spanish course is open to all high school students who wish to gain experience in basic Spanish conversation, reading, writing and culture. This course will introduce students to the Spanish language and the Hispanic culture.

Spanish 2

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Spanish 1

Spanish 2 follows the sequence of Spanish 1. Development of competence continues in Spanish conversation, reading, writing, and culture.

Spanish 3

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Spanish 1 & 2

This course is designed to further develop the student's ability in reading, writing, and speaking Spanish. This course continues with the development of communication skills in the Spanish language and listening while using more complex grammar and structures.

Spanish 4

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Spanish 1, 2, 3

This course is designed for upper-level Spanish students. Advanced grammar is covered through the study of modern, Hispanic literature.

Spanish for Spanish Speakers

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Fluent in Spanish

This course is designed for native and heritage speakers, which are students who learned Spanish at home and have had a variety of experience with academic Spanish. Students may range from having no formal schooling in Spanish to many years of formal schooling in Spanish. The course will focus on the development of reading, writing, speaking, listening, as well as on understanding cultures and issues of identity of native and heritage Speakers of Spanish.

9. Concurrent Enrollment Course Crosswalk 2025-2026

CBCSD COURSE	COMMUNITY COLLEGE COURSE #	COMMUNITY COLLEGE COURSE NAME	COURSE TYPE	COMMUNITY COLLEGE CREDITS
American Government CE	POL111	American National Government	AS	3
Aviation Science(CE)	AVI255	FAA Part 107 Remote Pilot	CTE	3
Biology CE	BIO112 BIO113	General Biology I General Biology II	AS	4 4
Calculus 1 CE	MAT211	Calculus I	AS	5
Calculus 2 CE	MAT217	Calculus II	AS	5
CCNA 1: Introduction to Networks CE	NET204	Introduction to Networks	CTE	3
CCNA 2: Routing & Switching CE	NET311	Routing & Switching Essentials	CTE	3
Certified Nursing Assistant CE	HSC172	Nurse Aide (CNA)	CTE	3
Chemistry CE	CHM166 CHM176	General Chemistry I General Chemistry II	AS	5 5
Civil Engineering and Architecture CE	EGT460	Civil Engineering and Architecture	CTE	3
College Algebra CE	MAT121	College Algebra	AS	4
Composition 1 CE	ENG105	Composition I	AS	3
Composition 2 CE	ENG106	Composition II	AS	3
Computer Integrated Manufacturing CE	EGT450	Computer Integrated Manufacturing	CTE	3
Computer Science 2 CE (PLTW- CS Principles)	CIS450	Computer Science Principles	CTE	3
Computer Science 3 CE (PLTW- CS A)	CIS451	Computer Science Applications	CTE	3
Culinary Arts 1 (CE)	HCM100	Sanitation and Safety	CTE	2
Culinary Arts 2 (CE)	HCM186 HCM191	Culinary Foundations I Quantity Food Production I Lab	CTE	3 4
Culinary Arts 3 (CE)	HCM200	Dining Service	CTE	2
Culinary Arts 4 (CE)	HCM187 HCM192	Culinary Foundations II Quantity Food Production II Lab Culinary	CTE	3 4
Digital Electronics CE	EGT420	Digital Electronics	CTE	3
Elementary Spanish 1 CE	FLS141	Elementary Spanish I	AS	4
Elementary Spanish 2 CE	FLS142	Elementary Spanish II	AS	4
Emergency Care CE	HSC101	Emergency Care	CTE	1
Foundations of Education CE	EDU210	Foundations of Education	AA	3
Interpersonal Communication CE	SPC122	Interpersonal Communication	AS	3
Intermediate Spanish 1 CE	FLS241	Intermediate Spanish I	AS	4
Intermediate Spanish 2 CE	FLS242	Intermediate Spanish II	AS	4
Introduction to Business CE	BUS 102	Introduction to Business	AS	3
Introduction to Early Childhood Education CE	ECE103	Introduction to Early Childhood Education	AAS	3
Introduction to Engineering Design CE	EGT400	Introduction to Engineering Design	CTE	3
Introduction to Media Production CE	MMS113	Introduction to Media Production	CTE	3
Medical Terminology CE	HSC113	Medical Terminology	CTE	2
Multicultural Literature CE	LIT134	Multicultural Literature	AS	3
Physics with Lab CE	PHY156 PHY157 PHY158 PHY159	General Physics I General Physics I Lab General Physics II General Physics II Lab	AS	4 1 4 1
Principles of Engineering CE	EGT410	Principles of Engineering	CTE	3
Public Speaking CE	SPC112	Public Speaking	AS	3
Statistics CE	MAT157	Statistics	AS	4
Technical Math 1 CE	MAT743	Technical Math	AS	3
Trigonometry CE	MAT130	Trigonometry	AS	3
Writing for the Workplace CE	ENG110	Writing for the Workplace	AS	3

10. Tentative Academic Calendar for IWCC Courses Online & On Campus

Fall 2025 Semester IWCC Based Courses

Open registration	March 5, 2025
First day of IWCC classes	August 18, 2025
Last day to add IWCC classes	August 22, 2025
Last day to drop IWCC classes for semester	November 10, 2025
Last day of IWCC classes	December 12, 2025

Spring 2026 Semester IWCC Based Courses

Open registration	October 15, 2025
First day of IWCC classes	January 12, 2026
Last day to add IWCC classes	January 16, 2026
Last day to drop IWCC classes for semester	April 13, 2026
Last day of IWCC classes	May 15, 2026

11. Minimum Requirements for Admission to Iowa's Regent Universities

BUILDING YOUR FUTURE: PREPARING FOR ACADEMIC SUCCESS AT IOWA'S REGENT UNIVERSITIES

Minimum Requirements for Admission

Subject	Iowa State University	The University of Iowa	University of Northern Iowa
English	4 years emphasizing writing, speaking, reading, as well as an understanding and appreciation of literature.	4 years with an emphasis on the analysis and interpretation of literature, composition, and speech.	4 years including one year of composition, also may include one year of speech, communication, or journalism.
Math	3 years including one year each of algebra, geometry, and advanced algebra.	3 years including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Sciences. 4 years including two years of algebra, one year each of geometry and high math (trigonometry, analysis, or calculus) for admission to the College of Engineering.	3 years including the equivalent of algebra, geometry and algebra II.
Natural Science	3 years including at least two years of courses which emphasize elements of biology, chemistry, or physics.	3 years , including courses in physical science, biology, chemistry, environmental science and physics for admission to the College of Liberal Arts and Sciences. 3 years with at least one year each in chemistry and physics for admission to the College of Engineering. Nursing - 3 years including one year each of biology, chemistry and physics.	3 years including courses in general science, biology, chemistry, earth science, or physics. Laboratory experience is highly recommended.
Social Studies	2 years for admission to the Colleges of Agriculture and Life Sciences, Business, Design, Engineering, and Human Sciences. 3 years for admission to the College of Liberal Arts and Sciences.	3 years with US history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years with US history and world history recommended for admission to the College of Engineering	3 years including courses in anthropology, economics, geography, government, history, psychology, or sociology.
World Languages	2 years of a single world language for admission to the College of Liberal Arts and Sciences and the College of Engineering.	2 years of a single world language are required for admission. For many degrees, the fourth year of proficiency is required for graduation. Nursing- Minimum second-level proficiency in one world language.	World language courses are not required for admission. However, two years of world language in high school with a C- or above in the last term will meet the university graduation requirement.
Other Courses	NA	NA	2 years of additional courses from the required subject areas, world language, or the fine arts.



Council Bluffs Community
SCHOOL DISTRICT

Educational Service Center
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Council Bluffs, Iowa 51503

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