

OTTUMWA HIGH SCHOOL

Program of Studies

2016-2017



**Mission:
A Quality Education for Each and Every Student**

NON-DISCRIMINATION STATEMENT

It is the policy of the Ottumwa Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Teri King, Director of Student Supports, 1112 N. Van Buren, Ottumwa, IA 52501, (641)684-6597, teri.king@ottumwaschools.com.

CONTENTS

Multicultural, Nonsexist Statement	i
Essential Learnings	1
Ottumwa High School Graduation Requirements.....	2
Early Graduation, Graduation Ceremony, Transcripts, Grade Level, GPA,.....	3
Grade Reporting, Class Rank, Honor Roll, Grading.....	4
Credit Level, Free Period, Selecting Classes.....	6
Schedule Adjustment, Pass/Fail	7
Repeating a Course, Plato, PE Exemption, Student Assistant, Withdrawal	8
Pathways, ACA, CPI, Driver’s Education.....	9
Senior Year Plus	10
NCAA, Transfer in Iowa, Regent Admission Index, FAFSA	12
Requirements for Admission to Iowa Regent's Universities	13
Program of Studies	14-19
Applied Technology Department	20
Army Junior ROTC	27
Business Education Department	28
Family & Consumer Sciences Department	31
Fine Arts Department	36
Language Arts Department	40
Mathematics Department	46
Physical Education Department	50
Science Department	54
Social Studies Department	58
Special Education Department	62
Talented Development Programming (Gifted & Talented Opportunities).....	68
World Language Department	71
Miscellaneous	74
Student's Tentative High School Program.....	76-77

OTTUMWA COMMUNITY SCHOOL DISTRICT

“A Quality Education for Every Student”

The Ottumwa School Advisory Committee has identified the Essential Learnings below as important for our graduates to possess. The advisory committee is comprised of parents, business leaders, students, and educators. The Ottumwa Community School District has adopted the Essential Learnings as part of School Board Policy.

Essential Learnings

(expectations of our graduates in preparation for continuing education and entering the workforce)

Effective Communicators

- Read, write, listen, and speak competently
- Consider purpose and audience

Critical Thinkers

- Identify and solve problems
- Use resources and technology appropriately
- Pose challenging questions

Respectful Individuals

- Listen actively
- Appreciate diverse friendships
- Care for environment

Informed Decision Makers

- Gather information
- Organize and prepare ideas
- Evaluate options

Responsible Community Members

- Regularly attend school and actively participate in learning
- Take pride in appearance and surroundings
- Work well with others as a leader and collaborator

Compassionate Role Models

- Demonstrate positive attitude
- Suspend judgment of others
- Contribute to community

OTTUMWA HIGH SCHOOL REQUIREMENTS CREDITS REQUIRED FOR GRADUATION

Forty-six (46)

Class Load

All students must be enrolled in seven classes, in addition to Advisory, every semester. Juniors who have earned 25 credits by the end of their sophomore year may enroll in six classes (six periods) per semester, plus Advisory. Seniors who have earned 34 credits by the end of their junior year may be enrolled in six classes (six periods) during their first semester, plus Advisory.

SUBJECT REQUIREMENTS

CREDITS

Language Arts

9 th English.....	2
10 th English.....	2
Four additional semesters of Iowa Core English	<u>4</u>
	8

Mathematics

Six semesters of Mathematics	<u>6</u>
	6

Social Studies

U.S. History	2
World History.....	2
American Government	1
Economics	<u>1</u>
	6

Science

Six semesters of Science	<u>6</u>
	6

Physical Education

9 th PE/Health.....	2
Minimum of 2 additional credits	<u>2</u>
	*4

*Required of all students each semester (unless waived per board policy)

21st Century Skills

Financial Literacy	1
--------------------------	---

Number of credits for required classes	31
Number of credits for elective classes	<u>15</u>
Minimum credits for diploma	<u>46</u>

EARLY GRADUATION

A student may graduate at the end of the first semester of his/her senior year provided he/she:

1. Fulfills all graduation requirements.
2. Makes application during the spring of scheduling their classes for senior year. This should be in the four-year plan for his/her educational need.
3. Obtains approval of the school and parent/guardian by completing and returning the *OHS Early Graduation Policy* form available from his/her counselor.

A diploma will be issued upon completion of the stated requirements after the graduation ceremony. Mid-year graduates may take part in all senior activities associated with graduation.

GRADUATION CEREMONY

The graduation ceremony is a privilege available to seniors who have completed all requirements for graduation, do not owe fees and have completed all discipline consequences. All graduation requirements must be completed by the Thursday prior to graduation at 4PM. If a senior commits a serious disciplinary infraction without enough time to serve the consequences before graduation, he/she may be excluded from the graduation ceremony. Examples of types of behavior that may make a student ineligible to participate in the graduation ceremony are: harassment, assault or threats against a student or staff member; theft of property of the school, another student or a staff member; vandalism of property of the school, another student or a staff member; various other violations of the Civil Code of the State of Iowa.

TRANSCRIPTS

Students may request copies of their transcripts by completing a form with the Registrar in the Guidance Office. This transcript service is a free service to OHS students and graduates. There is a 24-48 hour turnaround time to produce a transcript. Students under the age of 18 **MUST** have a parent's signature to make this request. Students 18 years and older **MUST** complete and sign the request forms themselves. **SENIORS** are advised to complete the request form before they leave town for college so that future transcript requests can be accomplished without delaying the process waiting for the college student's signature. The transcript request form is good for one (1) school year.

GRADE LEVEL

Every student is assigned to a grade level according to the traditional system: 9th grade (freshman) for 1st-year high school students, 10th grade (sophomore) for 2nd-year high school students, 11th grade (junior) for 3rd-year high school students, and 12th grade (senior) for 4th-year high school students. We will use these classifications for reporting purposes.

GRADE POINT AVERAGE

Cumulative grade point is the average of all semester grades; current grade point is the average of only the current semester's grades. Grades not included in the GPA are denoted with an asterisk following the course's title. Examples may include: joint enrollment classes earning college credit not taught by an OHS instructor, Advanced Placement Online courses, Plato courses, or any course with a grade of Pass (P).

GRADE REPORTING

Progress reports will be available at approximately 6 and 12 weeks into each semester with final grades issued and mailed at the end of each semester. Parents and students can access the online grading system at any time for an up-to-date grade report. Teachers and parents are urged to communicate when there is a concern about a student's attitude or progress.

CLASS RANK

Students are not ranked until they complete their first semester of study. Thereafter, rankings are done at the end of every semester. Rankings are fluid as new students enroll and current students transfer out of district. Class rank represents the numerical position of a student in the class with which the student graduates. The "numerical position" is determined by cumulative grade point average. For example, a senior student who has a cumulative grade point average of (4.00) in a senior class of three-hundred (300) students - would have a class rank of "1/300". The student would be at the top of the class. Cumulative grade point averages will be calculated three (3) decimal places. Any student receiving educational modifications will not be included in the class rank.

HONOR ROLL

A list of the names of those students that have earned a grade point average of 2.667 and above is published in the Ottumwa Courier each semester. To qualify for the honor roll, a student must be enrolled in three (3) letter-graded OHS courses.

GRADING

This policy is intended to make OHS grading practices consistent across the building, to eliminate practices that focus on sorting and selecting, and to improve alignment of grading practices with the mission of teaching and learning.

Grades should reflect the degree to which students meet learning targets. Grades should be based primarily on achievement: what a student knows and is able to do.

The same grading scale will be used by all teachers for all classes (with the exception of Concurrent Enrollment and Advanced Placement classes). The PowerSchool categories will be as follows: Formative = 30%, Summative = 55%, and Semester Test = 15%.

Letter Grade	Class Percent	GPA Equivalent
A+	100 – 98	4.0
A	97-93	4.0
A-	92-90	4.0
B+	89-87	3.333
B	86-83	3.0
B-	82-80	2.667
C+	79-77	2.333

Letter Grade	Class Percent	GPA Equivalent
C	76-73	2.0
C-	72-70	1.667
D+	69-67	1.333
D	66-63	1.0
D-	62-60	0.667
F	59-0	0

- Summative assessments may include quizzes, tests, papers, projects, presentations, etc.. These assessments are generally given at the end of a chapter/concept/ unit to measure a student's understanding and will make up 55% of the final grade. The deadline for an assessment is midnight

the date the assessment is due. If a student is absent on the day of a summative assessment, the student will receive a 0% in the grade book. The 0% will remain until the student makes up the assessment (See the Make-Up Policy in the student handbook for the make-up deadline). Students present the day of a summative assessment but unprepared to turn it in will incur a 5% penalty for each day it is late, down to a 50% if ten days late. If the student elects to redo the assessment, the re-do score will still incur the late penalty. A student who completes a summative assessment will receive no less than 50%. Missing summative assessments can be turned in for 50% credit up to two weeks prior to the end of the semester.

- If a student is absent the day of test and returns after two days absence, the student has three (3) days to take the test (two absent days plus one). If taken during the allowable time period, the student will incur no penalty on their earned grade.
 - A student who is present the day a project is due but fails to turn it in until later will suffer a late penalty. For example, if a student turns in a project four days late, he/she will incur a 20% penalty (5% late per day), and he can only earn 80% of the earned score. If the project was worth 100 points and the student earned a score of 87, the score entered into the grade book is 69.6 (87 points x .80). If the student elects to redo the assessment and earns a 95 redo, the replacement score in the grade book is 76% (95 points x .80). Teachers should comment in the grade book to indicate the original score and the number of days late.
 - If the student does not turn in an assessment within two weeks of the deadline and later decides to complete the assessment, the student will earn a 50%.
- Formative assignments are practice and should comprise no more than 30% of the final grade. Formative assignments should be a safe place to try out new skills. Formative assignments are strategies for preparing students to earn summative grades. Formative assignments will be graded based on the quality of the work submitted. The deadline for an assessment is midnight the date the assessment is due. If a formative assignment is not turned in, the student will receive a 0% in the grade book. The 0% will remain until the student makes up the assignment. Missing formative assignments can be turned in for 50% credit up to two weeks prior to the end of the semester. Formative assignments do not qualify for re-dos.
 - Feedback is more important than ever before due to the increased use of writing and research in the OHS classrooms. Feedback is required in a timely manner as it helps guide students in their future writings and helps to prepare them for other assessments. Summative assessments that include short answer, multiple choice, true/false, or completion should be returned to students within three (3) days of the assessment. A summative assessment that includes short in-class essays should be returned with feedback within one (1) week of the deadline. Any summative assessment three (3) or more pages should be returned with feedback within two (2) weeks from the deadline.
 - Re-do Policy is the primary intervention for helping students who earn low scores on major summative assessments. Every student has the opportunity to raise his/her assessment score by re-studying and re-taking a test, or revising a piece of written work, or re-doing a project. The deadline for an assessment is midnight the date the assessment is due. The highest grade must be recorded (not an average of the first attempt and the re-do grade), thus reflecting the student's actual proficiency on the standard(s) being measured. Teachers should encourage students to complete a re-do as soon as possible after a summative assessment. Students have a final limit not to exceed two weeks (10 school days) from the time the graded assessment was returned to the student. The return date will be reflected in PowerSchool as the due date.
 - Concurrent Enrollment and Advanced Placement Courses will follow the institutions' grading scale. The re-do policy and late work policy is at the discretion of the teacher and will be noted in their syllabus. Concurrent enrollment and AP courses not taught by an Ottumwa High School instructor will not be calculated into the student's Grade Point Average.

CREDIT LEVEL

One credit is awarded for successfully completing the required work in a class that meets every day for a semester. A half-credit may be earned in a class that meets every other day for a semester. Multiple credits may be earned in classes meeting for more than one period. (Check the course description for details.)

Forty-six (46) credits are required for graduation, students who begin grade 12 in August and have earned at least 34 credits by that time can reasonably expect that they will be able to complete graduation requirements by May. We consider the following to be the minimum number of credits that a student should have earned in order to be considered “on track” to graduate on time with his/her class:

12 credits by the end of freshman year
25 credits by the end of sophomore year
34 credits by the end of junior year

We will use these credit levels to identify students who need special interventions to keep them on track to graduate on time. Students with fewer credits than listed above will not be eligible for a free period and must be enrolled in seven periods each semester.

FREE PERIOD

Free periods are a privilege for juniors and seniors in good credit standing. Parents must sign a release form, submitted and filed in the Guidance Office. The first day of each month, guidance counselors will verify grades for those students with a scheduled Free Period. Student’s receiving an “F” in any course will lose their Free Period for the remainder of that month to attend Administrative Lab to support their academic needs. The following month grades will be reevaluated to determine every student’s Free Period status.

SELECTING CLASSES

It is important that students carefully choose the proper classes that best fit their personal, educational, and vocational needs. Students should seek advice from parents, teachers, and counselors.

1. All students must be enrolled in seven classes, in addition to Advisory, every semester. Juniors who have earned 25 credits by the end of their sophomore year may enroll in six credit earning classes per semester, plus advisory. Seniors who have earned 34 credits by the end of their junior year must be enrolled in six credit earning classes during their first semester, plus advisory. During the second semester a senior must enroll in at least as many classes he/she needs to graduate. Second year seniors may enroll in as few courses as necessary to graduate.
2. Juniors and seniors may request to drop a course during the first three days of each semester if they are scheduled for seven periods. Students may not drop a class if they will fall below the minimum course load requirements.
3. The scheduling process begins 2nd semester. Student will have multiple opportunities to learn about the next year’s classes. Courses are then scheduled during an individual appointment with their guidance counselor.

4. Students will be given two opportunities to make schedule changes; in the spring (Move Up Day) and during registration. We do not expect any student or parent initiated schedule changes after the start of classes.
5. Multiple credits may be earned in classes meeting for more than one period. (Check the course description for details.)
6. All classes are offered “upon demand”. Although a course is listed, a sufficient number of students must register for the class to make it economically feasible to offer the class.
7. Due to the limited enrollment of some courses students may not always receive their first choice. It is suggested that they be prepared to choose an alternate course in the event one of their first choices is closed.
8. To maintain athletic, music, and other activity eligibility, students must be enrolled in a minimum of four courses.

GUIDELINES FOR SCHEDULE ADJUSTMENT

Students are responsible for accepting the course of study for which they register, therefore they must plan very deliberately always keeping in mind individual interests and post high school plans. Any adjustments following the initial Spring Registration period are limited and will be based on only one of the following reasons:

1. Computer error or imbalance of course sections.
2. Failure in a class that is a prerequisite.
3. Teacher recommendation and/or request because of inappropriate level placement.
4. Unavailability of a class.

Requests for reasons other than those listed above are limited to extenuating circumstances and must have parent/guardian approval. Requests that would result in an imbalance in the sections of a course will NOT be approved.

Any adjustments after the beginning of the term must have Principal approval. Students wanting to add, drop, or adjust their schedule must pick up a Schedule Adjustment Request form from the Guidance Office and make an appointment. Requests for teacher change will not be granted except under extenuating circumstances approved by the Principal.

PASS/FAIL CONTRACT

Each semester a student may elect to take one class pass/fail. A student wishing to take a class pass/fail must first discuss it with his/her counselor and request a meeting with the appropriate teacher for approval. A student must file the appropriate form within the first week of the semester and will remain in effect throughout the semester. Students or Parents/Guardians may not request that a traditional letter grade be recorded for the class on the official school records once the Pass/Fail Contract is submitted. Pass/Fail grades will be recorded on the transcript with a P or F in place of the letter grade. In order for a student to earn P, they must earn a minimum of 60 percent. On the official transcript the earned percentage will follow the P (i.e. if the student completes the class with a 72 percent, the transcript will display P72). A Pass/Fail class will count as part of a full-time load. The NCAA Clearinghouse Eligibility Center requires a letter grade for each class to determine their final GPA. Student athletes interested in Division I or II post-secondary schools should consider taking all classes for letter grades. See your guidance counselor for more information.

REPEATING A COURSE

If a student wishes to repeat a course, a Second Grade Option form may be obtained in the Guidance Office to make this request. To qualify for this option, the student must have originally received a “C” or lower for a grade. If academic credit was granted when the course was taken originally, there would be no additional credit for the repeat of the course. The grade during the repeat of the course will replace the original grade even if the repeat grade is lower than the original grade, unless the repeat grade is an “F” and would result in a loss of credit.

PLATO

PLATO Learning is the industry’s undisputed expert in proven, effective credit recovery solutions. Innovative and engaging, PLATO® curriculum gives students a needed alternative and second chance to learn online and be challenged by rigorous, standards-driven content.

Learning is self-paced and put in real-world context and coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. PLATO® Credit Recovery Solutions allow students to complete course requirements more rapidly, recover credits, regain self-confidence, and graduate on time.

PHYSICAL EDUCATION EXEMPTION

It is the belief of the Ottumwa Community School District that all students should have a balanced high school curriculum, which includes physical education. Participation in high school physical education on a yearly basis provides students with a healthy outlet, which will improve their learning.

Exemptions from physical education may be granted for the following reasons: medical condition with written doctor’s statement, religious beliefs, or full academic schedule. Participation in a full academic load does not necessarily require that a student be exempt from physical education. Every effort will be made by the professional staff of Ottumwa High School to ensure that a student will participate in physical education a minimum of two years.

Students who believe they qualify for a physical education exemption are advised to work with their guidance counselor to determine if they qualify and to complete the necessary application forms

STUDENT ASSISTANT PROGRAM

Junior and senior students who wish schedule a student assistant period must register during the first week of each semester, must carry 6 additional classes, and be in good academic standing. Approval is required by the teacher and counselor. A student assistant might make transparencies, take attendance, type, staple papers, act as a lab assistant, set up audio-visual equipment, make bulletin board displays, assist in the library, or other various jobs.

WITHDRAWAL FROM SCHOOL

Students planning to withdraw from Ottumwa High School for any reason must check out with their guidance counselor. The counselor will help the student complete necessary withdrawal forms and procedures.

PATHWAYS

Students who violate the OHS attendance policy, mandatory attendance students who arrive at OHS after an acceptable entrance date without transfer grades, or students unsuccessful in their traditional class schedule may be placed in Pathways for the remainder of the semester. The Pathways program is a self-contained room in which the student's primary instruction is provided on PLATO. At semester, the student's schedule will be reviewed by the Pathways teacher, Associate Principal, and Guidance Counselor.

ACCELERATED CAREER ACADEMY

The Accelerated College Career Academy is available to all students' grades eleven and twelve. It is designed to meet the needs of students who may be behind in credits or could benefit from an early college or career technical pathway. A reduced credit diploma may be earned. To attend, a student must have permission from his/her parents, OHS guidance counselor, and the Accelerated College Career Academy building administrator.

COMPETENT PRIVATE INSTRUCTION

Under Iowa law students may receive competent private instruction as an alternative to attending regular public school. Detailed information and application forms may be obtained from Central Office at 422 McCarroll Drive. Requests for private instruction must be submitted by the first day of school.

DRIVER EDUCATION

Driver Education is operated by Drivescape LLC. Students successfully completing the program will be awarded .5 credit. Driver Education is not figured in the grade point average.

For further information regarding availability, scheduling, and fees, please contact:

DRIVESCAPE LLC,
David Becker,
School Phone: 641-683-4444 Ext. 1115 or
Cell: 641-799-7512

SENIOR YEAR PLUS

Concurrent Credit Options

Senior Year Plus serves as an umbrella for a variety of programs designed to provide high school students access to courses that have the potential to generate college credit.

Student Eligibility Requirements

To participate in Senior Year Plus programming, students must meet the academic requirements of both the school district and postsecondary institution.

- At the school district level, students must demonstrate proficiency in each of three academic areas — reading, mathematics, and science. This is primarily determined using the students' most recent scores on the Iowa Assessment. Students are determined to be proficient if they score at or above the 41st Nation Percentile Rank in the subject area.
- At the college level, students must meet any assessment requirements of the postsecondary institution including any placement exam requirements of the institution.

The following programs provide an overview of opportunities:

Advanced Placement (AP®)

Advanced Placement (AP®) courses are college-level courses offered by high schools. The courses, curriculum requirements, and optional tests are provided by The College Board. Based on the examination score and the postsecondary institution's policies, students may be eligible for college credit or advanced standing at the college or university they later matriculate.

Ottumwa High School offers five AP courses: AP Calculus AB, AP Chemistry, AP Government and Politics: United States, AP U.S. History, and AP Literature and Composition. In addition to these five courses, students may be eligible to participate in AP online. In order for a student to enroll in an online AP course while enrolled at Ottumwa High School: (1) The student must receive prior approval from the Talented and Gifted Coordinator and the principal or designee and (2) The student must take the AP exam.

Post Secondary Enrollment Options (PSEO)

The Postsecondary Enrollment Options Act was enacted in 1987 to promote rigorous academic pursuits by providing high school students access to enroll part-time in nonsectarian courses in eligible postsecondary institutions. Now offered through Senior Year Plus, the program is available to eligible juniors and seniors as well as freshmen and sophomores who are identified as gifted and talented according to the school district's criteria and procedures. Additional criteria are listed below:

- The courses **are not comparable** to courses offered by the high school.
- The courses must be arts and science courses in the disciplines of mathematics, science, social science, humanities, music and art that include a component of history.
- The student must file a P.S.E.O. intent to enroll form with his/her counselor during Spring registration and prior to the next school year for each course.
- Each student's application must be reviewed by a school administrator, who will approve or disapprove the application.
- The parents are responsible for transportation.
- When a course is approved by the Superintendent or designee, the school board is responsible

for the cost of tuition, textbooks, materials, and fees to a maximum of \$250.00 per student for courses not comparable to those offered by Ottumwa High School.

- If a student drops or fails a P.S.E.O. class, the student will be responsible to reimburse the district for course tuition.
- Grades earned in off-campus courses are not used in the calculation of Ottumwa High School grade point average.
- Maximum opportunity to use P.S.E.O. is specified by law: no more than 4 semester terms or 6 quarter terms unless identified as Talented and Gifted in 9th or 10th grade.

Concurrent Enrollment

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career and technical pursuits by providing opportunities for high school students to enroll part-time in eligible nonsectarian courses at or through community colleges. Per Senior Year Plus, concurrent enrollment courses are offered through contractual agreements between community colleges and school districts within their service area.

There are classes taught at Ottumwa High School that earn college and high school credit. Approved college-level instructors who use college textbooks and course syllabi teach a “Contracted Class.” The student must sign up for the class in the Spring during the registration process for their junior or senior year by using the application form provided and then seek approval by a parent and administration.

Ottumwa High School requires students enrolled in concurrent classes at OHS to rent their textbooks from the district. A \$25 rental fee will be applied to a student’s account two weeks after the start of each semester for EACH concurrent class. A student eligible for free lunch will receive a full waiver of all fees. A student eligible for reduced lunch will receive a partial waiver and be charged at the rate of \$10 for each concurrent class. A student may be granted a temporary waiver of fees in the event of temporary financial difficulty in the student’s immediate family. A temporary waiver may be applied for and granted at any time during a school year. A temporary waiver is effective for one school year. All fees are due the following year during registration or before a student graduates.

IMPORTANT: College credit obtained may or may not transfer to a higher-level institution. Students and/or parents should contact the university or college choice to make sure that what they are planning to take will transfer to the specific major or particular field of study of the student.

Career Academies

Career academies are programs of study offered to high school students through an agreement or contract between their high school and a community college. They bridge high school and community college CTE programs. Career Academy programs typically are ½ day college block schedules on the Indian Hills Community College campus.

Articulation Agreements

Based upon a mutual concern for the needs of students pursuing technical education programs, Ottumwa High School and Indian Hills Community College have reached several articulation agreements for classes in the OHS curriculum. Courses that qualify are indicated within the course description of this booklet. Applicants for credit must meet all college admission requirements and be an enrolled student in good standing with the college. In addition, the student must have satisfactorily completed the secondary course to be articulated with a grade of C or higher.

In addition to classes that articulate to Indian Hills, a few classes are designated as State Articulated, which means that they transfer to participating community colleges throughout the State of Iowa.

NCAA CLEARINGHOUSE

For students who potentially might play athletics in college, specific courses meet eligibility standards for freshman participation at member NCAA Division I and II schools. Courses are designated as Approved or Not Approved for the NCAA Clearinghouse. The Guidance Office has further information for questions about the college-bound athlete.

TRANSFER IN IOWA TRANSFERRING COMMUNITY COLLEGE CREDIT

The state of Iowa has a rich tradition of providing quality post-secondary educational opportunities for its citizens that also attracts students from all over the country and world. Today, Iowa's three Regent universities and 15 community colleges serve more than 150,000 students annually!

Iowa's Regent universities and community colleges have joined to create a Web site dedicated to seamless transfer. Their intent is simple - to create a one-stop resource to help students and families plan for their future.

The number one question transfer students ask is "How will my credits transfer?" Follow the 'Transferring Your Credit' links on the Transfer in Iowa website to discover how your courses may transfer to the Regent universities. You are invited to explore, discover, and continue to dream big. Visit www.transferiniowa.org for more information.

REGENT ADMISSION INDEX (RAI) COLLEGE ENTRANCE REQUIREMENT

Students from Iowa high schools planning to begin their studies in fall 2009 or later must have a Regent Admission Index score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at The University of Iowa. Students who achieve a score less than 245 will be considered for admission on an individual basis.

The index combines four factors that strongly predict success at regent universities: ACT or SAT test score, high school rank, high school cumulative grade-point average, and the number of completed high school core courses.

Visit www.regents.iowa.gov/RAI/ for more information or to calculate your RAI. See your Guidance Counselor for more information.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The (*Free Application for Federal Student Aid*), or FAFSA, is the first step in the financial aid process when looking for funding available to pursue post-secondary education. Use it to apply for federal student financial aid, such as the Pell Grant, student loans, and college work-study. In addition, most states and schools use FAFSA information to award their financial aid. For more information visit www.fafsa.ed.gov.

**High School Course Requirements
For Admission to Iowa Regents Universities**

In addition to meeting the Regent Admission Index requirement, students must complete the minimum number of high school courses specified below for the institution to which they're applying.

Subject Area	Iowa State University	The University of Iowa	University of Northern Iowa
English Language Arts	4 years of English/Language Arts 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; may also 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 higher math (trigonometry, analysis, or calculus), for admission to the College of Engineering.	3 years, including the equivalent of algebra, geometry, and advanced algebra.
Natural Science	3 years, including one year each from any two of the following: biology, chemistry, and 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 highly recommended.
Social Science	2 years for admission to the Colleges of Agriculture, Business, Design, Human Sciences, and Engineering. Three years for admission to the College of Liberal Arts and Sciences.	3 years, with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years, with U.S. 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.
Foreign Language	2 years of a single foreign language for admission to the College of Liberal Arts and Sciences and the College of Engineering. Foreign language courses are not required for admission to the Colleges of Agriculture, Business, Design, or Human Sciences.	2 years of a single foreign language are required for admission. For many degrees, the fourth year of proficiency is required for graduation. Nursing - 3 years in a single language or two years each in two different languages.	Foreign language courses are not required for admission. However, two years of a foreign language in high school with a C- or above in the last term will meet the university graduation requirement.
Other Courses	Specific elective courses are not required for admission to Iowa State University.	Specific elective courses are not required for admission.	Two years of additional courses from the required subject areas, foreign languages, or fine arts.

PROGRAM OF STUDIES 2016-2017

Course Title	Grade	Duration	Credit	Prerequisite See Course Description	RAI Class	Concurrent College Credit	NCAA Approved
APPLIED TECHNOLOGY DEPARTMENT							
Survey of Technology	9-12	Semester	1				
Exploratory Woodworking	9-12	Semester	1				
Furniture Making	9-12	Semester	1	X			
Introduction to the Trades and Home Repair	9-12	Semester	1				
CON197/CON276 Construction Technology	11-12	Year 3 Periods	6			X	
Introduction to Metals Technology 1	9-12	Semester	1				
Introduction to Metals Technology 2	9-12	Semester	1	X			
Fixture Welding & Print Reading	10-12	Semester	1	X			
Advanced Metals Technology	10-12	Year 2 Periods	4	X		Articulated	
Automotive Maintenance Technology	10-12	Semester	1				
Power Technology	9-12	Semester	1				
High Performance Engines	9-12	Semester	1				
Diesel Technology	9-12	Semester	1				
Advanced Automotive Technology	11-12	Year	2	X			
Auto Body Technology 1	10-12	Semester	1				
Auto Body Technology 2	10-12	Semester	1	X			
Introduction to Electricity-Electronic Tech	9-12	Semester	1				
Practical Troubleshooting for Electricity-Electronics Tech	9-12	Semester	1	X			
Advanced Electronic Technology	10-12	Semester	1	X		Articulated	
Graphic Communications Technology 1	9-12	Semester	1				
Graphic Communications Technology 2	9-12	Semester	1	X			
Advanced Graphic Communications Technology	10-12	Year	2	X			
Computer Aided Drafting Technology 1	9-12	Semester	1				
Computer Aided Drafting Technology 2	9-12	Semester	1	X			
Advanced Drafting Mechanical	10-12	Year	2	X			
Architecture Drafting Technology 1	9-12	Semester	1				
Architecture Drafting Technology 2	9-12	Semester	1	X			
ARMY JUNIOR ROTC (JROTC)							
LET 1	9-12	Year	2				
LET 2	10-12	Year	2	X			
LET 3	11-12	Year	2	X			
LET 4	12	Year	2	X			
Raider Prep	9-12	Year	2	X			

Course Title	Grade	Duration	Credit	Prerequisite See Course Description	RAI Class	Concurrent College Credit	NCAA Approved
BUSINESS EDUCATION DEPARTMENT							
Financial Literacy	12	Semester	1				
Accounting 1	10-12	Year	2				
Accounting 2	11-12	Year	2	X			
Basic Web Page Design	9-12	Semester	1				
Business and Personal Law	10-12	Semester	1				
DECA: Cooperative Marketing Education Program	11-12	Year 1/3 Periods	2-6				
Desktop Publishing	9-12	Semester	1			Articulated	
Introduction to Business	9-12	Semester	1				
Marketing	10-12	Semester	1				
Microsoft Office Suite	9-12	Semester	1				
Principles of Business Management	11-12	Semester	1				
Recordkeeping	10-12	Semester	1				
Sales	10-12	Semester	1				
Sports and Entertainment Marketing	10-12	Semester	1				
Visual Basic Programming	10-12	Semester	1	X			
Yearbook Production	10-12	Year	2				
FAMILY AND CONSUMER SCIENCE DEPARTMENT							
Family & Consumer Sciences - Comprehensive	9-12	Year	2			Articulated	
Food & Nutrition 1	10-12	Semester	1			Articulated	
Food & Nutrition 2	10-12	Semester	1	X		Articulated	
CEO: Culinary Entrepreneurial Opportunities	11-12	Sem 2 Periods	2	X		X	
Interior Design & Home Furnishings	10-12	Semester	1				
Sewing with Design Options	10-12	Semester	1				
Advanced Sewing with Design Options	10-12	Semester	1	X			
Hospitality and Tourism Management 1	9-12	Semester	1				
Child Development and Parenting	10-12	Semester	1			Articulated	
Child Development and Child Care	10-12	Semester	1			Articulated	
Early Childhood Education	11-12	Sem 2 Periods	2			Articulated	
Independent Living	10-12	Semester	1				
Family Living	10-12	Semester	1				
Health for Parenting Teens - GRADS	9-12	Year	2				

Course Title	Grade	Duration	Credit	Prerequisite	RAI Class	Concurrent	NCAA
FINE ARTS DEPARTMENT							
Intro to Art	9-12	Semester	1				
Drawing/Painting	9-12	Semester	1	X			
Sculpture/Ceramics	9-12	Semester	1	X			
Advanced Art	11-12	Year	2	X			
Preludes EOD	9-12	Year EOD	1				
Troubadours	9-12	Year	2				
Bells	9-12	Year	2	X			
Meistersingers	10-12	Year	2	X			
Music Theory	9-12	Year	2	X			
Early Bird Symphony Orchestra EOD	9-12	Year EOD	1	X			
String Orchestra EOD	9-12	Year EOD	1	X			
Chamber Orchestra EOD	9-12	Year EOD	1	X			
String Class for the Novice Player	9-12	Semester	1				
Band (EOD)	9-12	Year	2 (1)				
Jazz Studies	9-12	Year	2	X			
Music & Technology	10-12	Semester	1	X			
Drama: Acting	10-12	Semester	1	X			
Technical Theatre Production	11-12	Semester	1	X			
LANGUAGE ARTS DEPARTMENT							
9th Grade English	9	Year	2		X		X
9th Grade Academic English	9	Year	2		X		X
10th Grade English	10	Year	2		X		X
10th Grade Academic English	10	Year	2		X		X
Classic and Contemporary Novels	11-12	Semester	1		X		P
Contemporary Literature	11-12	Semester	1		X		X
Criticizing Comics	11-12	Semester	1		X		
The Decades	11-12	Semester	1		X		X
Dramatic Literature	10-12	Semester	1		X		
Dystopias and Utopias	11-12	Semester	1		X		X
Early American Literature	11-12	Semester	1		X		X
Film as Text	11-12	Semester	1		X		
Heroes in Literature	11-12	Semester	1		X		X
Multicultural Literature	11-12	Semester	1		X		X
Mythology	11-12	Semester	1		X		X
Perspectives in Media (*Does not satisfy LA Requirement)	11-12	Semester	1		X		
Speech 1	10-12	Semester	1		X		X
Speech 2	10-12	Semester	1		X		X
Survival and Conflict	11-12	Semester	1		X		X
Truths about Fiction and Nonfiction	11-12	Semester	1		X		P
ESL	9-12	Year	2	X			
ENG105 Composition 1	12	Semester	1	X	X	X	X
ENG106 Composition 2	12	Semester	1	X	X	X	X
SPC112 Public Speaking	11-12	Semester	1	X	X	X	X
LIT101 Introduction to Literature	11-12	Semester	1	X	X	X	X

Course Title	Grade	Duration	Credit	Prerequisite	RAI Class	Concurrent	NCAA
MATHEMATICS DEPARTMENT							
Pre-Algebra	9-12	Year	2	X			
Algebra 1	9-12	Year	2		X		X
Algebra 1 Core	9-12	Year	2				
Geometry Honors (9 th Grade Honors)	9	Year	2	X	X		X
Geometry	10-12	Year	2	X	X		X
Geometry Core	10-12	Year	2	X			
Algebra 2 Honors (10 th Grade Honors)	10	Year	2	X	X		X
Algebra 2	11-12	Year	2	X	X		X
Algebra 2 Core	11-12	Year	2	X			
21st Century Math	12	Year	2	X			
Advanced Mathematical Concepts	11-12	Year	2	X	X		X
MAT110 Math for Liberal Arts	12	Semester	1	X	X	X	P
MAT120 College Algebra	11-12	Semester	1	X	X	X	X
MAT125 Pre-Calculus	11-12	Semester	1	X	X	X	X
MAT156 Statistics	12	Semester	1	X	X	X	X
MAT210 Calculus 1	12	Semester	1	X	X	X	X
MAT216 Calculus 2	12	Semester	1	X	X	X	X
PHYSICAL EDUCATION DEPARTMENT							
9 th Grade Physical Education / Health	9	Year	2				
9 th Grade Physical Conditioning / Health	9	Year	2				
Aerobic Activities	10-12	Semester	1				
Basketball	10-12	Semester	1				
Fitness Center Circuit Training	10-12	Semester	1				
Physical Conditioning	10-12	Semester	1				
Physical Education	10-12	Semester	1				
Soccer Fitness	10-12	Semester	1				
Walking for Fitness	10-12	Semester	1				
SCIENCE DEPARTMENT							
Physical Science	9	Year	2		X		X
Biology	10-12	Year	2	X	X		X
Anatomy and Physiology	10-12	Year	2	X	X		X
Advanced Anatomy	11-12	Year	2	X	X		X
Astronomy and Geology	10-12	Year	2	X	X		X
Advanced Astronomy and Geology	11-12	Year	2	X	X		X
Chemistry	10-12	Year	2	X	X		X
Advanced Placement Chemistry	11-12	Year	2	X	X		X
Environmental Science	10-12	Year	2	X	X		X
Physics	10-12	Year	2	X	X		X
Math Enhanced Physics	11-12	Year	2	X	X		X
EGR400 PLTW Introduction to Engineering Design	9-12	Year	2	X		X	
EGR410 PLTW Principles of Engineering	9-12	Year	2	X	X	X	X

Course Title	Grade	Duration	Credit	Prerequisite See Description	RAI Class	Concurrent Credit	NCAA Approved
SOCIAL STUDIES DEPARTMENT							
U.S. History	9	Year	2		X		X
World History	10	Year	2		X		X
American Government	11-12	Semester	1		X		X
Economics	11-12	Semester	1		X		X
Post World War II – U.S. History	10-12	Semester	1		X		X
Psychology	11-12	Year	2		X		X
Sociology	11-12	Semester	1		X		X
The Contemporary World	11-12	Semester	1		X		X
The Holocaust – An In-Depth Study	10-12	Semester	1		X		X
World Geography Eastern Hemisphere	9-12	Semester	1		X		X
World Geography Western Hemisphere	9-12	Semester	1		X		X
HIS151: U.S. History To 1877	10-12	Semester	1	X	X	X	X
HIS152: U.S. History Since 1877	10-12	Semester	1	X	X	X	X
POL111: American National Government	11-12	Semester	1	X	X	X	X
TALENTED AND GIFTED DEPARTMENT							
Freshman TAG/Talent Development	9	Semester	1	X			
Sophomore TAG/Talent Development	10	Semester	1	X			
Junior TAG/Independent Study/Talent Development	11	Semester	1	X			
Senior TAG/Independent Study/Talent Development	12	Semester	1	X			
Online Advanced Placement	11-12	Semester/Year	1 / 2	X			
WORLD LANGUAGES DEPARTMENT							
French 1	9-12	Year	2		X		X
French 2	10-12	Year	2	X	X		X
French 3	11-12	Year	2	X	X		X
French 4	12	Year	2	X	X		X
Spanish 1	9-12	Year	2		X		X
Spanish 2	10-12	Year	2	X	X		X
Spanish 3	11-12	Year	2	X	X		X
Spanish 4	12	Year	2	X	X		X
Heritage Spanish 1	9-12	Year	2		X		X
Heritage Spanish 2	10-12	Year	2	X	X		X
Heritage Spanish 3	11-12	Year	2	X	X		X
Heritage Spanish 4	12	Year	2	X	X		X
Conversational Spanish	11-12	Year	2	X			
MISCELLANEOUS							
ACT Test Prep	10-12	Semester	1				
Bulldog News Network and Video Production	11-12	Semester	1	X			
Guided Study	9-10	Semester	1				
I-JAG (Iowa Jobs for America's Graduates)	11-12	Year	2				
Physical Education Peer Assistant	11-12	Semester	1	X			

Course Title	Grade	Duration	Credit	Prerequisite See Course Description	RAI Class	Concurrent College Credit	NCAA Approved
SPECIAL EDUCATION DEPARTMENT							
Functional Academics	9-12	Year	2				
Reading Lab I	9-12	Year	2				
Reading Lab II	9-12	Year	2				
Reading Lab III	9-12	Year	2				
English I	9-12	Year	2				
English II	9-12	Year	2				
English III	9-12	Year	2				
Math I	9-12	Year	2				
Math II	9-12	Year	2				
Math III	9-11	Year	2				
Math IV	9-11	Year	2				
Math V	9-10	Year	2				
Math VI	11-12	Year	2	X			
Intro to US History I	9	Year	2				
Intro to US History II	10	Year	2				
Intro to World History	11	Year	2				
Intro to Government / Economics	12	Year	2				
Introduction to Physical Science	9	Year	2				
Introduction to Environmental Science	10-12	Year	2				
Introduction to Biology	10-12	Year	2				
Adaptive Physical Education	9-12	Semester	1				
Guided Study	9-12	Year	2				
Social Skills	9-12	Year	2				
Work Experience	12	Year 2 Periods	4	X			
Domestic Skills	9-12	Year	2				
Vocational / Community Training Skills	9-12	Year 3 Periods	6				
Tenco Transition	9-12	Year 2 Periods	4				
English I-IV	9-12	Year	2				
Mathematics I-IV	9-12	Year	2				
Social Studies I-IV	9-12	Year	2				
Science I-IV	9-12	Year	2				
Life Skills I-IV	9-12	Year	2				

APPLIED TECHNOLOGY DEPARTMENT

These classes will be of interest to students wanting to learn and apply concepts within the technology systems of communication, construction, manufacturing, energy, power and transportation. Students will explore these concepts using hands-on, activity-oriented applications. When many of these classes are put together in a sequence and/or program of studies they will help young women and young men achieve many requirements needed for specific occupations, colleges and technical schools.

NOTE: For courses which are 1 year in length, the student will need to pass the first semester of the course to take the second semester of the course.

SURVEY OF TECHNOLOGY: Grade 9-12, Semester=1 CR, No Prerequisite

Survey of Technology will provide the student with the opportunity to explore, analyze, and use the technical equipment used in today's society. The course is applicable to students interested in careers in Engineering, Design, Manufacturing or any trade and support industry. The practical knowledge gained will benefit anyone entering today's technical world. Specific areas of study will provide overviews in the following: hydraulics, pneumatics, electricity, electronics, lasers, CNC program writing, CNC machining, robotics, flight simulator, CAD (computer aided design), surveying, architectural design, principals of mechanics, and construction. Various other areas will also be explored to gain a working knowledge of the complex society we live in. #9105

Construction

EXPLORATORY WOODWORKING:

Grade 9-12, Semester=1 CR, No Prerequisite

This is an exploratory program where the students will experience some of the basic skills used in construction of basic wood projects. Students will build individual projects. #9302

FURNITURE MAKING: Grade 9-12, Semester=1 CR, Prerequisite=Exploratory Woodworking

Students must have completed Exploratory Construction and Woodworking to be eligible to register for this course. Projects are moderate to complex in nature and may be developed specifically for state competition. #9303

INTRODUCTION TO THE TRADES & HOME REPAIR:

Grade 9-12, Semester=1 CR, No Prerequisite

Designed for students interested in working in the trades, this class will give students insight and skills into what work opportunities exist in the building and work trades. These trades will consist of exposure to plumbing, tile, masonry, electrical wiring, and residential repair-maintenance. Home repair emphasis will include how to repair drywall, lay tile, flooring, and reconditioning of basic board, trim, and furnishing. This class will provide solid foundation for anyone interested in entering the trades, becoming an apprentice, or just gaining confidence in maintaining and repairing their own home. It will provide good foundational skills for any homeowner. #9304

CON197/CON276 CONSTRUCTION LAB & TECHNOLOGY:
Grade 11-12, Year 3 Periods=6 CR, No Prerequisite, IHCC & OHS Credit

NOTE: For each semester successfully completed in the Construction Technology program, students may apply one requirement toward the physical education graduation requirement.

Students should have strong math skills (used daily), the ability to follow directions, a positive attitude toward working cooperatively in a teamwork setting and the desire to work and learn carpentry skills. The Construction Technology program is designed to help students acquire specific carpentry skills and competencies. The program uses a three-pronged approach utilizing classroom instruction, laboratory practice and worksite applications. Students will spend a 2-1/2 hour block of time in either the morning or afternoon learning carpentry skills and occupational safety procedures. Hand and power tools are operated by students in a "hands on" environment with safety stressed at all times. Students receive instruction in multiple areas of construction including roofing, concrete, wall construction, floor installation, insulation procedures, siding, drywall and taping applications, door and window installation. Layout and planning of projects and daily activities including English and math applications are included in instruction. The classroom and laboratory components are located at the Ottumwa High School. The worksite facet takes place at a project house. The students will build a house each year. The house will be on the average of 1200-1400 square feet. Skills learned are electrical, plumbing, and sheet metal. Skills learned in the program can be registered nationally and apply toward a carpentry apprenticeship. Students may complete up to two years of a carpentry apprenticeship while in the Construction Technology Program. #9310

Manufacturing

INTRO TO METALS TECH 1: Grade 9-12, Semester=1 CR, No Prerequisite

Introduction to Metals Technology 1 is an entry level course in metal characteristics, construction, and fabrication designed for students with little to no metals experience or knowledge. Students will become familiar with the tools and machines common to metal manufacturing. Small metals projects will be completed by students that involve cutting, grinding, drilling, threading, measuring, layout, surface preparation and forming of metal. #9400

INTRO TO METALS TECH 2: Grade 9-12, Semester=1 CR, Prerequisite=Intro to Metals 1

Introduction to Metals 2 places emphasis on safety, proper use of tools, and awareness of the manufacturing process: sheet metal, forge, machining, and welding techniques. Small projects will be completed in class using skills learned in Metals 1 & 2. #9401

FIXTURE WELDING & PRINT READING:
Grade 10-12, Semester=1 CR, Prerequisite=Intro to Metals 2

This course is for those students wanting to pursue a career as a welding in the metal manufacturing industry. Strong emphasis will be placed on reading and comprehending prints as they pertain to welding and being able to weld in fixtures. This course is designed to provide the students with the personal skills needed to obtain and keep an entry level welding position. #9404

ADV METALS TECHNOLOGY: Grade 10-12, Year 2 Periods=4 CR, Prerequisite=Metals 2

Advanced Metals Technology is a two period class designed for those students who have a strong interest in machine shop, welding or manufacturing. Instruction will be given in the following areas: machine technology fundamentals, machine lathe, milling, grinding and tool sharpening. Welding will develop skill and proficiency in oxyacetylene gas, cutting, arc (AC and DC, mig and tig). Projects will be used as a tool for the student to develop their skills in design, layout and fabrication. Advanced Metals Technology will help prepare students for entry-level occupations or continuing education in machine shop, welding or manufacturing. This program is articulated with the machine technology program at Indian Hills Community College where college credit may be earned through the completion of this course. Safety will be stressed through the program along with quality of work, cooperation and responsibility. Students will purchase all constructed projects. #9402

Transportation / Power & Energy

AUTOMOTIVE MAINTENANCE TECHNOLOGY:

Grade 10-12, Semester=1CR, No Prerequisite

This course covers the basic systems of the automobile and the process required to identify the maintenance components and perform the required maintenance services. This course also reviews the various types of resource materials used in the automotive repair industry. This course can be used as a prerequisite for Advanced Automotive Technology. #9205

POWER TECHNOLOGY: Grade 9-12, Semester=1 CR, No Prerequisite

Power Technology is a class designed to teach the basic service and maintenance procedures of small engines both 2-cycle and 4-cycle. Troubleshooting, maintenance, and theory of operation will be taught. This course can be used as a prerequisite for Advanced Automotive Technology. #9101

HIGH PERFORMANCE ENGINES: Grade 9-12, Semester=1 CR, No Prerequisite

Students will learn the basics of gasoline engine construction and design. Students will then design and test an engine using a computer program. Students will modify this engine using the computer to obtain the most horsepower per cubic inch. Students will also have an opportunity to participate in a class project or individual project to be determined at the beginning of the class. This course can be used as a prerequisite for Advanced Automotive Technology. #9208

DIESEL TECHNOLOGY: Grade 9-12, Semester=1 CR, No Prerequisite

The Diesel Technology course will cover the basic construction of diesel engines to include an understanding of the four stroke operation, two stroke cycle operation, fuel system components, and component parts and accessories. Students will disassemble and reassemble a John Deere six cylinder diesel engine. #9212

ADVANCED AUTOMOTIVE TECHNOLOGY:**Grade 11-12, Year=2 CR, Prerequisite=Power Tech or HP Engines or Auto Maintenance Technology**

This course is designed for the student who wants additional work in automotive technology. Projects in automobile repair are undertaken so that the student has a good working idea of all the problems confronting the service technician. Engine overhaul, use of computer scanners, brake service, driveline maintenance, suspension and steering service, fuel system service, diesel technologies, and electrical troubleshooting are included in this course. #9206

AUTO BODY TECHNOLOGY 1: Grade 10-12, Semester=1 CR, No Prerequisite

Auto Body Technology 1 is an introductory course allowing the student to learn the theory and basic procedures used in maintaining and repairing auto body components. The units to be covered include body shop operations, career opportunities, body shop safety and auto body construction. Body shop hand tools, power tools, metal straightening and metal repairs will also be studied and practiced. Projects will introduce the student to the proper sequence of metal cleaning, preparing for repair, straightening and metal repairing. Students will prepare material for repair while working with sheet steel. Students will also fabricate sheet steel into simple shapes in preparation for finishing. This course is designed for the student with little to no auto body experience. #9207

AUTO BODY TECHNOLOGY 2: Grade 10-12, Semester=1 CR, Prerequisite=Auto Body 1

Auto Body Technology 2 is an intermediate course allowing the student to learn and apply the theory and procedures used in repairing auto body components. The units to be covered include MIG welding principles, safety and techniques. Refinishing materials, equipment, surface preparation for refinishing and finish application. An introduction to custom painting will be presented. Projects will be more challenging and will build on the skills acquired in Auto Body Technology 1. Projects will involve auto body components that will be prepared, straightened, patched, welded, filled and refinished. A standard sized mailbox will be refinished with a student designed custom finish. Computer generated design for masking of the custom finish may be utilized at the student's discretion. #9209

INTRO TO ELECTRICITY-ELECTRONICS TECHNOLOGY:**Grade 9-12, Semester=1 CR, No Prerequisite**

This is a beginning "hands-on" course in electricity-electronics for the young woman or young man wanting to pursue a career in a technical area or someone wanting to gain a better understanding of electricity-electronics. Students will learn how to use basic electronic test equipment while studying electrical safety, soldering, motors, basic AC-DC electricity, house wiring fundamentals, and how to purchase and build electronic projects. All students will purchase and construct individual projects. Computers are used in class. #9103

PRACTICAL TROUBLE SHOOTING FOR ELECTRICITY-ELECTRONICS TECHNOLOGY: Grade=9-12, Semester=1 CR, Prerequisite=Intro to E & E Tech

This course is designed to expand on the principles and practices studied in Introduction to Electricity-Electronics Technology. Units of study will be directed toward practical troubleshooting of electric systems while studying electronic test equipment, solid-state electronic components, switches, analysis of circuits, project fabrication, small appliance repair, and basic computer maintenance. All students will construct a project. Digital Electronics will be introduced. This is a "hands-on" course. Computers are used in class. All students will purchase and construct individual projects. #9104

ADVANCED ELECTRONIC TECHNOLOGY:

Grade 10-12, Semester=1 CR, Prerequisite=Prac Troub Shoot for E & E

This is a comprehensive technical program designed for the person wanting to pursue a career in engineering, robotics, lasers, computer systems, electronics, telecommunications and any related area of study. It will stress the fundamentals of basic electricity and associated applied laboratory techniques. Computers are used in class. All students will purchase and construct individual projects. #9108

Visual Communications

GRAPHIC COMMUNICATIONS TECH 1: Grade 9-12, Semester=1 CR, No Prerequisite

Graphic Communications Technology 1 is an introductory class exposing the student to a number of experiences relating to the printing industries. The student will be allowed to explore graphic design, black and white photography including related darkroom activities, screen-printing of posters, T-shirts, mirrors, and wooden plaques. Other areas explored will include offset duplication, career opportunities in graphic communications, and basic finishing and binding techniques. Students will operate 35mm SLR cameras, a photographic enlarger, hand screen-printing materials, an offset duplicator, padding press. This class will prepare the student as an entry-level photographer or darkroom employee. #9405

GRAPHIC COMMUNICATIONS TECH 2:

Grade 9-12, Semester=1 Cr, Prerequisite=Graphic Comm 1

Graphic Communications Technology 2 will allow students to explore advanced processes related to photographic image carriers used with screen printing, offset presses, and advanced 35mm photography. The student will convert black and white pictures, using darkroom techniques, which allow production of many copies of a single picture on both screen-printed and lithographic prints of either single or multi-color. The student will learn about and apply detailed copy preparation, color principles, process camera and darkroom procedures, as well as advanced finishing and binding techniques. Students will operate photographic screen printing equipment, a horizontal process camera, the desktop publishing advanced functions, in addition to operating photographic machines for production of high quality lithographic prints, produced on an offset press. This class will prepare the student to become an entry-level screen printer, darkroom technician, computer operator or offset press operator. #9406

ADVANCED GRAPHIC COMMUNICATIONS:

Grade 10-12, Year=2 CR, Prerequisite=Graphic Comm 2

This class will allow students to further explore and practice the techniques learned in Graphic Communications Technology 2. Emphasis will be placed on the advanced functions of desktop publishing, digital imaging, and production of multi-color offset and screen-printed materials. Completion of this class will allow the student to exhibit advanced skills in the employment areas of flat stripping, desktop publishing, screen-printing and basic multi-color operation of an offset press. #9407

COMPUTER AIDED DRAFTING TECH 1: Grade 9-12, Semester=1 CR, No Prerequisite

Students will apply knowledge of basic drafting principles. They will use state-of-the-art Draftsight/Autocad and Solid Works software to develop 2D and 3D wire frame and solid objects. Assignments will be given on computers and hard copies printed on plotters. Some sketching and board work will be used to assist in drawing CAD drawings. CAD/Drafting is offered for those students considering pre-engineering, drafting/design, architecture/construction, machinery occupations, animations, machine trades, or to enhance their consumer knowledge such as making more intelligent use of product user manuals. Other software programs will also be utilized solid modeling, animations, and Master CAM for machine applications to CAD. ChiefArchitect will be used to develop a basic understanding of construction design. These programs reflect industry standards so career skills will be developed and strengthened. #9200

COMPUTER AIDED DRAFTING TECH 2:

Grade 9-12, Semester=1 CR, Prerequisite=CAD 1

This is the second half of the CAD course. Many of the assignments are based on 'solid modeling' where objects are produced from geometric shapes such as prisms and cylinders. Various textures and colors can be applied to the faces of the object during the rendering process. These objects are used to develop various types of multi-view drawings. More in-depth work with solid modeling is pursued using SOLIDWORKS molded plastic objects as a problem source. How to build threads, fasteners, gears in addition to welding and finishing symbols will be explored. Other software programs will also be utilized such as AutoCAD, Draft Sight, and Master CAM for machine applications to CAD and various paint programs to enhance Photo 3D modeling. These programs reflect industry standards so career skills will be developed and strengthened. #9201

ADV DRAFTING MECHANICAL: Grade 10-12, Year=2 CR, Prerequisite=CAD 2

Students who have completed CAD 1 and 2 may continue with Advanced CAD drafting. The objective for this course is to continue developing skills learned in CAD1 & 2. The focus will be on troubleshooting engineering problems related to mechanical systems and multiple part assemblies. Students will focus more on aspects of tolerances, finishing and precision assemblies. In addition, students will learn how to create and test Mold designs in more detail and do stress testing on design parts. This course would also be a good supplement for students have taken one or both PLTW pre-engineering classes, IED and POE. #9202

ARCHITECTURE DRAFTING TECH 1: Grade=9-12, Semester=1 CR, No Prerequisite

This course is designed to aid students interested in designing houses, construction, interior design, and landscaping. The CAD tools used will be Chief Architect which allows students to design floor plans, arrange furniture, make elevations, sections to create electrical and plumbing layouts in addition to rendering, showing color and landscaping of the finished home. Students will learn how to design homes, some construction methods and materials used in the construction of a home. Several floor plans will be created along with a small framed structure to assist students in learning framing and layout. One objective for the class will be to create a complete set of floor plans for a home including renderings and landscaping. Students wishing to create a set of plans for their own home may do so. #9210

ARCHITECTURE DRAFTING TECH 2:

Grade=9-12, Semester=1 CR, Prerequisite=Arch Drafting 1

Those students interested in pursuing architecture as a career may develop more skills and experience. Emphasis will move beyond floor plans to heating and air conditioning layout, foundation details, stair details, landscaping, and building codes. Students will also develop plans for a comical structure (high rise) and residential development. #9211

ARMY JUNIOR ROTC (JROTC)

JROTC students have the opportunity to participate in a number of extracurricular activities, including the JROTC Color Guard, Raiders, and drill team. For each semester successfully completed in the JROTC program, students may apply one requirement toward the physical education graduation requirement. Students are required to wear a uniform on a once-a-week basis and maintain appearance standards.

LET 1: Grade 9-12, Year=2 CR, No Prerequisite

Students in JROTC will maximize potential of success through self-management and leadership skills. They will incorporate principles of mental and physical wellness into behaviors and decisions. Relationships with peers, co-workers, and the community are stressed. Students build global awareness through the application of physical and political geography, and correlate the rights and responsibilities of citizenship to the purposes of U.S. government. Events in U.S. history are related to choices and responsibilities Americans have today. The role of the military is characterized, in addition to other national service organizations. Cadets develop broad, life-long skills that students use for success in all career and life roles. They are drawn from the over-all goals and values that drive the program. Core abilities are learned throughout the JROTC curriculum, linked together in lesson competencies and threaded together over four years. #2700

LET 2: Grade 10-12, Year=2 CR, Prerequisite=LET 1

LET 2 builds on the skills learned and demonstrated in LET 1. #2701

LET 3: Grade 11-12, Year=2 CR, Prerequisite=LET 2

LET 3 builds on the skills learned and demonstrated in LET 2. #2702

LET 4: Grade 12, Year=2 CR, Prerequisite=LET 3

LET 4 builds on the skills learned and demonstrated in LET 3. #2703

RAIDER PREP CLASS: Grade 9-12, Year=2 CR, Prerequisite=JROTC Cadet, pass a health screening process, take physical fitness test, instructor approval, and passing grades.

JROTC students who qualify have the opportunity to participate in Raider Prep. Students are required to participate in both Raider Academics as well as strenuous physical fitness activities. After school practice is held a minimum of three times per week and attendance is mandatory as part of the program. This additional required time will satisfy the Ottumwa High School physical education requirement for the semester. Students in the JROTC Raider Prep program will maximize potential of success in leadership and teamwork skills as well as extensive study in Raider academic subjects such as, map reading, first aid and problem solving. Physical fitness is a major part of the Raider Prep program and includes the Army Physical Fitness test (2-mile run, pushups, and sit-ups). Raiders also participate in a 10K road march, biathlon, 25-ft rope climb and military vehicle pull. Cadets develop broad, life-long skills and character building that students use for success in all career and life rolls. The intent of the Raider Prep program is to strengthen cadet's character, physical fitness, and academic skills so OHS constantly have a pool of qualified Raiders to draw from to meet the many challenges of Raider competitions throughout the Midwest. Student's grades will be monitored throughout the course. If students have failing grades, they will be ineligible to compete in Raider Competitions. If students have failing classes at the end of a semester, they will not be allowed to participate in Raider Prep the next semester. If students are removed from team, instructor approval will be required to re-enroll in Raider Prep. #2706

BUSINESS EDUCATION DEPARTMENT

The majority of today's work force is employed in business-related occupations or in areas that utilize business-related technologies. The Business Education Department curriculum is designed to provide entry-level job training, consumer education, and courses leading into accounting, information processing and business administration studies at the college level. Marketing Education, a cooperative education program for juniors and seniors, is available for students who choose to take advantage of a "real world" supervised work experience with pay.

FINANCIAL LITERACY: Grade=12, Semester=1 CR, No Prerequisite

NOTE: Successful completion of this course satisfies the graduation requirement.

Financial literacy is closely connected to an individual's emotional, personal, social, economic, and employment success. An individual needs to understand the basics of money management and use financial resources appropriately to function well in society at a personal, professional, business, and community level. Units will include topics such as demonstrating financial responsibility and planning skills to achieve lifetime financial goals; developing spending plans and selecting appropriate financial instruments to maintain positive cash flow; incurring and repaying debt to remain creditworthy and financially secure; evaluating risk management options including insurance, non-insurance, and identity protection; assess savings, investing, and asset building; and recognizing societal issues and practicing legal and ethical behavior. Use of technology will be integral to students demonstrating their understanding of the Financial Literacy concepts. #8102

ACCOUNTING 1: Grade=10-12, Year=2 CR, No Prerequisite

Students will be introduced to the basic principles, concepts, and procedures involved in accounting. These basic principles include recording, posting, reading, and interpreting financial data. A computerized unit is utilized to bridge the gap between manual and automated accounting. Special projects introducing Automated Accounting software will be used during the year. The skills developed in this course are especially helpful to a beginning office worker, to people entering business, and to those planning a major or minor in business and accounting at the college level. Accounting is more advanced than Record Keeping. #8104

ACCOUNTING 2: Grade=11-12, Year=2 CR, Prerequisite=Accounting 1

Students will gain a broad understanding of business activities and financial records for partnerships, corporations, and cost records used by small manufacturing businesses. Automated accounting software will be used with the computer to set up and process accounting data for special class projects.

Students are advised to take Accounting 2 if they wish to become a bookkeeper/ accounting assistant or major in the area of accounting/business in college. It is an excellent choice for those students wishing to become a future proprietor/manager of a business. #8105

BASIC WEB PAGE DESIGN: Grade=9-12, Semester=1 CR, No Prerequisite

Targeted for students interested in HTML and web page design. The focus is learning basic HTML code to create an introductory-level web page. In addition, students will receive an introduction to Dream Weaver software, a web-writing editor. #8111

BUSINESS AND PERSONAL LAW: Grade 10-12, Semester=1 CR, No Prerequisite

Business Law introduces students to their legal rights and responsibilities in the business and personal world. Through class discussion, readings and case problems, legal concepts and principles will be explored. Units of study include: introduction to law, court systems, criminal law, contracts, bailment, negotiable instruments, buying and selling goods and property, leasing and buying real property, wills and living will preparation. #8107

**DECA (DISTRIBUTIVE EDUCATION CLUBS OF AMERICA)
COOPERATIVE MARKETING EDUCATION PROGRAM:
Grade=11-12, Year=2-6 CR, No Prerequisite**

NOTE: 2-year course for Grades 11 & 12. (Juniors: 1 class period =2 credits per year. Seniors: 1 class period and 2 conference periods = 6 credits per year.)

Marketing Education is a basic introduction to micro and macro marketing with emphasis on terminology, business principles and application. Students become active members of DECA, a national student organization with a focus to develop greater understanding and appreciation of marketing concepts. Student will develop leadership skills, professional attitudes, business competency, citizenship characteristics and social growth. Students will apply economic principles to hypothetical problems. Fundraising is expected for students who become DECA members.

This course will prepare for DECA competition by studying additional marketing chapters, including Promotional Concepts, Visual Merchandising, Advertising, Pricing, Product Planning, Market Research and Business Plan Development. Students will conduct a market research study and act as a consultant for a company by preparing a proposal/plan for the situation being addressed for their DECA category. Students enrolled in DECA will be expected to attend scheduled DECA meetings.

Be sure to consult with your counselor or instructor if you have any questions. #9025, 9026, 9027, 9028

DESKTOP PUBLISHING: Grade=9-12, Semester=1 CR, No Prerequisite

Targeted for Business, Journalism, and Graphic Art Students, Desktop Publishing will provide students experience combining text, graphics, and artwork within a document to create effective creative publications. Students will learn and utilize Microsoft Publisher program, creating various projects (i.e., resumes, flyers, brochures, business cards, letterhead, calendars and newsletters). #8113

INTRODUCTION TO BUSINESS: Grade=9-12, Semester=1 CR, No Prerequisite

Introduction to Business presents the exciting and challenging world of business. Through the information and activities in the text students will increase their preparation to be a knowledgeable consumer, will-prepared employee, and effective citizen in our economy. This course serves as a background for other business courses students will take in high school and in college, prepare students for their future employment or business ownership, and make students a better informed citizen for an expanding international economy. #8000

MARKETING: Grade=10-12, Semester=1 CR, No Prerequisite

The course is designed to give a student background in the marketing concept, customer behavior patterns, the retail function, and other marketing functions such as selling, promotion, and store operations. This course is recommended for students interested in a business career or the Marketing Education program. #8109

MICROSOFT OFFICE SUITE: Grade=9-12, Semester=1 CR, No Prerequisite

Students will learn the useful tools to make them more efficient users of the Microsoft Office Suite as well as how to format a variety of commonly prepared documents. This course is not only strongly recommended for students interested in any business career, but also students intending to pursue post-secondary education. #8004

PRINCIPLES OF BUSINESS MANAGEMENT:**Grade=11-12, Semester=1 CR, No Prerequisite**

Business Management includes a study of business organization, the economic setting, finance, personnel problems, labor relations, contracts, business services, and functions of management. Team management projects and a computer simulation give students practice in making decisions and working together. #8106

RECORDKEEPING: Grade=10-12, Semester=1 CR, No Prerequisite

This course will give students hands-on practice in completing record keeping tasks encountered at entry level jobs and information that is useful to them in their everyday personal business activities.

Units of study include: Alphabetic indexing; Family financial management - budgeting, banking, use of credit; A general ledger system of keeping records; Checking account records, Petty cash records, Recordkeeping for sales, and Retail charge sales. #8110

SALES: Grade=10-12, Semester=1 CR, No Prerequisite

Sales explores exciting techniques to develop attitudes, techniques, and skills necessary for a student's success in selling themselves to an employer as well as selling products and services. This course is recommended for students interested in a business career or the Marketing Education program. #8108

SPORTS AND ENTERTAINMENT MARKETING:**Grade=10-12, Semester=1 CR, No Prerequisite**

Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements, and promotions will be included. This course offers students an edge if pursuing marketing or sports management degrees at the college level. #8121

VISUAL BASIC PROGRAMMING: Grade=10-12, Semester=1 CR, Prerequisite=Algebra 1

This course is an introductory level class that will explore the fundamental elements of programming using Visual Basic Programming Language. It will introduce topics, objects, components, and controls in logical order. Students will develop a foundation for creating Windows programs by building the interface, setting properties, and writing codes. #8117

YEARBOOK PRODUCTION: Grade=10-12, Year=2 CR, No Prerequisite

This course is for students who wish to further develop their skills in desktop publishing. Students will be responsible for creating the school yearbook. Students will learn "budget" basics, Marketing and advertising techniques, and computer applications (PhotoShop). Emphasis is placed on self-motivation, student responsibility, cooperation, and meeting deadlines. #81180

FAMILY AND CONSUMER SCIENCES DEPARTMENT

What is in your future? Will you join the work force full-time or possibly part-time because you will be juggling work while enrolled in a post-secondary program to pursue a college degree? Are you prepared to live on your own? Do you know what it takes to live without parent/guardian assistance?

When living on your own, you will face many new challenges. Has your family prepared you for the everyday skills that you will need to function and succeed in the 21st century?

The Family and Consumer Sciences department offers a wide variety of courses that will prepare all students with life-long skills that enable them to be productive in their everyday lives and the world of work. The FSC courses have the 21st Century Core Curriculum Competencies embedded in them so the students will acquire skills to enhance their personal and family living now and in the future. FCS courses not only prepare students for career and technical education, they also transition students for a successful life and productive citizenship for the community in which they live.

FAMILY AND CONSUMER SCIENCES – COMPREHENSIVE:

Grade=9-12, Year=2 CR, No Prerequisites

During the first semester, the student will study units of communication skills, money management, dating & relationships, food canning/preservation, housing, FCS careers, personal grooming, and fashion fads and clothing care. The communication unit discusses the skills needed for effective living and learning. The housing unit includes the principles and elements of design, the awareness of various housing options, and the creation of a “dream” bedroom that includes furniture arrangement and design principles. Personal care and hygiene enhances one's feelings, appearance, and how one presents him/herself in the clothing he/she wears. The money management unit introduces the basics of banking services. The fashion and trends unit prepares students for clothing construction, costs, and care.

During the second semester, the student will sew projects, study foods and nutrition, health and wellness, and child development. The clothing unit involves learning to use a sewing machine, sewing a variety of stitches, using an iron, cutting out patterns and following directions. Foods and nutrition will involve the study of the food groups, basic nutrition, and kitchen survival. Safety and sanitation, measuring ingredients correctly, and following directions in a recipe are emphasized. A wide variety of foods are prepared in lab that prepare students to move on to Foods 1. The child development unit includes a review of baby-sitting and the six areas of growth for children ages one to five. Students will construct a toy from scratch, develop a babysitter bag of tricks, evaluate safety of toys on the market, and plan a daycare for their community to learn about operating costs of running a child care center.
#6000

FOOD AND NUTRITION 1: Grade 10-12, Semester=1 CR, No Prerequisite

Foods 1 concentrates on the nutritional needs of the body, meal planning, and enjoyment of a wide variety of foods for meals, snacks, and other occasions. Students will gain confidence in the food laboratories interpreting recipes, managing time and resources, modeling safety and food sanitation principles and buying, storing, preparing and serving food. Parent/guardian permission is required for students to travel on class assignments. A student may be enrolled in only one foods class per semester.
#6200

FOOD AND NUTRITION 2: Grade 10-12, Semester=1 CR, Prerequisite=Foods 1

In Foods 2, time, energy, equipment and money are managed as complete, nutritious and attractive meals are planned, prepared and served. Experience serving buffets, teas, and holiday meals will be emphasized. Other units include selecting and using advanced equipment in meal preparations, meals in minutes, creative use of convenience foods, cake decorating, and an introduction to culinary careers. Students will also explore global ethnic regions and cultural foods. Nutritional highlights include the link between diet and health, sports and nutrition, and the analysis of restaurant menus. A student may be enrolled in only one foods class per semester. Parent/guardian permission is required for students to travel on class assignments. #6201

CULINARY ENTREPRENEURIAL OPPORTUNITIES (CEO):

Grade 11-12, Semester 2 Periods =2 CR, Prerequisite=Foods 1 & 2

This course will allow students to work in situations involving quantity food preparation, catering and management with both “back-of-the-house” and “front-of-the-house” experiences. This is the class that operates the Bulldog Café. Students will experience job shadowing in culinary career areas. Students will need to provide their own transportation. Class members will also be involved in many projects; therefore, teamwork is very important. Students will compete in Iron Chef Competitions at Indian Hills Community College each semester. Required daily class attendance and reliability are essential. Students may be required to work outside school hours for catering projects. This is an ideal course for anyone considering or preparing for a food-related career. Parent/guardian permission is required for students to travel on class assignments.

Students enrolled in CEO will earn 1 IHCC credit, HCM101 Safety/Sanitation. This course introduces the basic principles of safety and sanitation and their relationship to the foodservice industry. Topics include the sanitation challenge, the flow of food through the operation, clean and sanitary facilities and equipment, accident prevention and crisis management and sanitation management. Students will learn the information on ServSafe, a national food safety/sanitation organization. Students will have an opportunity to take the ServSafe test to have the certification when they enter the food service industry. Employees with the ServSafe certification are more employable with this certification. #6205

INTERIOR DESIGN AND HOME FURNISHINGS:

Grade 10-12, Semester=1 CR, No Prerequisite

This class will provide students with an understanding of the elements and principles of design and utilize them to create living spaces. Architectural styles of homes, furniture designs, and interior backgrounds will all be studied. Students will learn to analyze a client’s needs and select appropriate colors, fabrics, furnishings, lighting, and furniture. Students will develop skills in architectural drafting and space planning as they prepare sample rooms and floor plans. Students will have exposure to various career opportunities in Interior Design. #6309

SEWING WITH DESIGN OPTIONS: Grade 10-12, Semester=1 CR, No Prerequisite

This beginning course will feature basic sewing techniques such as layout and cutting of patterns, sewing seams, applying interfacing, and hemming techniques. Enter the world of creativity and fun with textiles. Multiple hands-on projects selected from a wide range of home furnishings and accessories, recreational, apparel, and seasonal items. Learn through recycling and inexpensive sewing projects. Projects will suit all ability levels from novice to experienced, male to female. Sewing kit and project materials are the student’s responsibility to provide. Small class size will allow greater interaction between student and teacher. #6308

ADVANCED SEWING WITH DESIGN OPTIONS:

Grade 10-12, Semester=1 CR, Prerequisite=Sewing with Design Options

This course is for students who wish to continue learning skills in the area of clothing, textiles, and design. Students will work on advanced techniques of button-hole making, interfacing and lining, machine embroidery designs, and pattern work. Projects will be an extension of skills developed in Sewing with Design Options. Entrepreneurship opportunities to create projects in the area of furnishings, apparel and recreation will be discussed with the idea of being able to earn money with the skills developed in this class. #6313

HOSPITALITY AND TOURISM MANAGEMENT 1:

Grade 9-12, Semester=10 CR, No Prerequisite

This course addresses the growing field of tourism which is the tenth largest job area in Iowa! Whether you are interested in a bustling hotel in a big city, a resort on a sunny beach, a cruise ship, cozy ski lodge, a limited service property on a busy interstate, a quaint bed and breakfast or even an elegant private club, this emerging career area may be for you.

Students will learn about hotel/restaurant management, the food and beverage area as well as catering events, lodging, travel, events center planning, tourism and recreation. The business aspects of these areas are covered including human resources, accounting, sales and marketing. The roles, responsibilities and required skills of individuals choosing hospitality as a career path are included. Starting your own business, workplace safety, legal and ethical considerations are also part of this program of studies. Eventually this course will be followed by a second course where students get experiences in these areas in the community. #6314

CHILD DEVELOPMENT AND PARENTING:

Grade 10-12, Fall Semester=1 CR, No Prerequisite

This one semester course is designed to prepare students with the skills necessary now and in the future as a parent, family and community member, and child care worker. The course is designed to address the roles and responsibilities of parenting, living in and understanding families, societal conditions and influences on the family, teen pregnancy and parenthood, pregnancy and birth, growth of a newborn, and child care options. Experience an empathy belly, to gain an understanding and sensitivity of pregnancy. Curriculum is enriched with community speakers. #6306

CHILD DEVELOPMENT AND CHILD CARE:

Grade 10-12, Spring Semester=1 CR, No Prerequisite

Second semester is an extension of first semester. It is essential for all people who plan to be parents, child care providers, select a career that interacts with children, or just enjoy children. Topics will include the total healthful development of the child that includes physical, emotional, social, intellectual, and moral components. The care and guidance of infants, toddlers and preschoolers will be studied. CPR and First Aid certification will be available at no additional cost to the student. Students will observe, plan activities, and interact with children at local child development centers. A required home project utilizes the "Reality Baby" computerized doll, for one weekend. #6312

EARLY CHILDHOOD EDUCATION:**Grade 11-12, Semester 2 Periods=2 CR, No Prerequisite**

This course is designed as a career-tech exploratory class, especially recommended for students considering careers in education, pediatric nursing, social work, and child care. It is recommended but not required that students take Child Development & Parenting and Child Development & Child Care before taking this class.

The first few weeks are spent in the study of child development principles, followed by working in individual elementary classrooms or preschool learning sites. Early Childhood Education students work with children as individuals and in small groups. They will become familiar with school organization and work closely with faculty members. Students will be expected to prepare projects in several areas. A resume/portfolio will be developed. Students will need to provide transportation to their learning sites; transportation needs should be discussed with the instructor. #6104

INDEPENDENT LIVING: Grade 10-12, Semester=1 CR, No Prerequisite

This life skills program focuses on independent living. Units include decision-making and values, housing choices, purchasing vehicles, managing finances, paying for college, meeting basic health needs, selecting and preparing nutritional foods, consumerism and buying habits, and clothing care. The intention of this course is to help students make the break from living at home to successfully being able to live on one's own wherever that may be after high school. Don't leave high school without this one!!! Parent/guardian permission is required for students to travel on class assignments. #6303

FAMILY LIVING: Grade 10-12, Semester=1 CR, No Prerequisite

This semester focuses on the adult world and relationships. Career exploration and skills acquisition, job seeking and keeping skills, as well as understanding of the correlation between personal development and positive communication to relationships in all areas are a big part of our studies. Other areas include handling conflict, dating, love and commitment, protecting oneself in relationships, marriage, family planning, and understanding the human body. The curriculum includes tools to balance work, family, and individual needs. Parent/guardian permission is required for students to travel on class assignments. #6301

HEALTH FOR PARENTING TEENS - GRADS: Grade 9-12, Year=2 CR, No Prerequisite

This class is designed to meet the needs of students at Ottumwa High School and ACCA who are pregnant or already parents. The class is open to young men as well as women students.

Students may enter the class at the time pregnancy is confirmed. Students will receive one credit per semester and may take the class for more than one year.

The focus of the class is to learn problem-solving techniques and skills. Many areas of adult living are explored. Prenatal development and care are the initial studies for most students. Other areas of study available are foods: nutrition, meal planning, and food preparation; money management: budgeting, banking and use of credit; housing: selecting, financing and managing; consumerism; decision making skills, including examination of values and goals and development of independent living economic skills, which includes a career study, scanning of post high school education opportunities and sources of financial aid. Development of parenting skills is a very important aspect of the class and will be developed by classroom curriculum and practical work in the day care.

Class work is highly individualized and lots of one-on-one work with the teacher is done. Students will be encouraged to work on solutions to individual current problems in their own lives.

Students are encouraged, but not required, to use the American Home Finding Child Care Center, which is located at OHS for the care of their infants, toddlers, and the child up to the age of five. The Day Care is open during regular school days, 7:00 a.m. – 6:00 p.m., Monday through Friday. #6305

FINE ARTS DEPARTMENT

Visual Art-----Music-----Drama

The Fine Arts Department offers courses to students interested in visual art, music or drama. The variety of course offerings is intended to provide opportunities for students at all levels of experience in the arts.

VISUAL ART - Beginning classes are designed to serve a broad range of abilities and interests. Intermediate and advanced classes are more specialized and demand higher performance levels.

INTRO TO ART: Grade 9-12, Semester=1 CR, No Prerequisite

Offered as a beginning or exploratory art class for incoming 9th grade students or a first time art experience for all high school students. This course will focus on a variety of two and three dimensional art projects that stress the art fundamentals including the elements of art and principles of design and composition. Processes will include compositions with a variety of drawing and shading materials, painting with water based painting media, limited ceramic design and related studies of historical art periods and styles. #7000

DRAWING/PAINTING: Grade 9-12, Semester=1 CR, Prerequisite=Intro to Art

Note: Each course builds upon proficiencies mastered in the previous course, earning a grade of "C" or better in Intro to Art is required in order to advance to this class.

Designed as an extension of the exploratory course Intro to Art. Emphasis will be on a more in-depth experience with two dimensional art materials and compositions that reflect understanding of the art elements and increased technical skills. Projects will include opportunities to use a variety of drawing materials, water and acrylic based painting, and printmaking. #7001

SCULPTURE/CERAMICS: Grade 9-12, Semester=1 CR, Prerequisite=Intro to Art

Note: Each course builds upon proficiencies mastered in the previous course, earning a grade of "C" or better in Intro to Art is required in order to advance to this class.

Sculpture/Ceramics is a course for art students who desire a teacher directed extension of the technical skills explored in Intro to Art. This class will be an extensive investigation of three-dimensional materials such as plaster, wire sculpture, ceramics and wood using additive and subtractive techniques. #7010

ADVANCED ART:

Grade 11-12, Year=2 CR, Prerequisite=Intro to Art, Drawing/Painting, and Sculpture/Ceramics

Note: Each course builds upon proficiencies mastered in previous courses, earning a grade of "B" or better in Intro to Art, Drawing/Painting, and Sculpture/Ceramics is required to advance to this class.

Advanced Art is designed to give the serious art student the opportunity to choose their own project ideas. This course is offered as a higher level study of two and three-dimensional art that stresses originality, technical skills, vocabulary and aesthetics in finished compositions. Students who take this class should be self-motivated, hardworking and have the ability to work on their own. This class may be taken more than once and may be taken for one semester for one credit. #7002

MUSIC - The Ottumwa High School instrumental and choral music programs are designed to give each student the opportunity to participate in all phases of music: solo, small ensemble, and large group.

Solo and small ensemble students participate in the Iowa High School Music Association contests. Large group participation includes String Orchestra, Symphony Orchestra, Wind Ensemble, Jazz Band, Marching and Parade Band, Bulldog Belles, Preludes, Troubadours, and Meistersingers.

The various music organizations provide both enjoyment and the prerequisites for college and university music departments. Many of our graduates have received excellent financial aid due to their high degree of performance in high school. Iowa High School Music Association regulations state that a student must be enrolled in one of the large group music organizations to be eligible to participate in state contests or festivals.

PRELUDES EOD: Grade 9-12, Year EOD=1 CR, No Prerequisite

Students involved in Band or Orchestra may enroll in Preludes EOD opposite their instrument days. Performance requirements for Preludes include a Fall, Holiday, Winter, and Spring concert. Interested students may compete in State Solo and Ensemble contest. #9815, 9816

TROUBADOURS: Grade 9-12, Year=2 CR, No Prerequisite

Troubadours is an everyday non-selective mixed chorus composed of freshmen, sophomores, juniors and seniors. Performance requirements include a Fall Festival as well as Holiday, Winter and Spring school concerts. Interested students may compete in State Solo and Ensemble Contest. #9802, 9803

BELLS: Grade 9-12, Year=2 CR, Prerequisite=Audition

Bells is offered to select treble voices in high school, freshmen through seniors. Rehearsals are held daily. Performance requirements include a Fall Festival as well as Holiday, Winter and Spring concerts. Interested students may compete in State Solo and Ensemble Contest. Students may audition for Bells in the Spring. #9804, 9805

MEISTERSINGERS: Grade 10-12, Year=2 CR, Prerequisite=Audition

Meistersingers is a SELECTIVE mixed chorus with daily rehearsals. Many required performances and activities are scheduled for Meistersingers. These include school concerts, All-State auditions, community performances, and contests. The choral literature to be rehearsed and performed consists of four to eight parts and ranges from medium difficult to very difficult. Only the most dedicated and talented singers will be selected for Meistersingers. Several before school rehearsals may be necessary throughout the year to prepare for all-state auditions, the Holiday and the Pop Concerts. #9806

MUSIC THEORY: Grade 9-12, Year=2 CR, Prerequisite= Instructor Interview

Music theory is a comprehensive course designed to prepare prospective college music majors or music minors. It would be helpful for students to have at least one year of piano instruction prior to taking this class. Course content will include basic music fundamentals, major and minor scales, chords, melodic lines, non-harmonic tones and modulation. At the conclusion of the course, students should possess the ability to compose short original compositions. #9811

EARLY BIRD SYMPHONY ORCHESTRA EOD:

Grade 9-12, Year EOD=1 CR, Prerequisite=Orchestra Experience

Early bird symphony orchestra meets at 7:20 on M, W, F, starting after the marching band season is over (late October/early November). All String Orchestra and Chamber Orchestra students MUST be enrolled in Early Bird Symphony Orchestra. This orchestra is comprised of all string students as well as brass, woodwind, and percussion students. During this rehearsal, full symphony orchestra music is rehearsed. Performance requirements for Early Bird Symphony Orchestra include a fall, holiday, winter, and spring concert. #9801, 98012

STRING ORCHESTRA EOD:

Grade 9-12, Year EOD=1 CR, Prerequisite=Orchestra Experience

String orchestra meets first hour every other day on days 2, 4, and 6. This is a 9-12 orchestra comprised of just string instruments. All String Orchestra students MUST be enrolled in Early Bird Symphony Orchestra. Students who are also involved in band or choir first hour may enroll in string orchestra EOD opposite their band or choir days. Members of this class are offered the opportunity to audition for All-State Orchestra, participate in Solo and Ensemble Festival, play in chamber groups, and participate in orchestra festivals out of town. Performance requirements for String Orchestra include a fall, holiday, winter, and spring concert. #9800, 98002

CHAMBER ORCHESTRA EOD: Grade 9-12, Year EOD=1 CR, Co-requisite=String Orchestra EOD

Chamber orchestra meets first hour every other day on days 1, 3, and 5. This is a 9-12 orchestra comprised of just string instruments. Students enrolled in this class must also be enrolled in Early Bird Symphony Orchestra and String Orchestra on days 2, 4, and 6. . Members of this class are offered the opportunity to audition for All-State Orchestra, participate in Solo and Ensemble Festival, play in chamber groups, and participate in orchestra festivals out of town. Performance requirements for Chamber Orchestra include a fall, holiday, winter, and spring concert. #9794, #97942

STRING CLASS FOR THE NOVICE PLAYER:

Grade 9-12, Semester = 1 CR, Prerequisite=None

This class is designed for students who have either no experience on a string instrument or less than a year of experience on a string instrument. It is offered every day during second hour, and it is only offered first semester. After one semester in the novice class, students will be prepared to enroll in Early-Bird Symphony Orchestra, String Orchestra, and Chamber Orchestra during second semester. #9812

BAND: Grade 9-12, Year=2 CR, No Prerequisite

The Band is comprised of students in grades 9 through 12, including those wishing to begin a band instrument. Beginning band students will be enrolled in Band but will study privately until basic playing techniques are mastered and director permission is received. Band members also comprise the Pride of Ottumwa Marching Band as well as the winter sport pep band. Band meets every day and attendance is required at all rehearsals and performances. (Varsity basketball players and cheerleaders are excused from the pep band.) Students desiring to participate in a choir but who have no other free periods may enroll in Preludes with the permission of the directors of both Band and Preludes. All Band members may audition for membership in the Symphony Orchestra, Jazz Bands, All-State Band, and State Solo and Ensemble Contest as well as various honor bands offered around the state. #9807, 9808

JAZZ STUDIES: Grade 9-12, Year=2 CR, Prerequisite= Band or Orchestra Member

This seminar is for band or orchestra students who are interested in learning concepts of Jazz Music. It will include Music & Jazz Theory in conjunction with improvisation studies and will spend in-depth time on the study of the History of Jazz. Students will need to be able to read music well and be reasonably experienced on the instrument of choice. #9817

MUSIC & TECHNOLOGY: Grade 10-12, Semester=1 CR, Prerequisite= Instructor Interview

This seminar is for students interested in learning the fundamentals of musical technology. The course will include the use of technology to create and record music and many other applications of specific computer programs. Experience playing either keyboards or another instrument is helpful but not mandatory. Students will consult with instructors prior to registration. #9791

Drama – Drama courses provide students with knowledge, skills and experiences in various aspects of drama and play production.

DRAMA – ACTING: Grade 10-12, Semester=1 CR, Prerequisite= Speech 1

Acting is a beginning performance and character analysis class. Acting techniques such as movement, motivation, ensemble building, and character development will be taught and practiced through numerous activities. Activities will be aimed at self-awareness and discovery by using imagination, focus, concentration, and body movement. Participation is an important factor in the grading process. Reading of dramatic literature will supplement the activity process and students will be required to keep a daily reflective journal as well as write monologues and an extensive character analysis. #1261

TECHNICAL THEATRE PRODUCTION:

Grade 11-12, Semester=1 CR, Prerequisite=Suggested to have taken Dramatic Literature

Students will focus on script selection and analysis for production. There will be emphasis on the dramatic structure of a play and students will receive advanced work in stage lighting, make-up, sound, historical research, and costuming. Much of this course is geared around actual stage application and design projects based on higher level thinking. #1262

LANGUAGE ARTS DEPARTMENT

English courses are designed with one major goal--to improve communication skills. Electives are designed to meet special needs and interests. Because language skills are essential to all learning, students are required to complete 4 years of English / Language Arts credits.

9TH GRADE ENGLISH: Grade=9, Year=2 CR, No Prerequisite

The emphasis in this course is placed upon increasing reading comprehension, written communication, and developing depth in critical thinking skills. Correctness of expression, organization, spelling, and vocabulary are taught through individual exercises and short writing tasks. Emphasis is placed upon developing the ability of the student to correctly express one or two basic concepts in writing. The Six Traits of Effective Writing will be emphasized.

Group related activities are designed to develop student abilities in oral communication, effectively working with others, and aural skills. Students are introduced to a variety of classic and contemporary literary works. #1001

9TH GRADE ACADEMIC ENGLISH: Grade=9, Year=2 CR, No Prerequisite

Highly motivated students who take this two-semester course will experience an in-depth study of literary terms and techniques and their application to a variety of literature. Oral and written composition will stress organization, clarity, grammatical correctness, spelling, and vocabulary. The Six Traits of Effective Writing will be emphasized. The academic level is more rigorous and includes more work outside of class. #1000

10TH GRADE ENGLISH: Grade=10, Year=2 CR, No Prerequisite

The purpose of the course is to increase the student's competency in the use of the language, emphasizing building vocabulary and reinforcing the 6 Traits of Writing through a research composition. Using a variety of literature genres as a basis, the course further enables students to express themselves for both social and academic purposes. Students will investigate texts – literature, nonfiction, and film – as a means of understanding the “human condition.” #1051

10TH GRADE ACADEMIC ENGLISH: Grade=10, Year=2 CR, Prerequisite=None

Note: The best preparation for this class includes 9th Grade Academic English.

This two-semester course, for students with an advanced English aptitude and strong work ethic, fulfills the sophomore year requirement. Academic English 10 asks students to investigate texts – literature, nonfiction, and film – as a means of understanding the “human condition.” Students will read, discuss, and write in response to a variety of supplemental texts. Some of these texts will be read and studied as a class, and others will be read independently. Assessments will primarily take the form of analytical and persuasive essay responses to course readings and discussions. In addition, students will complete a short research project in which they learn and apply MLA documentation rules. #1050

LANGUAGE ARTS 11TH & 12TH GRADE IOWA CORE COURSES

CLASSIC AND CONTEMPORARY NOVELS

Grade: 11-12, Semester 1 = 1CR, No Prerequisite

Why are some novels considered better than others? The literary cannon tells students, teachers and schools what is considered exceptional writing. How are books decided to be worthy in high school? Students will read classic literature and contemporary novels exploring plot, theme, literary devices, historical significance, etc. Through these concepts, students will analyze classic novels to understand why they were chosen. After creating criteria for canonical works, students will analyze contemporary novels and their possible induction into the classical literary cannon in the future. Homework, including reading and writing, will be a requirement of this class. #1239

CONTEMPORARY LITERATURE - Grade: 11-12, Semester 1 = 1CR, No Prerequisite

This class will look at issues pertaining to modern literature, as well as issues facing the humanities as a discipline. Students will read standards of modern literature, fiction, nonfiction, and Drama, discuss the issues facing people in modern society and examine the place of literature in a changing world. Students will be required to read large excerpts from required novels outside of class. #1240

CRITICIZING COMICS: Applying Literary Criticism to Comics and Graphic Novels

Grade: 11-12, Semester 2 = 1CR, No Prerequisite

For years, comic book and graphic novel writers have lived on the fringe of “literature”. Many people do not see comics as something that schools should use claiming that it is not “real” literature. In the last 20 years, literary critics have decided that graphic novels are a much more complicated and complex medium than originally assumed. Because of that, graphic novels and comics have gained the respect from the literary community. In this class, we will be learning about different camps of literary criticism and applying the lens to graphic novels. Much of the reading and writing required will be completed in class, but some will be assigned as homework. #1244

The DECADES: Exploring American Literature through Mid Century Decades

Grade: 11-12, Semester 2 = 1CR, No Prerequisite

Literature reflects the culture of its times. Students in this course will explore the decades of the 1930’s, 1940’s, 1950’s and 1960’s. It will venture into the literature of each decade, whether the work is published during that decade or at another time. Each mid-century decade experienced great change upon the culture of the United States. In the 1930’s, our country endured the depression. In the 1940’s World War II challenged the diversity of our citizens. The 1950’s tossed about the loyalty of people to democracy. The 1960’s then hosted the civil rights movement. Singularly these decades challenged our American conscience; however, collectively, they exposed the maturation of a whole nation. Homework, including reading and writing, will be a requirement of this class. #1242

DRAMATIC LITERATURE: Grade=10-12, Semester=1 CR, No Prerequisite

Dramatic Literature is a course designed to introduce students to the world of theatre and its literature. The focus of the class will be on dramatic works from various periods in history. Students will be required to do script writing, read plays aloud, construct projects, and actively participate in play production. The goal of this course is to help students better understand and appreciate the world of theatre. For more Dramatic Arts opportunities, please refer to the Fine Arts Department Drama section on page 39. #1260

DYSTOPIAS AND UTOPIAS: Where the Imperfect Affects the Perfect
Grade: 11-12, Semester 2 = 1CR, No Prerequisite

What is a dystopian society and what does it look like? How is dystopian society different than a utopian society? A dystopia is the vision of a society that is the opposite of utopia. A dystopian society is a state in which the conditions of life are extremely bad, characterized by human misery, poverty, oppression, violence, disease, and/or pollution. Students will be asked to examine concepts of dystopia and utopia. We will read a variety of texts, short stories, non-fiction as well as view film excerpts, documentaries, and television programs. Students should be expected to read and write a majority of the work in class, but should expect some reading outside of class. #1245

EARLY AMERICAN LITERATURE: Grade: 11-12, Semester = 1CR, No Prerequisite

Students will examine both classical sources and characteristics of romantic and gothic traditions in literature as well as both as roots of Southern Gothic and contemporary literature, film, and popular culture. The course will examine the historical context of the movements, the tropes and themes of seminal and contemporary romantic and gothic texts, and how these have affected contemporary literature and pop culture. Reading and writing homework should be expected. #1243

FILM AS TEXT: Grade: 11-12, Semester 1 = 1CR, No Prerequisite

In this course, students will learn to criticize and analyze film and other visual media by learning basic film literacy skills, reading scholarship on the earliest cinema and the subsequent film movements, and through careful, structured viewing of classic cinema. Students will also learn to interpret film as text and as examples of cinematic movements such as *cinema verite* and auteur filmmaking, and look at how the cinema has become important in fiction and nonfiction writing as symbols of culture, time periods, and rites of passage. Much of the viewing required will be completed in class, but some reading and writing will be assigned as homework. #1246

HEROES IN LITERATURE: The Classic Hero
Grade: 11-12, Semester 1 = 1CR, No Prerequisite

Heroes are everywhere! From the shows on television and movies on the screen to our parents and servicemen, but what exactly is a hero? The idea of the “hero” is nothing new. We will look at different types of hero including the mythic, romantic, tragic, realistic, and ironic/anti-hero all of which can be found in print and non-print media. Much of the reading and writing required will be completed in class, but some will be assigned as homework. #1248

MULTICULTURAL LITERATURE: Hearing Others' Stories
Grade: 11-12, Semester 1 = 1CR, No Prerequisite

Literature is a major carrier of stories which is a powerful medium for understanding what others are going through and how their worldviews might differ from others. In this semester course, we will be reading, viewing and listening to a variety of nonfiction, fiction, poetry, clips and music which portray many different stories from many different cultures and races. Some of the reading will be completed in class, but you should expect to be asked to read as “homework” also. Students will be reading, viewing excerpts from film, television programs/news reports, and documentaries from literature that will reflect their own ethnic and cultural background to build a sense of pride as well as explore different perspectives on a road to self discovery. #1241

MYTHOLOGY: Grade: 11-12, Semester 2 = 1CR, No Prerequisite

Mythology is a one-semester course that focuses on the Greek and Roman Myths, and the cultural and literary theory behind them both in the time at which they were written and today. Students will read a wide variety of primary sources, commentaries, and scholarship on the ancient Greek myths, trace how the tropes and themes present in them have changed and evolved as subsequent generations appropriated the stories for their own time, and how the Hero's Journey and mythic archetypes appear in popular culture and cinema. Students will be assessed in a variety of writing assignments (including narrative, literary analysis, and argumentative essays), tests, quizzes, presentations, and film analysis. Much of the reading and writing required will be completed in class, but some will be assigned as homework. #1209

PERSPECTIVES IN MEDIA: Grade=11-12, Semester=1 CR, No Prerequisite
This course does not fulfill a Language Arts Graduation Requirement, this is an elective credit

This class will focus on analyzing and interpreting several types of media. Students will learn to be critical of print and non-print media, and fictional and non-fictional media. Students will also learn to be critical in using the Internet for research. Students will take in a daily dose of media, and will be required to respond to it verbally and in writing. Students will study advertising, as well as portrayals of men, women, and minorities. #1205

SPEECH 1: Grade=10-12, Semester 1 = 1CR, No Prerequisite

Public speaking skills are the main focus of Speech 1. An emphasis is placed on the development of poise, self-confidence, and readiness an effective speaker needs. Students will learn to select material, research effectively, and organize and develop presentations for various speaking situations. Students will construct coherent oral messages and communicate these to large groups. Speeches will include the following: personal experience, opinion, demonstration, informative, entertaining, and persuasive. The key concepts and basic principles of public speaking and communication will also be presented. #1250

SPEECH 2: Grade=10-12, Semester 2 = 1CR, Prerequisite=Speech 1

Speech 2 continues with a variety of communication and performance opportunities for the speech student. Many of the types of speaking activities are tied to specific careers and include units on argumentation and debate, oral interpretation, drama/theater, radio/television, and ceremonial speeches (commencement, eulogy, tributes, dedication, etc.). Students enrolling in Speech 2 should have an interest in communication processes or related fields that require various speaking formats, styles, and venues for presentations. #1251

SURVIVAL AND CONFLICT: What does it take to Survive?
Grade: 11-12, Semester 1 = 1CR, No Prerequisite

In this course you will examine the concepts of survival as they apply to fiction and nonfiction pieces. We will be reading and viewing a variety of medias which will examine how people ultimately survive in life/death situations. We will examine what characters and people must have in order to overcome difficult and sometimes deadly experiences. Our goal is to gain an understanding of survival situations and how it effects the implication of people, society, and cultures. Many of these situations will be from conflicts and wartime experiences. Much of the reading and writing will be done in class, however, students should expect homework of either reading and writing at least once or twice a week. #1247

TRUTHS ABOUT FICTION AND NONFICTION

Grade: 11-12, Semester 1 = 1CR, No Prerequisite

When asked to describe fiction, many people can list at least 10 different books whether they can read them or not. However, if asked to list nonfiction, most people would struggle for a list. For most people, nonfiction is all about the facts just like in a textbook; and fiction is only about plot, structure, and make believe. So does a piece of writing have to be one or the other? In this class, students will explore what makes fiction, indeed, fiction and nonfiction, nonfiction. Along the way, students will discover that there are possibly more similarities between the two than they realize through close readings of text, analysis, imitation, and finally creating their own piece of nonfiction. Homework, including reading and writing, will be a requirement of this class. #1249

ESL (English As A Second Language):

Grade=9-12, Year=2 CR, Prerequisite= I-ELDA score of 1-4 or Equivalent Language Proficiency Test

NOTE: ESL is for students whose primary language is a language other than English.

Students will learn the basics of reading, writing, listening, and speaking of the English language. The course is taught from an English is the content area perspective. Students will do a variety of lessons in the content areas of math, science, social studies, fine arts, and vocational/technical to learn English which will help the student to become literate in the English language. An I-ELDA score and/or teacher recommendation will determine if a student is in need of this class. An I-ELDA score and/or teacher recommendation will also be used to determine when a student will be placed in general education classes and no longer needs ESL services. #1317

INDIAN HILLS COMMUNITY COLLEGE

The following Indian Hills Community College courses are offered for concurrent credit. Successful completion of these courses will result in OHS credit toward graduation AND college credit at IHCC. **Students must score proficient on the Iowa Assessment to be eligible for all concurrent credit Language Arts courses.** OHS discipline and attendance policies apply.

ENG105 COMPOSITION 1:

Grade=12, Semester=1 CR, Prerequisite= Iowa Assessment Proficiency, IHCC & OHS Credit

This course emphasizes competent writing skills focusing primarily on expository and analytical writing. Using critical thinking and close reading skills, students will analyze, organize, and present diverse points of view on various social issues and/or literary works. The primary focus of the class is writing. Essays will be based on readings discussed in class. Therefore, it is essential that students complete any assigned readings prior to class. The best preparation for this class involves 11th grade College Prep English. This course is subject to an additional textbook rental fee. #ENG105

ENG106 COMPOSITION 2:

Grade=12, Semester=1 CR, Prerequisite= Composition 1, IHCC & OHS Credit

Throughout this course students will practice research writing using the Modern Language Association (MLA) and the American Psychological Association (APA) documentation style. Students will write a minimum of one expository and persuasive essay of approximately seven-ten pages in length. The topic for these papers will be based on personal knowledge, informal and formal research. Instruction will focus on organization, logic, evidence and style. This course is subject to an additional textbook rental fee. #ENG106

SPC112 PUBLIC SPEAKING:

Grade=11-12, Semester=1 CR, Prerequisite= Iowa Assessment Proficiency, IHCC & OHS Credit

The purpose of this course is to enhance communication skills and to increase student interest and participation within the public and political sphere. This course will prepare students for informational and formal speaking opportunities, and enable them to critically evaluate the rhetoric of others. Students will be asked to identify the roles and responsibilities every voice has within a society, including their own. Students will prepare and deliver 5-7 speeches. This course is subject to an additional textbook rental fee. #SPC112

LIT101 INTRODUCTION TO LITERATURE:

Grade=11-12, Semester=1 CR, Prerequisite= Iowa Assessment Proficiency, IHCC & OHS Credit

This course surveys the basic literary genres. Emphasis is on analysis of fiction, poetry and drama. The student will be expected to read, think, and write critically about literature and to be familiar with basic literary terminology. This course is subject to an additional textbook rental fee. #LIT101

MATHEMATICS DEPARTMENT

PRE-ALGEBRA: Grade 9-12, Year=2 CR, Prerequisite=Teacher Recommendation

Students will study all the essential skills and concepts needed to succeed in Algebra 1. Topics covered may include decimals, percents, variables, algebraic expressions, formulas, ratio, integers and rational numbers, slope, rate of change, linearity, and some introductory number theory, geometry, probability, and statistics. #3003

ALGEBRA 1: Grade 9-12, Year=2 CR, No Prerequisite

In Algebra 1, the structure and properties of real numbers are reviewed and extended. Equation solving skills and other knowledge gained in this course is the basis for all further math work (i.e., multi-step equations, linear equations, quadratic equations, systems of equations, statistics, radicals, and polynomials). These skills are then applied to various disciplines. #3006

ALGEBRA 1 CORE: Grade 9-12, Year=2 CR, No Prerequisite

Note: This course does not meet NCAA approval; it will not satisfy entrance requirements to 4-year colleges.

Algebra 1 Core intended for students who need general knowledge of Algebra 1 and remain committed to gaining the necessary knowledge for all further math work (i.e., multi-step equations, linear equations, quadratics, statistics, polynomials, and systems of equations). This course covers all of the relevant Iowa Core curriculum requirements. Students should discuss enrollment in this course with their current math teacher or guidance counselor to ensure it will meet their needs. #3020

GEOMETRY HONORS (9th GRADE HONORS):

Grade 9, Year=2 CR, Prerequisite=Algebra 1

This course provides students with experiences that deepen the understanding of mathematical relationships in Euclidean geometry. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Other studies include trigonometry, probability, analytic geometry, and non-Euclidean geometries.

This class will cover all aspects of formal geometry, but will place more emphasis on the principles of logic, the formalizing of proofs, and the theory of geometry. The problems in this class will involve a high degree of difficulty. A strong working knowledge of algebra is required. Due to the pacing of this course, a strong work ethic is essential. Enrollment for this course is appropriate after taking Algebra in 8th grade in the honors track, or by teacher recommendation. #3005

GEOMETRY: Grade 10-12, Year=2 CR, Prerequisite=Algebra 1 or Teacher Rec

This course enables the student to discover mathematical relationships in Euclidean geometry, trigonometry, probability, and analytic geometry which might help him/her in everyday life or serve as a basis for concepts developed in Algebra 2 or other technical studies.

Students develop their ability to use logical thinking. Goals in the course include developing skills to justify and support claims mathematically, as well as analyzing and organizing his/her thoughts using geometry problems for practice.

A strong working knowledge of Algebra is required. For greatest chances of success, students must have passed both semesters of Algebra 1, or otherwise demonstrate mastery of Algebra concepts, before entering Geometry. Students must be able to solve multi-step equations, linear equations, quadratic equations, and systems of equations. Students must also be able to simplify radicals and factor polynomials. #3103

GEOMETRY CORE: Grade 10-12, Year=2 CR, Prerequisite= Algebra 1 Core or Algebra 1

Note: This course does not meet NCAA approval; it will not satisfy entrance requirements to 4-year colleges.

This course is designed for the student needing a general knowledge of geometry, Euclidean geometry and probability, as well as introductory proofs and trigonometry will be the basis of this course. This course will cover all of the relevant Iowa Core curriculum requirements. Students should discuss enrollment in this course with their current math teacher or guidance counselor to ensure it will meet their needs. #3101

ALGEBRA 2 HONORS (10th GRADE HONORS):
Grade 10, Year=2 CR, Prerequisite=Geometry Honors or Geometry with teacher rec

This is the second level course in the honors sequence. Advanced topics in algebra, trigonometry, logarithms, systems of non-linear equations, matrices, statistics, quadratic equations, advanced factoring, and imaginary numbers. #3102

ALGEBRA 2: Grade 11-12, Year=2 CR, Prerequisite= Geometry or Teacher Rec

Algebra 2 builds on the concepts and skills of Algebra 1 and is in turn the foundation for more advanced mathematics. It emphasizes the relationships of numbers and the techniques of problem solving. Many new and interesting topics of mathematics are studied. They include logarithms, trigonometry, statistics, and imaginary numbers. #3201

ALGEBRA 2 CORE: Grade 11-12, Year=2 CR, Prerequisite= Geometry Core or Teacher Rec

Note: This course does not meet NCAA approval; it will not satisfy entrance requirements to 4-year colleges.

This course is intended for students who need a general knowledge of Algebra 2. Topics include statistics, linear, non-linear functions, as well as other algebraic content as required by the Iowa Core. Students should discuss enrollment in this course with their current math teacher or guidance counselor to ensure it will meet their needs. #3205

21st CENTURY MATH: Grade 12, Year=2 CR, Prerequisite= Algebra 2 Core

21st Century Math is intended for students interested in a third or fourth year of math who have completed at least Geometry Core. Explore the mathematics of the 21st Century through a course that applies mathematics to real life situations. Gain the skills needed to survive in the 21st Century by discovering topics such as loans, budgeting, taxes, consumerism, and much more. This class takes a business and consumer type approach, giving you the knowledge to be successful in the future. #3106

ADVANCED MATHEMATICAL CONCEPTS:

Grade 11-12, Year=2 CR, Prerequisite= Algebra 2

Advanced Mathematical Concepts is an upper level course intended for students who have successfully completed Algebra 2 but are not quite ready, or not eligible, to take the Indian Hills concurrent enrollment classes. Topics covered will include but are not limited to: Polynomial functions, exponential and logarithmic functions, parent function and transformations, trigonometry, conic sections, vectors, matrices, modular arithmetic, statistics, and an introduction to calculus. Upon successful completion of this course a student should be prepared to take a collegiate level class. #3204

INDIAN HILLS COMMUNITY COLLEGE

The following Indian Hills Community College courses are offered for concurrent credit. Successful completion of any of these courses will result in 1.0 OHS credit toward graduation AND college credit at IHCC. **Students must score proficient on the Iowa Assessment to be eligible for all concurrent credit math courses.** OHS discipline and attendance policies apply.

MAT110 MATH FOR LIBERAL ARTS:

Grade 12, Semester=1 CR, Prerequisite= Algebra 2 Core, IHCC & OHS Credit

This is a liberal arts course intended for students with a wide variety of mathematical backgrounds. Emphasis is on problem-solving and applications. Among the topics included are logic, probability, statistics, and consumer mathematics. At least one additional topic will be chosen from among set theory, algebra basics, and voting theory. This course is subject to an additional textbook rental fee. #MAT110

MAT120 COLLEGE ALGEBRA:

Grade 11-12, Semester=1 CR, Prerequisite= Algebra 2, IHCC & OHS Credit

This course extends on the study of algebraic principles. Topics include linear and quadratic equations, inequalities, graphs of relations and functions, exponential and logarithmic functions, systems of equations, matrices and determinants. Students will solve a variety of real world applied problems relating to these topics. Students should have a strong background in algebra.

Students will be evaluated on weekly homework, tests, quizzes and problem based instructional tasks. This course is subject to an additional textbook rental fee. #MAT120

MAT125 PRECALCULUS:

Grade 11-12, Semester=1 CR, Prerequisite= Algebra 2, IHCC & OHS Credit

This course is a study of polynomials, trigonometry, vectors, and other advanced topics including an introduction to calculus. Upon successful completion of this course, the student will be well-prepared for Calculus or college math courses. This course is subject to an additional textbook rental fee. #MAT125

MAT156 STATISTICS:

Grade 12, Semester=1 CR, Prerequisite= Algebra 2, IHCC & OHS Credit

This course is offered to seniors who are college bound. It is appropriate for students planning to major in business, economics and the life and social sciences. This course will give a student a solid background in the use and misuse of statistics. The student will study the fundamentals of statistical method and inference with an emphasis on their application. This course is subject to an additional textbook rental fee. #MAT156

MAT210 CALCULUS 1:

Grade 12, Semester=1 CR, Prerequisite= Pre-Calculus, IHCC & OHS Credit

Calculus 1 is an honors level course. Course study will include properties of functions, limits, and differential calculus. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. The graphing calculator is used extensively. This course is subject to an additional textbook rental fee. #MAT210

MAT216 CALCULUS 2:

Grade 12, Semester=1 CR, Prerequisite= Calculus 1, IHCC & OHS Credit

Calculus is an honors level course. Course study will include integral calculus, as well as an introduction to differential equations using slope fields. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. The graphing calculator is used extensively. This course is subject to an additional textbook rental fee. #MAT216

PHYSICAL EDUCATION DEPARTMENT

The goal of the high school physical education program is to provide students with opportunities to acquire the knowledge and skills necessary to become a physically educated person. Students will learn to appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle. Students will participate in a variety of fitness activities to improve their personal level of fitness. In physical education students will also develop the skills and knowledge necessary to participate successfully in lifetime activities, as well as, team and individual sports. Knowledge and application of the components of fitness are integral parts of each course. The relationship between the components of fitness and the individual sport/activity will be explored. All courses will emphasize the importance of safety, cooperation and sportsmanship.

9TH GRADE PHYSICAL EDUCATION/HEALTH:

Grade 9, Year=2 CR, No Prerequisite

The 9th Grade Physical Education course provides a foundation for students to develop and improve skills in order to participate successfully in a variety of activities. The course is a balance of team and individual activities that students are likely to participate in beyond high school. Team sports may include basketball, soccer, volleyball and football. Individual sports may include badminton, pickleball, weightlifting, and bowling. Included within the curriculum is an end of the year, team-building unit entitled "Bulldog Games." Students are expected to improve their level of skill and knowledge, as well as, understand and implement more advanced strategies for each activity. Personal physical fitness is a main focus every day and is incorporated into each class. Students will acquire knowledge about the components of fitness, learn about the benefits of exercise and participate in fitness activities. The use of heart rate monitors as a measurement of fitness and personal growth is included. Students will participate in Presidential Fitness Assessments three times during the school year.

Health Education is required of all 9th grade students and introduces health concepts and health careers. Students will demonstrate their knowledge of functional health literacy skills to obtain, interpret understand and use basic health concepts to enhance their personal, family and community health. Students will be required to apply critical literacy/thinking skills related to personal, family and community wellness. Media literacy skills will be discussed and analyzed along with other influences, in order for students to effectively manage health risk situations and advocate for self and others. Finally, students will identify the important behaviors that foster healthy, active lifestyles for individuals and discuss how these behaviors benefit society. Specific topics include physical, mental, and emotional health; communication and relationships; nutrition; school safety; reproduction system; drugs, alcohol and tobacco use; CPR/AED American Heart Association training course; and consumer education.

#234/238

9TH GRADE PHYSICAL CONDITIONING/HEALTH:

Grade 9, Year=2 CR, No Prerequisite

The 9th grade Physical Conditioning/Health course is for students who are serious about improving their strength, athleticism, and overall physical condition. Focus will be placed on improving functional strength to create better athletes. This is a challenging and demanding class; students are expected to display a strong work ethic daily.

Speed and Quickness Component

Increasing flexibility, speed, quickness, and explosiveness in all students will be emphasized daily. Students will participate in stretching, flexibility exercises, sprints, plyometrics, and agility training.

Strength and Weight Training Component

This strength and weight training class will be held in the fitness center. The workout program will consist of introductory weight training, focusing on the development of core and rear chain strength. Students will learn proper form and technique of exercises ranging from beginner to advanced. Form, technique, and base-strength development will be the emphasis. Advanced lifters will primarily use the weight room.

Health Education is required of 9th grade students and introduces health concepts and health careers. Students will demonstrate their knowledge of functional health literacy skills to obtain, interpret understand and use basic health concepts to enhance their personal, family and community health. Students will be required to apply critical literacy/thinking skills related to personal, family and community wellness. Media literacy skills will be discussed and analyzed along with other influences, in order for students to effectively manage health risk situations and advocate for self and others. Finally, students will identify the important behaviors that foster healthy, active lifestyles for individuals and discuss how these behaviors benefit society. Specific topics include physical, mental, and emotional health; communication and relationships; nutrition; school safety; reproduction system; drugs, alcohol and tobacco use; CPR/AED American Heart Association training course; and consumer education. #236/228

AEROBIC ACTIVITIES: Grade 10-12, Semester=1 CR, No Prerequisite

The focus of aerobic activities is to improve the five components of physical fitness for each student. This course is “music driven” and includes, but is not limited to: Zumba and Zumba toning; R.I.P.P.E.D; cardio-pump; cardio, core and conditioning; walking, running, yoga, and “Just Dance” using Wi-Fit. The students will gain cardio-vascular and muscular endurance, strength, balance, flexibility, rhythm, and timing. The course will emphasize physical fitness and lifetime wellness. The course will include a nutrition component with the emphasis on leading and maintaining a healthy lifestyle. Students will participate in regular physical fitness assessments and create an individual workout program. #224, 225

BASKETBALL: Grade 10-12, Semester=1 CR, No Prerequisite

Basketball is a lifetime activity and very popular in our community with basketball leagues offered for all ages and intramural basketball competitions offered at OHS. The students will receive instruction and practice in basketball skills. Students will play 2 on 2; 3 on 3; 4 on 4; and 5 on 5 basketball games. Students will work on improving their cardiovascular endurance and conditioning by running in class every day. Students will complete physical fitness tests three times during the school year. #218/219

FITNESS CENTER CIRCUIT TRAINING: Grade 10-12, Semester=1 CR, No Prerequisite

Period 1 Fitness Center will target students and athletes that are serious about lifetime fitness activities. The class is geared toward overall body workout that will encourage lifelong fitness training. The class is designed to increase overall physical fitness and health while improving muscle strength and endurance. The class will cater to those seeking strength and conditioning for beginners. This class will be held in the fitness center using strength training equipment, as well as, elliptical machines, stair stepper machines and stationary bikes. It will be structured as a circuit training workout where students will rotate from machine to machine. #222

PHYSICAL CONDITIONING: Grade 10-12, Semester=1 CR, No Prerequisite

This course is for all students who are serious about improving their strength, athleticism, and overall physical condition. The class will focus on improving functional strength to create better athletes. This is a challenging and demanding class. Students are expected to display a strong work ethic daily.

Speed and Quickness Component

Increasing flexibility, speed, quickness, and explosiveness in all students will be emphasized daily. Students will participate in stretching, flexibility exercises, sprints, plyometrics, and agility training.

Strength and Weight Training Component

This strength and weight training course will be held in the free weight room. This workout program will consist of introductory weight training, focusing on the development of core and rear chain strength. These students will be taught the proper form and technique of exercises ranging from beginner to advanced. Form, technique, and base-strength development will be the emphasis.

The program will consist of multi-joint and ground-based movements, including hang cleans, snatch, and a variety of squats. #208

PHYSICAL EDUCATION: Grade 10-12, Semester=1 CR, No Prerequisite

Students enrolled in regular physical education will be participating in a variety of individual, partner and team sports. Some of the activities included in regular physical education include: volleyball, football, basketball, pickleball, badminton, track and field, and physical fitness instruction and testing. Emphasis is on the five health components of physical fitness. Students will participate in semester physical fitness assessments a minimum of three times yearly. #200, 201

SOCCER FITNESS: Grade 10-12, Semester=1 CR, No Prerequisite

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer activities, as well as, fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of soccer, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime. Students will participate in regular physical fitness assessments. #232

WALKING FOR FITNESS: Grade 10-12, Semester=1 CR, No Prerequisite

This course is designed for students interested in improving their personal level of fitness through walking. Students will learn how walking can improve cardio-respiratory fitness, prevent disease, and reduce stress. They will also learn about the relationship between good nutritional habits, health habits and exercise. Students will assess their current fitness levels, create a plan for increasing their fitness, participate in goal setting and reassess fitness levels several times throughout the course. Students will learn how to use heart rate monitors and interpret the results as they relate to their individual fitness level. Students will participate in semester physical fitness assessments. #220, 221

SCIENCE DEPARTMENT

Please note that Physical Science is the required prerequisite for all classes in the science department, and should be taken in ninth grade. If a student transfers in from another district after his/her ninth grade year, he/she may take a course listed for tenth grade if they successfully completed a ninth grade science course in their previous school.

A total of three years of science is required for graduation. After successful completion of one year of Physical Science, students can choose from a wide variety of courses in their sophomore, junior, and senior years. In addition to Physical Science, Biology is a graduation requirement. Parents and students need to be aware that admission to a Regents university (Iowa, Iowa State, and Northern Iowa) requires two years from **Biology or Chemistry or Physics in addition to Physical Science**. There may be higher requirements for admission to more specialized areas, such as engineering. Students should address all questions to their college/university of choice.

The following courses cannot be taken before a student's junior year due to prerequisites: Advanced Astronomy/Geology, Advanced Anatomy/Physiology, and AP Chemistry. It is recommended that Math Enhanced Physics be taken in the junior or senior year.

PHYSICAL SCIENCE: Grade 9, Year=2 CR, No Prerequisite

Physical Science draws upon the principles of several scientific specialties - earth science, physical science, chemistry, and physics. Common themes covered in this class include systems, models, energy, patterns, change, and constancy. Scientific themes are developed around problems that require students to create products and solutions.

Learner skills that are used in other OHS science classes are introduced, such as concept mapping, question-answer relationship, higher order thinking skills, designing and evaluating experiments, and problem solving skills.

Varied instructional strategies are used to enhance the learning environment for students. This course heavily emphasizes Inquiry as a means of learning scientific concepts. Other methods include the introduction of district literacy strategies, instructional rotation in learning preferences, and concept spiraling. In addition, instructional rotations are done using various learning intelligence modes, instructional lesson types, and assessment types. The OHS Physical Science curriculum is designed to address the Iowa Core Curriculum standards. #5001

BIOLOGY: Grade 10-12, Year=2 CR, Prerequisite= Physical Science

Biology will cover the following topics: Cells, Genetics, Evolution, Ecology, and Animal Behavior. This course meets a graduation requirement and can be taken grades 10-12. #5104

ANATOMY AND PHYSIOLOGY: Grade 10-12, Year=2 CR, Prerequisite= Biology or a minimum grade of B in Physical Science and concurrently enrolled in Biology

Anatomy and Physiology deals with the study of the human body. The focus is split between the structures of the body and how those structures function. It is designed for those who may be planning careers in health or science-related areas or those who simply have an interest in how the body functions.

A cellular and systems approach is used, with emphasis on learning rather than memorization of terms. The student also studies the diseases and disabilities that occur when the body does not function normally. Laboratory situations, cooperative activities, and hands-on activities are all utilized so as to best gain understanding of body processes. #5400

ADVANCED ANATOMY AND PHYSIOLOGY:

Grade 11-12, Year=2 CR, Prerequisite= Anatomy & Physiology

Advanced Anatomy and Physiology continues the study of the structures and functions of the human body. Body systems, such as the endocrine, digestive, and lymphatic/immune system are covered, as well as other topics impacting the human body and the field of medicine such as: cancer, stem cells, and bioethics. Case studies, laboratory situations, and current issues and discoveries are used to enhance understanding. #5401

ASTRONOMY AND GEOLOGY: Grade 10-12, Year=2 CR, Prerequisite= Physical Science

Astronomy is the study of the sky as seen from the Earth. Students are introduced to topics of constellations, planetary science, motions of objects in the sky, causes of the seasons, and various space programs. Geology is the study of the Earth, not just rocks. Topics covered include rocks and materials, reading maps, internal earth processes, earth history, and other forces that shape the surface. #5500

ADVANCED ASTRONOMY AND GEOLOGY:

Grade 11-12, Year=2 CR, Prerequisite= Astronomy/Geology and Algebra 1

The emphasis will be on topics not covered in the first earth science course, Astronomy and Geology. New areas include: asteroids, comets, galaxies, ancient astronomy, star life cycles, planetary geology, earthquakes, SETI, and cosmology. Opportunities for computer work, rocket science, and telescope skills will be available to students in this course. This course is more project-driven, involving research, group work, and presentation techniques. #5502

CHEMISTRY: Grade 10-12, Year=2 CR, Prerequisite= Physical Sci & Algebra 1

NOTE: Tenth grade students may take chemistry; however, the level of difficulty makes it more appropriate for 11th and 12th grade students.

Chemistry deals with the substances that make up our environment and changes that take place in these substances. Students learn to apply different concepts and processes, by experimenting, discussing, and by using the facts or data that they have gathered. Chemistry relates chemical and physical changes in substances to changes at the atomic or molecular levels. #5201

ADVANCED PLACEMENT CHEMISTRY:**Grade 11-12, Year=2 CR, Prerequisite= Chemistry & Algebra 2 (or concurrent enrollment)**

Note: The Advanced Placement program provides willing and academically prepared high school students with the opportunity to study and learn at the college level. AP courses are taught at the college level incorporating both college level reading and writing. The College Board does not deny any student from taking an AP course; however, students should be academically prepared. OHS strongly recommends that students who wish to enroll in an AP course have a cumulative GPA of 3.0.

AP Chemistry is designed to be the equivalent of a general chemistry course taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at college. This course is intended for students with exceptional strength and interest in chemistry. Both advanced theoretical aspects of chemistry and rigorous chemical calculations are emphasized. The topics and intensive depth of study in this course prepares students for the AP Chemistry exam in May or for intensive freshmen college chemistry course. Topics will be covered in my depth and with a more mathematical approach than in the first year chemistry course. All students taking this course should possess excellent algebra skills. #5203

ENVIRONMENTAL SCIENCE: Grade 10-12, Year=2 CR, Prerequisite= Physical Science

Students will use a hands-on approach to learning concepts and will work on projects in lab. During thematic units, students will focus on possible technical careers, which exist because of the relationship between technology and science. Topics covered include: Water Quality, Nutrition, Energy Resources, Land Management as well as current environmental events that will be woven in throughout the course. #5600

PHYSICS:**Grade 10-12, Year=2 CR, Prerequisite= Physical Science and Geometry (or concurrent enrollment)**

Physics is the study of the most fundamental properties of nature. Topics include motion, forces, energy, and momentum. Understanding of these topics is gained through extensive laboratory use and analysis. Students can also expect to increase their critical-thinking and problem-solving skills. Most colleges recommend physics as a high school science prerequisite. Students who intend to pursue two-year technical degrees should also take this course. #5301

MATH ENHANCED PHYSICS:**Grade 11-12, Year=2 CR, Prerequisite= Physical Science and Algebra 2 (or concurrent enrollment)**

Physics is the most basic of the sciences. Math Enhanced Physics is an advanced course designed to transition students to a college level physics course. In this course students can expect to develop a deep understanding of: Kinematics (motion), dynamics (forces), conservation laws (energy and momentum), and science in general. Students will learn the basic physics first and then make models progressively more complicated to better approximate reality. This class is designed for the student interested in advanced study of the sciences. #5303

INDIAN HILLS COMMUNITY COLLEGE

The following Indian Hills Community College courses are offered for concurrent credit. Successful completion of these courses will result in OHS credit toward graduation AND college credit at IHCC. OHS discipline and attendance policies apply.

Engineering – Project Lead the Way

EGR400 PLTW INTRODUCTION TO ENGINEERING DESIGN:

Grade 9-12, Year=2 CR, Prerequisite= Algebra 1 (or taking concurrently)

Pre-engineering technology is designed to help student prepare for college engineering courses as well as help students entering into any field of technology. Students will learn how to use parametric engineering programs, how to solve technical problems in a wide range of fields, how to use the design process to evaluate, troubleshoot and solve various problems. Students will be required to keep an engineering notebook to learn how to sketch, document, and record any relevant data necessary for future reference; this process will mimic how engineers record and maintain data on the field.

This course is offered for concurrent enrollment with Indian Hills Community College and will earn the student who successfully completes the course three (3) credit hours. Completing the course with a 6 or higher on the end-of-course exam can earn a student 3 hours of engineering credit at Iowa State, The University of Iowa, and other engineering schools. #EGR400

EGR410 PLTW PRINCIPLES OF ENGINEERING:

Grade 10-12, Year=2 CR, Prerequisite= Algebra 1 (or taking concurrently) & PLTW-IED

NOTE: The student that successfully completes this course may apply it toward two (2) credits of the science requirements at OHS.

This course is designed to help students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course covers topics in Kinematics, Statics, Tensile Strength Testing, Thermodynamics, Simple Robotics, and Programming.

This course will prepare students with the basic skills necessary to be successful in college, as well as any profession requiring problem solving skills. College credit may be available, see instructor for more information. #EGR410

SOCIAL STUDIES DEPARTMENT

The social studies courses are designed to challenge students to seek a unified understanding of the past, and to comprehend the complexities of life in the world today. We feel this can best be accomplished in a meaningful way by showing students they need to be aware of the development of society's institutions and that they are a vital part of a continuing process.

U.S. HISTORY: Grade 9, Year=2 CR, No Prerequisite

Note: HIS151 & HIS152 (page 57) may be substituted by special permission during a meeting with the Freshman Academy Guidance Counselor, a 4-year high school plan must be presented. All students may take HIS151 & HIS152 as elective credit in grades 10-12.

History is our nation's common memory. It binds us together in the present and helps us understand how to meet the challenges of the future.

This is a survey course with the focus on the human face of history. Emphasis is placed on how historical events have influenced students' lives and how their lives might have been affected if events had happened differently. Emphasis is also placed on their ability to think critically and reflectively because with this ability they become citizens who can make informed and responsible decisions.

One of the goals of this course is to make students aware of the dynamic nature of American history described in the words of famous historian Arthur M. Schlesinger: "The Genius of America lies in its capacity to forge a single nation from peoples of remarkably diverse racial, religious, and ethnic origins... The American identity will never be fixed and final; it will always be in the making." #2000

WORLD HISTORY: Grade 10, Year=2 CR, No Prerequisite

The History of Civilization studies people and events that shape or change the way people live on earth. Thus, this course will investigate the conceptual knowledge of history - the "how" and "why" of change and the recurring themes that provide continuity to our past and present. Special emphasis will be given to the ever-expanding interacting community, the impact of technology on major cultures and the trend toward a global culture and its effect on "traditional values." Students will utilize a variety of resources such as video, primary sources and computer resources, library resources, and texts to investigate the history of civilization and the changes that have affected mankind. #2101

AMERICAN GOVERNMENT: Grade 11-12, Semester=1 CR, No Prerequisite

The purpose of this course is to provide students with a basic understanding of the major concepts of the U.S. Constitution and to provide understanding of both the structure and processes of the American political system.

This course acquaints students with the facts about the foundations of governmental institutions. Instruction is given in the vocabulary, organizational structures, institutions, laws, and legal opinions that make up the framework of American government. The intent is to provide a firm knowledge base, which is a prerequisite to understanding.

This course also provides instruction in political behavior. Informal processes, pressures, compromise, and the problems of government are all provided to allow students to see government in operation, believing it necessary for students to understand those processes that are in large part responsible for most political decision making.

American Government attempts to blend knowledge of structure and political behavior in an attempt to give students an appreciation for effective citizen participation in the political process and thus to motivate positive, active citizenship. #2205

ECONOMICS: Grade 11-12, Semester=1 CR, No Prerequisite

Economics is the study of how individuals, households, businesses, and government decide to employ their given talents and resources to best meet their many needs and desires.

The course will acquaint students with the basic theories and laws that govern production, distribution, and consumption of goods and services. Topics such as: prices, business organization, money, banking, labor, and comparative economics systems will be covered. #2201

POST WORLD WAR II U.S. HISTORY: Grade 10-12, Semester=1 CR, No Prerequisite

This elective history course is designed to study people and events from post World War II years to present. The purpose of this course is to cover the more recent years from our collective past that deserve a closer look.

The emphasis of this course will be to increase the students' knowledge base of the last 60 years, while furthering their ability to think analytically and to become more responsible and informed citizens with an appreciation of America's collective history. In addition, students will gain a sense of the relevance of these events to their personal lives.

The specific material to be focused upon in this course will include, but is certainly not limited to, presidential foreign and domestic policies throughout the decades, the social and cultural changes effected through the years, armed conflicts, cold war tensions, and America's position upon the world stage from decade to decade. #2009

PSYCHOLOGY: Grade 11-12, Year=2 CR, No Prerequisite

Psychology is the science that deals with the behavior and thinking of individuals. Any student who has wondered "Why do people behave the way they do?" would find this course of interest. Areas of study include: methods of research, human development, heredity, environment, theories of personality, learning processes, thinking processes, perception, motivation, emotions, frustration, adjustment mechanisms, coping with stress, conflict, personality disturbances, treatment of personality disturbances, behavior in small groups, attitudes, leadership, peer-group influence, and social interaction.

This course is not only important for those students considering a college major in psychology but also professions that require some course work in human relations, such as teaching, business, medicine, law, social work, counseling, journalism, political science, law enforcement and numerous others. Students may not take second semester without taking first semester. No mid-year transfers. #2303

SOCIOLOGY: Grade 11-12, Semester=1 CR, No Prerequisite

Sociology involves the scientific study of society. The course includes the following: research methods, culture, norms, roles, groups, social stratification, social institutions, socialization, collective behavior, social change, and social problems. #2302

THE CONTEMPORARY WORLD: Grade 11-12, Semester=1 CR, No Prerequisite

The Contemporary World is an elective course designed to give students that opportunity to study current issues in both the United States and the world. The topics to be covered in this course will in large part be determined by whatever issues are most current when the class is offered. The topics dealt with will be studied within a broad social studies framework, using geography, history and culture to help add meaning and understanding to those current issues being studied. Utilizing various media such as local newspapers, Newsweek, local and national television newscasts such as CNN Worldview and the various resources on the Internet, students will track various current events and become more interactive with the media to better understand the nature of these critical issues and events. #2305

THE HOLOCAUST – An IN-DEPTH STUDY:

Grade 10-12, Semester=1 CR, No Prerequisite

Students will examine the Holocaust from a variety of perspectives and sources, including but not limited to fiction and non-fiction texts, personal testimonials, video, and in-class discussion. This class also requires an active role from the students through reading various points-of-view, participation in class discussions, and forming opinions based upon their views of the information provided. This class not only focuses specifically on the Holocaust, it examines the overarching concept of Genocide both historically and throughout the contemporary world today. #2004

WORLD GEOGRAPHY EASTERN HEMI SPHERE:

Grade 9-12, Semester=1 CR, No Prerequisite

World Geography is the study of the earth's physical and cultural characteristics. This course will focus on earth-sun relationships, atmospheric and oceanic circulation, land forms, climate, population, transportation and communication, economic linkages, and cultural diffusion. Students will also study the five basic geographic themes (location, regions, place, human/environment interactions, and movement) as they apply to selected regions and to the relationships between regions. Understanding the connections among places will help students to comprehend local, regional, and world issues fully and to solve their associated problems. #2301

WORLD GEOGRAPHY WESTERN HEMI SPHERE:

Grade 9-12, Semester=1 CR, No Prerequisite

World Geography is the study of the earth's physical and cultural characteristics. This course will focus on earth-sun relationships, atmospheric and oceanic circulation, land forms, climate, population, transportation and communication, economic linkages, and cultural diffusion. Students will also study the five basic geographic themes (location, regions, place, human/environment interactions, and movement) as they apply to selected regions and to the relationships between regions. Understanding the connections among places will help students to comprehend local, regional, and world issues fully and to solve their associated problems. #2300

INDIAN HILLS COMMUNITY COLLEGE

The following Indian Hills Community College courses are offered for concurrent credit. Successful completion of any of these courses will result in 1.0 OHS credit toward OHS graduation AND 3.0 college credits at IHCC. **Students must score proficient on the Iowa Assessment to be eligible for all concurrent credit social studies courses.** OHS discipline and attendance policies apply.

HIS151 U.S. HISTORY TO 1877

Grade 10-12, Semester=1 CR, Prerequisite= Iowa Assessment Proficiency, IHCC & OHS Credit

This course covers European discovery and settlement of the Americas. Topics include: European colonial expansion, colonial wars, colonial governments, the Revolutionary War, the adoption of the Constitution and the growth and development of the United States through the Civil War and Reconstruction. This course is subject to an additional textbook rental fee. #HIS151

HIS152 U.S. HISTORY SINCE 1877

Grade 10-12, Semester=1 CR, Prerequisite= Iowa Assessment Proficiency, IHCC & OHS Credit

This course examines Westward expansion, industrialization, immigration, and urbanization. Topics include populism and the Progressive Era, WWI, the Roaring Twenties, the Great Depression, WWII, the Cold War and the post-Cold War period. This course is subject to an additional textbook rental fee. #HIS152

POL111 AMERICAN NATIONAL GOVERNMENT:

Grade 11-12, Semester=1 CR, Prerequisite=Iowa Assessment Proficiency, IHCC & OHS Credit

This course studies the processes and policies of the United States national government, political parties, campaigns and elections, public opinion, interest groups, media coverage and current political issues. The course also examines principles of the Constitution and the structure and behavior of the legislative, executive, and judicial branches. This course is subject to an additional textbook rental fee. #POL111

SPECIAL EDUCATION DEPARTMENT

LANGUAGE ARTS

FUNCTIONAL ACADEMICS: Grade=9-12, Year=2 CR, No Prerequisite

This course is designed for students reading at the preK-K level who do not qualify for reading lab. Students focus on functional reading to assist their transition into the community. #355

READING LAB I : Grade=9-12, Year=2 CR, No Prerequisite

Reading Lab I is a class to help students who are struggling with reading at the high school level, students are currently reading at the 1st – 3rd grade level. This course focuses on comprehension skills and vocabulary development in both fiction and non-fiction texts. Emphasis will also be towards developing habits and attitudes that help students become more successful and lifelong readers.

Components of the program include: reading independent novels, vocabulary, read/think-aloud, cooperative comprehension, inductive thinking, dictated writing, persuasive writing, round table, graphic organizers, and fluency/reading probes, and functional reading skills. KU strategies will be taught to develop independent writing. Students are typically selected for this class based on the score they received on the reading comprehension test of the Iowa Assessments. #331

READING LAB II : Grade=9-12, Year=2 CR, No Prerequisite

Reading Lab II is a continuation of Reading Lab I; students are currently reading at the 4th – 6th grade level. This course focuses on comprehension skills and vocabulary development in both fiction and non-fiction texts. Emphasis will also be towards developing habits and attitudes that help students become more successful and lifelong readers.

Components of the program include: reading independent novels, vocabulary, read/think-aloud, cooperative comprehension, inductive thinking, dictated writing, persuasive writing, round table, graphic organizers, and fluency/reading probes. KU strategies will be taught to develop independent writing. Students are typically selected for this class based on the score they received on the reading comprehension test of the Iowa Assessments. #324

READING LAB III : Grade=9-12, Year=2 CR, No Prerequisite

Reading Lab III is a class to help students who are struggling with reading at the high school level, students are currently reading at the 7th – 10th grade level. This course focuses on comprehension skills and vocabulary development in both fiction and non-fiction texts. Emphasis will also be towards developing habits and attitudes that help students become more successful and lifelong readers.

Components of the program include: reading independent novels, vocabulary, read/think-aloud, cooperative comprehension, inductive thinking, dictated writing, persuasive writing, round table, graphic organizers, book talks, and fluency/reading probes. Students are typically selected for this class based on the score they received on the reading comprehension test of the Iowa Assessments. #304

ENGLISH I: Grade=9-12, Year=2 CR, No Prerequisite

English I is modified from the general education English courses and differentiated to the readability of lower elementary. Oral and written composition will stress organization, clarity, grammatical correctness, spelling and vocabulary. The Six Traits of Effective Writing will be emphasized. #332

ENGLISH II: Grade=9-12, Year=2 CR, No Prerequisite

English II is modified from the general education English courses and differentiated to the readability of middle elementary. Oral and written composition will stress organization, clarity, grammatical correctness, spelling and vocabulary. The Six Traits of Effective Writing will be emphasized. #333

ENGLISH III: Grade=9-12, Year=2 CR, No Prerequisite

English III is modified from the general education English courses and differentiated to the readability of upper elementary. Oral and written composition will stress organization, clarity, grammatical correctness, spelling and vocabulary. The Six Traits of Effective Writing will be emphasized. #334

MATH**MATH I: Grade=9-12, Year=2 CR, No Prerequisite**

Math I will focus on functional math skills at the beginning elementary level. The curriculum will be life skills focused on money, time, bills, and functional skills needed in life. #341, 03412

MATH II: Grade=9-12, Year=2 CR, No Prerequisite

Math II will focus on consumer math skills at the middle elementary level. Students will work on basic operations, real life story problems, money management, and time management. #315, #03152

MATH III: Grade=9-11, Year=2 CR, Prerequisite=No Prerequisite

Math III will focus on basic math skills at the upper elementary level. Students will focus on consumer math concentrating on budgeting, money management, and financial literacy. This course will prepare students to progress to Math 6 where the focus will be a modified Financial Literacy/Consumer Math. #316, 03162

MATH IV: Grade=9-11, Year=2 CR, No Prerequisite

Math IV will focus on Pre-Algebra skills. The course is designed for students not ready for Algebra Core and need assistance with basic algebra skills. Students in this course could progress to Algebra Core, Math 5 (Algebra Core modified) or Math 6 (21st Century math- modified/consumer math.) #319, 3192

MATH V: Grade=9-10, Year=2 CR, No Prerequisite

Math V will focus on Algebra Core skills, but for students not ready for the inclusion setting. Students in this course will work on modified Algebra Core curriculum, with the focus on progressing to the inclusion Algebra Core or Math 6 (21st Century math-modified/consumer math.) #315, 3152

MATH VI : Grade=11-12, Year=2 CR, Prerequisite=Math III or Math V

Math VI will focus on modified 21st Century Math/Consumer Math skills. Students could take this course after completing Math V (Algebra Core skills) or Math III (Consumer math). #316, 3162

Social Studies**INTRO TO US HISTORY I : Grade=9, Year=2 CR, No Prerequisite**

Intro to US History I is a yearlong course, modified from the first semester of the general education US History course. Emphasis is placed on how historical events have influenced students' lives and how their lives might have been affected if events had happened differently. Emphasis is also placed on their ability to think critically and reflectively because with this ability they become citizens who can make informed and responsible decisions. #321, 3212

INTRO TO US HISTORY II : Grade=10, Year=2 CR, No Prerequisite

Intro to US History 2 is a yearlong course, modified from the second semester of the general education US History course. Emphasis is placed on how historical events have influenced students' lives and how their lives might have been affected if events had happened differently. Emphasis is also placed on their ability to think critically and reflectively because with this ability they become citizens who can make informed and responsible decisions. #322, 3222

INTRO TO WORLD HISTORY: Grade=11, Year=2 CR, No Prerequisite

Intro to World History is modified from the general education World History course. The History of Civilization studies people and events that shape or change the way people live on earth. Thus, this course will investigate the conceptual knowledge of history- the "how" and "why" of change and the recurring themes that provide continuity to our past and present. Special emphasis will be given to the ever-expanding interacting community, the impact of technology on major cultures and the trend toward a global culture and its effect on "traditional values." #323, 3232

INTRO TO US GOVERNMENT/ECONOMICS:

Grade=12, Year=2 CR, No Prerequisite

Intro to US Government/Economics is modified from the general education American Government and Economics courses. The first semester is modified coursework from American Government which gets students familiar with the facts about the foundations of governmental institutions. Instruction is given in the vocabulary, organizational structures, institutions, laws, and legal opinions that make up the framework of American government. The intent is to provide a firm knowledge base, as well as an appreciation of effective citizen participation in the political process and thus to motivate positive, active citizenship. The second semester is modified coursework from Economics. The course will acquaint students with the basic theories and laws that govern production, distribution, and consumption of goods and services. Topics such as: prices, business organization, money, banking, labor, and comparative economic systems will be covered. #325

SCIENCE

INTRODUCTION TO PHYSICAL SCIENCE: Grade=9, Year=2 CR, No Prerequisite

Intro to Physical Science features scaffolded instruction to promote independent learning through the use of higher-order thinking skills and constructivistic methodology. This class is a hands-on, mind-on experience in constructing knowledge of the scientific method and the inquiry process. The expected outcome is that the student will independently create, plan, and execute experiments using the scientific method. Students will be able to consistently construct a focused question, hypothesize based on prior knowledge, organize and write a structured procedure, execute the experiment, collect various types of data, write a data-based conclusion, appropriately graph collected data, and present this information to others. #43400

INTRODUCTION TO ENVIRONMENTAL SCIENCE:

Grade=10-12, Year=2 CR, No Prerequisite

At the end of Intro to Environmental Science, the student will understand that societies, economies, and ecosystems must be sustainable in order to have resources for future generations and a healthy Earth. To understand that, students will be able to explain overviews of: the history of life on Earth, the cycles that sustain life, major environmental challenges, and ecology laws. This will prepare the student for Environmental Science Inclusion, where the student will learn how to apply that knowledge in order to come up with practical solutions to environmental challenges. #43303

INTRODUCTION TO BIOLOGY: Grade=10-12, Year=2 CR, No Prerequisite

At the end of Intro to Biology, the student will understand that all life is based on underlying principles. Some of these principles are: all life is based on a genetic code; the environment selects the genetic codes that allow the organism to be successful; the cycles that create and use energy within organisms; the energy flow within an ecosystem; and that all life is made up of cells. This will prepare the student for Biology Inclusion or Environmental Science Inclusion. #43200

OTHER PROGRAMS

ADAPTIVE PHYSICAL EDUCATION:

Grades 9-12, Semester=1 CR, Prerequisite=IEP Team Decision

Students enrolled in Adaptive Physical Education will participate in supported team sports. The class will have student leaders to serve as “coaches” to assist the classroom teacher with instruction. The class will participate in a variety of activities such as volleyball, basketball, pickleball, badminton, track and field, and various activities that would incorporate teach participation. Uniforms are not required however students must dress appropriately for physical activity. There will be individualized programs designed to accommodate each student’s needs and abilities. Emphasis will be placed on determining personal fitness needs, the importance of exercise, and attaining and maintaining fitness throughout life. #367/368

GUIDED STUDY: Grade=9-12, Year=2 CR, No Prerequisite

Guided Study is required when determined by the staffing team. It is highly recommended for students in inclusion and regular education classes. Students are provided assistance and guidance with their work from their regular education classes. Students receive a grade and credit for this class based on how well they use their study time in class. #307, 308, 310, 311

SOCIAL SKILLS: Grade=9-12, Year=2 CR, No Prerequisite

Social Skills is targeted for students who need social skill instruction to comply with their IEP goal areas. Students will work on targeted social skill instruction to help students in the area of peer relationships, communication, job readiness, safety, peer pressure, and behavior awareness/accountability. #312, 313

WORK EXPERIENCE:

Grade=12, 2 Periods all Year=4 CR, Prerequisite=Independent Living Preferred

Work Experience is a support service offered to students that have needs in career/vocational development. The Work Experience Coordinator works with students, placing them on non-paid exploratory job sites for two periods a day. Competencies developed include job behaviors, work habits and communication skills. Selection requires an attendance of 90%, recommendation from advocate, and interview with Work Experience Coordinator. #300

DOMESTIC SKILLS: Grade=9-12, Year=2 CR, No Prerequisite

K-2 functional academic skills taught: telling time, counting money, simple note writing, completing household tasks, etc. #417

VOCATIONAL / COMMUNITY TRAINING:

Grade=9-12, 3 Periods all Year=6 CR, No Prerequisite

This three-period course offers training in vocational behaviors in both on-campus and community environments. It can be pre-training to Tenco Transition. The community portion of the class utilizes training and application of consumer skills at a very basic level such as independence in making a small purchase at a store and community mobility using the city bus system with support. #340

TENCO TRANSITION: Grade=12, 2 Periods all Year=4 CR, No Prerequisite

This two-period course is designed as a vocational transition for post-secondary working goals and as an experiential option for students who are recommended by the IEP team. #356

ENGLISH I-IV: Grade=9-12, Year=2 CR, No Prerequisite

Students who take this course will experience an oral and written composition stressing organization, clarity, grammatical correctness, spelling and vocabulary. The Ottumwa High School Written Rubric will be emphasized. #345

MATHEMATICS I-IV: Grade=9-12, Year=2 CR, No Prerequisite

This mathematics course is designed to focus on arithmetic operations, problem-solving techniques, estimations, measurements, geometry and algebraic formulas used to solve problems. Emphasis is placed on the ability to understand and apply functional mathematics to solve problems in the world of work.

Students who remain in this program will advance to Pre-Algebra and Algebra concepts including: the structure and properties of real numbers and equations, systems of equations, problem solving skills (i.e., multi-step equations, linear equations, quadratic equations, systems of equations, trigonometry, radicals, and factoring polynomials). #344

SOCIAL STUDIES I-IV: Grade=9-12, Year=2 CR, No Prerequisite

This is a survey course with the focus on the human face of history and geography. Emphasis is placed on how historical events have influenced students' lives and how their lives might have been affected if events had happened differently. Emphasis is also placed on their ability to think critically and reflectively because with this ability they become citizens who can make informed and responsible decisions. #348

SCIENCE I-IV: Grade=9-12, Year=2 CR, No Prerequisite

Science I-IV explores major biological themes and environmental concepts as a means for students to learn about key biological concepts and theories, such as cells, genetics, evolution, variation, and plants. Learner skills that are used in other OHS science classes are introduced, such as word mapping, semantic mapping, highlighting, question-answer relationship, higher order thinking skills, problem solving skills. #347

LIFE SKILLS I-IV: Grade=9-12, Year=2 CR, No Prerequisite

This course is designed for students in Behavior Supports classroom to introduce interpersonal skills. The purpose of this course is to help students in the area of daily life skill with emphasis on the Ottumwa High School 10 Standards of Success. Areas include social skills, communication, job readiness, safety, addiction prevention, good vs. bad peer pressure, managing finance, leadership training, study skill, character education, and behavior awareness/accountability. #422

TALENT DEVELOPMENT PROGRAMMING (Gifted and Talented Opportunities)

The Talent Development Program at Ottumwa High School “serves students who require instruction and educational services commensurate with their abilities and beyond those provided by the regular school program.” (Iowa code 257.44). Students demonstrate achievement or potential ability in the following areas: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability, and specific ability aptitude. Through the programming offered at each grade level, students have opportunities for independent study, mentorships, field experience, projects, internships, and competitions

Acceleration

Acceleration for highly able students involves moving a student through the traditional educational organization more quickly. This may include such practices as differentiation in the classroom, grade level acceleration, acceleration in a particular content area(s), concurrent enrollment in two grades, credit by examination, dual enrollment in high school and college, or early entrance into college. While no acceleration policy or process has been articulated by the Ottumwa Community School District, this type of discussion can be initiated through the gifted education facilitator, teachers of the specific coursework being considered for acceleration, the student’s counselor, parents or guardian, and the principal.

In order to make decisions about personal acceleration and the extent of acceleration, a student can articulate a desire for seeking an acceleration option through the gifted education facilitator at Ottumwa High School.

FRESHMAN TAG/Talent Development:

Grade 9, Semester=1 CR, Prerequisite=See Below
--

Prerequisite: Students must have successfully participated in elementary school and/or middle school TAG programming. Students may also be included in the selection pool by meeting at least one of the following criteria: obtaining qualifying scores on achievement tests, maintaining a class rank in the top 5%, or being nominated by a teacher and successfully completing a personal interview with the secondary TAG facilitator.

The freshman TAG class is developed for identified gifted students. Students in this course will participate in critical thinking challenges and design activities, create a vision board, learn research skills, and present a semester project of their own choosing. Students will begin the post-high school preparation process by developing an educational plan; setting goals and performance measures; investigating a variety of colleges, and careers; and visiting local colleges. Ninth grade students will also have the opportunity to participate in the following activities: competitions, field trips, and/or other activities. Students must be available during the scheduled TAG time or make other suitable arrangements with the teacher. #2901

SOPHOMORE TAG/Talent Development:**Grade 10, Semester=1 CR, Prerequisite=See Below**

Prerequisite: Students must have successfully participated in elementary school and/or middle school TAG programming. Students may also be included in the selection pool by meeting at least one of the following criteria: obtaining qualifying scores on achievement tests, maintaining a class rank in the top 5%, or being nominated by a teacher and successfully completing a personal interview with the secondary TAG facilitator.

The sophomore TAG class is developed for identified gifted students. Students will update their educational plans, as well as take part in more advanced challenges, and research activities. Students will also engage in self-directed, autonomous learning opportunities which can include, but are not limited to, competitions, independent studies, and projects. Tenth grade students will have the opportunity to work with a mentor and/or participate in a field experience. A final presentation will be made at the end of the semester by each student. Students must be available during the scheduled TAG time, or make other suitable arrangements with the teacher. #2903

JUNIOR TAG/Independent Study/Talent Development:**Grade 11, Semester=1 CR, Prerequisite=See Below**

Prerequisite: Students must have successfully participated in elementary school and/or middle school TAG programming. Students may also be included in the selection pool by meeting at least one of the following criteria: obtaining qualifying scores on achievement tests, maintaining a class rank in the top 5%, or being nominated by a teacher and successfully completing a personal interview with the secondary TAG facilitator.

The junior TAG class is developed for identified gifted students. Students will update their educational plans, as well as take part in more advanced challenges, and research activities. Students will also engage in self-directed, autonomous learning opportunities which can include, but are not limited to, competitions, independent studies, projects, mentorships, or field experiences. Eleventh grade students will have the opportunity to participate in an internship. A final presentation will be made at the end of the semester by each student. Students must be available during the scheduled TAG time, or make other suitable arrangements with the teacher. #2904

SENIOR TAG/Independent Study/Talent Development:**Grade 12, Semester=1 CR, Prerequisite=See Below**

Prerequisite: Students must have successfully participated in elementary school and/or middle school TAG programming. Students may also be included in the selection pool by meeting at least one of the following criteria: obtaining qualifying scores on achievement tests, maintaining a class rank in the top 5%, or being nominated by a teacher and successfully completing a personal interview with the secondary TAG facilitator.

The senior TAG class is developed for identified gifted students. Students will update their educational plans, as well as take part in more advanced challenges, and research activities. Students will also engage in self-directed, autonomous learning opportunities which can include, but are not limited to, competitions, independent studies, projects, mentorships, or field experiences. Twelfth grade students will have the opportunity to participate in an internship. A final presentation will be made at the end of the semester by each student. Students must be available during the scheduled TAG time, or make other suitable arrangements with the teacher. #2905

ONLINE ADVANCED PLACEMENT:

Grade 11-12, Semester/Year=1/2 CR, Prerequisite=See Below

Prerequisite: Students must successfully complete one semester of freshman or sophomore TAG development and meet with the secondary TAG facilitator prior to registration. Students and parents must sign a financial agreement policy prior to taking online courses.

Advanced Placement courses are available through APEX Learning. Interested students must register in the spring for first semester classes and year-long classes. Students must register in November for second semester classes beginning in January. APEX courses are limited to one per student per semester. Additional APEX courses can be taken at the student's expense. #29040

WORLD LANGUAGES DEPARTMENT

The World Language program is proficiency driven. Areas of proficiency are: speaking, listening, writing, reading and culture. Active participation and physical activity are mainstays of the program. The study of culture includes the customs, beliefs, habits, history and arts of the people and countries of the target language. Respect for cultural differences is emphasized. Each course of study within the World Language program is designed to allow students to develop and refine skills in the areas of proficiency. **Each course builds upon proficiencies mastered in the previous course, earning a grade of “C” or better is preferable in order to advance to the next level.**

FRENCH 1: Grade 9-12, Year=2 CR, No Prerequisite

French 1 presents the basic structure of the language by means of the four basic skills of listening, speaking, reading, and writing. Students will learn the pronunciation of the French alphabet and how to recognize and apply accents. Classroom activities include group exercises stressing pronunciation and grammar, pair and small-group activities to increase speaking time, songs, games, videos, conversations, listening activities, and guided written expression. Basic vocabulary includes numbers, classroom vocabulary (objects and commands), present tense of regular and irregular verbs, adjectives, nouns designating people/family/friends/pets, telling time, days of the week, months, likes and dislikes, activities, possessive adjectives, weather and seasons, colors, and indefinite/definite articles. The dialogs and readings relate to aspects of French culture and civilization and help to develop a global perspective of the world. #4000

FRENCH 2: Grade 10-12, Year=2 CR, Prerequisite=French 1

French 2 reviews and expands the basic grammar and vocabulary of French 1. Listening, speaking, reading, writing, and cultural activities will enhance the vital components of language study. More emphasis is given to applying French in a global community, brief conversations, songs, videos, mini-compositions, listening activities, pair and small-group activities, written practice, and group discussion will help to further a student’s connection to the language. Topics will include more regular/irregular verbs, clothing and accessories, how to create and use passé composé (past tense), city vocabulary (locations and transportation), chores, house and furniture, foods and beverages, and travel vocabulary. #4001

FRENCH 3: Grade 11-12, Year=2 CR, Prerequisite=French 2

French 3 continues the presentation of basic grammar and language structure by means of culturally-oriented narratives, short readings, films, listening activities, and songs. Students will increase speaking time in pairs or small groups. More emphasis is placed on the practical use of the French language, and students will participate in various types of speaking activities in order to increase their oral proficiency. Writing skills are strengthened through guided practice and will be facilitated with more exposure and access to vocabulary. Topics will include French celebrations and preparations for une soirée, direct/indirect object pronouns, expanded food vocabulary (including shopping and preparation vocabulary), computer vocabulary, daily routines (reflexive verbs), passé composé versus imparfait, the future, the conditional, the subjunctive, and nature vocabulary. #4002

FRENCH 4: Grade 12, Year=2 CR, Prerequisite=French 3

French 4 includes review and expansion of French grammar by means of communication with and examples from other members of the class. Reading comprehension is strengthened through short stories and narratives. The development of French culture will include exposure to French-speaking authors, poets, musicians, actors, and artists. Students will write original compositions and prepare brief skits using review and new vocabulary terms and grammar. Topics will include professions and services (including the future), telephone and formal letter vocabulary, the passé simple, the future perfect, present participles, life events

and emotions (including the subjunctive), nature and animals, politics and government (including the conditional), and the environment. Students will read *Le Petit Prince* in French, enriching their vocabulary and providing a basis for class discussion. Discussions will help students to see the connection between language study and our global society. Students will increase awareness of French-speaking countries, the contributions made by French-speaking individuals, and the legacies of the countries that they represent. #4003

SPANISH 1: Grade 9-12, Year=2 CR, No Prerequisite

NOTE: Spanish 1 is not an appropriate elective for native speakers of the language or bilingual students.

Spanish 1 presents basic structure of Spanish. Attention is given to basic grammar, correct pronunciation, basic vocabulary, writing practice, and listening to comprehensive exercises. Students work as individuals, in small groups, or in pairs to practice skills learned in each lesson. Students also learn of the culture and history of Spanish speakers. #4100

SPANISH 2: Grade 10-12, Year=2 CR, Prerequisite=Spanish 1

NOTE: Spanish 2 is not an appropriate elective for native speakers of the language or bilingual students.

Spanish 2 has more emphasis on speaking presented in the form of dialogues or discussion of concise reading selections. Activities include brief dialogues and pair activities. Attention is given to grammar explanations, correct pronunciation and vocabulary. Listening exercises are presented. Audiovisual materials will be used in presenting the culture of Spanish speaking countries. #4101

SPANISH 3: Grade 11-12, Year=2 CR, Prerequisite=Spanish 2

NOTE: Bilingual students will be assessed on their writing skills instead of their speaking skills.

Spanish 3 builds on the concepts learned in Spanish 2. There is more attention given to grammar explanations and vocabulary. Basic grammar and language structure are presented by means of cultural oriented narratives. More emphasis is given to the practical use of the language. Students participate in different oral activities in order to improve their conversation skills in Spanish. Writing skills are strengthened through writing short compositions, and original skits. Using classroom situations plus illustrated real-life situations, students will learn to identify cultural differences within the Hispanic world, comprehend various Hispanic literary selections, increase basic communication skills in written and oral activities including the use of new verb tenses. #4102

SPANISH 4: Grade 12, Year=2 CR, Prerequisite=Spanish 3

NOTE: Bilingual students will be assessed on their writing skills instead of their speaking skills.

Students will continue to review grammar introduced in levels 1, 2 and 3. More advanced grammar is introduced through a variety of individual, partner or group communicative activities. Although all communicative skills are practiced, there is a greater emphasis given to speaking Spanish. Students are expected to continually develop their abilities to speak Spanish effectively. Students write original guided compositions and prepare skits based on everyday situations. Reading skills are strengthened through the presentation of short stories and various readings. Students discuss current events, art, and Spanish culture. Using classroom situations plus illustrated real-life situations, students will learn to converse effectively in the language; develop translation skills through reading selections; improve listening skills related to relevant topics/concepts and expand comprehension of cultural awareness through discussions of historical and contemporary topics. #4103

HERITAGE SPANISH 1: Grade 9-12, Year=2 CR, No Prerequisite

NOTE: Teacher approval is necessary to alter the sequence of the Heritage Spanish courses.

This course is designed for any student whose native language is Spanish or for those students who have had frequent exposure to spoken Spanish in their daily lives. Its purpose is to allow native speakers or near native speakers of Spanish to acquire and improve reading and writing skills in their native language. Emphasis is placed on spelling, capitalization, accentuation, punctuation, readings of various literary works, and writing of compositions and resource papers. This course is focus on grammar in a variety of tenses, literature media and the culture, history, and geography of the Spanish speaking world. #4104

HERITAGE SPANISH 2: Grade 10-12, Year=2 CR, Prerequisite= Heritage Spanish 1

NOTE: Teacher approval is necessary to alter the sequence of the Heritage Spanish courses.

This is a more rigorous course that is designed for Spanish speakers or near native speakers. The course continues the mechanics of language (spelling, capitalization, punctuation, and sentence structure). Emphasis is placed on oral and written communication, reading, and active listening. There are units on verbs conjugation and agreement rules, reading contemporary literature, and composition skills. Units also include self-awareness on what it means to be Hispanic/Latino in the United States. #4105

HERITAGE SPANISH 3: Grade 11-12, Year=2 CR, Prerequisite= Heritage Spanish 2

NOTE: Teacher approval is necessary to alter the sequence of the Heritage Spanish courses.

This advanced course is designed for Spanish speakers. The course continues the mechanics of language (spelling, capitalization, punctuation, and sentence structure). The students will engage in oral and written communication, reading and active listening. Students will continue to work on improving verb conjugation, structure, reading skills, listening skills, and composition skills. Students will also learn about the history of various Spanish-speaking countries. #4106

HERITAGE SPANISH 4: Grade 12, Year=2 CR, Prerequisite= Heritage Spanish 3

NOTE: Teacher approval is necessary to alter the sequence of the Heritage Spanish courses.

This advanced course is designed for Spanish speakers. The course provides the opportunity for native speakers to refine and enhance their communicative skills. They will continue to improve their communication on modern dilemmas, current issues, and open-table discussions through reading, listening, and composing. #4107

CONVERSATIONAL SPANISH: Grade 11-12, Semester/Year=1/2 CR, Prerequisite= Native Speaker and preference given to students who have completed Heritage Spanish 1 & 2

Note: Interested students should complete an application. The students will then be interviewed and selected by the classroom teacher and/or any other Ottumwa staff as needed.

Conversational Spanish is offered to Spanish speaking students interested in continuing their study of Spanish and helping Spanish IV students learn Spanish. They will participate in many of the same activities that the Spanish IV students do. They will also be asked to work with Spanish IV students in conversational groups and assist them with various other assignments. #4108

Miscellaneous

ACT TEST PREP: Grade=10-12, Semester=1 CR, No Prerequisite

This class is designed to prepare students for the American College Test (ACT). Course content will include: strategies for answering each type of question, building college-level vocabulary, test-taking skills, pacing techniques, and methods for reducing test anxiety. Students will complete an on-line individualized test preparation plan for the following subject areas: math, reading, science, and English. Frequent practice tests and tips for the writing portion of the exam will also be included. A full-length proctored test simulation will be given at the end of the semester. #1405

BULLDOG NEWS NETWORK AND VIDEO PRODUCTION:

Grade=11-12, Semester=1 CR, No Prerequisite

This one-semester, repeatable elective will focus on production and delivery of a bi-monthly (twice a month) news broadcast to the school. Students will gather news and produce a finished, complete broadcast through video and audio production tools currently available. Students will also learn on-camera and off-camera skills. In addition to completing projects for this class, students will work on projects for other departments and individuals in the building, including, but not limited to: department promotional videos, teacher training and cooperation, pep assemblies and personal portfolio work involving programs that are not part of required projects. Daily class attendance and reliability are required and essential. There will be EXTENSIVE requirements for out of class work. Students MUST record at least one school activity outside of class hours for editing during EACH Week. Creativity and a strong work ethic are essential for this class. Parent/guardian permission is required for students to travel on class assignments.

Preparation for class will begin the prior semester, outside of the class/school day. Students will prepare audition videos at least 15 seconds in length. Any student who does not have access to a camera phone or other digital video device may request to borrow an Ipad for in-school use from Mr. Garchik in the library upon completion of audition script. The audition video will explain why this particular student is interested in this class and show their vision for the Bulldog News Network. #1406

GUIDED STUDY: Grade=9-10, Semester=1 CR, No Prerequisite

Guided Study is a class for 9th and 10th grade regular education students to work on assignment organization, study skills, and work completion. Guided Study teachers assist students with assignment completion and supervise student agenda use for the purpose of organizational skills. #1500, 1600

I-JAG (IOWA JOBS FOR AMERICA'S GRADUATES):**Grade=10-12, Year=2 CR, No Prerequisite, Offered at Accelerated Career Academy**

I-JAG is a career exploration and preparation program that provides a hands-on approach in exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and work place "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication. The individual and team project work will also help students come to an understanding of personality and temperament and the relationship between personal actions and consequences that follow. Students will make connections to their local businesses while gaining career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan. This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest speakers, field trips (including state wide I-JAG events in Des Moines), and career readiness through job shadowing and/or an internship. Students will also participate in the I-JAG Career Association in various activities focused on Career and Leadership Development, Service Learning and Civic/Social Awareness. Students will also obtain NCRC certification and finish a career portfolio along with practice interviewing skills.

#2705

PHYSICAL EDUCATION PEER ASSISTANT:**Grades=11-12, Semester=1 CR,****Prerequisite=Best Buddy member, interest in pursuing education, or counselor discretion**

The PE Instructor and the student "coach" will work together to provide individualized instruction. Students will become a trained "coach" to provide an upbeat atmosphere in which all students experience success. Students involved in the Best Buddies program will receive first priority and seniors will receive second priority in the scheduling process. Students coaches will: provide students with an individualized program; offer a variety of activities to promote social growth and physical development; provide interpersonal experiences with students and peer coaches; and be a positive impact on the class. #1407

TENTATIVE HIGH SCHOOL PROGRAM

Student's Name _____

9TH – You must carry a full schedule (7 periods).

SEMESTER 1 SUBJECTS	SEMESTER 2 SUBJECTS	CREDITS
9 th Academic English / 9 th English	9 th Academic English / 9 th English	2
Algebra 1 / Algebra 1 Core	Algebra 1 / Algebra 1 Core	2
Physical Science	Physical Science	2
US History	US History	2
		2
		2
Physical Education/Health	Physical Education/Health	2

9TH GRADE CREDITS _____

First Alternate _____

Second Alternate _____

10TH – You must carry a full schedule (7 periods).

SEMESTER 1 SUBJECTS	SEMESTER 2 SUBJECTS	CREDITS
10th English	10th English	2
Geometry/Geometry Core	Geometry/Geometry Core	2
Biology	Biology	2
World History	World History	2
		2
		2
Physical Education	Physical Education	2

10TH GRADE CREDITS _____

First Alternate _____

Second Alternate _____

11TH – You must carry a minimum of 6.0 credits each semester.

SEMESTER 1 SUBJECTS	SEMESTER 2 SUBJECTS	CREDITS
Language Arts Iowa Core	Language Arts Iowa Core	2
Algebra 2 / Algebra 2 Core	Algebra 2 / Algebra 2 Core	2
Science	Science	2
POL111 / American Government	Economics	

11TH GRADE CREDITS _____

12TH – You must carry a minimum of 6.0 credits first semester.

SEMESTER 1 SUBJECTS	SEMESTER 2 SUBJECTS	CREDITS
Language Arts Iowa Core	Language Arts Iowa Core	2
Financial Literacy		1

12TH GRADE CREDITS _____

Required Credit Checklist:

<u>Area</u>	<u>Credits</u>
English.....	8
Mathematics.....	6
Science.....	6
Social Studies.....	6
Physical Education.....	4
Financial Literacy.....	1