

# Griswold Community School District Curriculum Planner 2022-2023



MAPPING  
YOUR  
FUTURE



# GRISWOLD JUNIOR/SENIOR HIGH SCHOOL

## CURRICULUM PLANNER

### INTRODUCTION

The curriculum guide contains information that is designed to help you decide and choose your subjects for next year, along with other school policies. There is a wide selection of courses offered, and you must choose them carefully with regard to your present needs and future plans. If you are still undecided, feel free to contact the guidance or principal's office or any of your teachers. They will be happy to assist you with your schedule.

The administration is vitally interested in seeing that all students are taking the subjects they need and want; however, ***once your subjects are selected, they will be your final choices. After school begins next year, you will not be permitted to make a schedule change unless it is an extreme emergency.*** Only in this manner can a schedule be constructed suited to the needs of the entire student body of Griswold Community School.

## HINTS IN PLANNING YOUR EDUCATIONAL PROGRAM

1. **Plan your high school program** to meet the vocational and educational goals you have established for yourself. All necessary preparatory subjects available should be included in your selection of future educational training.
2. **Begin thinking about post-graduation plans.** If this requires that you take particular subjects in high school and achieve certain minimum grades, take action to accomplish these things. Work with your counselors in setting up an educational program that meets your interests, needs and abilities.
3. **Make an educational commitment.** When you enter high school, you should begin thinking about if and how you will continue your education beyond high school. We encourage each of you to do this. You are not expected to select a specific vocation in high school. We think it is better for you to relate your interests and abilities to broad vocational areas. Then you may visit with as many people as possible about the vocations you are considering. The guidance office provides occupational and educational counseling related to these areas.
4. **Select your college, vocational school, or on-the-job training.** Investigate the schools or industries that offer training in the field of your choice. Talk to people who have worked in this area or attended these institutions and talk with your counselor. It is best to visit these places before you make your final decision to attend or make any down-payment on tuition. Schools provide information in their catalogs about the scholarships and loans they provide. Industries have personnel offices that can provide information.
5. **Going to college? Keep informed on scholarships.** Notices concerning scholarships are posted in the guidance office. College catalogs also include scholarship information. Several other sources of information are available to help prospective applicants. Loans and part time work may also help finance an education.
6. **Ask questions.** If you have any questions or problems, seek advice. Counselors, teachers and your parents will be glad to help you. They won't make decisions for you but they will encourage you to learn how to make decisions for yourself. Their contribution will be in the form of helping you understand the problems more completely.
7. **College Entrance.** All individuals who intend to receive further training in a college or university should use great care in selecting their courses. There are certain requirements established in many professional fields and it would be well for students to acquaint themselves with these requirements and select their courses accordingly.
8. **Financial Aid.** Any student interested in applying for financial aid for either college or vocational training must contact the counselor early in the senior year.

### **GENERAL INFORMATION**

1. A student must carry a regular load of 6 full credit classes to be considered a full-time student. To be academically eligible for extracurricular activities, you must be taking at least six full credit classes and passing all classes. You may change your schedule with good reason within the first three days of each semester
2. No class will be arranged for a course unless there are a sufficient number of students to make it feasible and economical to teach or unless the state department requires this subject be offered.
3. Students must have the approval of their parents and the counselor when signing up for a course. Once signed up, they can only change with approval of their parents, counselor and teacher.
4. In order to remain academically eligible for extracurricular activities, high school students must be passing all credit classes and middle school students must be passing all core classes.

### **POLICY FOR STUDENT PROMOTION - RETENTION - ACCELERATION**

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It shall be within the sole discretion of the board to retain students in their current grade level and to deny promotion to a student.

Students in grades 6 through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

### **POLICY FOR CLASS STANDING**

Students will be placed in their appropriate classes for purposes of class meetings, locker assignments, homeroom assignments, etc., with regard to the following number of credits earned:

To be considered a sophomore, a student must have 12 credits in the fall of the year.

To be considered a junior, a student must have 24 credits in the fall of the year.

To be considered a senior, a student must have 36 credits in the fall of the year.

### **POLICY FOR TRUANCY**

Upon receiving 10 unexcused absences in a semester, the County Attorney will be notified of the truancy, in accordance with Iowa law. Students may be dropped from class, and no credit earned if they receive 10 unexcused absences from any class in a semester.

## GRADUATION POLICY

Students must successfully complete the courses required by the board and Iowa Department of Education in order to graduate.

It shall be the responsibility of the superintendent or his/her designee to ensure that students complete grades one through twelve and that high school students complete 48 credits prior to graduation. Each regular subject for a semester counts as one credit. 1 credit each per semester are awarded for a passing grade in physical education. The following credits are required for graduation:

Language Arts	8 credits	4 years
Mathematics	6 credits	3 years
Science	6 credits	3 years
Social Studies	6 credits	3 years
*Physical Education	4 semesters	4 years
Electives	18 credits	

(At least 2 elective credits required in one of these areas:  
Math, Science or Social Studies)

\* P.E. will be required for all 9<sup>th</sup> -12<sup>th</sup> grade students. Students may be excused from P.E. if the student completes a waiver form signed by the parent/guardian. Students may waive P.E. for the following reasons: written doctor's statement stating that such activities could be injurious to the student's health, the student's religious beliefs, and the student is enrolled in academic courses not otherwise available, or, for a semester, the student is actively involved in an athletic program. Written waivers must be approved by the counselor or principal on a yearly basis. See Board Policy 603.6 for more details.

The board will review the required courses of study annually.  
Courses may not be offered if there is insufficient enrollment.

Beginning with the class of 2022, graduation requirements for special education students will include successful completion of four years of English, three years of math, three years of social studies and three years of science. If requirements are not met, a certificate of completion will be award to the student.

For students using the post-secondary enrollment option, or planning to take college courses while enrolled at Griswold: Students must carry 6 credit classes, which include any courses taken in the Griswold High School and those qualifying for post-secondary enrollment. College courses not qualifying under the post-secondary enrollment option will NOT count toward the student's 6 required credits. At least four courses must be taken through Griswold High School.

Seniors may choose to graduate early (see policy for early graduation) or leave school at the semester to take college courses to complete their requirements. In both these cases, they will be considered alumni of the school and will not be eligible to participate in athletics, extracurricular activities, or prom. They may participate in commencement if they have fulfilled graduation requirements.

## REQUIRED COURSES

English 9  
English 10  
Algebra I  
Physical Science  
Biology  
American History 9  
Government  
Behavioral Science  
Physical Education  
Health

21<sup>st</sup> Century Skills/ Personal Finance

## CREDIT SUBSTITUTION

The following courses may be used to replace required classes.

1 year of the following agriculture courses = 1 year of science:

Animal Science

Horticulture

**Physical Science and Biology are required and may not be replaced.**

Students are not allowed to retake a class for a higher grade. Students will not receive dual credit for a course. Those “replaced” classes will be waived and the student will still need 48 credits to graduate.

## WEIGHTED CLASSES

Level: The course level number indicates the academic rigor and/or skills levels that progressively build through duration of the course. Courses are placed in one to three groups, with Level 3 courses the highest in intensity and Level 1 the lowest in intensity. Intensity is a combination of academic rigor, skill building, and work assigned outside of class. The majority of GHS courses are Level 2 (avg. intensity). The higher the level number, the greater the expectations will be. A higher numbered level has considerable more homework expected and/or skills build progressively and rapidly from unit to unit. A low numbered level has less than average homework and/or skills learned would be repeated or practiced regularly.

Guidelines for assigning a level number to a course:

**Level 3** - Skills build rapidly and progressively from unit to unit and/or homework expectations are among the highest at Griswold High School. Skill repetition is practiced out of class.

**Level 2** - Skills build at a normal pace and/or homework expectations are similar to most courses at Griswold High School. There is some balance between skill building and practicing the learned skill as the course progresses; some previously learned skills are practiced during class time.

**Level 1** - Skills are built more slowly and practiced frequently and/or homework expectations are less than average Griswold High School courses.

Grade Point Scale:

	Level 1	Level 2	Level 3
	4	4.5	5
F	0	0	0
D-	0.67	1.17	1.67
D	1	1.5	2
D+	1.33	1.83	2.33
C-	1.67	2.17	2.67
C	2	2.5	3
C+	2.33	2.83	3.33
B-	2.67	3.17	3.67
B	3	3.5	4
B+	3.33	3.83	4.33
A-	3.67	4.17	4.67
A	4	4.5	5
A+	4.33	4.83	5.33

A Review Committee will meet annually to review any reassignment of courses or instructors within each level.

Honor Roll will be calculated based on the following:

Honor Roll will be a 3.500 to 4.320.

High Honor Roll will be a 4.321 or higher.

Class rank will be based on a student's cumulative grade point average accordingly.

### **POLICY FOR EARLY GRADUATION**

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy. In such cases, the student must have the approval of the board and a recommendation from the superintendent and the high school principal.

A student who graduates early will no longer be considered a student, will not be able to participate in athletics, extracurricular activities and prom and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

### **DIPLOMA FOR HIGH SCHOOL GRADUATES**

1. It is the policy that only one type of diploma will be issued and that 48 credits be necessary to receive this diploma or according to law with special education students may graduate on an Individualized Education Plan.
2. If a student does not meet the 48 required credits the student shall be encouraged to return the following semester to complete the necessary requirements.
3. Only students who have earned a diploma by successfully completing all graduation requirements will be allowed to participate in the graduation exercise.
4. Those who have not achieved the minimum requirements will have their diploma withheld and filed with their cumulative records until such time as requirements are met. Upon completion of the requirements, the diploma will be awarded by the Administration and the student will have the option of participating in the next graduation exercise.
5. For students who graduate early, we will not issue a diploma until our regular graduation day. You, the student, have the option of participating or not participating in Commencement ceremonies. We would like to know either way as soon as possible. If you do not participate, you may pick up your diploma any time after Commencement. See the guidance counselor or principal for more information on early graduation. To plan for early graduation, it is important to see the counselor early in your high school career to ensure that you will meet all graduation requirements.
6. Concerning the "Yearbook" - if you were not listed last year as a senior in the Yearbook, you will have your picture among the other seniors for this year providing you have a picture available.
7. Transfer students and students who earn credit at institutions other than Griswold High School will have all credits listed on their transcripts. Only course work taken at Griswold High School will be included in the grade point average, which is used in determining class rank.

### **POLICY FOR PREGNANT STUDENTS**

The board encourages pregnant students to continue to attend the education program as long as they are physically able to do so. The pregnant student may notify the principal or the guidance counselor as soon as she is aware of the pregnancy. The school may require that a pregnant student provide the principal with written note from her doctor relative to special conditions that might exist and specific suggestions as to how long the student may continue to attend classes. If the student is unable to attend school because of her physical condition, the student may be excused and arrangements made to continue her studies during her absence. The student shall resume classes upon the recommendation of her physician.

### **POLICY FOR STUDENTS WITH SPECIAL NEEDS INCLUDING MARRIED STUDENTS**

1. Every effort possible will be made by the administrators of the school to affect a suitable schedule of classes and activities for each student as each individual situation dictates, in keeping with the established schedule of classes for regular, full-time students.
2. Students with dependent children shall not be bound by full day attendance at school, and partial loads may be allowed as the need dictates.
3. Correspondence courses from a recognized college, for high school credit (University of Iowa, University of Nebraska, or other school approved by the administration), may also be used to complete courses needed for graduation. These courses shall be paid for by the student, or parents involved.
4. Students with special needs shall be accorded the same privileges as other students, subject to suitable conduct rule.
5. When parenthood of either a married or unmarried student is involved, a suitable schedule shall be evolved by the student, counselor, and administration cooperatively, giving the student the opportunity to complete the requirements for graduation, in keeping with moral and ethical principles and the welfare of the entire student body.
6. Where disagreement arises, the action of the Board of Education shall be final, subject to a court action, if taken.
7. A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designated as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

#### **PROCEDURE FOR CLASS REMOVAL DUE TO DISCIPLINE PROBLEMS**

If a student is sent to the principal's office for discipline from a class, a discipline report is filled out and filed in the principal's office. The third report from any one class during a semester may result in permanent removal of the student from that class for the remainder of the semester and no credit will be given. Building administrator will determine this procedure.

#### **EDUCATIONAL EQUITY POLICY STATEMENT**

It is the policy of the Griswold Community School not to discriminate on the basis of race, age (for employment), color, national origin, religion, sex, disability, sexual orientation, gender identity, creed, SES or marital status in its educational programs, activities, or employment policies as required by Title VI and VIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquiries regarding compliance with Title IX, Title VI, or Section 504 may be directed to Principal, Griswold Community High School, or Counselor of 504 Coordinator, Griswold Community High School, phone 712-778-2154, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

## **SPECIAL HEALTH SERVICES**

Children requiring special health needs will have a special health plan written to provide them with their needed health services within the school setting. This is according to the guideline set up in Chapter 69, Student Special Health Services, and Iowa Education Department.

## SPECIAL TESTS

1. **The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test.**

The PSAT/NMSQT is designed to aid secondary schools in guiding high school sophomores and juniors as they plan for college and to serve juniors who wish to be considered for scholarships administered by the National Merit Scholarship Cooperation. It also provides an early measure of the verbal and mathematical abilities tested by the College Entrance Examination Board for admission. The fee for each student tested is paid by the student. Given to the top 10 students of the junior class.

2. **American College Test** (Given to college-bound students).

The ACT Program is an admissions, scholarship, guidance and placement test battery designed to provide helpful information and service to colleges, to high schools, and to the student at a time when it will be most helpful. This test is required at most colleges for admission. Registration and payment are the responsibility of the student.

3. **Scholastic Aptitude Test** (Given to senior potential college students).

The SAT is offered by the College Entrance Examination Board, a non-profit membership organization that offers test and other educational services that are available to all schools and colleges. The SAT is designed to help colleges make sound choices among students applying for admission. The test is not fallible but when it is used together with your school record, letters of recommendation, and interviews, it can forecast quite well how you are likely to succeed in college.

4. **I Have A Plan Iowa.**

I Have a Plan Iowa engage middle/high school students in an interactive process that heightens their self-awareness, helps them set priorities, and develops career decision-making skills. Comprehensive and up-to-date information about occupations, colleges, vocational technical schools, graduate schools, and financial aid helps students make more informed decisions.

5. **ASVAB** Taken as a junior. This test and the follow-up activities help identify a student's interest and provide information about their verbal skills, math skills and science and technical skills. This information is then related to more than 400 career options. Test scores are not released to the military.

## COURSE AND PROGRAM OPTIONS FOR HIGH SCHOOL STUDENTS

Iowa Western Community College has developed several programs that provide educational linkages and college learning experiences for high school students. These include: Articulation, College Early Start, Honors Early Start and Post-Secondary Enrollment Options Act. The following information explains these program options.

### **Postsecondary Enrollment Options Act**

The Postsecondary Enrollment Options Act allows juniors and seniors to enroll part-time at college. The purpose of this act is to promote rigorous educational pursuits and to provide a wide variety of options for students. The student may enroll in one or more postsecondary courses to receive high school or postsecondary credit. *This is only for courses not offered in the Griswold Community Schools curriculum.* Students must inform the high school of their intent to participate in this option. The principal and counselor prior to enrollment must approve all courses. Contact the high school counselor for additional information. For public school students, the student's high school pays the college or university for the cost of tuition, textbooks, materials and fees. For students using the post-secondary enrollment plan, or planning to take college courses while enrolled at Griswold: Students must carry 6 core academic classes, which include any courses taken in the Griswold High School and those qualifying for post-secondary enrollment. College courses not qualifying under the post-secondary enrollment option will NOT count toward the student's 6 core academic classes. At least five courses must be taken through Griswold High School.

Seniors may choose to graduate early (see policy for early graduation) or leave school at the semester to take college courses to complete their requirements. In both these cases, they will be considered alumni of the school, and will not be eligible to participate in athletics, extracurricular activities, or prom. They may participate in commencement if they have fulfilled graduation requirements.

### **College Early Start and Honors Early Start**

- College Early Start identifies courses that are dual-credit and are taken off the Griswold Schools campus. These courses are offered through Iowa Western Community College at their Atlantic site.
- Eligibility for taking CES or HES courses is based on minimum reading, English, and math scores on the Iowa Assessment or ACT tests.
- Books will be borrowed from the Griswold High School. Textbooks must be returned or the student is responsible for the cost of the books. A book contract will be signed for each semester of enrollment.
- Other fees include renting or purchasing books. This fee varies with the course. If it is required to have an online component to the textbook, the book will need to be purchased. After the course is completed, there will be opportunity for students to have IWCC buy back the purchased book. If it does not have this component, the book will be rented.
- Registration for CES and HES classes will take place each spring before the following school year. Students will register for both fall and spring at that time.
- CES and HES courses will be included in a student's GPA and will count toward eligibility and graduation requirements.
- Since CES and HES classes are college-based courses, grading policies will follow IWCC guidelines. Only a satisfactory/unsatisfactory rating will be sent to the school at the fifth and tenth weeks of the semester. Students need to monitor their grades personally and maintain the high standards that are expected in any course offered through Griswold Community Schools.
- Dropping or withdrawing from a college class AFTER the first week of the semester will result in an F for the class at the Griswold High School.

## Enrollment Qualifications

The baseline for qualifying for college classes is that students must be proficient in reading, math and science on Iowa Assessments. However, as per Iowa code 281-22.2(2) – Requirements Established by School District – Alternative Measures: *“If a student is not proficient in one or more of the content areas of reading, mathematics, and science on the Iowa Assessments, the school board may establish alternate but equivalent qualifying performance measures. The school board is not required to establish alternative performance measures, but if it does so, such measures may include but are not limited to portfolios of student work, a student performance rubric, end-of-course assessments, or additional administrations of the state assessment. It is important to remember that the alternate proficiency requirement was established as a means for students who may not do well on tests or do not have scores from the Iowa Assessments but are able to demonstrate subject proficiency through their work or projects. A school board that establishes equivalent performance measures shall establish criteria by which its district personnel shall determine comparable student proficiency.”* Therefore, the following criteria as an alternate qualifying performance measure: **Cumulative Grade Point Average of 3.0 and 3.25 GPA in the specific content area.** For example, if a student is planning to take public speaking, they must have a 3.0 overall CGPA and 3.25 GPA in their English Courses, or if they are taking a course in the social science area, they must have the 3.0 CGPA and 3.25 in their Social Studies courses.

## Virtual/On-line Courses

Code No. 603.14

The board recognizes that on-line coursework may be a good alternative for students to not only meet graduation requirements but also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of 4 credits to be applied toward graduation requirements by completing on-line courses offered through Iowa On-line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances.

- The course is not offered at the high school;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
- The course will serve as a supplement to extend homebound instruction;
- The student has been expelled from the regular school setting, but educational services are to be continued; or
- The principal, with agreement from the student’s teachers and parents, determines the student requires a differentiated or accelerated learning environment.

Students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an on-line course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Provided courses are part of the student’s regular school day coursework and within budgetary parameters, the costs for a virtual course, textbooks, or school supplies, shall be borne by the school district for core classes or courses that allow for acceleration only.

It is the responsibility of the superintendent to develop administrative regulations to implement this policy.

**e2020 Courses**

Students may have the opportunity to participate in e2020 courses. E2020 is a web-based educational tool that offers core and elective courses in a virtual school setting for students in grades 9-12. The coursework can be aligned to Iowa Core and Common Core curriculum. Through e2020 students have the opportunity recover and gain credits for graduation by working at their own pace. Some courses offered are, but not limited to: health, mathematics, English and history for credit recovery. Enrollment for an e2020 class is determined, on an individual basis, by the principal and guidance counselor.

## JUNIOR/SENIOR HIGH SCHOOL COURSE DESCRIPTIONS AND PREREQUISITES

### AGRICULTURE

All students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability  
School Board Policy 603.4

Most Americans know very little about agriculture, its social and economic significance in the United States, and particularly, its links to human health and environmental quality. Agriculture encompasses the study of economics, technology, political science, sociology, international relations and trade, and environmental problems in addition to biology and sciences. Hopefully those students who enroll in subjects relating to agriculture (America's largest industry--involving more than 20% of our nation's workforce) will develop knowledge of food and fiber production, processing and domestic and international marketing. Agriculturally literate people will have the practical knowledge needed to care for their outdoor environments, which include lawns, gardens, recreational areas, and parks. All students are encouraged to participate in the FFA organization to develop their leadership skills. To maintain FFA membership, a student must be enrolled in at least ONE SEMESTER OF AGRICULTURE EDUCATION PER SCHOOL YEAR.

#### **Agri Science – Full Year                      Grade Level: 9-10 (9th have preference)                      Weighting Level – 2**

The major purpose of the *Introduction to Agriculture, Food, and Natural Resources* (AFNR) course is to introduce students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASETM curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course. Students participating in the *Introduction to Agriculture, Food, and Natural Resources* course will experience exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

#### **Animal Science - Full Year                      Grade level: 10-11 (10th have preference)                      Weighting Level - 2**

Prerequisites: Passing grade in Ag Science

This course is designed to look at the more easily identifiable animal husbandry areas, which make up the U.S. agricultural industry. 1<sup>st</sup> Semester, students will look at biological processes involved in animal husbandry management and develop an understanding of how important these life processes are to animal growth, development and care. Students will have the opportunity to learn about the Domestication and Importance of Livestock; Animal Science Careers; Safety; Anatomy, Physiology, Feeding and Nutrition of Livestock; along with Genetics, Animal Reproduction and Animal Breeding Systems. The 2<sup>nd</sup> Semester will focus on individual species of livestock. Students will learn about the Breeds, Selection, Feeding and Management, Disease and Pest control, Housing and Equipment, and Marketing the common species we find on farms today such as Beef, Swine, Sheep, Horses, and Poultry. We will wrap the year up with a unit in Meat Science.

#### **Ag Construction & Design I – Full Year                      Grade Level: 11-12                      Weighting Level – 2**

Prerequisites: Passing grade in Ag Science

This course is designed to introduce students to the wood working shop. Students will build projects using the tools in the shop and learn proper safety procedures for each. Students will be required to develop drawings of houses, machine sheds, and other related buildings. The second semester will be dedicated to working in the

shop with an emphasis on the care, function, and maintenance of tools and machines. Safe practices in the use of equipment will be stressed. Students will learn the proper use of portable and hand tools. Students are required to complete at least one major project. *Students are required to furnish their own safety glasses and materials for their project.*

**Ag Construction & Design II – Full Year      Grade Level: 11-12      Weighting Level – 2**

Prerequisites: Passing grade of B+ or higher in Ag Construction & Design I

AG Construction II will be an extension of what was learned in AG Construction I with an emphasis on tool use and shop safety. This course will include units in fasteners, finishes and safety. The remainder of the year will be dedicated to working in the shop with an emphasis on the care, function, and maintenance of tools and machines. Safe practices in the use of equipment will be stressed. Students will learn the proper use of portable and hand tools. Students are required to complete at least one major project. *Students are required to furnish their own safety glasses and materials for their project.*

**Agri Business - 1st semester      Grade level: 11/12      Weighting Level -2**

This course is designed for students with career interests in agriculture. Agri Business is an introduction to certain fundamental principles of economics with emphasis on application to agriculture. Students work with the adjustment to forces by farmers and business people in planning, producing, and marketing products. This course will prepare students for a career in agribusiness. Work-based learning strategies appropriate for this course are agri-science projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Ag Metals & Fabrication – 2<sup>nd</sup> semester      Grade Level: 11/12      Weighting Level- 2**

This course is designed to develop the student's skill in welding. Students must be able to complete numerous welds from various welding machines and processes. Students will produce products from the use of the Arc and MIG Welders, Plasma Torch, and OA. Safe practices in the use of equipment will be stressed. (Wearing safety glasses at all times in the shop while welding is expected). Students will have the opportunity to build a small metal project at the completion of the assigned projects. *Students are required to furnish their own materials for their project.* Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to basic welding, and leadership development. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agri science projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical applications of instructional competencies.

**Horticulture I – Full Year      Grade level: 10-12 (11/12 have preference)      Weighting Level - 2**

Prerequisites: Passing grade in Ag Science

If you have ever watered a houseplant, mowed a lawn, or cultivated a garden, you have been introduced to Horticulture. This class is designed to give the student the opportunity to learn plant science which includes: careers in the horticulture industry, plant functions, environmental requirements, many different types of plant propagation, and pest management and safe use of pesticides, The second semester is geared more to greenhouse management as students will spend the majority of the semester working in our greenhouse planting, transplanting and caring for our plants.. This course provides hands-on-instruction in Container-grown plants, landscaping, turf grass management, vegetable production, and proper pruning techniques.

## **ART**

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Creative media could include yearbook, photography, Photoshop, graphic design, and digital art.  
Sculpture could include: 2d, 3d, wood burning, wire, glass, clay, pottery wheel

**Art I** **Grade Level: 9–12** **Weighting Level - 2**  
Status: elective

Drawing/painting (first semester) mixed media (second semester)

**Art II** **Grade Level: 10–12** **Weighting Level - 2**  
Status: elective; prerequisite: Art I.

Creative media (semester 1) Sculpture (semester 2)

**Art III** **Grade Level: 11–12** **Weighting Level - 2**  
Status: elective; Prerequisites: Art I and Art II.

Mixed media (first semester) drawing/painting (second semester)

**Art IV** **Grade Level: 12** **Weighting Level - 2**  
Status: elective; Prerequisites: Art I, Art II and Art III.

Sculpture (semester 1) creative media (second semester)

**Photography I – 35mm- 2nd semester** **Grade Level: 10-12** **Weighting Level – 2**  
Prerequisite: passing grade in Art I  
Status: Elective, One semester

Photography I will be approached as a fine art within the visual art world. This course is an introduction to the 35 mm camera, dark room, film, and processing. History of photography and photographers will be studied throughout the course. Although a school camera is available, the students are strongly encouraged to provide a 35mm camera. Students may be required to pay for any extra printing paper and film they may need exceeding what is given to them.

**Photography II – 35mm-2<sup>nd</sup> semester** **Grade Level: 11-12** **Weighting Level – 2**  
Prerequisite: a passing grade in Photography I  
Status: Elective, One semester

Photography II will be approached as a fine art within the visual art world. Photography II will review camera basics, expand the work with light and explore dark room print manipulation. A journal will be kept on the settings during image taking with the camera. Dark room techniques for enhancing negatives will be studied.

Although a school camera is available, the student may find it convenient to have access to a 35mm camera (with a variable F-stop and ASA setting) of her/his own to take assignment photos. Digital photography and large format cameras will also be explored during this course.

**Ceramics I – 1<sup>st</sup> semester**                      **Grade Level: 10-12**                      **Weighting Level – 2**

Prerequisite: a passing grade in Art I; however, seniors may take this course without Art I as a prerequisite, with teacher approval.

Status: Elective, One semester

Students will learn basic hand-building skills including pinch pots, coil pots, and slab forming with a variety of projects. Students will also have an introduction to throwing on the potter's wheel. Students will use a variety of finishing techniques like glazing and painting finished ceramic objects. Both useful and nonfunctional objects will be made.

**Course Title: Ceramics II- 1<sup>st</sup> semester**                      **Grade Level: 11-12**                      **Weighting Level – 2**

Prerequisite: a passing grade in Ceramics I

Status: Elective, One semester

Students will concentrate on further study in clay construction, emphasizing form and design. Students may work on wheel-throwing, hand-building, or a combination of both techniques. Students taking Ceramics II have the opportunity to concentrate on his/her own style.

## BUSINESS EDUCATION

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School Board Policy 603.4

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**Accounting** **Grade Level: 11–12** **Weighting Level – 2**  
Status: Full year; elective

Accounting presents a comprehensive understanding of the relationship between assets, liabilities, and owner's equity. The course explains preparation and analysis of the income statement and balance sheet as well as the accounting cycle and such vital functions as journalizing, posting, cash receipts, cash payments, purchases, payroll, and adjusting and closing entries.

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**Advanced Accounting** **Grade Level: 12** **Weighting Level - 3**  
Status: Elective; Prerequisite: Accounting I

Advance Accounting emphasizes principles and problems of partnerships, corporations, accounting for manufacturing and departmental costs, budgeting, profit analysis, and financial statements interpretation from the managerial viewpoint.

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**General Business** **Grade Level: 10-12** **Weighting Level-2**  
Status: Elective, Full Year Course

This course will give students a look at economic living in a globalized world. It will explain the role of economics plays in improving the quality of your decision-making process. Another part of the material focused on developing the business plan. At the end of the semester, business financial decisions will be covered.

Second semester is business law. How court cases are determined, business ethics, social responsibility, and other law issues that affect business decisions.

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**21<sup>st</sup> Century Skills/Personal Finance** **Grade Level: 10** **Weighting Level - 2**  
Status: One semester; required for graduation

This class will cover Personal Finance. Students will take this class to get the skills needed to do everyday business transactions such as balancing a checkbook and banking; saving and investing for the future; and keeping and maintaining a budget as well as many other personal financial topics.

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**Multimedia** **Grade Level: 10-12** **Weighting Level-2**  
Status: Elective, Full Year Course

Fundamentals of computer literacy: hardware, software, internet, and other devices and applications.

Fundamentals of creating documents and projects using Microsoft Office and other applications.

Second semester is on gaming concepts such as: balanced diet, exercise, goals, research, tracking progress, using applications for projects on gaming concepts, playing games, and other health issues.

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**Computer Tech** **Grade Level: 9-12** **Weighting Level-2**  
Status: Elective, Semester

Fundamentals of computer science: devices, binary code, processes, coding, cybersecurity, copyright laws, problem solving, and etc. Projects of various sorts will be assigned to demonstrate the learning.

**Computer Science****Grade Level: 9-12****Weighting Level-2**

Status: Elective, Semester

**Computer Programming****Grade Level: 9-12****Weighting Level-2**

Status: Elective, Full Year Course

Computer Programming courses provide students with the knowledge and skills necessary to construct computer programs in the Python language. Computer coding and program structure will be introduced. Students will learn to structure, create, document, and debug computer programs. An emphasis is placed on design, style, clarity, and efficiency. In these courses, students apply the skills they learn to relevant authentic applications.

**ELECTIVES**

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School Board Policy

603.4

**Yearbook****Grade Level: 9-12****Calculated as Pass-Fail**

.5 credit per semester; Limit 20 students- must apply

Requirements: 1 1/2 hours of work per week; mandatory training times (Training and Ad Sales Training); sell Ads and Yearbooks; completing assignment BEFORE deadlines; creating a quality product; attend monthly/weekly meetings; other duties as assigned

Grading: Total points for: 1. Participation - Training; Meetings; Ad Sales 2. Pages - Time per week

**Summer Drivers Education Program      Calculated as Pass-Fail**

1 credit

Fee: determined by BOE

Students at the Griswold Community School enroll in Driver's Education for the summer session. Students need to have their instructor's permit with them the first day of class. Students are required to be in the classroom for 30 hours and in the car for 6 hours. Some of the areas taught include turns, backing, parking, highway driving, city driving, interstate driving, gravel road driving, turnabouts, alcohol/drug information and car maintenance. If all the requirements for classroom and driving are met the student receives a certificate of completion allowing them to get their graduated drivers license when they reach their sixteenth birthday. Driving schedules are set with the individual students.

## **ENGLISH**

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### **Reading**

**Grade Level: 6-8**

To increase the students desire to read, increase vocabulary, improve comprehension and improve their success in content area reading and technical reading. Students are required to participate in the Reading Renaissance Accelerated Reader.

### **English**

**Grade Level: 6**

Students will demonstrate skill in communication, logical and effective organizational skills, correct usage in writing sentences and skill in using study aids. The students will also study mechanics, grammar, paragraphs, and sentence parts.

### **English**

**Grade Level: 7-8**

Students concentrate on written communication skills such as paragraph writing, mechanics, grammar, and usage. Research skills, speaking skills, and listening skills are also emphasized. Students will produce a writing portfolio during fourth quarter as well.

### **English 9**

**Grade Level: 9**

**Weighting Level - 2**

Status: Full year; required for graduation

English 9 consists of four areas of language study that are necessary for effective communication: reading, writing, speaking, and listening. Literature study encompasses a variety of fiction, non-fiction, and drama. .

### **English 10**

**Grade Level: 10**

**Weighting Level - 2**

Status: Full year; required for graduation

This course, designed as a continuation of English 9, consists of grammar study, literature study, public speaking and composition. Literature study is from world literature.

### **English 12**

**Grade Level: 12**

**Weighting Level - 2**

Status: Full Year

This course is offered to those students who wish to broaden their reading and writing experiences through a concise study of the elements of literature and writing and English grammar and mechanics. Students are required to read and analyze a wide variety of fiction and non-fiction --classic and contemporary. Competence of writing is demonstrated in a variety of forms--narrative, expository, persuasive, and descriptive writing.

### **American Literature**

**Grade Level: 11-12**

**Weighting Level - 2**

Status: Full Year; Elective

American Literature introduces students to major American writers in fiction, non-fiction, and poetry. Students will analyze and interpret literary selections focusing on historical and cultural influences. Various technologies will be employed to engage students in the research and learning process. Students will be required to read AR books by American authors. This class is highly recommended for college-bound students.

**English Composition I (Honors Early Start; ENG105)**      **Grade Level: 12**      **Weighting Level – 3**

Status: Elective; Semester Course; 3 credits from IWCC; 1 high school graduation credit; At Griswold High School

Prerequisite: CUM GPA of 3.0 and a 3.25 in English in general.

Objectives: This course is designed for the college-bound student and will focus on the rhetorical modes and formal written expression of ideas. Students will learn strategies to generate ideas; to develop sentences, paragraphs, and essays; to revise for focus and organization; and to edit for sentence structure, diction, and grammatical correctness. During frequent writing practice, students will compose polished narrative, descriptive, expository, and persuasive essays as well as writing journals.

**English Composition II (Honors Early Start; ENG106)**      **Grade Level: 12**      **Weighting Level - 3**

Status: Elective; Semester Course; prerequisite English Composition I – passing grade of C or higher  
3 credits from IWCC; 1 high school credit towards graduation; At Griswold High School

Objectives: Developed for the college-bound student, this course is a continuation of English Composition I with practice in writing exposition, argumentation, and literary analysis. The study of literature through prose, poetry, and drama provides the basis for writing. In addition, the course also covers academic research which culminates in the presentation of an MLA format persuasive research paper.

**British Literature I & II**      **Grade Level: Typically 12<sup>th</sup>**      **Weighting Level - 2**

Status: Elective; Full Year

British Literature introduces students to major English writers in fiction, non-fiction, and poetry from 8<sup>th</sup> century to modern day. Students will analyze and interpret literary selections focusing on historical and cultural influences.

**Communication Arts**      **Grade Level: 11-12**      **Weighting Level - 2**

Status: Full year course; Limit of 20

Communication Arts is a continually evolving course that exposes students to a variety of media skills through a hands-on approach. Students will practice written and spoken communication skills along with research and business skills as they develop a variety of projects in a work-based environment. In-house projects may include such media skills as developing websites, live streaming activities, creating slideshows for school monitors, interviewing and recording videos, printing posters and banners, and managing social media accounts. Students will also create, develop, and produce projects for outside businesses and the Iowa ALN Clearinghouse, which will require the student to practice professional communication, time management, and quality production skills in an adult business-oriented context. Students must commit to traveling to business locations and events outside of the school day and demonstrate responsibility for media equipment in their care. Creativity, problem solving, meeting deadlines, and working both independently and with business partners are key skills the course aims to develop. Students may take Communication Arts in consecutive years with year one counting as an English credit while consecutive years count as an elective credit. Students are required to do the Livestream broadcasting.

**Public Speaking (College Early Start; SPC112)**      **Grade Level: 11-12**      **Weighting Level – 3**

Status: Elective; Prerequisite – CUM GPA 3.0 and 3.25 in English in general; 3 college credits from IWCC; 1 high school English credit; IWCC, Atlantic

Students will learn the six principal aspects of public speaking. Students will learn small group communication: leadership, decision making process, and individual participation in a small group.

## EXPLORATORY

### The courses listed below are possible offerings for middle school exploratories.

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School Board Policy 603.4

### 6<sup>th</sup> Grade

**Art** - Project oriented class working with both art and craft types of materials. Art areas are used as introduction to major fields such as drawing, painting and ceramics. Craft areas allow students with limited art skills to find success in art related activities.

**Technology** – Students will cover computer science concepts and coding in Scratch for a quarter.

**Life Skills/Health** - In this exploratory course students will have group and individual projects in personal development, clothing and food. Focus will be on becoming a more positive contribution to the family and preparation for future independence

### 7<sup>th</sup> Grade

**Art** - Goals are to complete projects mainly in craft areas but also artistic areas where the majority of students can find some success. The introduction of craft materials is so that the student can explore areas that may become a future hobby. Art areas are to stimulate interest in furthering their artistic abilities and to gain some appreciation for the arts.

### Computers -

**Teen Leadership** - Teen Leadership is a program in which students develop leadership, personal, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which includes self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and gain an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and develop their own personal mission statement. They will develop an understanding of the effects of peer pressure and will develop skills to counteract those effects. They will also develop an understanding of the need for vision in goal setting, personally and professionally. This is an elective class that is offered 8<sup>th</sup> period.

### 8<sup>th</sup> Grade

**Agricultural** – Students will be introduced to careers in agriculture. Students will team up in small groups to do Agri-Science career exploration. The students will work together in forming a presentation on their respective careers. After the presentations the class will work on small wood working projects in the shop while learning tool care and safety.

### FCS -

**Art** - Goals are to further investigation into both the craft and the artistic areas. Course is structured so that the majority of the students can achieve an amount of success. There is a further expansion of possible future hobby interest plus a broadening of their art background preparing them for high school art. This is an elective class offered 8<sup>th</sup> period.



**Interior Design****Grade Level: 9-12****Weighting Level - 2**

Status: Elective; One Semester

This project-oriented course is designed to teach a variety of topics related to homes and their interiors. The course will discuss the need for housing, along with the impact of design, furniture, floors plans, and much more! Activities will focus on the selection and planning of designed spaces to meet needs, wants, values and lifestyles in order to create safe, functional and pleasing spaces. Possible course topics include housing types, architectural design, interior design, furniture styles and arrangement, and the application of the elements and principles of design. The information learned in this class can be used for personal enhancement of present and future living environments, but will also apply to students who have interest in pursuing a career in this area!

**Advanced Fabrics****Grade Level: 10-12****Weighting Level – 2**

Status: Elective; Full Year; Prerequisite: Expressions in Fabrics

General Goals: Students will be required to make advanced projects. Class will be held at the same time as Fabrics.

**FOREIGN LANGUAGE**

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School Board Policy 603.4

**Spanish 1****Grade Level: 9 – 12****Weighting Level - 2**

This course will teach basic conversational vocabulary (numbers, calendar, time, places, colors, clothing likes/dislikes, etc.) as well as “survival phrases” so that students can hold simple conversations in Spanish. The focus will be on oral communication and listening comprehension as well as reading comprehension and writing. Students will learn about similarities and differences between culture in the U.S./the English language and Hispanic culture/the Spanish language. Also introduced will be the Spanish-speaking countries. ¡Bienvenidos!

**Spanish II****Grade Level: 10 – 12****Weighting Level - 2**

Prerequisite: Spanish I

¿Quieres aprender más? This course continues on the foundation built in Spanish I by increasing vocabulary and improving written communication, and comprehension focusing on describing activities and events. Students will continue to explore Hispanic culture and traditions. This class will focus on grammatical concepts and verbal skills.

**Spanish III / IV****Grade Level: 11 – 12****Weighting Level - 2**

Prerequisite: Spanish II

This course builds on the foundation of Spanish I and II. The topics covered will alternate every other year. Students will focus on building strong reading and writing skills, while continuing to increase vocabulary, speaking and listening skills. Students will continue to explore Hispanic culture and traditions. Topics will include, but are not limited to, a variety of verb tenses, sports, body and health, and reading short novels in Spanish.

## HEALTH

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School Board Policy 603.4

### **Health I**

**Grade Level: 10**

**Weighting Level - 2**

Status: One Semester, Required for graduation

The curriculum will include perspectives of the following areas: Personal Health, Human Growth and Development, Communicable Disease, Nutrition, Substance Use and Abuse, and Accident Prevention-Safety taught at the appropriate level. This course is designed to assist students to obtain accurate information, develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. The focus of this course will be for students to be health literate as identified in the Iowa Core Curriculum 21<sup>st</sup> Century Skills. Students will be taught media literacy skills which will enable them to analyze media and other influences to effectively manage health risk situations and advocate for self and others. Students will also explore behaviors that foster health, active lifestyles for individuals and the benefit of society. Evaluation of students will be through class participation/discussion, daily work assignments, and written/oral presentations.

### **Health II**

**Grade Level: 10-12**

**Weighting Level - 2**

Status: One Semester, Elective

The curriculum will include perspectives of the following areas: Personal Health, Mental Health, Consumer Health, Family Health, Community and World Health, Environmental Health, Stress Management, Health Care Facilities, and Chronic Health Problems taught at the appropriate level. Included in this instructional area is staying informed about environmental issues, initiatives to protect the environment, and being a health advocate for the environment. Community health education focuses on acquiring knowledge of laws to protect health, recognizing consumer rights, choosing healthful entertainment, analyzing ways messages are delivered through technology, making responsible choices about health care providers and products, and investigating public health needs. This course also explores the area of health education that includes the ability to express needs, wants, and emotions in positive ways; to manage anger and conflict; and to deal with frustrations. Included in this area are practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times. Evaluation of students will be through class participation/discussion, daily work assignments, and written/oral presentations.

## MATHEMATICS

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School Board Policy 603.4

### Course 1

**Grade Level: 6**

This course is designed to use addition, subtraction, multiplication and division in a variety of situations to develop problem solving skills and understanding of math concepts.

### Course 2

**Grade Level: 7**

This course is designed to further students' problem solving abilities through development of concepts, facts and computational skills.

**Grade Level: 8**

### Pre-Algebra

**Grade Level: 8-9**

**Weighting Level - 1**

Pre-Algebra is designed to introduce beginning Algebra concepts in a comprehensive and confidence building manner. Middle school and high school students may take this class. It is a 1-year course. It covers the following topics. A calculator and a set of dry erase markers are needed.

Variables and Integers; Linear equations; Decimals and Equations; Factors, Fractions, and Exponents; Ratios, Proportions, and Percents; Inequalities; Graphing; Area and Volume; Right Triangles; Probability; Polynomials

### Applied Math

**Grade Level: 9-12**

**Weighting Level - 1**

No prerequisite  
Status: Full Year

Applied Math is designed to introduce students to algebra and geometry through problem solving involving real life situations. The coursework will consist of written assignments and classroom activities.

### Algebra I

**Grade Level: 9-12**

**Weighting Level - 2**

Recommended - Successful completion of Pre-Algebra  
Status: Full Year; required for graduation

Algebra I focuses on an in depth study of the real numbers system. After a quick review of simplifying and evaluating algebraic expressions, most of our time is focused on mastering how to solve, graph and write linear equations and inequalities. We also investigate solving systems of linear equations and inequalities. A calculator and dry erase markers are needed.

### Algebra II

**Grade Level: 9-12**

**Weighting Level - 2**

Status: Full Year; Prerequisite - Successful completion of Algebra I

After a quick review of solving, graphing and writing linear equations, we focus on solving systems of linear equations and inequalities using graphing, algebra, and matrices. We also spend a great deal of time applying these skills to real-world problem solving. By the end of the year, students will also be able to factor and solve quadratic equations and perform operations using polynomials.

**Geometry** **Grade Level: 9-12** **Weighting Level - 2**  
Status: Full Year

A full year course, which involves studying geometric figures, geometric proofs, and trig. A calculator and dry erase markers are needed.

**Advanced Mathematics** **Grade Level: 11-12** **Weighting Level - 3**  
Status: Full Year; Prerequisite: Successful completion of Algebra II

This course will prepare students for college by covering topics such as solving polynomial equations and analysis of functions and their graphs. We devote a great deal of time to trigonometry, and end the year with the study of exponential and logarithmic functions. Problem solving and real-world applications are an important element throughout the year.

**Pre-Calculus (Mat 129)** **Grade Level: 12** **Weighting Level - 3**  
Status: One Semester; Recommended: Successful completion of Advanced Mathematics; CUM GPA of 3.0 and 3.25 in Math in general.

5 college credits from IWCC; 1 high school math credit

**Calculus (Mat 211)** **Grade Level: 12** **Weighting Level - 3**  
Status: One Semester; Prerequisite: Successful completion of Pre-Calculus; Minimum grade of "C" in Pre-Calculus

5 college credits from IWCC; 1 high school math credit

This class is designed to be the equivalent of a first semester freshman college calculus class. Students will study limits, differentiation, and integration.

## MUSIC

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School Board Policy 603.4

### **6 Grade Chorus**

**Grade Level: 6**

Status: Required

The goal of sixth grade chorus is to provide the students with an opportunity to learn to sing in a choir setting. Choir meets every other day, opposite of band. Students are taught to sing rounds, partner songs, two-part music, and music theory. Students in choir will perform seasonal concerts outside of the school day.

### **7<sup>th</sup>/8<sup>th</sup> Grade Chorus**

**Grade Level: 7/8**

Status: Elective

The goal of 7<sup>th</sup>/8<sup>th</sup> chorus is to begin to develop the fundamentals of choral singing. Students are taught to sing in two and three-part harmony and to utilize proper singing technique. Basic music vocabulary, notes, symbols, and associated meanings will be taught in accordance with the literature chosen. 7<sup>th</sup>/8<sup>th</sup> grade chorus meets every other day, opposite of band.

### **6 Grade Band**

**Grade Level: 6**

Status: Elective

The sixth grade band class is designed to be a continuation of the study of instrumental music for students after having started their studies in the fifth grade. Students will participate in a large band setting, playing elementary band music. They will finish book #1, and work in book #2 of an elementary band course. They will perform in four concerts, outside of the regular school day. Band meets every other day, opposite of chorus.

### **7/8 Grade Band**

**Grade Level: 7/8**

Status: Elective

The 7/8 band is designed to continue students' study of instrumental music in concert band, jazz band and marching band. They play a variety of styles of music that teach them advanced musicianship in rhythm, technique and theory. They will perform 4 concerts a year, outside the regular school day. Band meets every other day, opposite of chorus.

### **High School Band**

**Grade Level: 9-12**

**Weighting Level - 1,2,3**

Status: Elective

Prerequisite: Membership in the high school band program is open to students who are members of the 7/8 band, demonstrate proficiency on a standard instrument, or play any of the Rubank Elementary Method Books. Exceptions can only be granted by the instructor.

The high school band is designed to continue students' study of instrumental music. Members will play a variety of styles of music, learning advanced musicianship in rhythm, technique and theory.

Members of the high school band must realize that some rehearsals, sectionals and most performances happen outside of the regular school day and are required. Performance opportunities include: home concerts, pep band performances, parades, large group and solo/ensemble festival, and honor band auditions. All groups of the instrumental music department will follow the guidelines of the Iowa High School Music Association.

**High School Chorus****Grade Level: 9-12****Weighting Level - 1,2,3**

Status: Elective

Membership in the high school chorus must be approved by the instructor.

The goals of high school chorus are to build fundamentals of choral singing and to develop musicianship as well as knowledge of music theory. The group will prepare seasonal concerts outside of the school day consisting of a variety of music styles: secular, sacred, jazz, pop, spiritual, patriotic, and multi-cultural.

The high school chorus will perform at the Iowa High School Music Association State Large Group Contest, and members will be given the opportunity to participate in the IHSMA State Solo/Ensemble Contest. The instructor will also nominate students for participation in Iowa Choral Director's Southwest Iowa High School Honor Choir. The group will adhere to the guidelines of the IHSMA.

**PHYSICAL EDUCATION**

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School Board Policy 603.4

**Physical Education****Grade Level: 6 - 8**

All students are required to take Physical Education. Classes are run on a 3-day cycle. Each student has P.E. every third day. Goals include: understanding and participating in lifetime team and individual sports, understanding the importance of physical fitness, to create a positive self image and to appreciate, cooperate and respect all participants in class. Character education is a primary focus at this grade level.

**Physical Education****Grade Level: 9 - 12****Weighting Level - 2**

Status: All students are required to take physical education, unless waived through sports participation. 4 credits are required for graduation.

The goal of PE is to stress to the students the importance of keeping themselves in good physical condition; to teach students several lifetime recreational activities. The learner will know the components of sports, games, and movement: history, rules, strategies, safety measures, equipment selection, and care of equipment. The learner will know ways in which physical education and social skills used in recreational games may be applied to activities beyond formal education. The learner will demonstrate leadership and followership skills; the ability to give and carry out instructions and suggestions; demonstrate, understand, and apply components of physical education; such as the importance of physical fitness; develop an appreciation for regular physical activity; enjoyment of exercise; develop a positive self-concept; a confident, self assured feeling about one's ability and worth.

**Weight Lifting****Grade Level 9 – 12****Weighting Level – 2**

Status: Full year course, Elective

Weight Lifting is a full year course, which meets daily and can be taken all four years of high school. Multiple sections of this course are offered, and each section can accommodate up to 25 students. Students obtain one full credit for the semester with this course as opposed to one-half credit with physical education class. This class utilizes a modified version of the "Bigger, Faster, Stronger" program; which does just that, it makes students bigger, it makes them faster, and it makes them stronger. Records are kept on each student with students "maxing out" every 4.5 weeks. Strict form when performing the lifts is a must to prevent injury. The use of the "Schwartz Number" is also used to measure how strong the student is "pound for pound" and to measure how much "fitter" the student is becoming. Weight Lifting is open to all male and female students, whether they are athletes or non-athletes. Goals of the class include improving fitness level and confidence of the student.

## SCIENCE

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School Board Policy 603.4

### Science 6-7-8

#### **Life & Physical Science**

#### **Grade Level 6**

Science 6 introduces the student to environmental, life, and physical sciences. The emphasis is on systems of the body, environmental issues such as pollution, recycling, and habitats, along with motion, forces, and energy.

#### **Life Science**

#### **Grade Level: 7**

Science 7 is a continuation of life science, studying such topics as cells, genetics, disease, bacteria, protists, fungi, plants, and animals.

#### **Earth Science**

#### **Grade Level: 8**

Students examine topics related to the study of the Earth. Topics include topography, cartography, Earth's chemistry, processes that change the Earth, minerals, rocks, fossils and atmosphere as well as others.

### Physical Science

#### **Grade Level: 9**

#### **Weighting Level - 2**

Status: Required for graduation; Full year course

The high school physical science course is an introduction to concepts of chemistry and classical physics. The first semester is devoted to the field of chemistry. Atomic structure, elements, compounds and their chemical reactions are studied. The second semester introduces the students to the laws of motion and the means of quantifying them. Other subjects also studied are: Work & Energy, Heat & Temperature, Waves-Sounds-Light, Electricity and Magnetism. All students will need a Texas instrument calculator to complete their homework and on tests.

### Biology

#### **Grade Level: 10**

#### **Weighting Level - 2**

Status: Required for graduation; Full year course

Biology is the study of living things and their diversity. As in most disciplines, there is an information explosion, which makes it important to recognize unifying themes that pervade all of biology. These themes include but are not limited to evolution, diversity, unity, genetics, organisms and their environments, regulation, structure and function, technology and society.

### Chemistry

#### **Grade Level: 11 – 12**

#### **Weighting Level - 3**

Status: Elective; Full year course

Prerequisites: Physical Science, Algebra I (completed), recommended that Algebra II be completed or student is currently in Algebra II

High school chemistry is a descriptive and quantitative study of matter, its composition and reactions. In the first semester the students learn the basics of atomic structure, how to use the periodic table, properties of elements, general types of chemical reactions, and stoichiometry – quantitative study of chemical reaction. During second semester the subjects studied are: Gas laws, solutions and water, thermochemistry and reaction rates, acids/bases/salts, oxidation-reduction reactions, electrochemistry and hydrocarbon compounds. All students will need a Texas instrument calculator to complete their homework and on tests.

### Physics

#### **Grade Level: 12**

#### **Weighting Level - 3**

Status: Elective; Full year course

Prerequisites: Physical Science, Algebra II, Geometry, and prefer enrolled in Pre-Calc/Trig or Advanced Math

High school physics is a non-calculus course. First semester is spent learning about motion, the forces of motion in one and two dimensions, gravitation, rotational motion and momentum. Second semesters subjects include waves motion, fundamentals of light, reflection and mirrors, refraction and lenses, electricity and magnetism. Good math skills are a plus in this class. All students will need a texas instrument calculator to complete their homework and on tests.

**Anatomy and Physiology**

**Grade Level: 11–12**

**Weighting Level - 3**

Status: Elective; Full year course

Prerequisite - Biology

This class is a college-prep course designed for students pursuing a college degree in medicine or a science-related major. The class will build on already-introduced biology concepts. Anatomy of the human body and physiology of the systems will be the emphasis. Some medical terminology will be taught. Dissection will be a learning tool.

## SOCIAL STUDIES

All students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability

School Board Policy 603.4

### **Social Studies - 6**

**Grade Level: 6**

The students will study the world we live in, focusing on space, resources, and people, and the political, economic and social development of each world region in the Western Hemisphere.

### **Social Studies - 7**

**Grade Level: 7**

The students will study the world we live in, focusing on space, resources, and people, and the political, economic and social development of each world region.

### **American History - 8**

**Grade Level: 8**

The students will identify the underlying reasons Europeans wanted to travel to the Americas to live in the 17th and 18th centuries. The students will explain how the United States grew from a body of 13 colonies to the most powerful country in the world.

### **American History 9: 1865-WWII**

**Grade Level: 9**

**Weighting Level: 2**

Status: Full year course; required for graduation

This class takes a close look at the development of the U.S. after the Civil War. The students will understand the western development of the U.S., industrialization, and immigration into the United States. Students will understand the causes and effects of the Great Depression, including how the country was changed by it. This class will discuss the causes and effects of World War I and World War II, including how these wars have affected our country.

### **World History**

**Grade Level: 10–12**

**Weighting Level - 2**

Status: elective; full year course

A survey of World History in which students will learn about the origin and development of the world's major civilizations, both eastern and western. Students will practice the use of critical-thinking skills they need to make objective judgments of historical and contemporary Issues. World History will provide a global perspective on the forces and movements that have made the past continuous with and relevant to the present. Recommended for all college-bound students.

### **Current Issues**

**Grade Level: 10-12**

**Weighting Level: 2**

Status: Full year course; elective

The students will discuss current events of the present day which affect Iowa, the United States, and the world. Students will also use daily news programs, presentations, and discussion to understand current issues and the impact of these issues and events on themselves and the U.S. Events will be written about and published for reflection and review throughout the year.

### **Modern American History: WWII-Present**

**Grade Level: 10-12**

**Weighting Level: 2**

Status: Full year course; elective

This class takes a close look at the development of the U.S. just prior to World War I. Students will analyze the historical origins of the institutions and culture that are the underpinning of life in the United States today. In depth study of the Cold War including the Korean and Vietnam conflicts and the policies of modern day presidents all the way to Barack Obama in effort to understand the policy makers goals in the country. Students will explore our past culture in terms of music, arts and literature in an effort to understand those who have come before us.





## COLLEGE PREPARATORY

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School Board Policy 603.4

The college preparatory curriculum is designed to prepare a student for admission to college. Since entrance requirements vary for different colleges a student choosing this curriculum should discuss with the counselor the type of college he or she plans to attend so that any special requirements may be met while in high school.

Students who apply for admission to an institution of higher learning shall, in general, have:

1. Completed a balanced program of studies designed to insure a well-founded background of knowledge in basic fields.
2. Developed proficiency in the use of the English language, in reading, writing and speaking.
3. Acquired proficiency in basic mathematical skills.
4. Developed effective study skills and work habits.
5. Developed an adequate intellectual, physical, moral and social maturity.
6. Developed a sincere interest in further formal education.

### Ninth Grade

English 9  
Physical Science  
Algebra I  
Computer Skills  
Spanish I  
American History

### Tenth Grade

English 10  
Biology  
Spanish II  
21<sup>st</sup> Century Technology  
World History  
Algebra II  
Health

### Eleventh Grade

American Literature  
Chemistry  
Geometry or Pre-Calculus/Trigonometry  
Spanish I, II, III  
American Government  
Behavioral Science

### Twelfth Grade

British Literature  
English Comp I - 3 IWCC credits  
English Comp II - 3 IWCC credits  
Physics  
Advanced Mathematics or Calculus

### IWCC Credit Courses at Atlantic Center

SPC112-Public Speaking - 3 cr

HIS110-West. Civ to 1650 – 3 cr

PSY111-Intro to Psychology – 3 cr

SOC110-Intro to Sociology – 3 cr

### IWCC Credit Courses at Griswold

ENG105- English Comp I – 3 cr

ENG106- English Comp II – 3 cr

MAT 129 Pre-Calculus – 3 cr

MAT 211 Calculus – 3 cr

Any grade below a “C-“will not transfer for university credit.