

2022-2023 PROGRAM OF STUDIES

For Council Bluffs High Schools



ACADEMIC HANDBOOK

COURSE CATALOG

CAREER PATHWAYS

Abraham Lincoln
High School



Achieve more
Council Bluffs Community
SCHOOL DISTRICT



Thomas Jefferson
High School



**Council Bluffs
Community**
SCHOOL DISTRICT

A Message from your Council Bluffs High School Principals

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

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

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

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

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

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

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

2022-2023 Program of Studies

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1. Important Information

District Mission, Objectives, and Policies

District Mission

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

District Goals

- Improve academic achievement.
- Guarantee all graduates are future ready.
- Improve and maintain learning facilities.
- Make sure each student is supported and connected.

Disabled Accessibility Policy

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

District's Nondiscrimination Policy

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

**If you and/or your family have any concerns with any matter related to these policies, please contact Tim Hamilton, Chief of Student and Family Services at thamilton2@cbcsd.org or [712-328-6423](tel:712-328-6423). Thank you.*

Course Selection Process

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

Program of Studies books and course selection worksheets are distributed during Advisement classes at both high schools (START at TJHS and REAL Time at ALHS). Advisors work with students to explain graduation requirements and answer questions students may have about specific courses. Students work in their START/REAL Time class to select courses utilizing a 4-year plan initially developed in 8th grade. This plan includes graduation requirements and high school courses that best align with future goals.

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

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

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

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

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

Schedule Corrections

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

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

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

Counseling Center Information

General Information

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

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

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

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

Group Guidance and Counseling: Small group counseling is available in a number of interest areas. Concerns such as family changes and a variety of personal issues are dealt with in a group setting. A number of presentations are offered to students each year depending on need. Topics may include financial aid, post-high school planning, self-assessment, decision making, career choices, job applications, etc.

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

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

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

Student Records

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

Student Permanent-Cumulative Records include:

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

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

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

Transcripts

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

Academic Information

Academic Eligibility

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

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

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

The student must be in good standing and enrolled in enough courses each semester to be on schedule to graduate within a four-year course of study. A senior must be enrolled in and passing a minimum of five credits each semester. The student must pass all classes taken in which credit is given at the end of the semester. If, at the end of any semester grading period, a student receives a failing grade in any course for which credit is awarded, the student is ineligible to dress for and compete beginning with the next occurring interscholastic athletic contest and competition in which the student is a participant extending for 30 consecutive calendar days.

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

The student must pass all classes taken in which credit is given at the end of the semester. If a participant does not pass all classes taken at the end of the semester, the student is ineligible to participate for 30 consecutive calendar days in public events or contests. The period of ineligibility shall begin on the first school day of the next semester.

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

Early Graduation

Any student wishing to apply for early graduation must complete the request form, which may be obtained from the counseling center, and must be turned in to the principal at least one semester prior to the requested completion date. Students must speak with a counselor to be sure of requirements. The principal gives final approval. Written parent/guardian permission is also required if the student is under 18. Students meeting early graduation requirements may not request to re-enroll in high school following graduation.

Honor Rolls

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

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

Minimum School Day

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

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

NCAA (National Collegiate Athletic Association) Eligibility Standards

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

NAIA Eligibility Center

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

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

Participation in Commencement Policy

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

Promotion Standards

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

9 th grade	OYG 2026
10 th grade	OYG 2025
11 th grade	OYG 2024
12 th grade	OYG 2023

Grading Guidelines

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

Philosophy

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

Core Beliefs

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

Grading Requirements

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

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

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

Grading Practices

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

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

Grading Scale

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

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

P/NC = Pass or No Credit

P* = See below for description

P* Grading

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

Grade Override

During the course of the semester, a teacher can override the current grade to alert the student of failure to meet the requirements to pass the course if missed work is not completed. A student's grade must be overridden as soon as the student is not meeting the minimum proficiency expected on a standard, unit, or performance. When a grade is overridden, a comment in the gradebook **must** be added and a contact home should be made by the teacher.

Grade Replacement

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

Grade Change

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

Accommodations and modifications are provided to students with special needs:

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

Grade Point Average (G.P.A.)

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

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

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

Class Rank

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

2. Extended Academic & Extra-Curricular Opportunities

Co-Curricular, Extra-Curricular and Club Activities

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

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

Activities That Are Often Available

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

Sports That Are Often Available

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

National Honor Society

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

Advanced & Accelerated Course Enrollment Opportunities

Students have the opportunity to earn college credits in certain courses through Advanced Placement, the Early College Academy and the College/Concurrent Enrollment program with participating schools like Iowa Western Community College and Iowa State University. Concurrent Enrollment means that students may earn college credits while taking courses for high school graduation credit. College credit depends on successfully completing the class and meeting any requirements as determined by the college or university.

Advanced Placement Courses (AP)

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

College/Concurrent Enrollment (CE) Courses

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

Registering for college credit: Most concurrent enrollment classes are offered through Iowa Western Community College (IWCC). Tuition is paid by the Council Bluffs Schools.

Concurrent Enrollment courses are designated in the course catalog with CE at the end of the course title.. All credit is from Iowa Western Community College (IWCC).

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

Grades and transcripts: Each student receives two grades and two separate transcripts, one from the high school and one from the college. Students planning to enroll in these courses for the next year must specifically sign up during the early spring course selection process at their home school using the college registration form.

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

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

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

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

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

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

Council Bluffs Virtual Academy

The Council Bluffs Community School District Virtual Academy provides students with access to real-time and on-demand instruction in grades K-12. All courses will be taught by licensed teachers utilizing the Council Bluffs Community School District's curriculum and the Iowa Academic Standards. Students will have access to a broad range of both core content and elective courses utilizing the district's Google Classroom course management system and Google Meet for real-time and on-demand instruction.

All students will be issued a district-owned Chromebook which passes all activity through the district's internet filter. Additionally, in partnership with the Council Bluffs Wi-Fi Consortium, over 80% of residents in Council Bluffs have access to the largest free outdoor open wi-fi connection in the United States. Those residents not in range are provided reduced fee internet access through a partnership with Cox Communications.

Virtual instruction may not be appropriate for all families. It requires that students are ready for an instructional experience where self-discipline and self-motivation are essential. Parents must be willing and able to be highly involved in the day-to-day routines of the learning process. Before deciding to enroll in the Virtual Academy, please take time to review the [Virtual Academy Student Readiness Rubric](#) to determine if virtual instruction is right for your family.

Guiding Principles

- All students, regardless of individual circumstances, deserve access to high-quality instruction provided by a highly-qualified teacher.
- All K-5 students will be part of a classroom community, where purposeful interaction and collaboration are integral to the learning process.
- All 6-12 students will engage in coursework designed by Council Bluffs Community School District teachers and aligned to Council Bluffs Community School District curriculum while having access to support from an advisor and classroom teachers.
- Virtual instruction demands a high degree of ongoing communication, parental involvement, student self-regulation and self-motivation, and teacher planning.

Roles & Responsibilities

All students and parents are required to submit the Virtual Academy Agreements. The agreements outline the expectations necessary for a successful virtual instruction experience.

Students are expected to adhere to the Council Bluffs Community School District Student Handbook, Code of Conduct, all Board Policies and Procedures, and applicable building-level student handbooks.

Parents & Guardians

- Maintain regular contact with teachers, administrators, and support staff to ensure student success.
- Communicate at least once per month with the student's classroom teacher (elementary) or advisor (secondary) to receive progress reports.
- Regularly access PowerSchool to review the student's performance on coursework.
- Ensure student participation in required testing (ISASP, MAP, etc) and provide transportation as needed.
- Update contact information (phone, address, email) as necessary.
- Review video tutorials for information on how to access Google Classroom and Google Meet.
- Assist the student in creating an appropriate workspace at home free from distractions to engage in school work.

Students

- Communicate daily with teachers and respond to teachers in a timely fashion.
- Exercise self-regulation to maintain progress in all course work.
- Virtually participate in live instruction as provided by the teacher.
- Maintain necessary computer skills such as utilizing Google Classroom, Google Meet, Gmail, and basic keyboarding.
- Organize and plan time for learning each day that allows for academic progress in coursework.

Teachers

- Maintain regular contact with students and parents.
- Provide meaningful opportunities for K-5 students to interact with classroom peers.
- Modify coursework as appropriate to align with the constraints and benefits of virtual instruction.
- Provide meaningful and appropriate feedback to students to drive growth and learning.

Enrollment

Resident Students

- Students must complete the Virtual Academy Enrollment Form.
- Students must commit to attending the Virtual Academy for an entire semester. Changes in enrollment will only be considered at the conclusion of each semester.
- Students will be assigned to a teacher participating in the Virtual Academy. This may or may not be in the student's currently assigned school.
- Students may participate in extracurricular activities based on their school of enrollment.
- Students and families will be invited to a Virtual Academy Orientation in mid-August.
- Failure to make adequate progress in work completion, participation, attendance and credit attainment (high school) may result in dismissal from the Virtual Academy.

Delivery of Instruction

Calendar & Schedule

Students will follow the Council Bluffs Community School District Academic Calendar and will follow the schedule of their assigned classroom (elementary) or daily schedule as provided by the school counselor (secondary).

K-5 Classrooms

- All students will access coursework in Google Classroom or Seesaw.
- A combination of Google Meet to participate in "live" instruction and pre-recorded videos will be used to engage students in instruction.
- Google Meets will be recorded and posted to Google Classroom for access by students who are absent from live instruction. Teachers will have use of Owl video-conferencing cameras to assist in capturing interaction among students for those attending virtually.
- Students may access course content in real-time or on-demand in Google Classroom.

6-12 Classrooms

- All students will access course content and assignments using Google Classroom and Google Sites.
- Teacher-created video lessons will be available for all courses on Google Sites.
- All students will access district-approved digital materials and resources on Google Sites and Google Classroom.
- Assignments for each course can be found on Google Sites. Google Sites will direct students to the appropriate place to complete and turn in assignments.

Special Education Services

Student's IEP team will meet, with input from the Director of Special Education, to determine if special education services, activities, and support can be met through virtual instruction.

Additional Academic Supports

- Students eligible for additional academic support may be scheduled to receive direct or small-group instruction as scheduled in consultation with the building principal and teacher providing the instruction.
- At this time, Reading Intervention services are not available in the Virtual Academy.

Materials

- All students will be issued a Chromebook and must complete user agreements prior to checkout.
- Students will also be issued any necessary textbooks as dictated by the student's course schedule.
- Normal textbook and technology fees will be assessed for students attending the Virtual Academy. Fee waivers are available based on income.
- Students must provide a stable and reliable internet connection in order to participate in the Virtual Academy.
- Virtual orientation sessions for students and parents will be held in mid-August.

Assessment

- Students are required to participate in the following assessments:
 - ◆ NWEA Measures of Academic Progress (three times per year)
 - ◆ Iowa Statewide Assessment of Student Progress (spring annually)
 - ◆ English Language Proficiency Assessment 21 (English language learners only)
 - ◆ FAST Reading Progress Monitoring Assessments (elementary only)
- Some testing may be available only in the school building of the student's teacher of record.
- It is the parent's responsibility to ensure that students are transported to and from testing according to the assigned testing schedule.

Drivers' Education

When students register for Drivers' Education, they will be required to show their Iowa learner's permit. They will not be allowed to register without it. The only option for taking a Drivers' Education course through the school is to enroll with Street Smarts for classes before/after school or during the summer. Information regarding Street Smarts can be found on their website at <https://streetsmartsdriversed.com>.

Independent Study

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

Plan for Independent Study:

1. Students contact the teacher(s) under which the independent study project will be conducted.
2. Teacher approves it, checks with the department head or lead teacher, the teacher completes the form, and sends the form to the counselor.
3. The counselor reviews the proposal, obtains Administrative consent, and signs the request.
4. The counselor will file the signed agreement and send a copy to the teacher and student.
5. Progress reports will be given as needed to the counselor and parent, if work is unsatisfactory.
6. The teacher and student agree upon written evaluation procedures in advance.

Guidelines for Participation:

1. Students are typically limited to one independent study course per semester, although exceptions can be made on a case by case basis, if approved by the principal.
2. Students are encouraged, though not required, to enroll in a minimum of four (4) regularly scheduled courses to participate in an independent study course.
3. Students must complete an Independent Study Agreement form, including the required signatures.
4. Student and teacher-advisor must arrange mutual free time for consultation and planning.
5. A student may withdraw from an independent course of study any time during the first half of the contract period with mutual agreement of the advisor. Withdrawals from credit courses will be recorded as a "W" on the student's permanent record. No withdrawals will be permitted after the midpoint of the contract period. A letter grade will be recorded for all independent study courses beyond the midpoint of the contract.

Other Credit Options

Credit by Performance or Assessment

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

Edgenuity - Online Learning

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

Credit Recovery

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

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

Homebound-Hospital Placements

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

Summer School

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

Services for Students with Exceptional Talents and Abilities

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

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

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

Courses Designated as Advanced: These courses, such as Advanced English 9, are different from other sections of the same courses in academic rigor, accelerated pace, and opportunity for student-selected work.

College Classes through the Internet: With the advance of technology, courses beyond what we have to offer at the district may be available to students through the Internet. See the descriptions above and talk to designated personnel in your building.

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

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

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

Services for Students with Special Education Needs

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

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

3. Meeting Core Graduation Requirements

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

High School Graduation Requirements

Council Bluffs Community School District students must fulfill the requirements for senior high school graduation. The requirements are listed below and are differentiated based on the year each student entered high school after 8th grade.

A. Completion of **48 credits** in grades 9-12

B. Completion of the following required credits beginning in the 9th grade year:

English:	8 credits
English 9 or Advanced English (2)	
Advanced English or English 10 or Year-long AP/CE English Course (2)	
English 11 or Year-long AP/CE English Course (2)	
Two credits (2) from:	
Creative Writing (1)	Novel Studies (1)
Intro to Journalism (1)	Public Speaking (CE)(1)
Writing for the Workplace (CE)(1)	Year-long AP/CE English Course (2)
Interpersonal Communication CE (1)	
Mathematics:	6 credits
Algebra 1 (2)	
Geometry (2)	
Two credits (2) from:	
Algebra 2 (2)	Money Matters (1)
Technical Math 1 CE (1)	Technical Math 2 CE (1)
Statistics CE (1)	College Algebra CE (1)
Trigonometry CE (1)	Calculus 1 CE (1)
Calculus 2 CE (1)	Explorations in Data (2)
Science:	6 credits
Earth & Space Science (2)	
Biology (2)	
Two credits (2) from:	
Conceptual Chemistry & Physics (2)	
Chemistry (2)	
Physics (2)	
Social Studies:	6 credits
World History (2)	
US History (2)	
Government (1)	
Economics (1)	
Physical Education: (unless Policy 606 or 281-IAC 12.4(5)f applies)	4 credits
Financial Literacy:	1 credit
Money Matters (1) or Economics (1)	
Electives:	17 credits

C. Advanced courses such as Concurrent Enrollment and Advanced Placement with similar content may be used to meet graduation requirements.

D. Students will receive credit toward graduation requirements for equivalent high school courses taken in middle school.

Physical Education Exception (Policy 606)

Students in grades 1-12 shall be required to participate in regularly scheduled physical education classes, unless excused by the principal of their school. The principal may excuse a student when:

- A written statement by a physician states the student should not participate because of illness or injury.
- The activity in question would be detrimental to the student's health or is inappropriate as determined by the student's individual education plan.
- A written statement by a parent or guardian states religious beliefs are in conflict with the activity.
- The student is in grade 12 and is enrolled in a cooperative, work-study or other education program authorized by the school district which requires the student's absence from the building.
- The student is in grade 9 - 12 and is enrolled in an academic course not available any other time.
- The student has been approved for early graduation.
- The student is enrolled in an organized or supervised athletic program which requires at least as much participation time per week as one-eighth unit of physical education.

Physical Education Waiver

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

Physical Activity Requirement

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

Make-up Credit for Physical Education

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

Students must:

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

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

Planning Courses to Meet the Core Course Graduation Requirements

Typical Sequence to Meet the Core Courses Requirements

The charts beginning on page 29 show the most common ways that students meet their graduation requirements by the CTE career pathway for the core courses as outlined in the graduation policy. However, it should be noted that it is a simple look and does not show the many interesting and worthwhile electives that students will take in order to gain the full 48 hours of credit required for graduation.

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

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

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

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

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

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

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

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

Students may take an advanced track in one content area but not another area. Some options are appropriate for only a small number of extremely able learners who need highly advanced work. Other students can do well in their areas of strength or intense interest. Quite a number of learners can be successful and should take advanced or CE level courses after taking solid courses that provide the appropriate background content and skills.

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

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

University and College Admission Requirements

It is always to the advantage of the students to take as many of the requirements in high school as possible to begin to earn college/concurrent enrollment or AP credits that will transfer to their college of choice. This saves a significant amount of time and money, plus it is possible that students get into the courses of their major interest sooner and even graduate earlier than they could otherwise. For information on specific requirements see the table on the Appendix on page 154. The table shows the academic requirements for admission from some of the universities and colleges that are of interest to many students.

Regent Admission Index Score (RAI)

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

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

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

RAI Formula

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

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

4. 21st Century Skills for Career and Academic Success

Iowa Core 21st Century Skills Requirements

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

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

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

Courses	Employability Skills	Financial Literacy	Health Literacy	Technology Literacy	Civic Literacy
English 9	X			X	
English 10	X			X	
English 11	X			X	
English 12	X			X	
Algebra 1	X	X		X	
Geometry	X	X		X	
Algebra 2	X	X		X	
Earth & Space Science	X			X	
Biology	X		X	X	
Chemistry	X			X	
Physics	X			X	
World History	X			X	
US History	X			X	X
Government	X			X	X
Economics	X	X		X	
Sociology	X			X	X
Psychology	X			X	
Physical Education	X		X	X	
Financial Literacy	X	X		X	
Electives (17)	X	varies	varies	X	varies

5. Student Career & College Plan

Overview of Senate File 2272 Requirements and Process

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

Core Curriculum Requirement for All Students

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

All students are required to have a Student Core Curriculum Plan for “progress toward university admissions” to include the required 4-3-3-3 core courses and a career component.

Student College & Career Plan

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

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

Planning for Post-Secondary Success

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

Guidance on exploring potential career interests and aptitudes begins in the intermediate grades. Students in 8th grade start to work on their individual Career & College Plans through Xello and they will continue to revise and use their plan throughout high school. This plan is developed by the student with help from teachers, counselors and parents. It is a plan for how the student will complete the high school core curriculum requirements and elective courses that tie to the student's career field of interest.

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



PLUS ONE PATHWAYS



Competitive, application-based program for up to 50 highly motivated juniors and seniors.

All coursework taken on the Iowa Western Community College campus.

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



Years 3 & 4 of various Career & Technical Education pathways.

Half-day programming at Iowa Western Community College taught by Council Bluffs Schools teachers

- Students earn college credit and postsecondary credential:
 - Culinary Arts
 - Food Technician Certificate
 - Health Sciences
 - Certified Nurse Aide
 - CNA Registered Apprenticeship
 - Early Childhood Education
 - Early Childhood Studies Diploma
- Students learn in IWCC state-of-the-art facilities with school district coordinator on site at no cost to students.



Available to all students at Abraham Lincoln and Thomas Jefferson High Schools.

Students must successfully complete 24 college credits using any combination of:

- High School delivered Concurrent Enrollment Courses
 - 35 Courses Available at AL/TJ
- New Information Technology Pathway with Certificates in:
 - Programming • Networking
 - Web Design • Cybersecurity
- Advanced Placement Courses
 - 14 Courses Available at AL/TJ
 - Must achieve score of 3 or higher on AP Exam
- Completion of first year of postsecondary education at no cost to students.



TradeWorks Academy is a two-year program for freshmen and sophomores at Abraham Lincoln and Thomas Jefferson High Schools.

- Foundational coursework in 5 skilled trades:
 - Mechanics
 - Construction
 - HVAC/Refrigeration & Plumbing
 - Electrical Systems
 - Fabrication & Welding
- Students earn first industry credential from NCCER.
- Renovated facilities and updated equipment thanks to the Rassekh Foundation, Iowa West Foundation, and private donors.



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

College-level coursework aligned with Quality Apprenticeships sponsored by local employers:

- Certificates and Diplomas available at no cost to students in:
 - Welding Technology
 - Industrial Maintenance and Technology
 - Diesel Mechanics
 - Automotive Maintenance and Repair
 - Construction Technology
 - Residential Plumbing
 - HVAC/Refrigeration Maintenance
 - Electrical Technology





**Council Bluffs
Community**
SCHOOL DISTRICT

Vision:

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

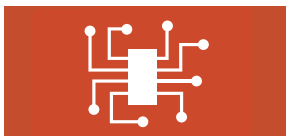


*Making postsecondary education inescapable for
Council Bluffs Community School District students.*

CAREER & TECHNICAL EDUCATION

CAREER PATHWAYS

For Abraham Lincoln and Thomas Jefferson High School Students





Dear Students,

Welcome to a new school year! As you consider the career pathways you want to pursue, I want you to know that you are part of an exciting time in the Council Bluffs Community School District. You are among the first to be taking courses that will lead you through an engaging high school experience, and also earn college credit toward your choice of an associates degree, certificate or college diploma along with your high school diploma. I invite you to take advantage of the new and exciting pathways offered for you to find success within the classroom and beyond.

The District pledges to provide all of our students with meaningful educational experiences to prepare you for your future. We have a strong team of educators and support staff, along with caring community members and parents that all want to help you 'Achieve More.'

As you begin to think about your future, I encourage you to look over our Career and Technical Education Career Pathways booklet. We have collaborated with Iowa Western Community College to provide you with a variety of meaningful career pathways. This booklet outlines various careers and the courses required in order to advance toward your career goal.

I look forward to the exciting accomplishments that you will have this year. It is always a joy to present students with their high school diplomas on graduation day. However, just imagine the excitement we would share if you leave high school, not only with that diploma in hand, but also with the certificate and training to begin your career.

Together, we will help you 'Achieve More.'

Sincerely,

Dr. Vickie Murillo
Superintendent of Schools





Dear Students,

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads 'Dan Kinney'. The signature is written in a cursive, flowing style.

Dr. Dan Kinney
President, Iowa Western Community College



STEM Concentration Certificate

24 College Credit Hours @ Abraham Lincoln & Thomas Jefferson
In Science, Technology, Engineering, and Mathematics

Year	Course	IWCC #	Credits
Freshman	Introduction to Engineering CE	EGT400	3
Sophomore	Principles of Engineering CE	EGT410	3
Sophomore	Computer Science 2 CE	CIS450	3
Junior or Senior	Technical Math 1 CE	MAT743	3
Junior or Senior	Technical Math 2 CE	MAT750	5
Junior or Senior	College Algebra CE	MAT121	4
Junior or Senior	Trigonometry CE	MAT130	3
Junior or Senior	Statistics CE	MAT157	4
Junior or Senior	Calculus 1 CE	MAT211	5
Junior or Senior	Calculus 2 CE	MAT217	5
Junior or Senior	Digital Electronics CE	EGT420	3
Junior or Senior	Computer Integrated Manufacturing CE	EGT450	3
Junior or Senior	Civil Engineering & Architecture CE	EGT460	3
Junior or Senior	Engineering Design and Development CE	EGR470	3
Junior or Senior	Computer Science 3 CE	CIS451	3
Junior or Senior	Introduction to Networks CE	NET204	3
Junior or Senior	Routing & Switching CE	NET311	3
Junior or Senior	Chemistry A CE	CHM166	5
Junior or Senior	Chemistry B CE	CHM176	5
Total			66
All courses are subject to instructor availability and minimum enrollment for scheduling. Additional courses are available online from Iowa Western Community College.			

Junior Year

Senior Year



Fabrication &
Welding

Welding Certificate

Welding Certificate

Industrial Technology Certificate → CNC Machining Diploma



Carpentry &
Construction

Construction Technology Diploma



Mechanics

Automotive Maintenance & Light Repair Diploma
Diesel Mechanics Diploma



Electrical
Systems

Industrial Technology Certificate

Electrical Technology Certificate



HVAC/R &
Plumbing

Industrial Technology Certificate

HVAC/R Maintenance Certificate
Plumbing Certificate



Additional
Options

Industrial Technology Certificate

Sustainable Energy Technology
Robotics, Electrical, Laser
Technology

Junior Year

Senior Year



Seal of Biliteracy

Score of 3 or Higher on Spanish AP Exam



National Career
Readiness
Certificate

Score of Bronze or Higher on NCRC Exam



Transition
Alliance
Certificate

Work-Based Learning Credential Issued by Employer



College Credit
Acceleration
Certificate

24+ College Credit Hours



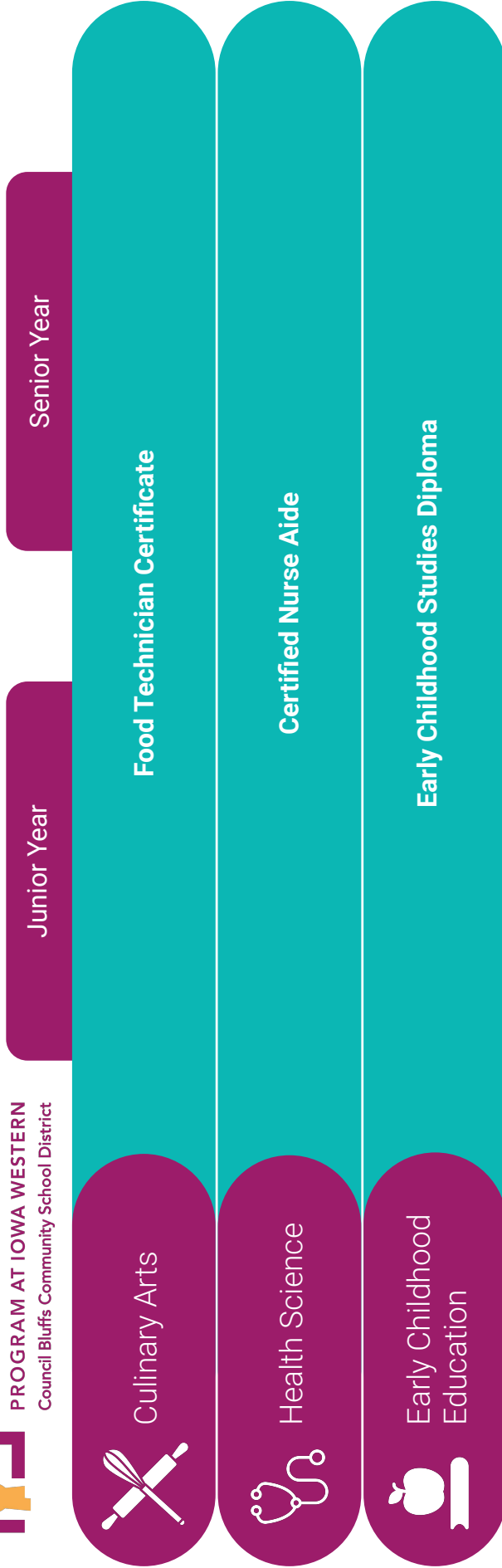
STEM
Concentration
Certificate

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



ABA Banking
Fundamentals
Certificate

Successful Completion of TS Internship



7. Work-Based Learning Guide

Introduction

Work-based learning programs are structured educational programs designed to utilize employer and community experiences to help students meet specific learning objectives. By providing opportunities for students to see the connection between classroom content and potential careers, work-based learning helps students make informed decisions about their life goals so they leave high school ready for college and careers.

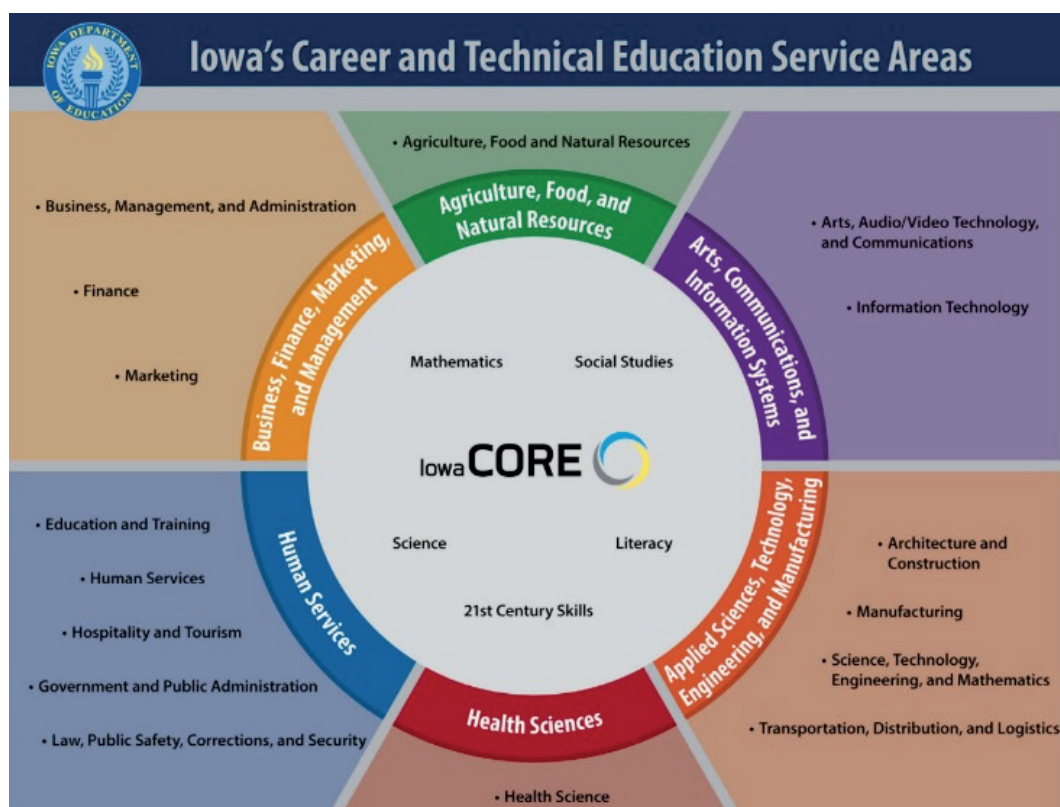
Work-based learning will be an increasingly valuable strategy for meeting the Future Ready Iowa goal of 70 percent of Iowa's working-age population having a credential of value beyond high school by the year 2025. In addition, work-based learning will figure prominently when recommendations under the Future Ready Iowa Alliance are released.

This work-based learning guide primarily focuses on how CBCSD can use currently available resources from partner organizations to implement and deliver a continuum of high-quality work-based learning experiences. By applying the information presented in this guide, CBCSD will be able to systematically expand work-based learning opportunities and experiences for all students using all partner organization resources.

Work-Based Learning as a Component of CTE Programs

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

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



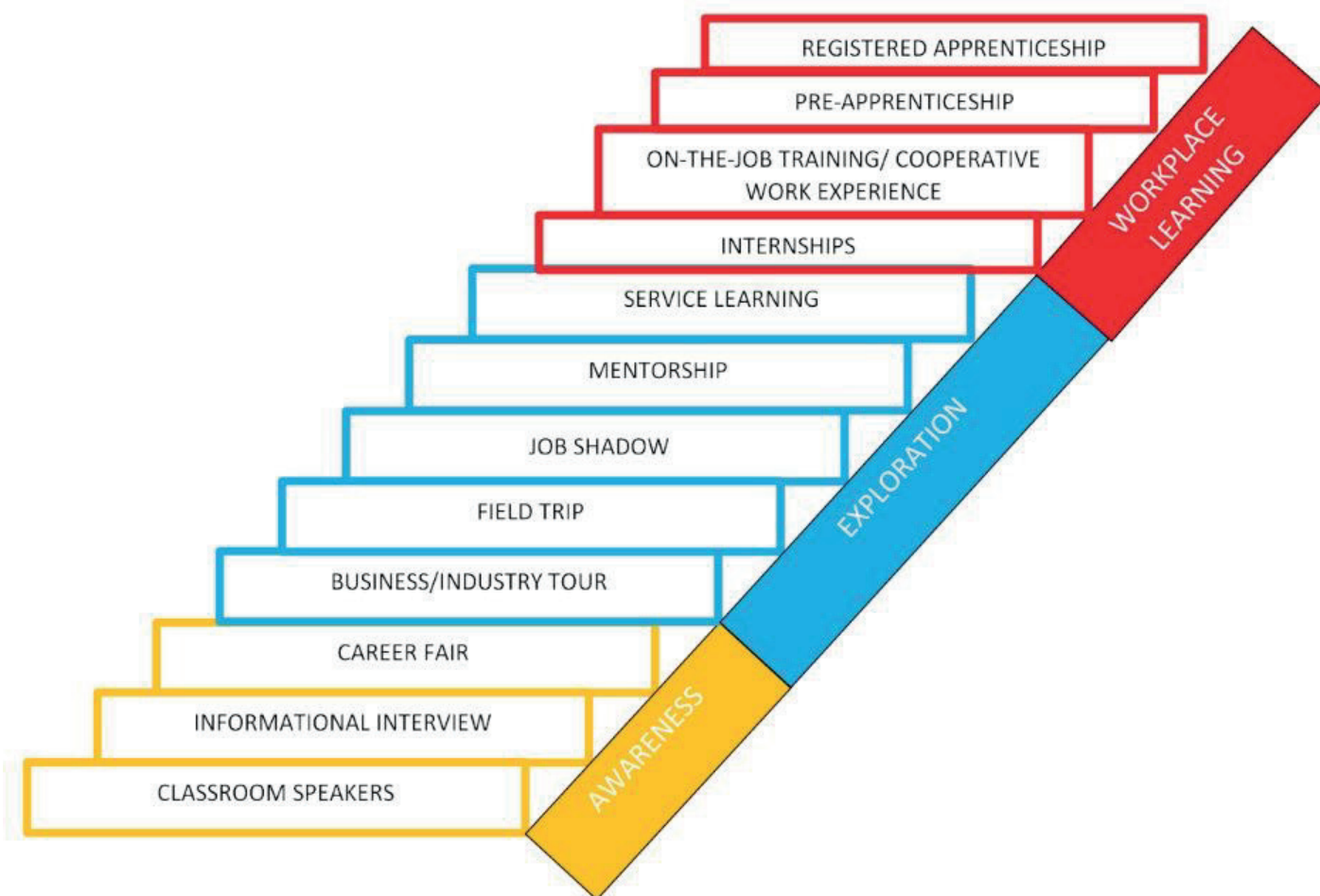
Iowa has defined a continuum of work-based learning elements and experiences. Work-based learning experiences throughout the continuum are valuable for students to guide them in making decisions about their career focus. Often these experiences can align with the five essential components of a quality career guidance system (listed below) that school districts in the state are required to provide to all students from 8th through 12th grade.

- Essential Component #1: Self-Understanding
- Essential Component #2: Career Information
- Essential Component #3: Career Exploration
- Essential Component #4: Postsecondary Exploration
- Essential Component #5: Career and Postsecondary Decision

Types of Work-Based Learning Programs

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

There are many types of work-based learning programs. Each has its own expectations and requirements and can be offered for credit.



Awareness

→ Classroom Speakers

Asking business people to speak in class can be a great way to engage business partners and expose students to a particular job or industry. It is important for the teacher to talk with the speaker in advance to be sure the presentation meets the intended learning objectives. Providing guiding questions to the speaker will help focus the talk. The teachers should also prepare students to have a business person in the classroom. Informational Interviews

→ Career Fair

This is an event where employers, trade associations, and others exhibit or present their career or industry. Career fairs may be held at the school or a location central to several schools. Preparation for such an event requires several months of planning and communication between the organizer and participating businesses. Career fairs are most appropriate for middle school or first and second year high school students.

Exploration

→ Field Trip/Business/Industry Tour

Students tour or visit a specific industry to learn about what they do and how they conduct business. Both students and the employer host should be well prepared in order to maximize the time on site. Some companies may have dress codes, media restrictions, or other policies that the event organizer will need to communicate to students. Tours to industry conventions and trade shows can also be valuable to students. Industry tours are appropriate for any grade, but most appropriate for middle school or first and second year high school students.

→ Job Shadow

This is a short term experience, usually one to three days, where students go to a place of business related to the student's career interest. The student "shadows" one or more employees to learn what that person does on a daily basis as well as gain an overview of the business's operations. Job shadowing can be in small groups, but it is different from an industry tour in that one or two jobs are examined in detail. This is most appropriate for second and third year students.

→ Mentorship

Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests.

→ Service Learning

Service learning is a form of experiential learning where students apply content knowledge, critical thinking, and good judgment to address genuine community needs. Service learning is a way of teaching and learning that engages learners in hands-on academic projects in the community. For example, students in a high school science classroom may take samples from an area lake and examine them for information that could be useful to a local pollution control agency in addressing environmental issues.

Workplace Learning

→ Internship

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

→ On-the-Job Training/Cooperative Work Experience

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

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

→ **Pre-Apprenticeship Programs**

Pre-apprenticeships programs are sets of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

→ **Registered Apprenticeship Programs**

Registered Apprenticeship programs provide a proven solution for recruiting, training, and retaining an educated and skilled workforce in the state. Combining on-the-job learning with related classroom instruction, Registered Apprenticeship programs enable students to earn while they learn. Students earn wage increases as they progress through a Registered Apprenticeship program. In addition, portable industry credentials are awarded to those who complete Registered Apprenticeship programs by the United States Department of Labor. Registered Apprenticeships can last between one and six years, but must entail at least 144 hours of related educational training and at least 2,000 hours of hands-on training.

Summary

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

Program	Duration	Academic Rigor	Paid	Licensure
Internship	Short-Term	Moderate	Yes or No	Discipline
Cooperative Work Experience	1 – 9 Months	High	Yes or No	Appropriate for the subject or Multi-Occupational Certificate (<i>MOC</i>)
Work Experience for Students with Disabilities	1 – 9 Months	High	Yes or No	5-12 Special Education and Work Experience Coordinator (<i>WEC</i>)
Pre-Apprenticeship	Less than 1 Year	Very High	Yes or No	Appropriate for the subject or MOC
Registered Apprenticeship	1-6 Years	Very High	Yes	U.S. Department of Labor Approval

Work-Based Learning Components

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

School-Based Components

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

Work-Based Components

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

Connecting Activities

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

Roles and Responsibilities

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

understand the challenges faced by the program, including any assistance needed for its continuous improvement.

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

Evidence of Success

Student Evaluation

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

Program Evaluation

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

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

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

CBCSD Work Based Learning Opportunities

Course Name	Credit Available	Hours Needed for Credit
Internships		
TS Internship	1 per semester	Daily class in a semester (70+ hours)
Student Data Center: Internship (AL)	1 per semester	Daily class in a semester (70+ hours) runs data center
Computer Programming & Software (TJ)	1 per semester	Daily class in a semester (70+ hours) works with businesses in class to create apps and programs
Summer Internship	1-2	Work every day 4-6 weeks, approximately 120-140 hours
OJT/Co-op		
Marketing Topics Co-op (AL & TJ)	1 per semester	Work about 3 - 4 hours per week
IJAG Co-op (AL & TJ)	1 per semester	Work about 3 - 4 hours per week
Multi-Occupational Career Co-op (AL, TJ, & Kanesville)	1 per semester	Work 70 hours for credit after completing KV MOC A
CNA (IWCC)	No credit	During rotations for 30 hours at the nursing home
Basic Work Related (AL & TJ) Special Education classes Basic Work Co-op; Goodwill, volunteer internships	Varies depending on placement	Work about 10 hours per week
Job Shadow		
Healthcare Exploration (CAP at IWCC)	No credit	Job shadow at CHI for 12 hours
Culinary (CAP at IWCC)	No credit	Job Shadow at Hy-Vee 12 hours
Pre-Apprenticeship		
Auto/Diesel Mechanics: McMullen & Woodhouse	No credit	Embedded in TradeWorks & IWCC course
Electrical: Amped & Hearty	No credit	Embedded in TradeWorks & IWCC course
Plumbing & HVAC: Jefferis & AireServ	No credit	Embedded in TradeWorks & IWCC course
Welding: Owen Industries	No credit	Embedded in TradeWorks & IWCC course
Apprenticeship		
CNA	2 Credits	318 hours of Related Training and Instruction (RTI) and 2,000 hours of hands-on training (OJT)
Welding	2 Credits	352 hours of Related Training and Instruction (RTI) and 2,000 hours of hands-on training (OJT)

Legal Requirements

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

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

Glossary of Terms

This glossary includes terms used within the Iowa Work-Based Learning Guide in addition to terminology used by the field.

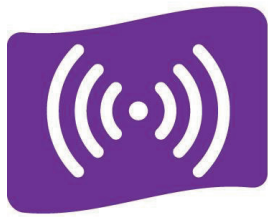
- Apprenticeships (Registered): Apprenticeships are relationships between an employer and employee during which the worker (apprentice) learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations. Programs specifically meet federally approved standards designed to safeguard the welfare of apprentices.
- Career Cluster: Sixteen (16) career/occupational areas identified by the United States Department of Education that are grouped together because people working in them share similar interests and strengths.
- Career Field: Broad career areas used for students to explore careers. In Iowa, the areas are: arts, humanities and communication; business, management and administration; health service; human services; engineering, manufacturing and technologies; and agriculture and natural resources.
- Certification: The awarding of a credential or award to individuals, indicating the attainment of skills or knowledge, usually as a result of a training activity.
- Child Labor Laws: Laws under the Fair Labor Standards Act and each state governing the employment of a young person under the age of 18.
- Competency: The ability to perform the activities within an occupation to a set standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupation, as well as generic skills.
- Concurrent Enrollment: The process by which high school students are enrolled in college courses and high school courses at the same time and receive credit for both..
- Cooperative Work Experience (Co-op): A structured method of instruction allowing students to attend school and work in a career related field while earning credit for both. Co-op provides students with multiple periods of work related to the student's major or career goal. The typical program plan links classroom study with discipline-related employment, thus providing students with career-related work experience before graduation. Co-op positions are either non-paid or paid, and most involve some form of academic credit.
- Cooperative Work Experience (Multiple Occupational Areas): For a school-sponsored cooperative work experience program in multiple occupational areas, the instructor/coordinator must be an appropriately licensed teacher with any 5-12 endorsement, and must hold a multi-occupations endorsement (MOC). The multi-occupations endorsement authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school sponsored, on-the-job situations.
- Curriculum Integration: A method of teaching academic and career and technical occupational subjects, showing the relationship among the disciplines.
- Disability: As defined by the 1990 Americans with Disabilities Act, any individual person who has been evaluated and determined to meet specific qualifications is identified as an individual with a disability. Recognized disabilities include mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

- English Language Learners: Persons whose primary language is not English. English is the second language a person acquires. Their first language is their native country or the primary language spoken at home.
- Fair Labor Standards Act (FLSA): FLSA establishes minimum wage, overtime pay, record keeping, and child labor standards affecting full- and part-time workers in the private sector and in federal, state, and local governments. The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being.
- Hazardous Occupations: Occupations defined by the Secretary of Labor which may be detrimental to the health and well-being of a child under the age of 18 or jeopardize their educational opportunities.
- Individualized Education Program (IEP): A written program for an individual with a disability. The IEP is meant to address each child's unique learning issues and include specific educational goals. It is a legally binding document developed in accordance with sections 612(4) and 614(a)(5) of the Individuals with Disabilities Education Act [20 U.S.C. 1412(4)(5)][Federal Register, Section 400.4(b)].
- Individuals with Disabilities Education Act (IDEA): A revision of the Education for All Handicapped Children Act, the IDEA is a federal law that guarantees a free appropriate public education for eligible children and youth with disabilities.
- Internship: Internships are typically one-time work or service experiences related to the student's major or a participant's career goal. The internship plan generally involves participants working in professional settings under the supervision and mentoring of practicing professionals. Internships can be paid or unpaid and may or may not involve academic credit. Strong internship programs will provide substantial, meaningful work assignments, training, necessary workspace and resources, and structured evaluation/reflection.
- Job Rotation: A situation where workers periodically transfer among a number of different positions and tasks that require different skills and responsibilities.
- Job Shadowing: A career exploration activity where a student follows an employee at a business for a short period of time to learn about a particular occupation or industry. This is an unpaid work-based learning activity.
- Mentoring (Career): Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests.
- Occupational Safety and Health Administration (OSHA): An agency of the federal government created in 1971 to ensure safe and healthful workplaces in America. OSHA coordinates the compliance of standards for all workers who are covered by the Occupational Safety and Health Act of 1970.
- On-the-Job Training: Hands-on occupational skill development which occurs at a worksite.
- Pre-Apprenticeships: Pre-apprenticeships are programs or sets of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship. A documented partnership exists with at least one Registered Apprenticeship program.
- Service Learning: A form of experiential learning whereby students apply content knowledge, critical thinking, and good judgment to address genuine community needs.
- Student Organization: An organization for individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program.
- Supervisor (Worksite): A person assigned to oversee a student at the workplace. This may include teaching the student knowledge and skills, and evaluating performance.
- Training Agreement: A document that outlines the duties and responsibilities of all parties involved in a work-based learning experience: employers, teacher-coordinators, students, and parents. A business-like way to increase the effectiveness of the work-based learning program, training agreements should be used with every training station and student. While these agreements are not considered to be legal documents, they are vitally important and should be signed (with a copy retained) by each party.
- Training Plan: A written outline of the knowledge, skills, and attitudes the student will or should acquire at the training station. The training plan is jointly developed by the teacher-coordinator and training station sponsor through the analysis of the tasks and duties, and is made available to the student-trainee.

- Work-Based Learning Coordinator: A licensed teacher meeting Iowa teacher licensure requirements who oversees components of a work-based learning program, including school-based learning, work-based learning, and connecting activities.
- Work Experience Coordinator (WEC): A licensed individual authorized to provide support service as a work experience coordinator to secondary school programs, grades 5-12.

6. Plus One and Career Pathways

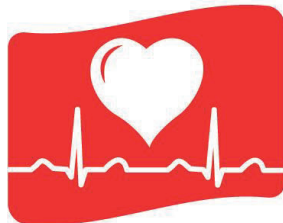
The Council Bluffs Community School District currently offers comprehensive programing in 5 of the 6 Career Paths. The Career Pathways were developed to provide teachers, students, and parents a tool to assist in academic decision-making and course selection for students interested in Career and Technical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



⋮ Arts, Communications,
and Information Systems
Career & Technical Education



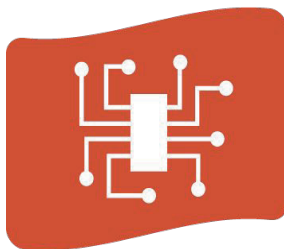
⋮ Business, Finance,
Marketing & Management
Career & Technical Education



⋮ Health Sciences
Career & Technical Education



⋮ Human Services
Career & Technical Education



⋮ Applied Sciences, Technology,
Engineering, and Manufacturing
Career & Technical Education



⋮ Agriculture, Food
& Natural Resources
Career & Technical Education



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

PATHWAYS IN THIS CLUSTER

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



LEAD TO OCCUPATIONS AS

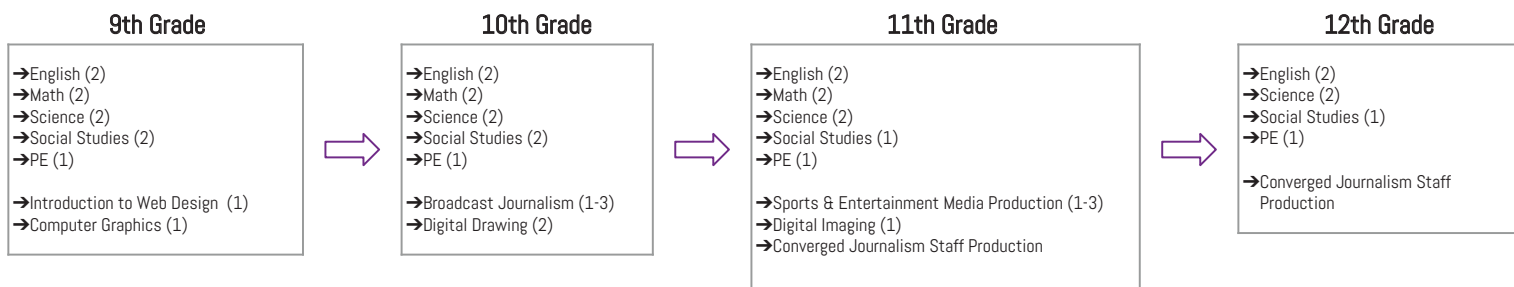
- Video Systems Technicians Audio-Video Designers and Engineers
- Graphics and Printing Equipment Operators
- Commercial Photographers, Digital, Still, Video, Film
- Commercial/Residential and Home Furnishings
- Digital, Video, Stage Cinematographers
- Film/Video Editors
- Dancer, Play Writers, Screen Writers, Screen Editors, Script Writers
- Computer Systems & Networking Administrator

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

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

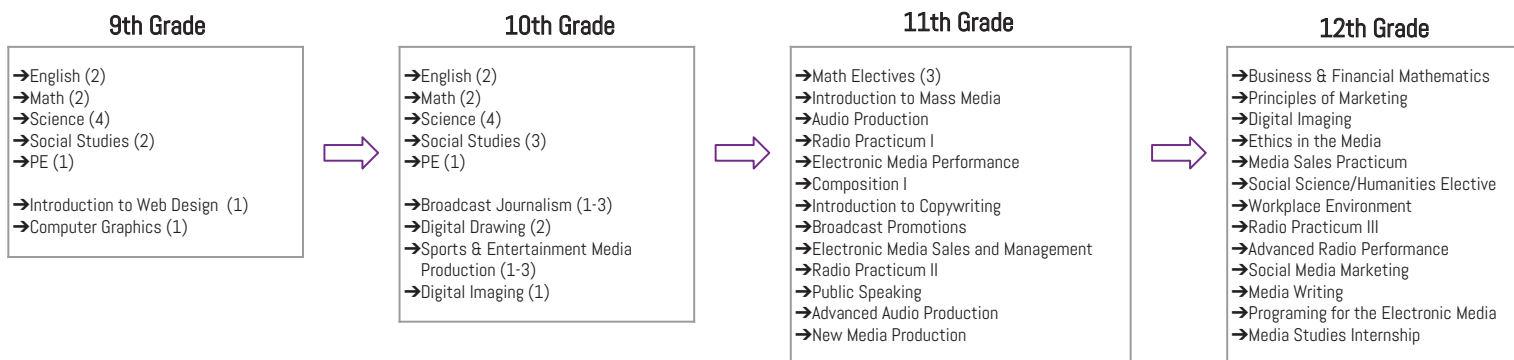


High School Option → Audio/Visual Technology



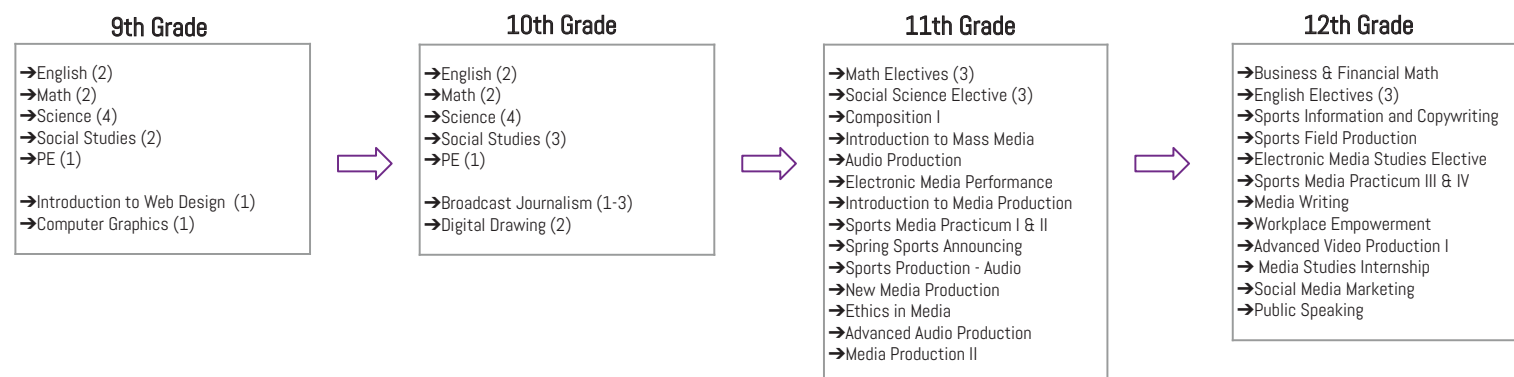
Degree Option → Media Studies: Radio (A.A.S.)

(may require summer courses)



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

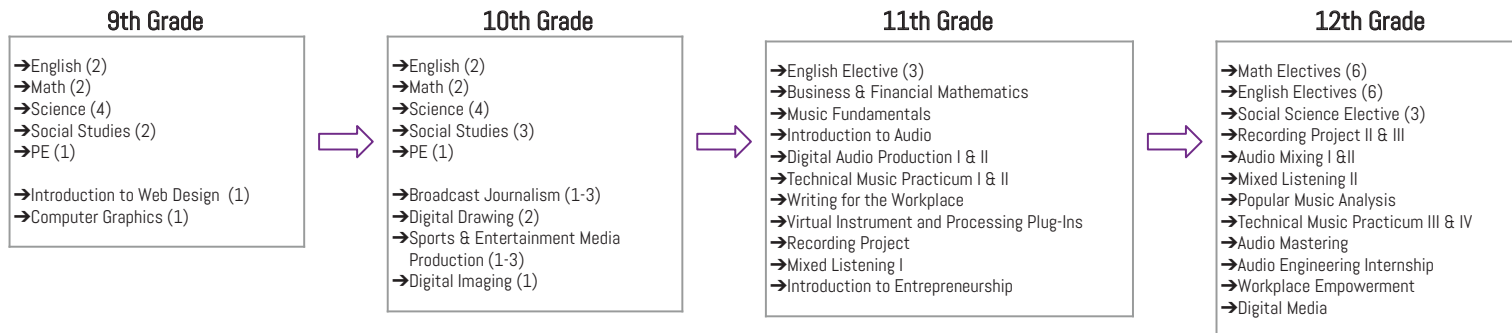
(may require summer courses)





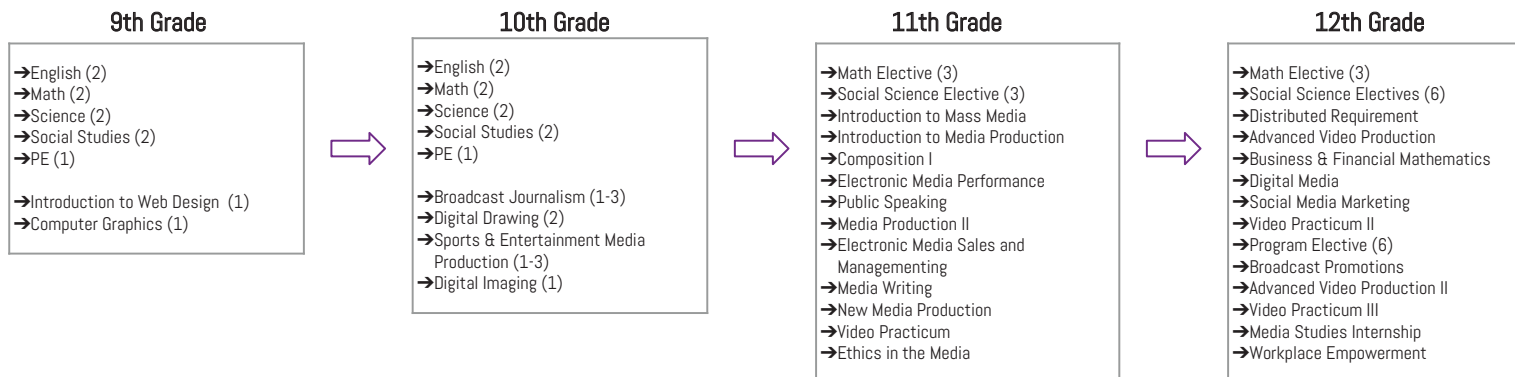
Degree Option → Media Studies: Audio Engineering (A.A.S.)

(may require summer courses)



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

(may require summer courses)





High School Option - Communication

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Journalism (1)
- Newspaper Journalism (1-3)
- Yearbook Journalism (1-3)
- Introduction to Web Design (1)



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Digital Drawing (2)
- Computer Graphics (1)
- Newspaper Journalism (1-3)
- Yearbook Journalism (1-3)



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (1)
- PE (1)
- Digital Imaging (1)
- Newspaper Journalism (1-3)
- Yearbook Journalism (1-3)
- Converged Journalism Staff Production (2)



12th Grade

- English (2)
- Science (2)
- Social Studies (1)
- PE (1)
- Photography (1)
- Newspaper Journalism (1-3)
- Yearbook Journalism (1-3)
- Converged Journalism Staff Production (2)

Degree Option → Graphic Design (A.A.)

(may require summer courses)

9th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (2)
- PE (1)
- Introduction to Journalism (1)
- Newspaper Journalism (1-3)
- Yearbook Journalism (1-3)
- Introduction to Web Design (1)



10th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (3)
- PE (1)
- Digital Drawing (2)
- Computer Graphics (1)
- Newspaper Journalism (1-3)
- Yearbook Journalism (1-3)
- Digital Imaging (1)
- Photography (1)



11th Grade

- Introduction to Graphic Communications
- 2-D Design
- Composition I
- Digital Media
- Statistics
- Developmental Psychology
- Drawing
- 3-D Design
- Principles of Marketing
- Introduction to Sociology

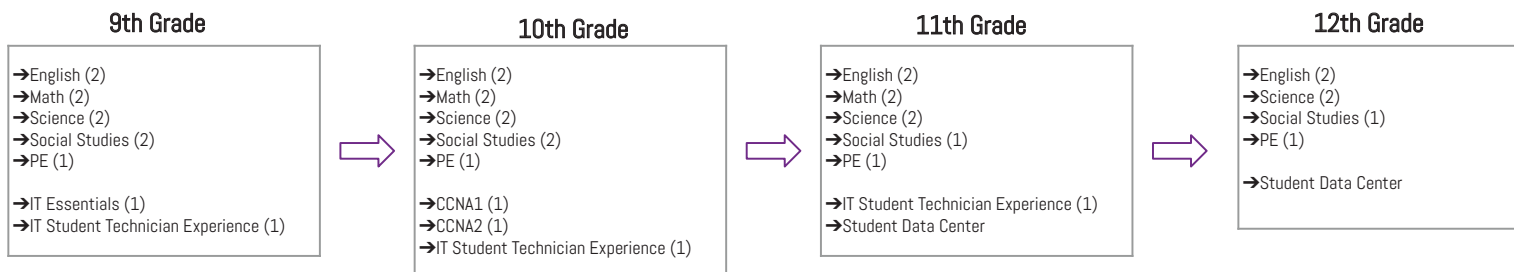


12th Grade

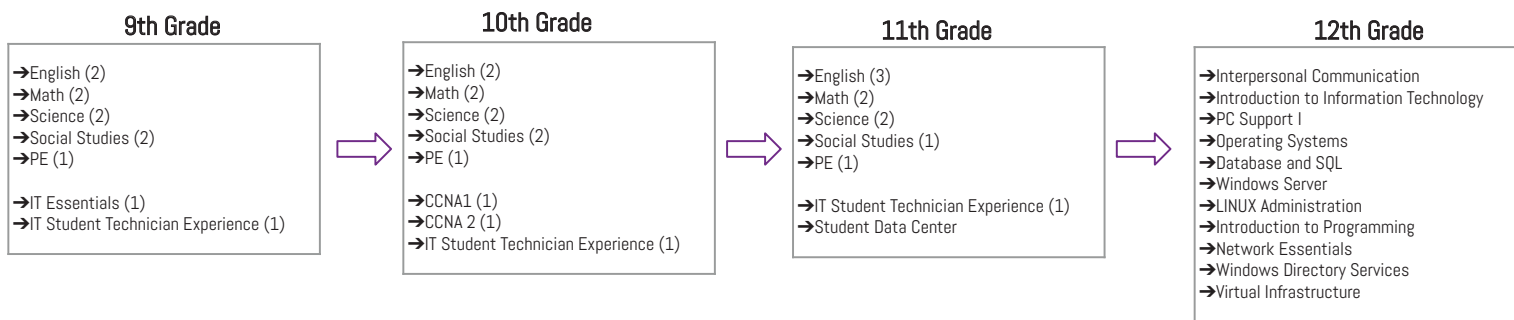
- English Electives (6)
- Fundamentals of Web Programming
- Typography
- Composition II
- Western Civilization; Ancient to Early Modern
- Introduction to Mass Media
- Digital Media II
- Interpersonal Communication
- Environmental Science
- Survey of World Religions
- General Elective (1)



High School Option → CISCO

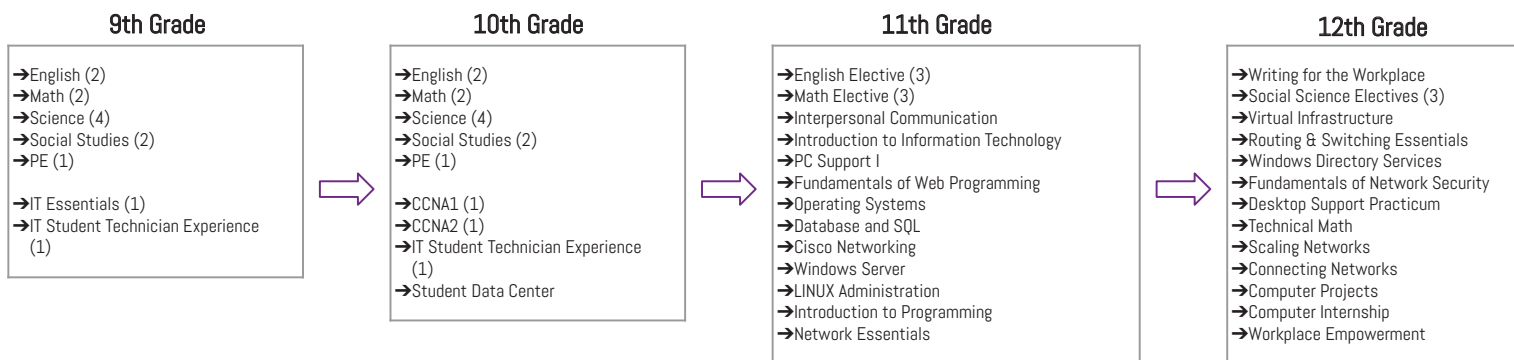


Certificate Option - Computers: Systems Administration Certificate



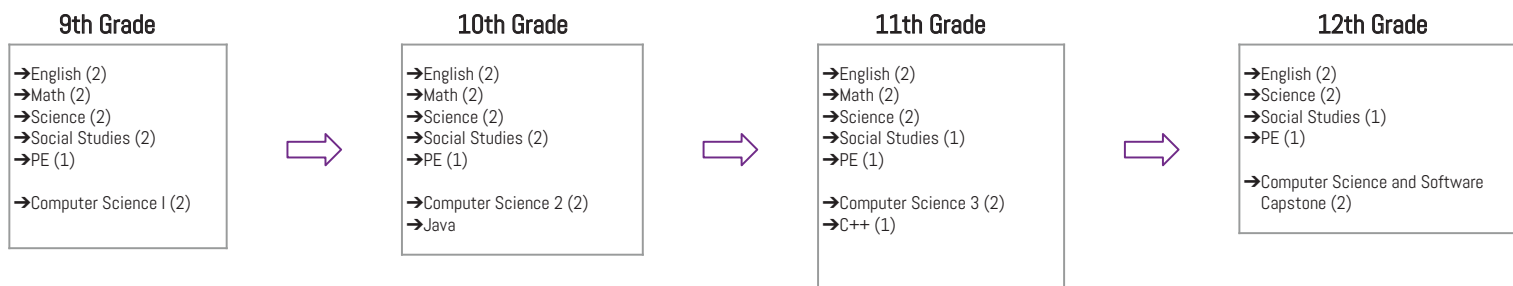
Degree Option → Computers: Network and System Administration (A.A.S.)

(may require summer courses)

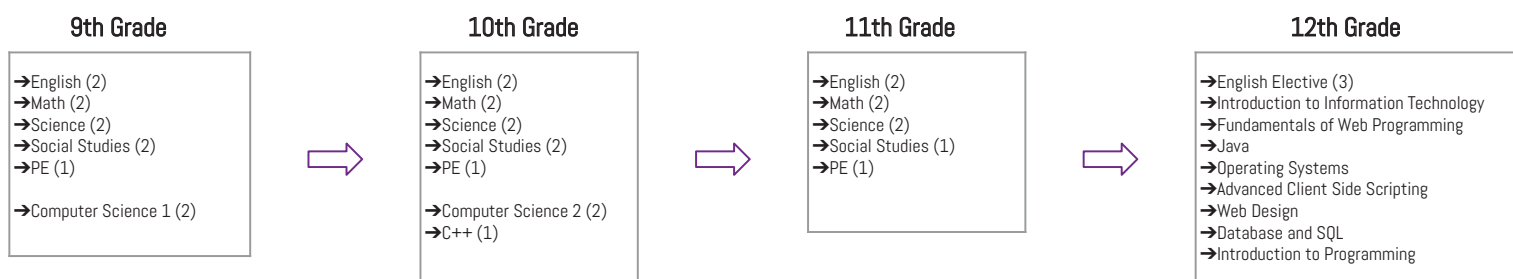




High School Option → Project Lead the Way: Computer Science

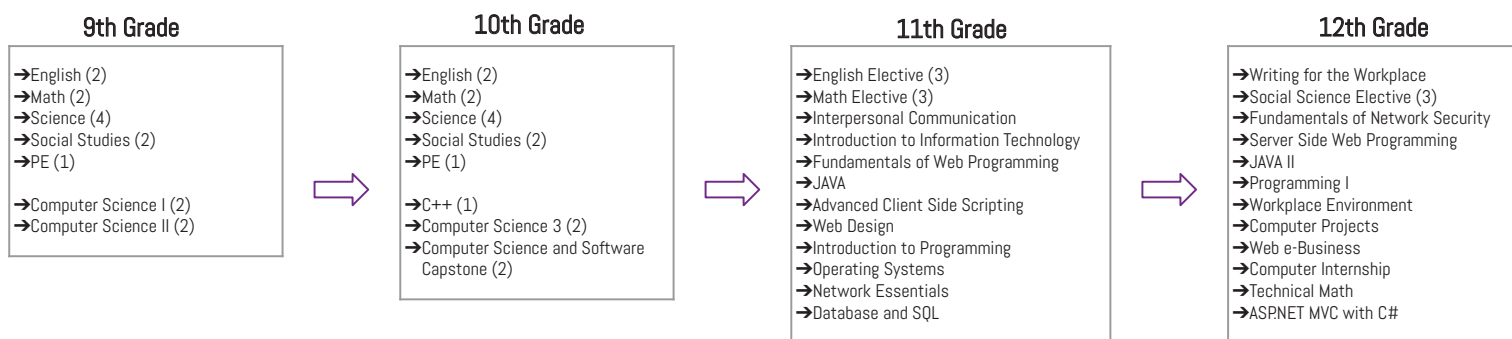


Certificate Option - Computer Programming Certificate



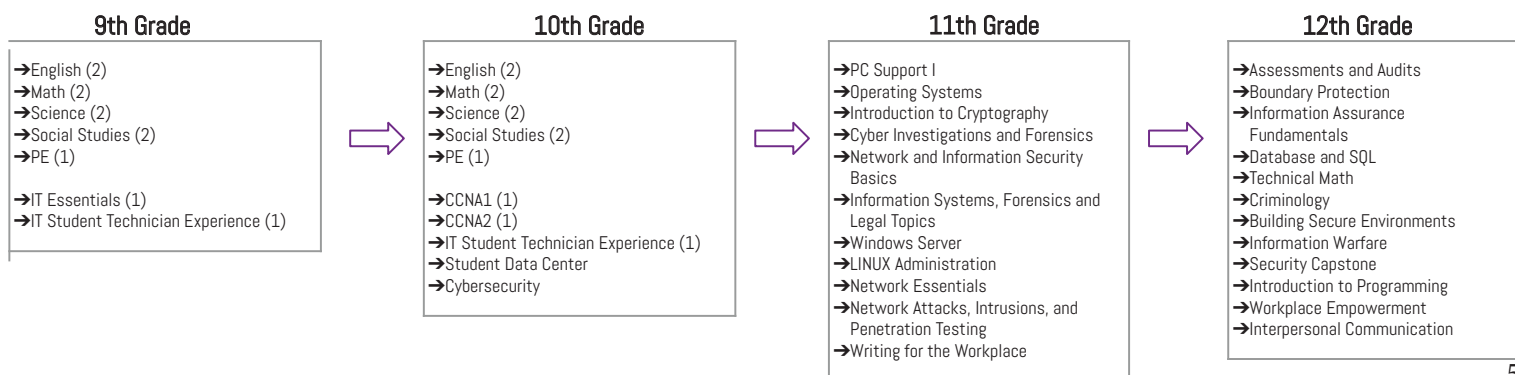
Degree Option → Computers: Application and Web Programming (A.A.S.)

(may require summer courses)



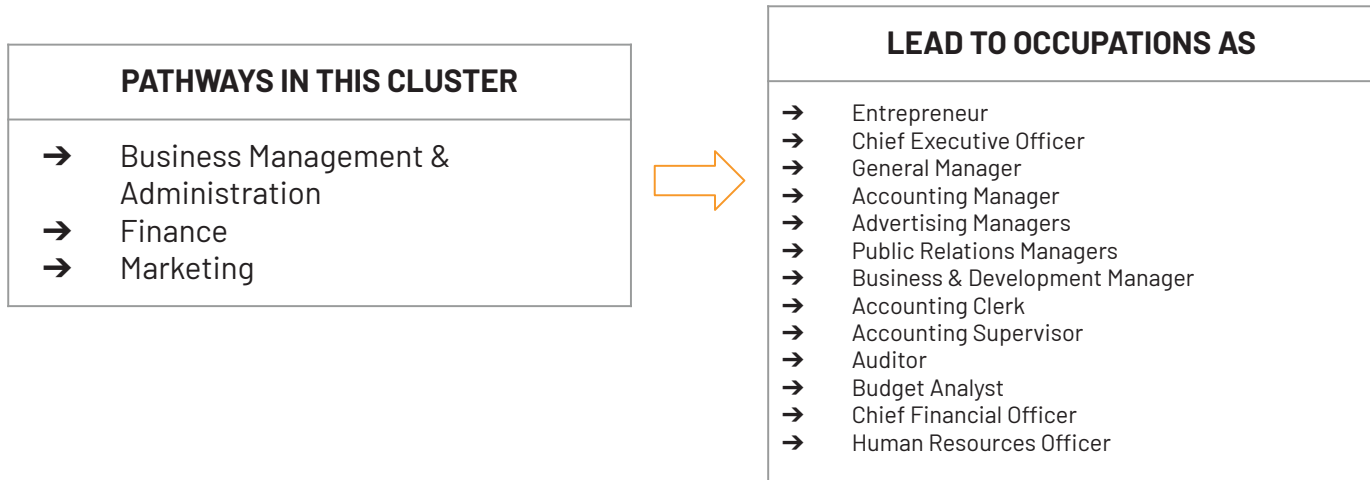
Degree Option → Computers: Cyber Security Technology (A.A.S.)

(may require summer courses)





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

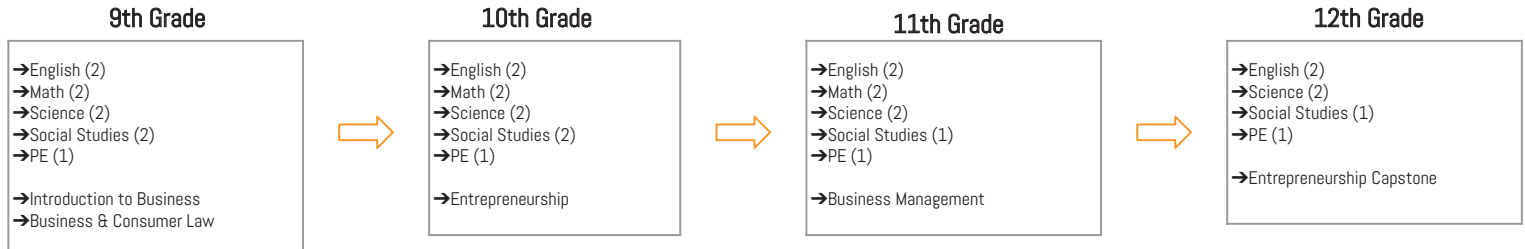


	High School Option	Certificate Option	Diploma Option	Degree Option
Business Management & Administration	<ul style="list-style-type: none"> →Intro to Business →Business & Consumer Law →Business Management →Entrepreneurship →Entrepreneurship Capstone 	<ul style="list-style-type: none"> →Management & Human Resources Certificate 	<ul style="list-style-type: none"> →Management & Human Resources Diploma 	<ul style="list-style-type: none"> →Management & Human Resources →Business Administration
Finance	<ul style="list-style-type: none"> →Intro to Business →Intro to Finance →Accounting 1 →Accounting 2 →Banking & Credit →TS Internship 	NA	<ul style="list-style-type: none"> →Accounting Technician 	<ul style="list-style-type: none"> →Accounting: Para-Accounting
Marketing	<ul style="list-style-type: none"> →Intro to Business →Intro to Marketing →Sales, Retailing & Merchandising →Marketing: Sports, Entertainment, Hospitality & Tourism →Social Media Marketing & Communications →Marketing Career Topics →Marketing Coop 	NA	NA	<ul style="list-style-type: none"> →Marketing

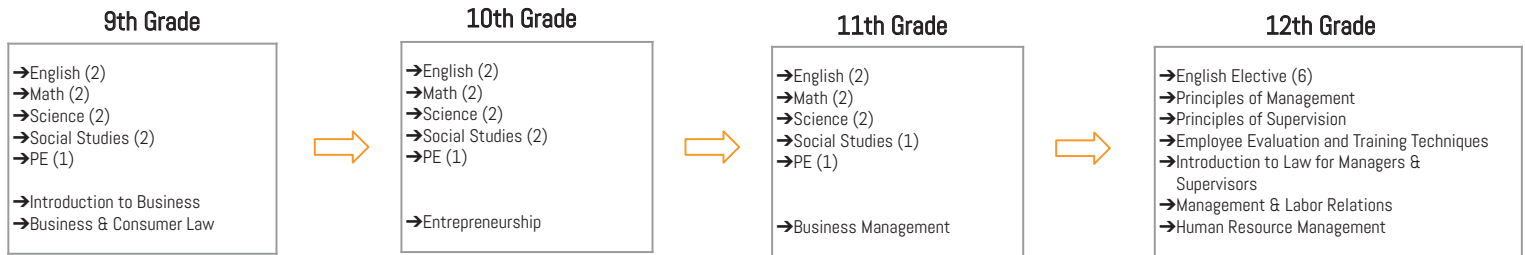
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All program requirements should be confirmed with high school counselors and IWCC advisors.]



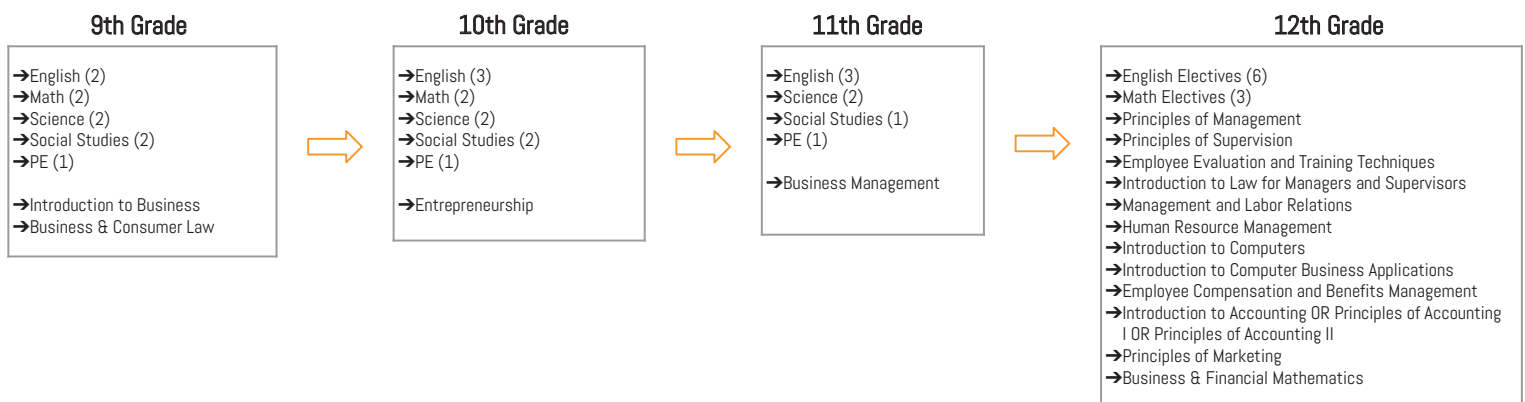
High School Option → Business, Management, & Administration



Certificate Option → Management & Human Resources



Diploma Option → Management & Human Resources





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

9th Grade

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

→Introduction to Business
→Business & Consumer Law



10th Grade

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

→Entrepreneurship
→Business Management



11th Grade

→English Electives (6)
→Math Elective (3)
→Principles of Management
→Principles of Supervision
→Employee Evaluation and Training Techniques
→Introduction to Law for Managers and Supervisors
→Management and Labor Relations
→Human Resource Management
→Introduction to Computers OR Introduction to Computer Business Applications
→Employee Compensation and Benefits Management
→Introduction to Accounting OR Principles of Accounting I OR Principles Accounting II
→Principles of Marketing
→Business & Financial Mathematics



12th Grade

→Math Elective (3)
→Introduction to Business
→Introduction to Psychology
→Composition I
→Business Communications
→Social Science/Humanities Elective
→E-Business
→Computer Accounting
→Principles of Quality
→Interpersonal Communication
→Workplace Empowerment
→Internship

Degree Option - Business Administration (A.A.)

9th Grade

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

→Introduction to Business
→Business & Consumer Law



10th Grade

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

→Entrepreneurship
→Business Management



11th Grade

→Composition I
→Mathematics Elective (3)
→Principles of Accounting I
→Introduction to Business
→Introduction to Computers
→Compositions II
→Statistics
→Principles of Accounting II
→Business Law I
→Humanities Elective



12th Grade

→English Elective (3)
→Public Speaking
→Principles of Macroeconomics
→Ethics in Business
→Distributed Requirement
→Lab Science Requirement
→Principles of Microeconomics
→Humanities Elective
→Business Elective
→Social Science Elective
→General Electives (3)



High School Option → Finance

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Business



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Finance
- Accounting I



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Accounting II
- Banking & Credit
- TS Career Exploration Experience



12th Grade

- English (2)
- Science (2)
- Social Studies (1)
- PE (1)
- TS Career Exploration Experience

Diploma Option → Accounting Technician

(Includes Summer Coursework)

9th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Business



10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Introduction to Finance
- Accounting I



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Accounting II
- Banking & Credit
- TS Career Exploration Experience



12th Grade

- Principles of Accounting I
- Introduction to Computer Business Applications OR Introduction to Computers
- Introduction to Business
- Business & Financial Mathematics
- Composition I
- Principles of Accounting II
- Payroll Accounting
- Computer Accounting
- Personal Finance
- Interpersonal Communication OR Public Speaking
- Spreadsheets OR Comprehensive Spreadsheets
- SUMMER**
- Workplace Empowerment

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

(Includes Summer Coursework)

9th Grade

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



10th Grade

- English (2)
- Math (2)
- Science (4)
- Social Studies (3)
- PE (1)
- Introduction to Finance
- Accounting I
- Accounting II
- Banking & Credit



11th Grade

- Principles of Accounting I & II
- Introduction to Computer Business Applications OR Introduction to Computers
- Introduction to Business
- Business & Financial Mathematics
- Composition I
- Payroll Accounting
- Computer Accounting
- Personal Finance
- Interpersonal Communication OR Public Speaking
- Spreadsheets OR Comprehensive Spreadsheets
- SUMMER**
- Workplace Empowerment

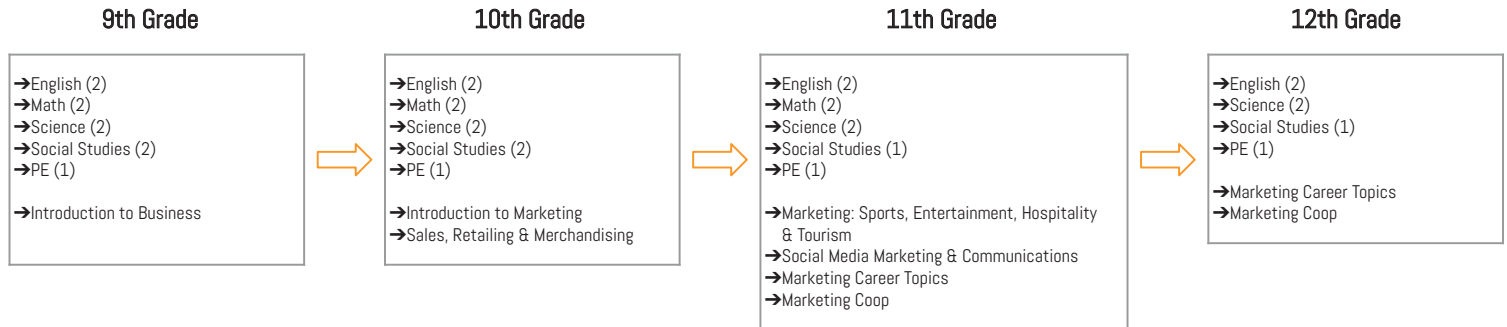


12th Grade

- Intermediate Accounting I
- Business Law I
- Governmental and Nonprofit Accounting
- Principles of Macroeconomics OR Principles of Microeconomics
- Internship
- General Elective (6)
- Cost Accounting
- Income Tax Accounting
- Ethics in Business OR Introduction to Ethics
- Business Communications
- General Elective



High School Option → Marketing

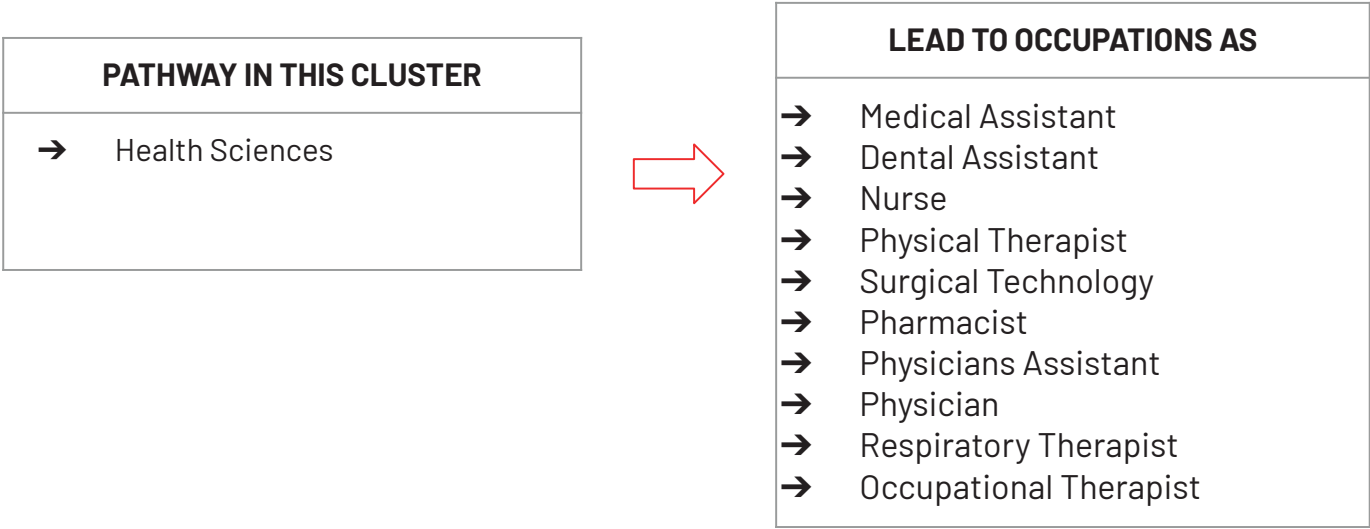


Degree Option → Marketing (A.A.S.)





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

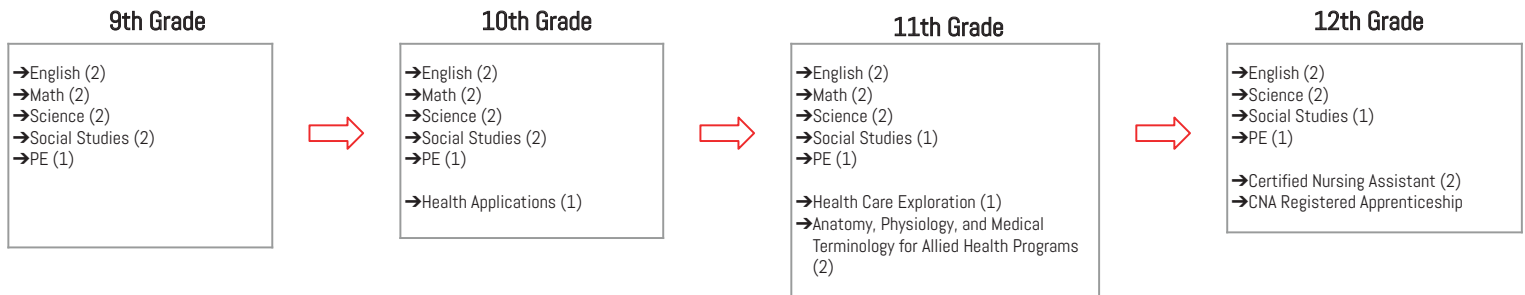


	High School Option	Certificate Option	Diploma Option	Degree Option
Health Sciences	<div>→Health Care Exploration →Anatomy & Physiology, and Medical Terminology for Allied Health Programs →CNA →CNA Registered Apprenticeship</div>	<div>→Medical/Clinical Assistant →Nursing:Advanced Nursing Assistant</div>	<div>→Medical Assistant →Dental Assistant</div>	<div>→Physical Therapist Assistant →Surgical Technology →Nursing →Health Science</div>

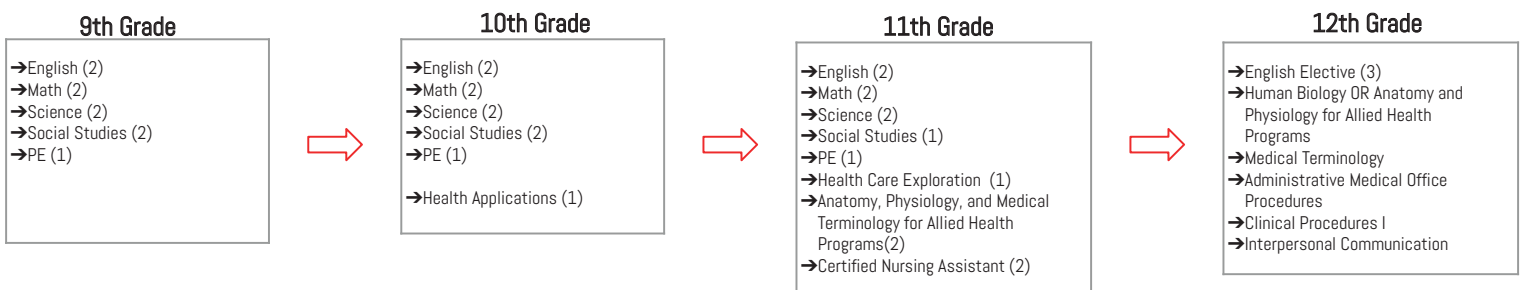
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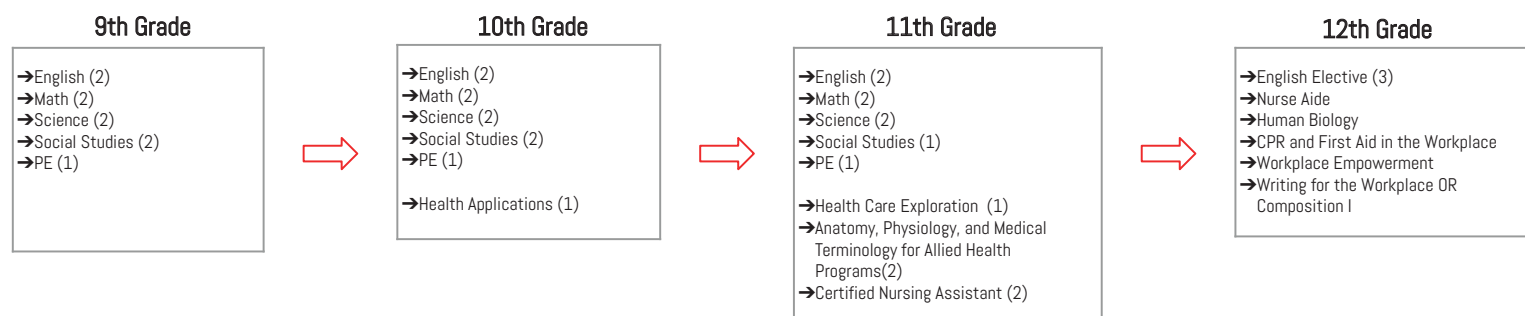
High School Option → Health Sciences



Certificate Option → Medical/Clinical Assistant

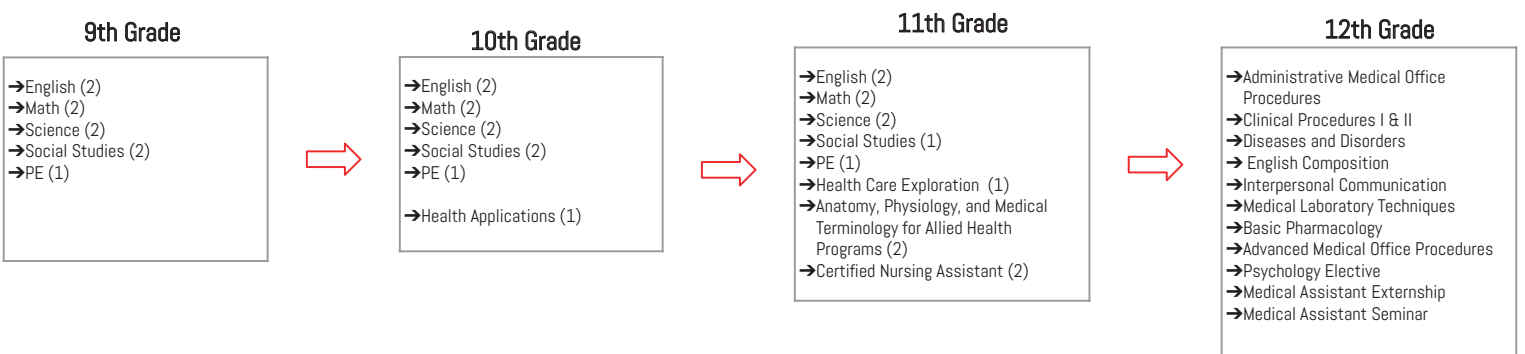


Certificate Option → Nursing: Advanced Nursing Assistant



Diploma Option → Medical Assistant

(includes summer coursework)





Diploma Option → Dental Assistant (includes summer coursework)

9th Grade

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

10th Grade

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

11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (1)
- PE (1)
- Health Care Exploration (1)
- Anatomy, Physiology, and Medical Terminology for Allied Health Programs (2)
- Certified Nursing Assistant (2)

12th Grade

- English Elective (3)
- Anatomy and Physiology for Allied Health Programs
- Dental Radiography I & II
- Dental Materials
- Dental Assisting Principles
- Dental Science I & II
- Dental Specialties
- Procedures for the Dental Office
- Dental Assisting Experience I
- Psychology Elective
- SUMMER**
- Dental Assisting Experience II
- Internship Seminar

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

9th Grade

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

10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Health Applications (1)
- Health Care Exploration (1)
- Anatomy, Physiology, and Medical Terminology for Allied Health Programs (2)

11th Grade

- Composition I
- Sterile Processing Fundamentals
- Developmental Psychology
- Interpersonal Communication
- Human Anatomy and Physiology I & II
- Technical Math
- Workplace Empowerment
- Microbiology
- Introduction to Surgical Technology and Anesthesia
- Introduction to Basic Surgical Procedures

12th Grade

- Basic Surgical Principles
- Surgical Technology
- Clinical I
- Clinical II
- Advanced Surgical Technology

Degree Option → Nursing (A.A.S.) (includes summer coursework)

9th Grade

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

10th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (2)
- PE (1)
- Health Applications (1)
- Health Care Exploration (1)
- Anatomy, Physiology, and Medical Terminology for Allied Health Programs (2)
- Certified Nursing Assistant

11th Grade

- Foundations of Nursing I
- Foundations of Nursing II
- Health Assessment Across the Lifespan
- Foundations of Nursing Clinical I
- Foundations of Nursing Clinical II
- Introduction to Math and Medications
- Public Speaking
- Pharmacology II
- Nursing Care of the Growing Family
- Nutrition

12th Grade

- Pharmacology Applications
- Trends and Issues
- Success in Nursing
- Introduction to Psychology
- Workplace Empowerment
- Maternal Child Nursing II
- Concepts of Nursing I
- Concepts of Nursing Clinic
- Microbiology
- SUMMER**
- Advanced Mental Health Nursing
- Advanced Concepts of Nursing
- Advanced Concepts of Nursing Clinical
- Passage to Professional Practice
- Introduction to Sociology



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

PATHWAYS IN THIS CLUSTER

- Hospitality & Tourism
- Education & Training



LEAD TO OCCUPATIONS AS

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

	High School Option	Certificate Option	Diploma Option	Degree Option
Hospitality & Tourism	→Hospitality	→Culinary Arts: Food Technician	→Culinary Arts: Food Service	→Culinary Arts: Baking & Pastry Art →Culinary Arts: Culinarian
Education & Training	→Human Development & Education	→Early Childhood: Child Development	→Early Childhood Studies	→Early Childhood Studies →Education Secondary →Education Elementary



High School Option → Hospitality

9th Grade

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



10th Grade

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



11th Grade

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



12th Grade

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

Certificate Option → Culinary Arts: Food Technician

9th Grade

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



10th Grade

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



11th Grade

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



12th Grade

- Culinary 3
- Culinary 4

Diploma Option → Culinary Arts: Food Service

9th Grade

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



10th Grade

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



11th Grade

- English (2)
- Math (2)
- Science (2)
- Social Studies (1)
- PE (1)
- Culinary 1
- Culinary 2
- Culinary Baking
- Business and Financial Mathematics



12th Grade

- Culinary Foundations II
- Principles of Baking II
- Quantity Food Production II w/Lab
- Culinary Baking II
- Workplace Empowerment
- Menu Planning and Design
- Purchasing

Degree Option → Culinary Arts: Baking & Pastry Art (A.A.S.)

(includes summer courses)

9th Grade

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



10th Grade

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



11th Grade

- Writing for the Workplace
- Culinary Foundations I
- Quantity Food Production I w/Lab
- Culinary Baking
- Sanitation & Safety
- Dining Service
- Business & Financial Mathematics
- Culinary Foundations II
- Culinary Baking II
- Quantity Food Production II w/Lab
- Menu Planning and Design
- Purchasing
- SUMMER**
- Baking Internship



12th Grade

- Nutrition & Wellness
- Advanced Baking I
- Baking Science
- Introduction to Sociology
- Pastries
- Laminated Doughs
- Cakes
- Cake Decorating
- Cost Control
- Advanced Baking II
- Hospitality Personnel Management
- Baking Capstone
- Artisan Bread
- International Bread
- Chocolate and Sugar
- Convenience Foods
- Workplace Empowerment



Degree Option → Culinary Arts: Culinarian (A.A.S.)

(includes summer courses)

9th Grade

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



10th Grade

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



11th Grade

- Culinary Foundations I
- Quantity Food Production I w/Lab
- Culinary Baking
- Sanitation & Safety
- Dining Service
- Business & Financial Mathematics
- Culinary Foundations II
- Quantity Food Production II w/Lab
- Culinary Baking II
- Menu Planning and Design
- Purchasing
- Writing for the Workplace
- SUMMER**
- Culinary Internship



12th Grade

- Nutrition & Wellness
- Soups & Sauces
- Soups & Sauces Lab
- Garde Manger/Charcuterie
- Garde Manger/Charcuterie Lab
- Regional Wine History
- World Cuisine
- Cost Control
- A la Carte Cooking
- A la Carte Cooking Lab
- Hospitality Personnel Management
- Culinary Capstone
- Workplace Empowerment
- Introduction to Psychology



High School Option → Human Development & Education

9th Grade

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



10th Grade

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



11th Grade

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



12th Grade

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

Certificate Option → Early Childhood: Child Development

9th Grade

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



10th Grade

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



11th Grade

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



12th Grade

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

Diploma Option → Early Childhood Studies

(may require summer courses)

9th Grade

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



10th Grade

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



11th Grade

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



12th Grade

- Early Childhood Guidance w/Lab
- Introduction to Early Childhood Education
- Childhood Growth & Development
- Early Childhood Curriculum I w/Lab
- Interpersonal Communication
- Communication with Families
- Child Health, Safety, & Nutrition
- Early Childhood Curriculum II w/Lab
- Infant/Toddler Care & Education
- Writing for the Workplace OR Composition I

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

9th Grade

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



10th Grade

- English (2)
- Math (2)
- Science (3)
- Social Studies (3)
- PE (1)
- Child Development: Preschool- Teen



11th Grade

- Early Childhood Guidance w/Lab
- Introduction to Early Childhood Education
- Child Growth & Development
- Early Childhood Curriculum I w/Lab
- Interpersonal Communication
- Communication with Families
- Early Childhood Curriculum II w/Lab
- Infant Toddler Care & Education
- Child Health, Safety, & Nutrition
- Composition I

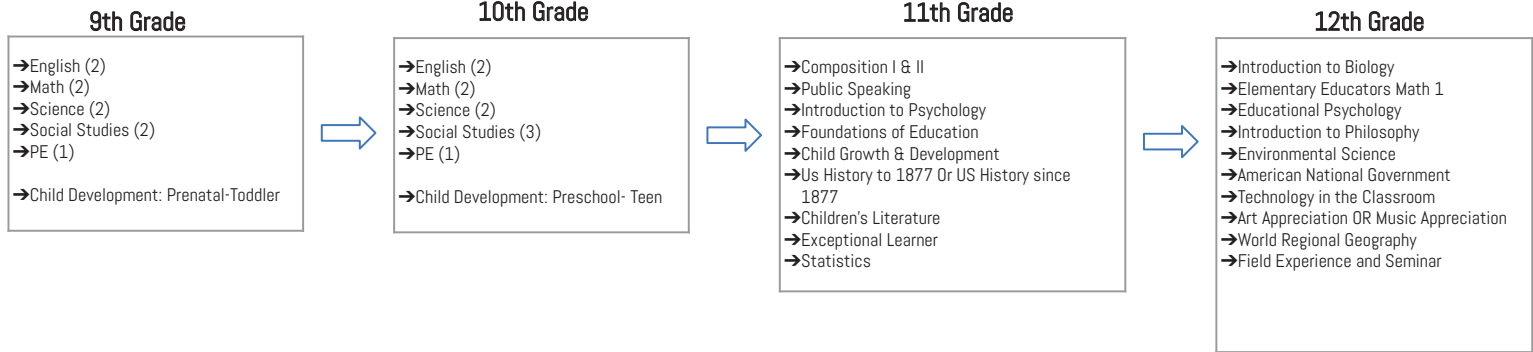


12th Grade

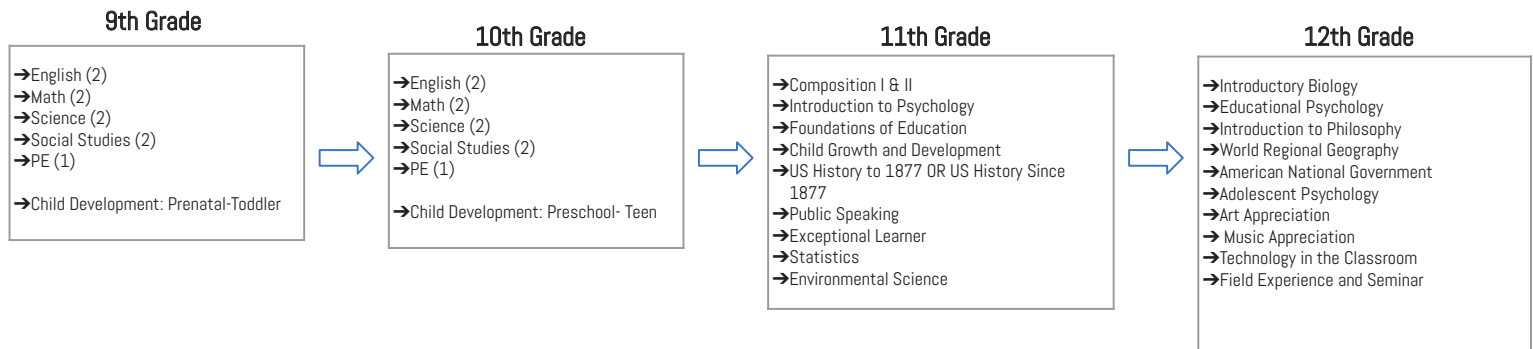
- Children's Literature
- Exceptional Learner
- Early Childhood Field Experience
- Early Childhood Program Administration
- Statistics
- Early Childhood Field Practicum
- Introduction to Computers OR Introduction to Computer Business Applications
- Workplace Empowerment
- Social Science Elective

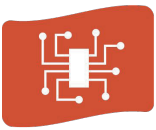


Degree Option → Elementary Education (A.A.)



Degree Option → Secondary Education (A.A.)





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

PATHWAYS IN THIS CLUSTER

- Engineering
- Automotive
- Manufacturing
- Construction

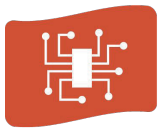


LEAD TO OCCUPATIONS AS

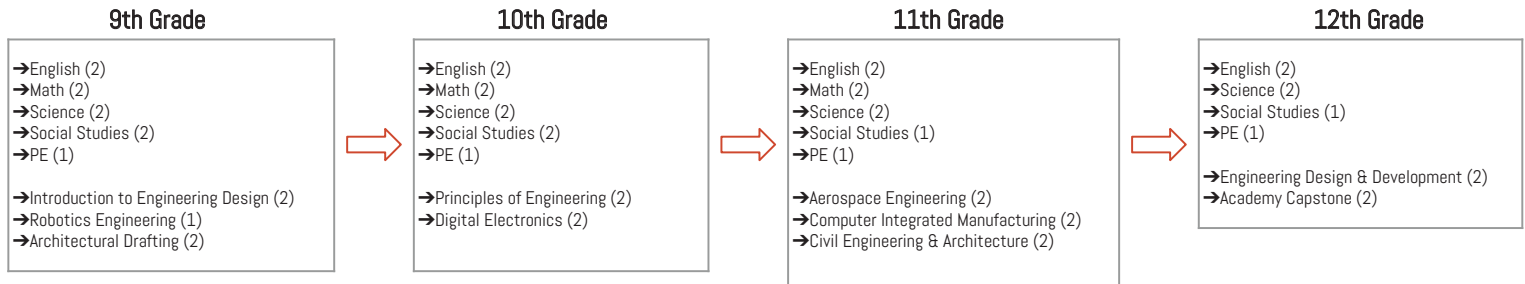
- Aerospace Engineer, Chemical Engineer, Civil Engineer, Electrical Engineer, Environmental Engineer, Industrial Engineer, Nuclear Engineer, Transportation Engineer
- Architect
- Preservationist
- Electrician
- Plumber, Pipefitter, Steamfitter
- Contractor
- Project Manager
- Construction Foreman
- Manufacturing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

	High School Option	Certificate Option	Diploma Option	Degree Option
Engineering	<ul style="list-style-type: none"> →Aerospace Engineering →Civil Engineering & Architecture →Computer Integrated Manufacturing →Digital Electronics →Engineering Design & Development →Introduction to Engineering Design →Principles of Engineering →Robotics Engineering 	<ul style="list-style-type: none"> →Industrial Technology Certificate 	<ul style="list-style-type: none"> →Robotics/Automated Systems Technician →Electrical Technology →Industrial Maintenance Technician 	<ul style="list-style-type: none"> →Electronic Engineering Technology →Industrial Engineering Technology →Robotics/Automated Systems Engineering Technology →Pre-Engineering
Automotive	<ul style="list-style-type: none"> →TradeWorks 	NA	<ul style="list-style-type: none"> →Diesel Mechanic →Automotive Maintenance & Light Repair 	<ul style="list-style-type: none"> →Diesel Technology →Automotive Technology
Manufacturing	<ul style="list-style-type: none"> →TradeWorks 	<ul style="list-style-type: none"> →Welding Certificate →Industrial Technology Certificate 	<ul style="list-style-type: none"> →Industrial Maintenance Technician 	<ul style="list-style-type: none"> →Industrial Engineering Technology →Design Technology
Construction	<ul style="list-style-type: none"> →TradeWorks 	<ul style="list-style-type: none"> →Carpentry Certificate →HVAC/R Maintenance Certificate →Carpentry Technology →Construction Management →Residential Plumbing →Drafting & CAD 	<ul style="list-style-type: none"> →Construction Tech - Residential →Electrical Technology →HVAC/R Technology Diploma →Plumbing Technology →Construction Management →Welding Technology 	<ul style="list-style-type: none"> →Electronic Engineering Technology →Construction Management

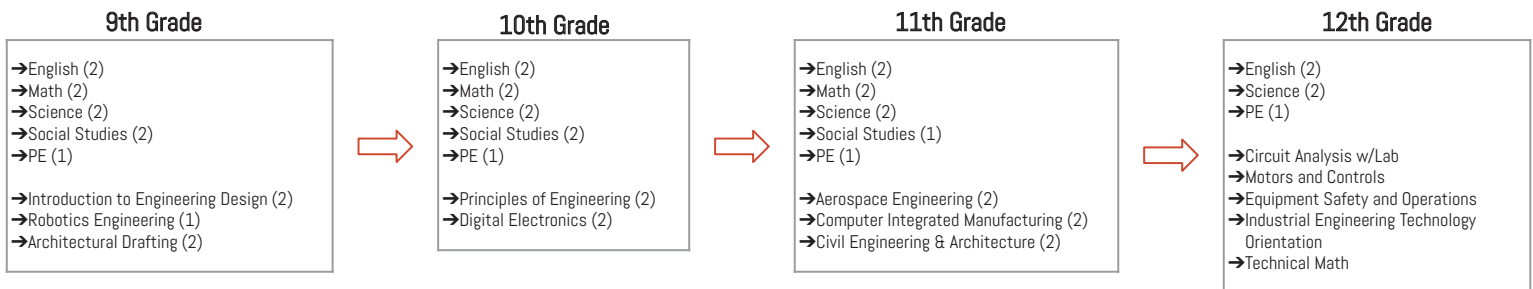
[The following pathways are not intended to replace the graduation requirements for Council Bluffs Schools or the official IWCC course catalog. All program requirements should be confirmed with high school counselors and IWCC advisors.]



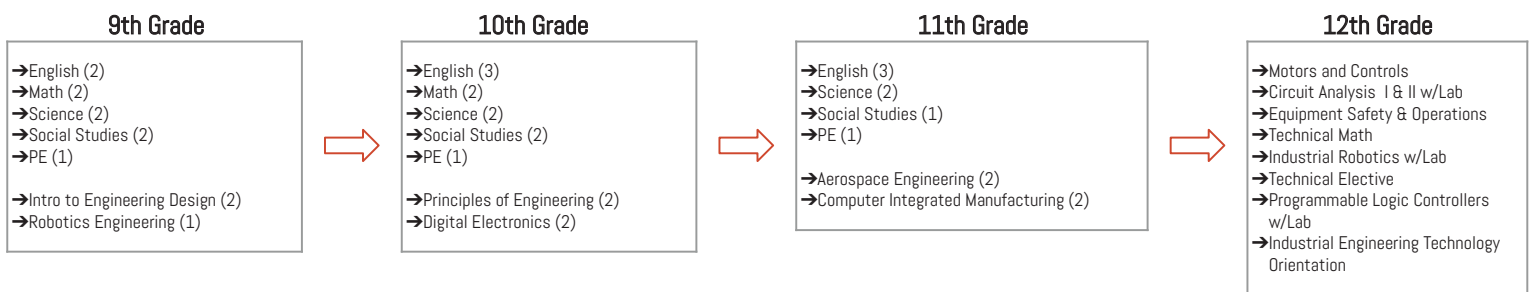
High School Option → Project Lead the Way: Engineering

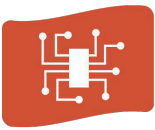


Certificate Option → Industrial Technology Certificate

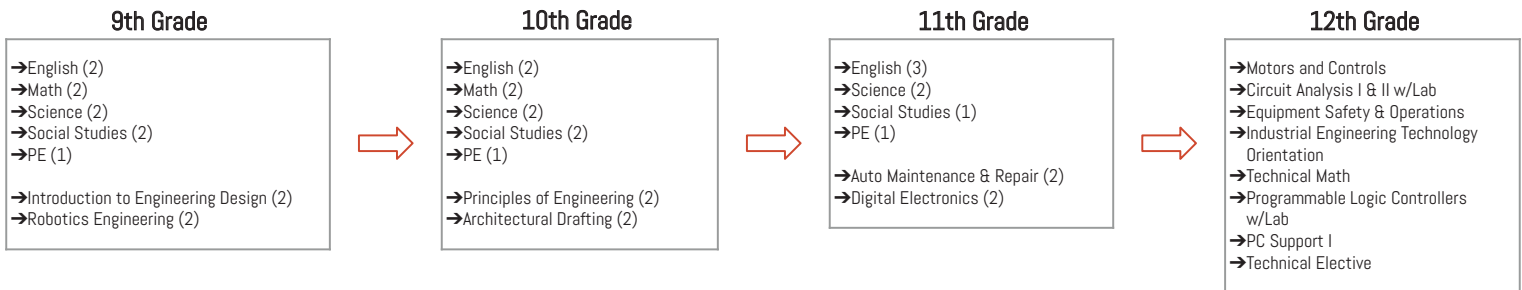


Diploma Option → Robotics/Automated Systems Technician

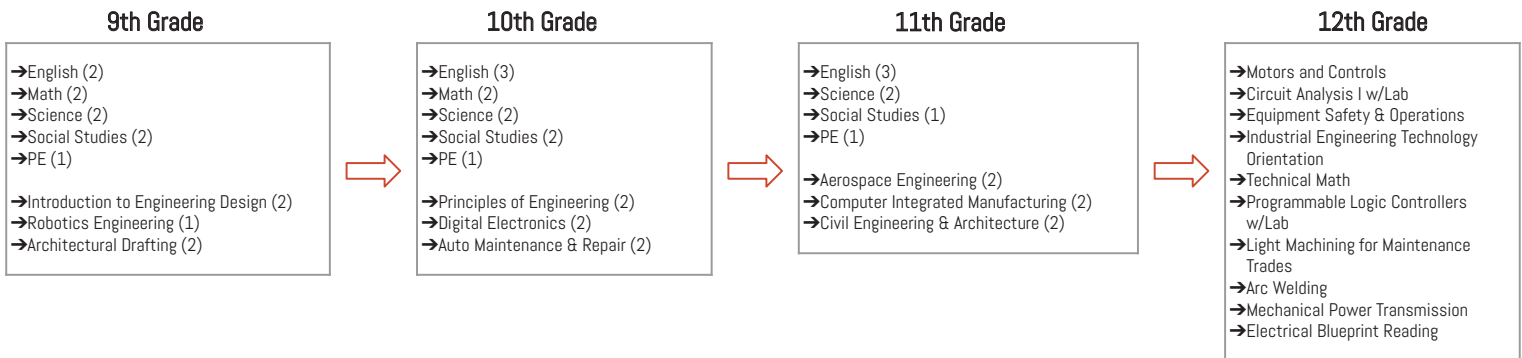




Diploma Option → Electrical Technology

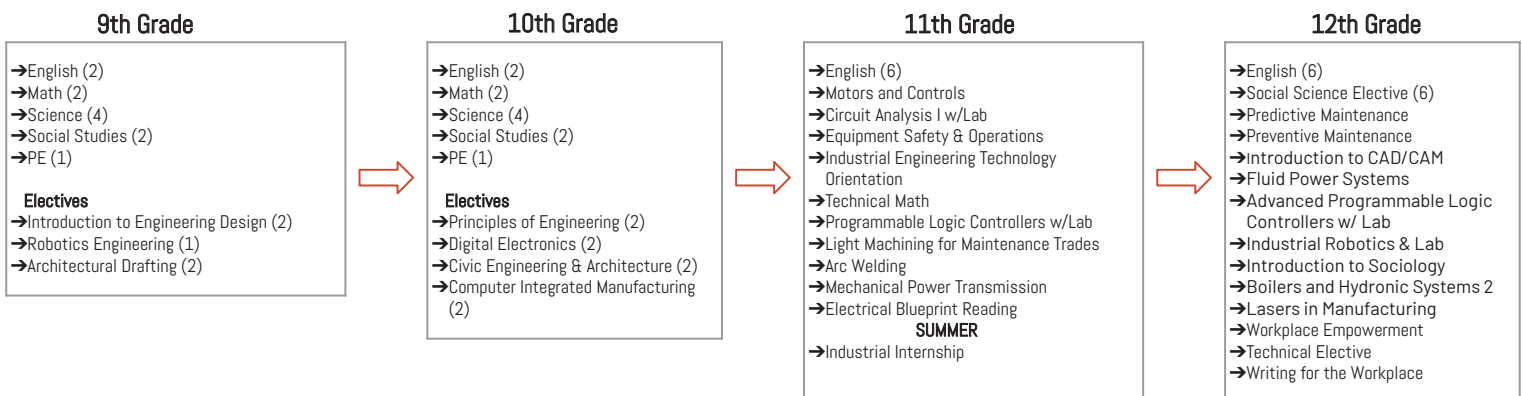


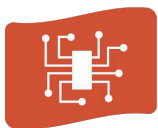
Diploma Option - Industrial Maintenance Technician



Degree Option → Industrial Engineering Technology (A.A.S.)

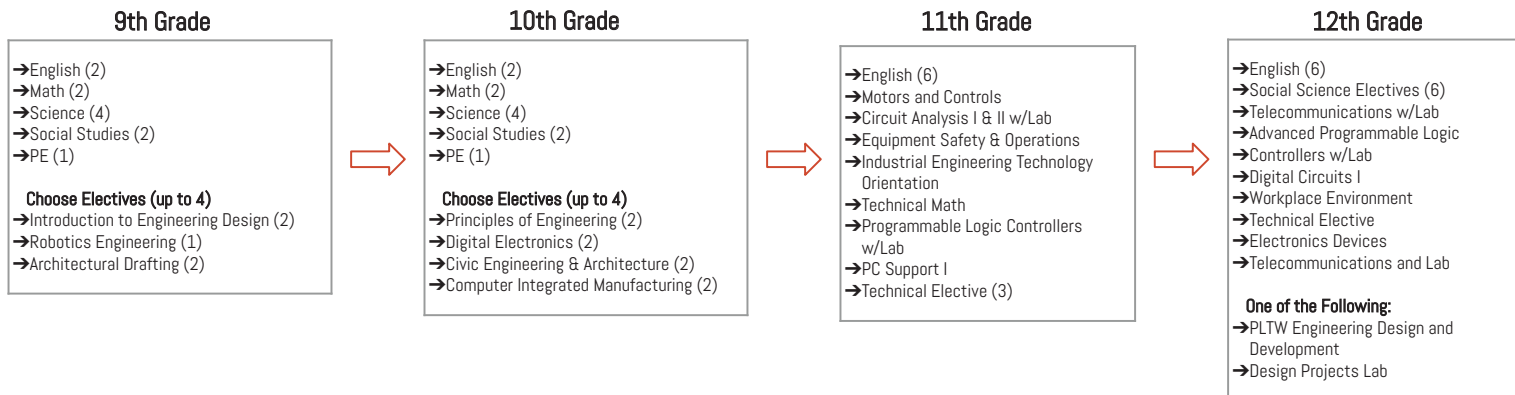
(may require summer courses)





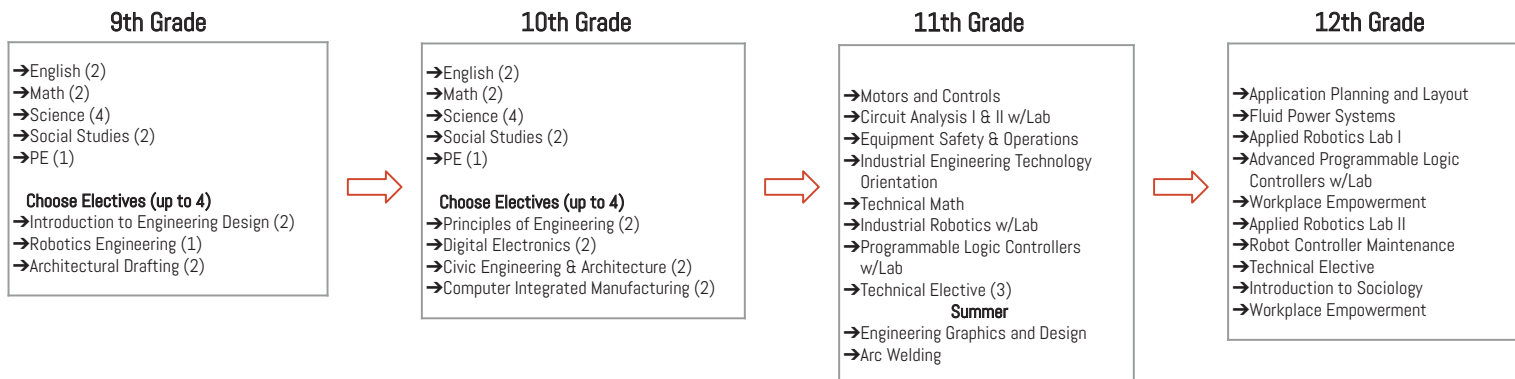
Degree Option → Electronic Engineering Technology (A.A.S.)

(may require summer courses)

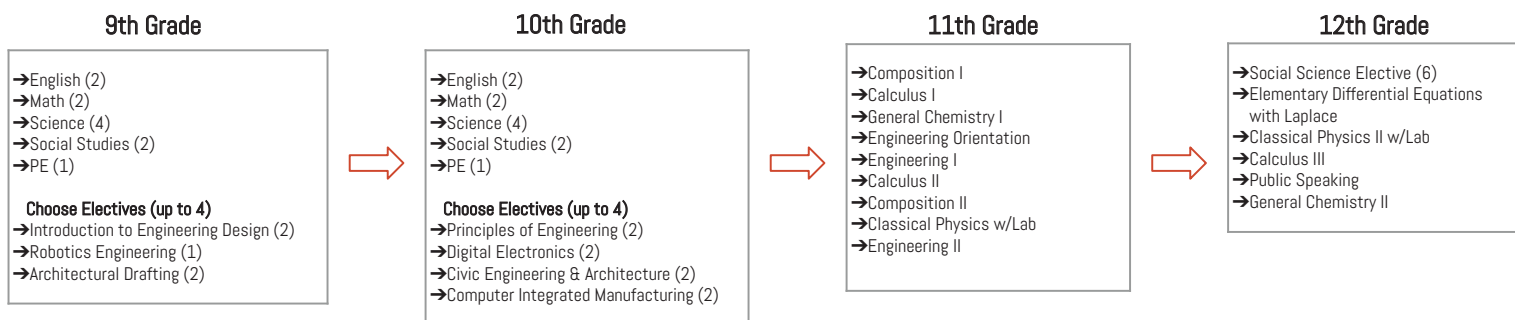


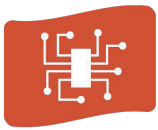
Degree Option → Robotics/Automated Systems Engineering Technology (A.A.S.)

(may require summer courses)

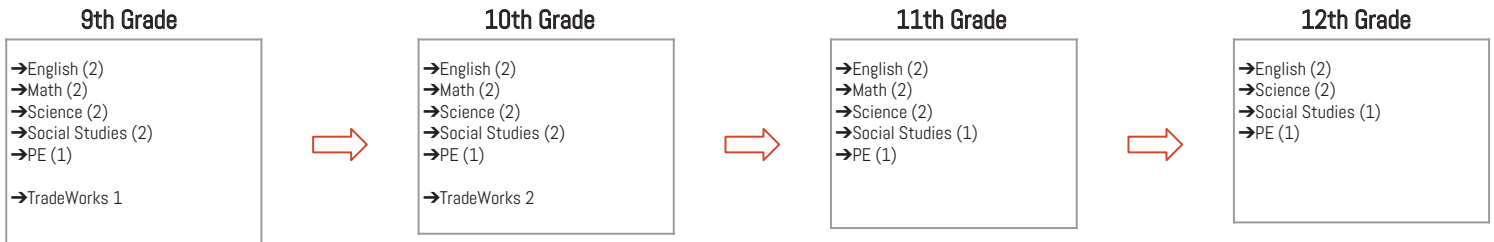


Degree Option → Pre-Engineering (A.S.)



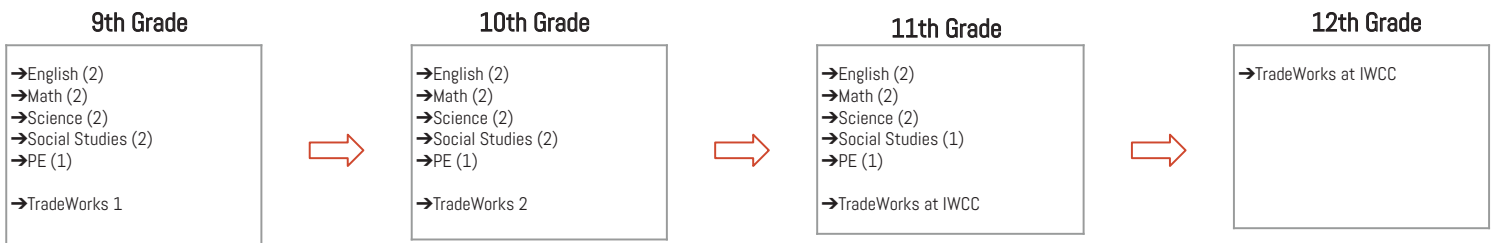


High School Option → Automotive



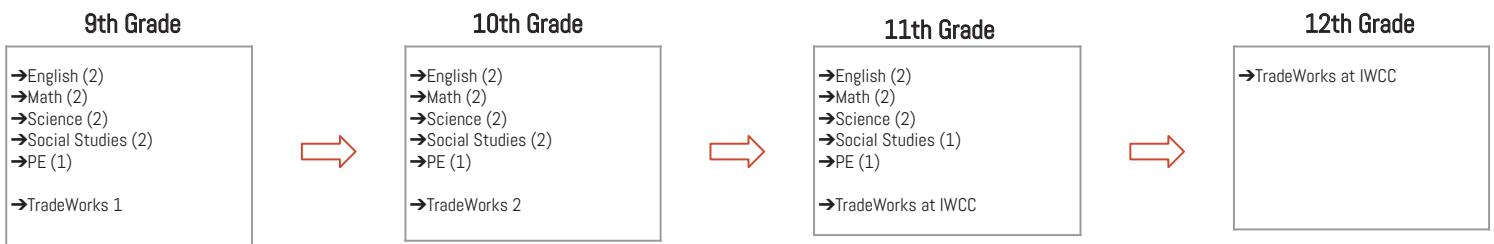
Diploma Option → Diesel Mechanics

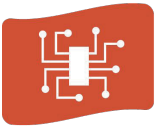
(summer coursework required)



Diploma Option → Automotive Maintenance and Light Repair

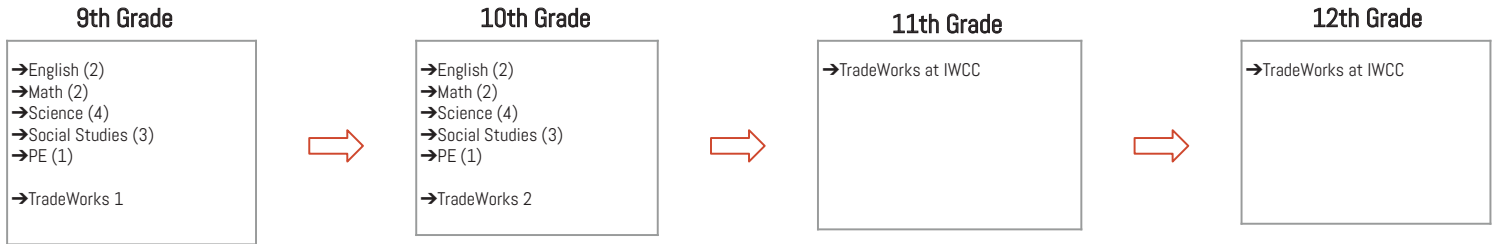
(summer coursework required)





Diploma Option → Diesel Technology AAS

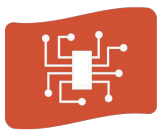
(summer coursework required)



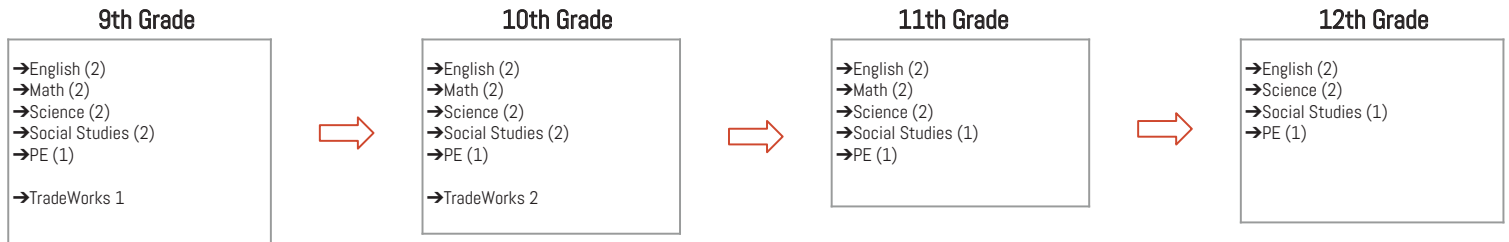
Degree Option → Automotive Technology (A.A.S.)

(summer coursework required)

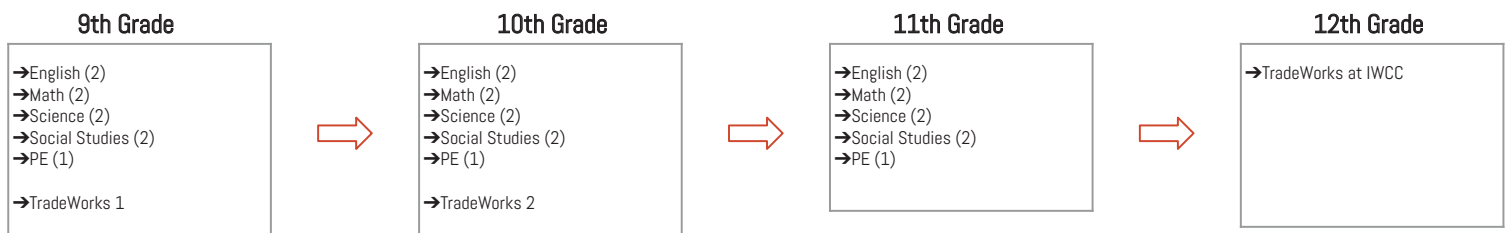




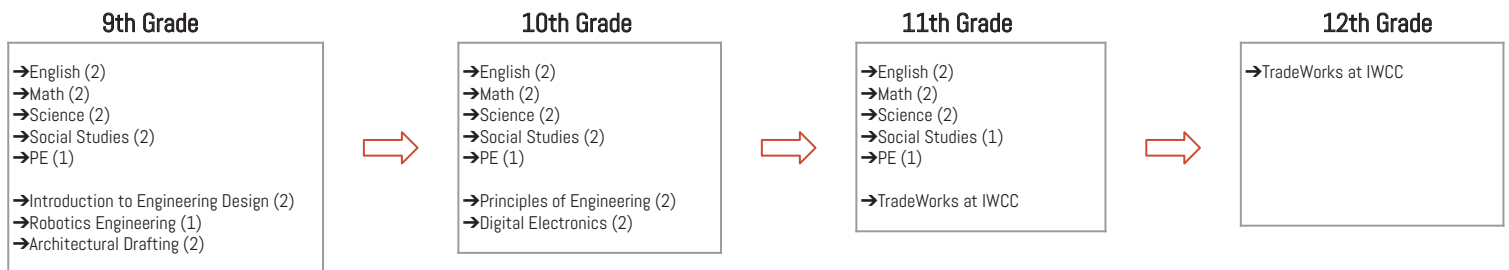
High School Option → Manufacturing



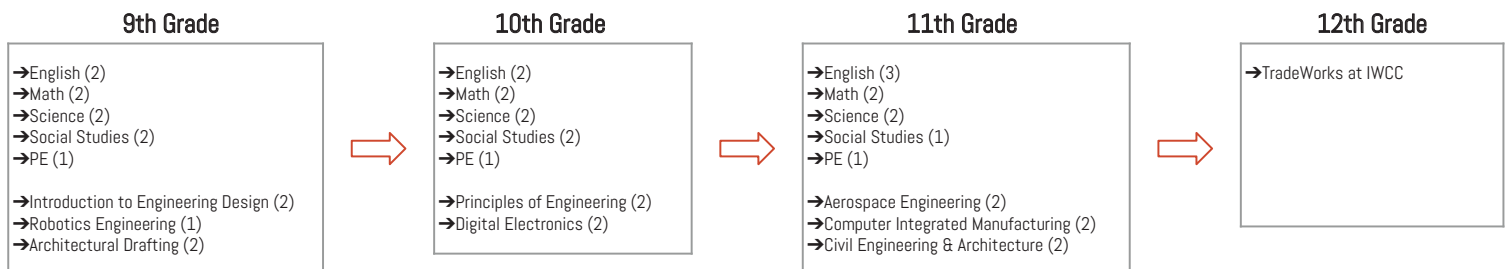
Certificate Option → Welding

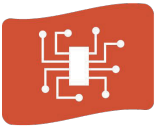


Certificate Option → Industrial Technology



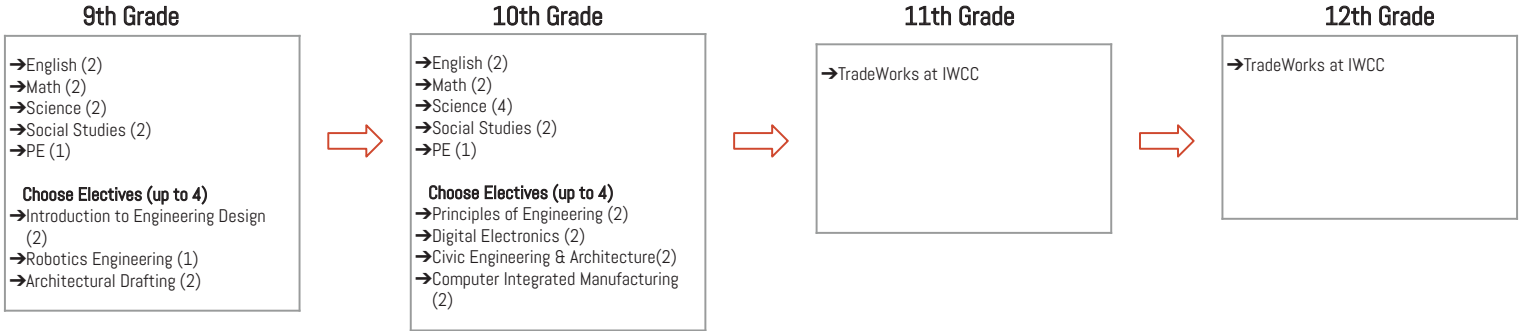
Diploma Option → Industrial Maintenance Technician





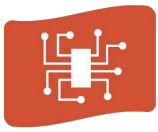
Degree Option → Industrial Engineering Technology (A.A.S.)

(may require summer courses)

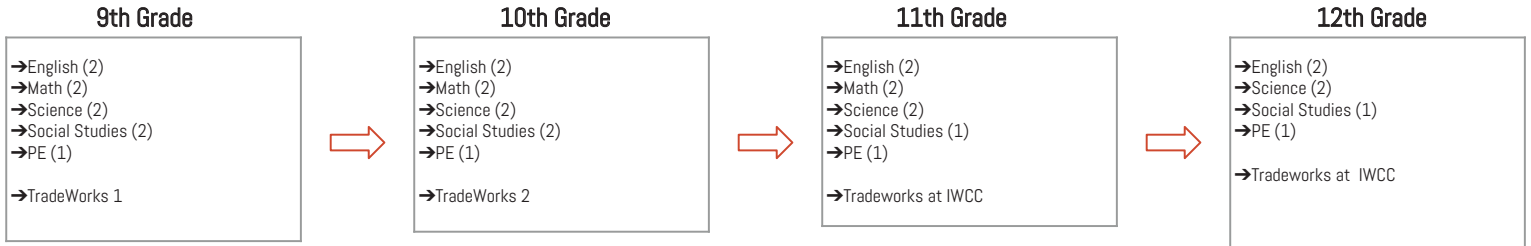


Degree Option → Design Technology (A.A.S.)

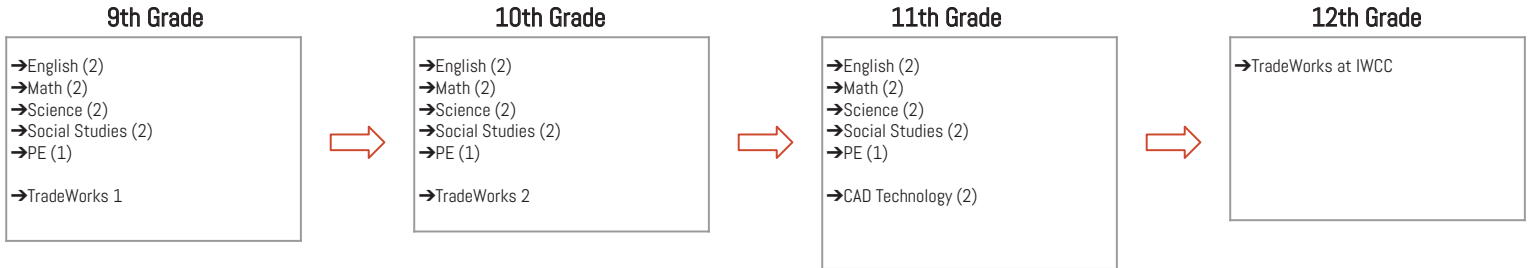




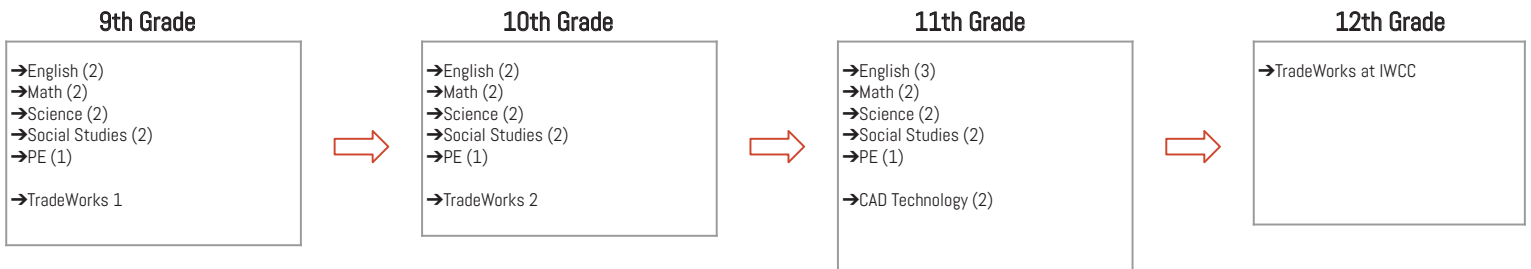
High School Option → Construction Technology



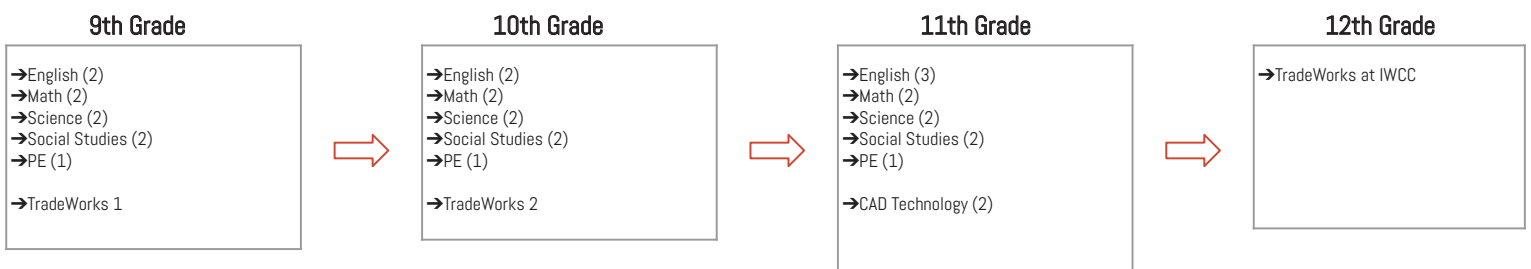
Certificate Option → Construction Technology: Carpentry

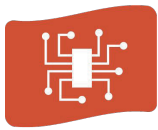


Certificate Option → HVAC/R Maintenance

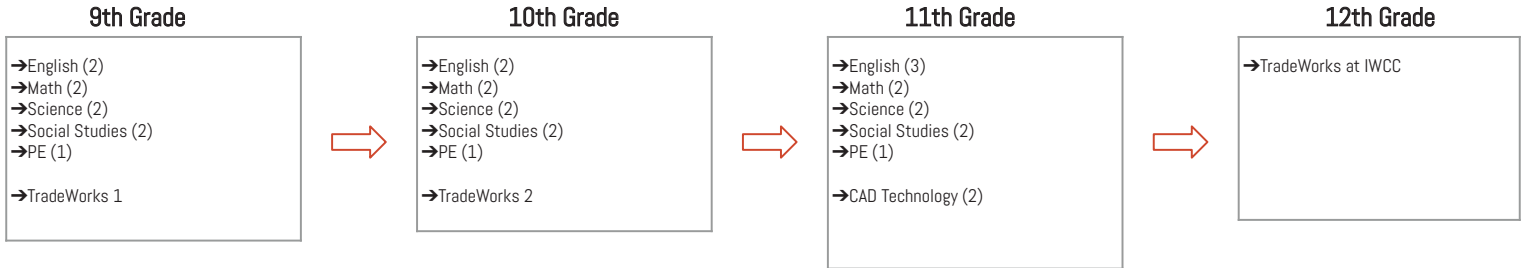


Certificate Option → Construction Management

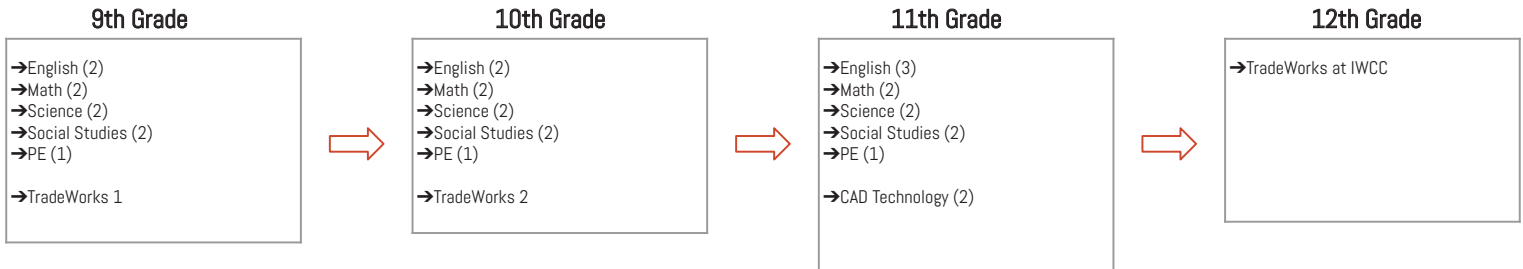




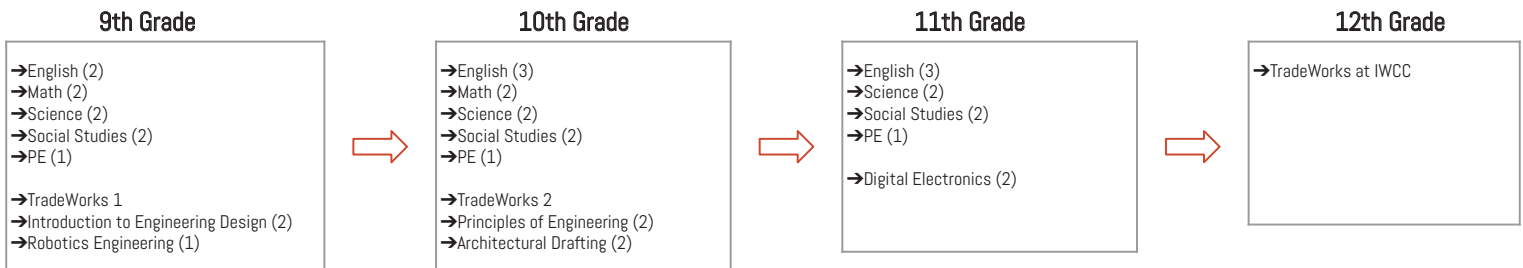
Certificate Option → Drafting and CAD



Certificate Option → Residential Plumbing

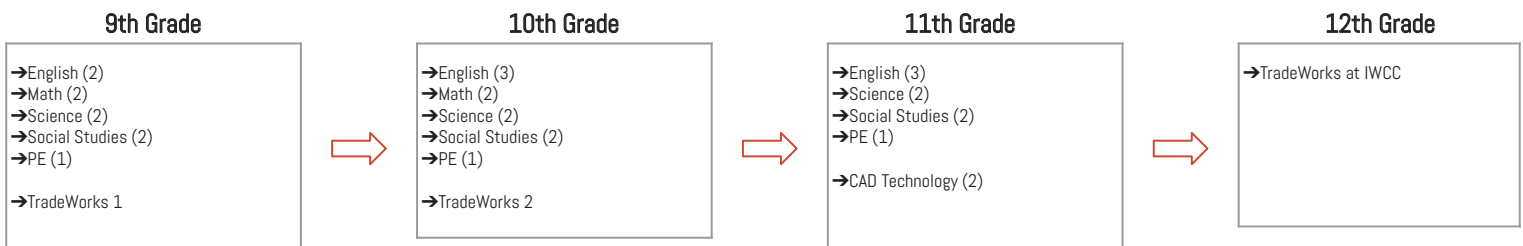


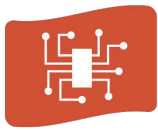
Diploma Option → Electrical Technology



Diploma Option → HVAC/R Technology

(includes summer internship and coursework)





Diploma Option → Plumbing Technology

(includes summer internship and coursework)

9th Grade

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

→TradeWorks 1



10th Grade

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

→TradeWorks 2



11th Grade

→English (3)
→Science (2)
→Social Studies (2)
→PE (1)



12th Grade

→TradeWorks at IWCC

Diploma Option → Construction Management AAS

(includes summer internship and coursework)

9th Grade

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

→TradeWorks 1



10th Grade

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

→TradeWorks 2



11th Grade

→English (3)
→Science (2)
→Social Studies (2)
→PE (1)

→CAD Technology (2)



12th Grade

→TradeWorks at IWCC

Diploma Option → Welding Technology

(includes summer internship and coursework)

9th Grade

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

→TradeWorks 1



10th Grade

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

→TradeWorks 2



11th Grade

→English (3)
→Science (2)
→Social Studies (2)
→PE (1)
→Welding Registered Apprenticeship



12th Grade

→TradeWorks at IWCC
→Welding Registered Apprenticeship

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

(includes summer internship and coursework)

9th Grade

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

→TradeWorks 1



10th Grade

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

→TradeWorks 2
→CAD Technology (2)



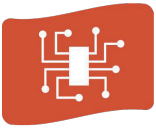
11th Grade

→TradeWorks at IWCC



12th Grade

→TradeWorks at IWCC



Degree Option → Electronic Engineering Technology (A.A.S.)

(includes summer internship and coursework)

9th Grade

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

Choose Electives (up to 4)

- TradeWorks 1
- Robotics Engineering (1)
- Architectural Drafting (2)



10th Grade

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

Choose Electives (up to 4)

- TradeWorks 2
- Principles of Engineering (2)
- Digital Electronics (2)
- Civic Engineering & Architecture (2)
- Computer Integrated Manufacturing (2)



11th Grade

- TradeWorks at IWCC



12th Grade

- TradeWorks at IWCC

8. Courses by Department

Course Descriptions

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

Course Descriptions by Department

Business, Finance, and Marketing	79
College & Career Readiness & Development	83
Communications and Audio/Visual Technology	87
Computer & Information Science	90
Engineering, Construction, and Industrial Technology	93
Family & Human Services	98
Fine & Performing Arts	102
Health Care Sciences	109
Language Arts	112
Mathematics	116
Military Science	120
Physical, Health, and Safety Education	122
Science	124
Social Studies	127
World Languages	132

BUSINESS, FINANCE & MARKETING

BUSINESS

Business & Consumer Law

Grades: 9-12	This course is designed to help students develop an appreciation for law and a practical understanding of the legal framework in which individuals function—personal, social, and business. Topics include: law enforcement, judicial court system, minor and consumer rights, contracts and insurance.
Credit: 1	
Location: AL/ TJ	
Duration: Semester	
Prerequisite: NA	

Business Management

Grades: 11-12	This course is designed to provide a solid foundation to the business world – how it operates and is managed. Basic business principles will help the student to enter the work force or college. Topics include business characteristics, forms of ownership, finance, and management. The one semester course is a prerequisite or corequisite for the Marketing Education Program.
Credit: 1	
Location: TJ	
Duration: Semester	
Prerequisite: NA	

Entrepreneurship

Grades: 10-12	Entrepreneurship is designed to give students the skills to effectively organize, develop, and manage a business. Topics include student assessment of personal skills, the components of the free enterprise system and its place in our global economy, understanding risk management and the concept of risk/reward, marketing, selling, financing, and ethics. Students will develop a written business plan for a business of their choice. <i>*This course covers all career pathway areas.</i>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Introduction to Business

Grades: 9-10	This course is a pre/co-requisite for the Business Strand of the Business Ventures Academy. Introduction to Business is a basic introduction to the business world. Students learn their role in the economic system. Business cycles, supply and demand, exports and imports, business ethics, starting your own business, and business communication skills will be covered. This course is an introduction to the department's business programs.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

FINANCE

Accounting 1

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

Accounting 2

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

Banking and Credit

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

Entrepreneurship Business Ventures Academy Capstone Experience

Grades: 12	Entrepreneurship Ventures is designed as the capstone course in a specialized sequence of courses. This course provides instruction in marketing, management, finance, and entrepreneurial fundamentals, as they relate to starting and operating a business. The class enables students to acquire the knowledge and develop skills needed to effectively organize, develop, create and manage their own business. Students will develop and implement a written business plan for a business of their choice.
Credit: 1-2	
Location: TJ	
Duration: Semester	
Prerequisite: Completion of a CTE course sequence could be taken in lieu of a capstone course	
Repeatable: Up to 2 semesters	

Introduction to Finance

Grades: 10-12	This course is a pre/co-requisite to the Finance Strand of the Business Ventures Academy. This program prepares students to live successfully in the real world. The course of study includes: banking, savings, credit, insurance, money management, investing, and more.
Credit: 1	
Location: TJ	
Duration: Semester	
Prerequisite: Introduction to Business	

Money Matters!

Grades: 11-12	This course will help students in career decision making and goal setting. It will provide opportunities to create job seeking and keeping documents. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving. Some topics will be: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, planning for retirement, develop personal spending and savings plans, understand the cost of using credit, and protecting assets. <i>Course meets Financial Literacy Graduation Requirement.</i>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

TS Career Exploration Experience

Grades: 11-12	This experience will expose students to the many departments inside the banking industry. Semester 1 of this capstone experience, students will gain experience working in departments like, human resources, marketing, lending, accounting, business intelligence, front line banking and a few others. Each student will take a personal assessment helping them to discover more about themselves and how they can use their strengths in the workplace. In semester 2 of this capstone, students will learn the history of banking, the products and services a bank offers and the skills necessary to offer a high quality client experience. At the completion of semester 2 students will leave with a "Banking Fundamentals" certificate from the American Bankers Association.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Banking and Credit	
Repeatable: Each semester	

MARKETING

Introduction to Marketing

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

Marketing Career Co-op/DECA

Grades: 11-12	Marketing Career Co-op is a one-year course for students enrolled in Marketing Career Topics. Students work for pay at a related job for which they receive credit. Job placement, training, and evaluation are part of this course. <i>*Students may earn 1 credit per semester with verified employment.</i>
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Marketing Career Topics 1

Grades: 11-12	This course is designed to prepare students for careers in marketing or a business major in college. Units of study include career planning, advertising, visual merchandising, job seeking skills, and human relations to other marketing-related topics. <i>*The student becomes a member of DECA.</i>
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Take 2 of the following: Principles of Marketing; Marketing: Sports, Entertainment, Hospitality, & Tourism; Business Management; Retailing; or Entrepreneurship (may also be Co-requisites)	

Marketing Career Topics 2

Grades: 12	Marketing Career Topics 2 is an extension of Marketing Career Topics, taught concurrently with Marketing Career Topics 1 that further develops the marketing/Deca students by adding curriculum in the following areas: consumer behavior, marketing research, management and leadership strategies, employability skills, development of marketing plans, in depth social media marketing, and other advanced marketing concept that will be examined during this one-year course. Students will complete marketing research projects as well as create a career portfolio for today's ever changing digital world.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Marketing Career Topics 1	

Marketing: Sports, Entertainment, Hospitality & Tourism

Grades: 11-12	This course is a prerequisite/corequisite for the total Marketing Education/DECA Program. Students will be introduced to an overview of marketing in the areas of sports, entertainment, hospitality and tourism. The focus is on marketing basics, including segmentation, research, promotion, sales, pricing, public relations, product service development, and the use of social media to reach target markets. Students will develop skills that prepare them to succeed in the career fields of marketing in sports, entertainment, hospitality, and tourism industries which are the largest growing global- marketing sectors.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Marketing	

Sales, Retailing & Merchandising

Grades: 10-12	This course includes a study of selling, retailing, and merchandising focusing on the exciting environment of retail stores. Students will examine retail strategies including merchandise management, visual merchandising, sales promotion, pricing strategies, current and future trends and the importance of customer service. This class will also examine the role of selling by studying selling approaches and procedures, product knowledge, and sales presentations.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Marketing	

Social Media Marketing & Communications

Grades: 10-12	This course will explore the realm of social media marketing and how it is revolutionizing business communications by studying the history of online communities and how to define and evaluate social media and communication tools. Students will examine and assess the roles of online communities and the impact of new technologies and changing lifestyles on marketing strategy development and communications in business. They will identify market leaders (e.g., Facebook, LinkedIn, Twitter) and key tools for business communication (e-mail, blogs, websites) and learn how to effectively integrate them into a successful marketing mix.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Marketing	

COLLEGE AND CAREER READINESS AND DEVELOPMENT

ACT Prep

Grades: 10-12	ACT Prep is a semester-long course designed to prepare students for success on the ACT and increase the potential to earn scholarships and grants for college. The course will help students understand both the format and most common content on the ACT. In addition, students will develop specific strategies designed to improve student composite and subtest scores. The course utilizes the Naviance ACT Prep program. The course will also help students develop and complete scholarship applications to generate additional funding for college!
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Advanced Placement (AP) Prep

Grades: 10-12	AP Prep is a semester-long course designed to prepare students for the rigors and success in AP classes, as well as, on the AP exams. The course will help students understand both the format and most common content on AP exams. In addition, students will develop specific strategies designed to improve student scores. The course is based on available AP exam preparation programs. The course will also help students with other study skills and strategies that will enable them to be more successful in high school, college and career and life.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Enrolled or planning to enroll in an AP course or take AP Exam	
Repeatable: Each semester	

Advisement

Grades: 9-12	Advisement class required for all students. During class students work with teacher advisors to create, implement and monitor school success plans for high school and beyond. Students remain with the same advisor throughout their high school career. Students are required to enroll in Advisement every semester, every year.
Credit: 0.5	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

College and Career Exploration (CE) (PP)

Grades: 11-12	Exploring Careers provides students guidance in choosing a career goal and preparing for employment. Emphasis is placed on identifying interests, abilities, and values, and exploring options for careers. Students learn how to access labor market information and follow employment trends. Additionally, students develop the skills and aptitudes necessary to obtain employment, emphasizing the development of characteristics associated with job success.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Pottawattamie Promise Student	
IWCC: WBL100	

College and Career Readiness (CE)(PP)

Grades: 11-12	<p>This course assists students in developing the skills necessary to obtain employment, and to learn and practice the skills and attitudes required for job success. Students practice resume writing, job application completion, and interviewing techniques. Additionally, students practice workplace problem-solving strategies, and demonstrate skills required to work in a diverse environment. The course is meant to facilitate and promote academic success. The student is exposed to learning strategies focused on the classroom (test taking, note taking, time management, etc.) and beyond (changing habits, personal responsibility, etc.). The student is introduced to tools which will help him/her grow academically, personally, and professionally. The course is a wonderful opportunity to assist with transition to college and provides numerous strategies to create success in and out of the classroom.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Pottawattamie Promise Student	
IWCC: WBL110	

Freshman Success Seminar

Grades: 9	<p>This course is designed to capture and continue momentum from the 8th to 9th summer transition program to ensure that identified students have the support necessary to be successful during their 9th grade year and beyond. The course will build knowledge of graduation requirements, grading policies, attendance policy, GPA, and the importance of being involved in extracurricular activities. Students will learn skills necessary for success as a student including study habits, time management, organization, self-advocacy, attendance, collaboration, goal setting, identifying and accessing resources, 4-year and post-secondary planning, critical thinking, healthy decision making, leadership skills, conflict resolution, social and interpersonal skills, self-motivation, and taking responsibility for one's actions. The course will provide exposure to school and district values, expectations, and mission. As a result of participation in seminar students will build character, integrity, grit, perseverance, professionalism, responsibility, and self control. The course will also introduce appropriate technology use, social media safety, and use of Google Application.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Administrator Approval	

IJAG

Grades: 9-12	<p>Iowa's Jobs for America's Graduates (IJAG) is a full-year class for juniors and seniors. IJAG students are given the opportunity to experience work environments through job shadowing, internships, and part-time employment. The IJAG Career Association is a student-led organization that fosters leadership, teamwork, community service and citizenship. The Educational Specialist offers assistance and support for twelve months after graduation to ensure a successful school-to-career transition. Note: 36 week course (one year); begin in fall only.</p>
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: 9-12 TJ; 10-12 AL	

IJAG Co-op

Grades: 11-12	<p>IJAG students apply to receive credit for a job outside of school. Note: 36 week course (one year); begin in fall only.</p>
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: 9-12 TJ; 10-12 AL	

Multi-Occupational Careers Co-op

Grades: 12	For seniors who wish to pursue an occupation while completing their last year of high school. Students apply for permission to have released time from school to work and will receive one credit per semester for this on-the-job training. A few examples of occupations in which these students may participate include the following: auto body repair, carpentry, mechanics, welding, food service, child care, nursing homes, and grocery stores, or a similar related field, as approved by an administrator. They are evaluated each semester by their supervisor at the job site. *Students must be concurrently enrolled in Multi-Occupational Careers Topics.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: 2 semesters within the Same CTE program sequence	
Repeatable: Each semester	

Multi Occupational Career Topics

Grades: 11- 12	This course is recommended for students with a part-time job. It combines classroom instruction with skilled on-the-job training in the areas of Medical Health Sciences, Engineering and Industrial Technology, Media Communications, Family and Human Services, and Information Management and Marketing. Emphasis is placed on team development, quality service and products, customer satisfaction, employment acquisition, career aptitude, safety standards, and leadership. Skills reinforced in this course are technical mathematics, measuring, reading, writing, and communication skills. care, nursing homes, and grocery stores, or a similar related field, as approved by an administrator. They are evaluated each semester by their supervisor at the job site. *Students must be concurrently enrolled in Multi-Occupational Careers Co-op
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: 2 semesters within the Same CTE program sequence	
Repeatable: Each semester	

Summer Success (Transition 8th to 9th)

Grades: 8th to 9th	This course is designed to help students transition from 8 th to 9 th grade. Students learn about the high school curriculum, course options and pathways, co-curricular activities, extra-curricular options, and about the school culture. An emphasis is also placed on future-ready skills that are needed for students to be successful in high school and beyond.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Administrator Approval	

TAG Seminar

Grades: 9-12	Seminar is an elective class that may be repeated for credit. Students will apply their interests, knowledge, thinking skills, creative ideas, and task commitment to self-directed problems or areas of study. The student will do a project that is uniquely different than others have done before, work towards making a noticeable impact on those around them, gain a deeper understanding about their interests, and make substantial personal gains. The project will seek to solve an identified problem in the community, school, or a specific area of need with a real-world audience. To be eligible for this course, students should be identified by the post-secondary strategist as needing an advanced opportunity.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Identification by TAG Strategist	
Repeatable: Each semester	

Work Based Learning Internship

Grades: 9-12	Internships are typically one-time, short-term work or service experiences related to the student's major or a participant's career goal. The internship plan generally involves participants working in professional settings under the supervision and mentoring of practicing professionals. Internships can be paid or unpaid and may or may not involve academic credit. Strong internship programs incorporate meaningful work assignments, training, necessary workspace and resources, and structured evaluation/reflection.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Workbased Learning Coordinator permission	
Repeatable: Each semester	

Communications and Audio/Visual Technology

Journalism

Broadcast Journalism

Grades: 9-12	Students will produce a news magazine broadcast covering topics and stories relevant to high school students. Students will shoot video, do interviews, and write complete news story packages for the broadcast. Students will also produce commercials and projects for the community. Due to a limited staff size, an application must also be completed and approved before entering the class.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Journalism	
Repeatable: Each semester	

Converged Journalism Staff Production

Grades: 10-12	In this course, students will have an opportunity to collaborate with students from other journalism genres in the production of their student media. The course is not mandatory, but will allow for sufficient lab time to work on production and for expansion of experimental projects.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Concurrent enrollment in Yearbook Journalism, Newspaper Journalism or Broadcasting	
Repeatable: Each semester	

Introduction to Journalism

Grades: 9-12	In this course, students are introduced to all aspects of print journalism, including interviewing, news and editorial writing, feature writing, and contemporary newspaper and yearbook design. Students interested in working on the school newspaper, yearbook, or the broadcast program as reporters, photographers, designers, advertising staff, or editors are required to take this course along with other students who are interested in the general field of journalism. The oral, written, and visual communication skills learned in this course will be valuable to students entering any profession. May be used to meet 1 credit of English graduation requirements.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Newspaper Journalism

Grades: 9-12	This course is designed for those students who will be part of the newspaper staff. These students will be responsible for writing and reporting for the school newspaper. In addition to writing stories, these students work with other students to brainstorm vital information, such as the story ideas and coverage angles. This course is also designed for those students interested in marketing the newspapers, and selling and designing advertising. Finally, students interested in all aspects of photography and graphic arts can benefit from this course. Due to a limited staff size, an application must also be completed and approved before entering the class.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Journalism; Application	
Repeatable: Each semester	

Sports & Entertainment Media Production (CE)

Grades: 10-12	This course will offer students career-related experiences in the field of sports and entertainment media production. Students will create media entertainment for sports radio and TV shows highlighting ALHS & TJHS athletic teams and extra-curricular clubs. The class is not limited to sports, however. The course also offers creative entertainment production opportunities through student interest and choice such as hosting and streaming your own talk show, podcasts, and/or YouTube shows. Students will also be in charge of creating content for the new jumbotron video board at the Wickersham Stadium Athletic Complex. Production duties outside of the normal class day to televise and stream sporting events, music concerts and other extracurricular activities will be required for students.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Previous course enrollment in Broadcasting and/or Multimedia suggested	
Repeatable: Each semester	
IWCC: MMS107	

Yearbook Journalism

Grades: 9 -12	This course is designed for students who will be part of the yearbook staff. These students will be responsible for writing and taking photos of events for the school yearbook. In addition to writing stories and taking photos, these students work with other students to brainstorm vital information, such as the theme and coverage angles. This course is also designed for those students interested in marketing a book, selling, designing, and advertising. Due to a limited staff size, an application must also be completed and approved before entering the class.
Credit: 1-2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Introduction to Journalism; Application	
Repeatable: Each semester	

Multimedia Communication

Computer Graphics 1

Grades: 9 -12	This course is an introduction for those students interested in computer graphics. It covers the basic concepts and functions of digital drawing and digital imaging editing methods. Students will learn useful techniques from authentic projects and will create and manipulate graphics and images.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Digital Drawing (Adobe Illustrator)

Grades: 10 -12	In Digital Drawing, students will continue building their skills in applying graphic design principles and using computer graphics software, such as Adobe Illustrator. Students will be provided with more advanced graphic design techniques to apply to real-life authentic projects. This course will provide instruction in the creation of graphics used for publishing along with the web. Students are introduced to illustration software. The intent of this course is to present the industry's current software package for digital illustration.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Computer Graphics 1	

Digital Imaging (Photoshop)

Grades:10 -12	This course shows you how to use Adobe Photoshop to perform many different image processing techniques. In this course, you will learn how to use several tools for selecting parts of images, and will move, duplicate and resize images. You will learn to use layers, layer effects, filters, painting and blending, and color modification. Also, you will learn how to create images of different formats for different applications including print media, broadcast production, and web design.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Computer Graphics 1	

Photography

Grades:10 -12	This course will be an introduction to aesthetic, technical theories and techniques of digital photography. Topics include camera and lens operation, memory cards, file formats, exposure, white balance, composition, lighting creativity, photojournalism, ethics, sports photography, studio photography and basic image-editing software. It provides experience in traditional and contemporary photographic techniques for art, multimedia, television and print.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Introduction to Web Design

Grades:9 -12	In this course students will create, design and maintain a website. Using HTML and current industry-based software, students will create web pages and web sites. Design considerations such as usability and aesthetics will be emphasized in the class.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Computer & Information Science

CCNA1: Introduction to Networks (CE)

Grades: 10-12	This course introduces students to models of the Internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.
Credit: 1	
Location: AL	
Duration: Semester	
Prerequisite: Algebra I	
IWCC: NET204	

CCNA2: Routing & Switching (CE)

Grades: 10-12	In this course students will learn the basic components, operations of routers and switches in a small network, plus how to configure a router and a switch for its basic functionality. In addition to this, students will learn the basics of security in WLANs and network switches to configure devices using security best practices. By the end of this course, students will be able to configure and troubleshoot routers and switches to resolve common issues in both IPv4 and IPv6 networks.
Credit: 1	
Location: AL	
Duration: Semester	
Prerequisite: CCNA1	
IWCC: NET311	

Computer Programming & Software Development Internship Experience

Grades: 12	This course is a pre/co-requisite for the Computer Programming and Software Development Strand of the Emerging Technologies Academy. Students will create, design and maintain a website. Using HTML and current industry-based software, students will create web pages and web sites. Design considerations such as usability and aesthetics will be emphasized in the class.
Credit: 2	
Location: TJ	
Duration: Year	
Prerequisite: Computer Science 1 & Computer Science 2, Intro to Java Programming or Intro to C++	

Computer Science 1

Grades: 9-12	This course is designed to be the first computer science course for students who have never programmed before. Students will use visual, block-based programming to create mobile Android apps and games, and text-based programming using languages such as Python® to make programs and websites.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Computer Science 2 (CE)

Grades: 9-12	Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing and introduce professional tools that foster creativity and collaboration. Projects and problems include application development, visualization of data, cyber-security, and simulation. Note: This course also helps prepare students for the Computer Science Principles AP test. *PLTW Course Computer Science Principles.
Credit: 1	
Location: TJ	
Duration: Year	
Prerequisite: NA	
DMACC: CIS450	

Computer Science 3 (CE)

Grades: 10-12	Computer Science 3 focuses on students collaborating to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the AP Computer Science-A exam.
Credit: 1	
Location: TJ	
Duration: Year	
Prerequisite: NA	
DMACC: CIS451	

Computer Technology Applications

Grades: 9-12	This course is a pre/co-requisite for the Business, Finance, and Marketing Strands of the Business Ventures Academy. This class emphasizes using integrated computer applications. Using both industry software and Web 2.0 tools, students will become competent using the basic features of word processing, databases, spreadsheets, graphics and presentations. Integration between the applications and data management will be emphasized as well as applications specifically related to use in the business and finance community.
Credit: 1	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Cybersecurity

Grades: 9-12	The Cybersecurity course provides students with the opportunity to explore the world of cybersecurity. This course will provide students with basic knowledge in the importance of cybersecurity and data confidentiality plus security aspects needed in the cyber world including information security, systems security, network security, mobile security, physical security, ethics and laws. Students will develop skills in related technologies, procedures, defense and mitigation techniques used in protecting businesses – including best practices for using the internet and social media safely while exploring potential career opportunities in this growing field.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Introduction to C++ Programming

Grades: 10-12	This course gives students opportunities to develop problem-solving skills through learning techniques by developing programs using C++ language. Students test, edit, and refine their programs to reach satisfactory solutions. Course goals include opportunities to create real, interactive computer and web-based programs for business, education, and web applications and to create libraries and data files for others to use.
Credit: 1	
Location: TJ	
Duration: Semester	
Prerequisite: Computer Science I	

Introduction to Java Programming

Grades: 10-12	Java is a programming language that allows programs written once to run in multiple operating systems like Microsoft, Windows, Apple OS and Linux. The course will enable students to learn the fundamentals of object-oriented variables, selection and control statements. Upon completion of this course, students will be able to write, maintain and debug Java console and window applications.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

IT Essentials

Grades: 9-12	This course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a networked environment. New topics in this version include mobile devices such as tablets and smart phones and client side virtualization. Expanded topics include virtualization, cloud computing and security.
Credit: 1	
Location: AL	
Duration: Semester	
Prerequisite: NA	

IT Student Technician Experience

Grades: 10-12	This course will provide students with authentic opportunities to apply IT skills in an actual laboratory experience. Each student will have access to install hardware, software, and to troubleshoot infrastructure including teacher and student workstations, LCD projectors, document cameras and networking hardware. Students will work under the supervision of Information Systems Department Staff and will assist staff and students in the High School Technology Support Centers. Access to district technology hardware and software will be based on a trust relationship.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Application Required	

IWCC Computer Science Pathway

Grades: 9-12	Enrollment in this course provides students with a scheduled period to pursue a computer science certificate or diploma from Iowa Western Community College by enrolling in online courses under the supervision of a computer science teacher at Abraham Lincoln or Thomas Jefferson High Schools. Students must be enrolled in IWCC computer science courses in an approved sequence in order to complete a certificate or diploma in computer programming, web design, networking, or cybersecurity. Enrollment is limited to 25 students per school and students must have instructor permission prior to registering for the course.
Credit: Various	
Location: AL/TJ	
Duration: Year	
Prerequisite: Instructor Permission	

Sports Statistics & Video Management (HUDL)

Grades: 10-12	In this course, students will gain knowledge and skills in the areas of hardware installation, software troubleshooting and customer service. They will have extensive exposure to Hudl programs in this course. Students will enter the world of computer technology and gain practical experience in assembling a computer system, installing an operating system, troubleshooting and using system tools and diagnostic software. They develop skills in resource sharing, relationship building and customer service skills. Students will also receive the Hudl data management certification.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Computer Applications, IT Essentials. Students will have an opportunity to have a senior internship	
Repeatable: Up to six credits	

Student Data Center Internship Experience

Grades: 11-12	The Data Center Internship is a course for the C.B. Community Schools' Emerging Technologies Academy. During their senior year, this course enables students to learn and apply skills as to how to run a data center. Students will take the knowledge they have learned from the prerequisite courses and apply them in real-world situations in the Data Center Capstone. Within the Data Center Capstone, students will work in teams to set up the Data Center's equipment and work to ensure 100% connectivity for all of their real-world projects.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Introduction to Computer Programming; CCNA 2	

ENGINEERING, CONSTRUCTION, AND, INDUSTRIAL TECHNOLOGY

CONSTRUCTION & INDUSTRIAL TECHNOLOGY

Architectural Drafting/CAD Technology

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

Registered Apprenticeship I: Welding & Manufacturing

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

Registered Apprenticeship II: Welding & Manufacturing

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

TradeWorks 1

Grades: 9-10	TradeWorks 1 is a course designed for students interested in working in The Trades. During the 1st semester students will achieve the NCCER Core Credential through the scope of Mechanics, Electrical Systems, Construction, HVAC/Refrigeration and Plumbing, and Fabrication and Welding trades. During the second semester, they will learn the following skills: Mechanics- brakes, tires and lubricants; Electrical: AC/DC Theory, and basic wiring; HVAC/Plumbing: basic system components, basic plumbing and air conditioning; Construction: Floor framing, roof framing and wall framing; Welding MIG and Stick Welding and metal preparation.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

TradeWorks 2

Grades: 9-10	<p>TradeWorks 2 is a continuing course designed for students interested in The Trades to broaden skills in Mechanics, Electrical Systems, Construction, HVAC/Refrigeration & Plumbing, and Fabrication & Welding trades. During the first semester of the course students will pick 3 out of the 5 trade areas to concentrate on. In Mechanics they will work on air intake, steering suspension, drivetrain and diagnosing engine systems. In Construction, they will build stairs, learn about concrete, drywall, install ceramic tile, and learn roofing and finish carpentry. In Electrical Systems, students learn about conduit based systems, practice wiring scenarios and install service panels, breaker boxes, fuses and wire a thermostat. In HVAC/Refrigeration & Plumbing students will troubleshoot HVAC systems, learn basic sheet metal, identify basic plumbing piping and fastening technologies. In Fabrication & Welding students will work on industry current equipment and complete Stick and MIG welds. Second semester, students will split into 2 defined areas of Mechanics or Construction. In Mechanics, students will run a shop that diagnoses car issues and does light repair. In Construction, students will research and pitch a usable, constructed structure to be completed for the community. Regular visits from IWCC staff and 'guest instructors' will be made so that students have the opportunity to plan their next step for dual enrollment at IWCC and meet with industry professionals to get real life experiences while still in school.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: TradeWorks 1	

IWCC Welding Pathway

Grades: 9-12	<p>Enrollment in this course provides students with the scheduled periods to pursue a welding technology certificate or diploma from Iowa Western Community College.</p>
Credit: Various	
Location: AL/TJ	
Duration: Year	
Prerequisite: Instructor Permission	

IWCC Construction Pathway

Grades: 9-12	<p>Enrollment in this course provides students with the scheduled periods to pursue a construction technology certificate or diploma from Iowa Western Community College.</p>
Credit: Various	
Location: AL/TJ	
Duration: Year	
Prerequisite: Instructor Permission	

IWCC Diesel Pathway

Grades: 9-12	<p>Enrollment in this course provides students with the scheduled periods to pursue a diesel technology certificate or diploma from Iowa Western Community College.</p>
Credit: Various	
Location: AL/TJ	
Duration: Year	
Prerequisite: Instructor Permission	

IWCC Automotive Pathway

Grades: 9-12	Enrollment in this course provides students with the scheduled periods to pursue a automotive technology certificate or diploma from Iowa Western Community College.
Credit: Various	
Location: AL/TJ	
Duration: Year	
Prerequisite: Instructor Permission	

IWCC Industrial Technology Pathway

Grades: 9-12	Enrollment in this course provides students with the scheduled periods to pursue a electrical, plumbing, HVAC, wind energy, CNC machining, & robotics technology certificate or diploma from Iowa Western Community College.
Credit: Various	
Location: AL/TJ	
Duration: Year	
Prerequisite: Instructor Permission	

ENGINEERING - PROJECT LEAD THE WAY (PLTW)

Aerospace Engineering

Grades: 11-12	This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. Aerospace Engineering explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Successful completion of Algebra 2 or Integrated Math 3; Introduction to Engineering Design, Principles of Engineering	

Civil Engineering and Architecture (CE)

Grades: 11-12	This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. This course will introduce students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with math and science knowledge. Computer software programs provide opportunities to design, simulate, and evaluate the construction of buildings and communities. Emphasis will be placed on related transportation, water resources, and environmental issues. Activities include cost estimates and review of regulatory procedures that would affect project design.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Successful completion of Algebra 2 or Integrated Math 3; Introduction to Engineering Design, Principles of Engineering	
DMACC: EGT460	

Computer Integrated Manufacturing (CE)

Grades: 11-12	This course is a pre/co-requisite course for the Manufacturing Technology Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass property analysis (the relationship of design, junction, and materials), modify their designs, and use prototyping equipment to produce 3-D models.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Introduction to Engineering Design and/or Principles of Engineering	
DMACC: EGT450	

Digital Electronics (CE)

Grades: 11-12	This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. A course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Prerequisite: Introduction to Engineering Design, Principles of Engineering and one of the following: Aerospace Engineering, Civil Engineering & Architecture, or Computer Integrated Manufacturing	
DMACC: EGT420	

Engineering Design and Development

Grades: 11-12	This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of Project Lead the Way Program. This course is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process will be used to guide and help teams reach a solution that will be presented and defended.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Introduction to Engineering Design; Principles of Engineering ; and 1 of the following: Aerospace Engineering, Biotechnical Engineering, Digital Electronics CE, Civil Engineering & Architecture CE, or Computer Integrated Manufacturing	

Introduction to Engineering Design (CE)

Grades: 9-12	This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy and is part of the Project Lead the Way Program. The course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real- world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological changes.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Algebra 1 or concurrent enrollment in Algebra 1	
DMACC: EGT400	

Principles of Engineering (CE)

Grades: 10-12	This course is a pre/co-requisite course for the Pre-Engineering Strand of the Emerging Technologies Academy (PLTW). Students develop problem solving skills, with emphasis placed upon the concept of developing 3-D models. They focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. Manual drafting techniques will also be developed. An emphasis on the design development process of a product and how a model of that product is produced, analyzed, and evaluated, using a CAD system. Career opportunities in the field are explored.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Algebra 1, Introduction to Engineering Design	
DMACC:EGT410	

Robotics Engineering

Grades: 9-12	The primary goal of this course is for student groups to design, document, program, build, test, and compete with robots in the robotics platforms. Students will be required to document their process and communicate both digitally and verbally and to defend their choices as well as describe the design process. Students will typically compete in robotics competitions November through January. *This course is co-curricular (.5 credit per semester). Course meets during 0 hour.
Credit: 0.5	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	
Repeatable: Each semester	

FAMILY AND HUMAN SERVICES

APPAREL & FURNISHINGS

Introduction to Sewing

Grades: 9-12	Students study basic textile and fabric selection, use and care of the sewing machine, and construction techniques. Students are encouraged to modify projects according to interests and needs. Students will need to purchase supplies for three projects.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Fashion

Grades: 9-12	Students will learn about the elements and principles of design and how to use them to create harmony in fashion. Students consider their personal body type and coloring to ultimately make the most complementary clothing selections. Skills are furthered as students apply their knowledge of fashion to work with as a designer in a client-designer simulation project.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

CULINARY ARTS AND HOSPITALITY SERVICES

Culinary Arts 1(CE)

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

Culinary Arts 2 (CE)

Grades: 11-12	Culinary Arts 2 introduces students to basic cooking principles. Topics include an overview of kitchen equipment, safety, sanitation, and basic preparation methods that includes soups, salads, sandwiches, breakfast items, vegetables and starches. The course also introduces students to basic skills and techniques of cooking. Students prepare food items in the various stations of the professional kitchen, rotating through the kitchen to practice proper use of equipment, safety and sanitation, and to produce basic quality menu items. Students prepare to serve the customer by practice in catering and dining room service.
Credit: 2	
Location: IWCC	
Duration: Semester	
Prerequisite: Culinary Arts 1	
IWCC: HCM111, HCM186, HCM191	

Culinary Arts 3 (CE)

Grades: 11-12	Culinary Arts 3 emphasizes techniques in stock and sauce preparation, meats, seafood and poultry. Students also identify various foods in international cuisine and the importance of attractive food presentation. During lab, students continue experiences in the preparation of stocks, sauces, meat, poultry, and seafood items. Students rotate through the stations of a professional kitchen. As students progress, they prepare more advanced menu items and quantity cooking projects. Students assess how national organizations and global concerns affect careers in the hospitality industry. Students learn the basics of professional service and types of service styles within the hospitality industry.
Credit: 2	
Location: IWCC	
Duration: Semester	
Prerequisite: Culinary Arts 2	
IWCC: HCM112	

Culinary Arts 4 (CE)

Grades: 11-12	Culinary Arts 4 emphasizes techniques in stock and sauce preparation, meats, seafood and poultry. Students also identify various foods in international cuisine and the importance of attractive food presentation. During lab, students continue experiences in the preparation of stocks, sauces, meat, poultry, and seafood items. Students rotate through the stations of a professional kitchen. As students progress, they prepare more advanced menu items and quantity cooking projects. Students assess how national organizations and global concerns affect careers in the hospitality industry. Students learn the basics of professional service and types of service styles within the hospitality industry.
Credit: 2	
Location: IWCC	
Duration: Semester	
Prerequisite: Culinary Arts 3	
IWCC: HCM187, HCM192	

Foods 1

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

Foods 2

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

Registered Apprenticeship 1: Culinary Arts

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

HUMAN DEVELOPMENT AND EDUCATION

Child Development Prenatal to Toddler

Grades: 9-12	This course explores the physical, social, emotional, and intellectual development of children from birth to age three. The class examines pregnancy, prenatal development, childbirth, care of a newborn, and enrichment for infants and toddlers. Students interested in child care careers, early childhood careers, elementary or secondary education, or becoming a parent would benefit from this class.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Child Development Preschool to Teen

Grades: 9-12	This course explores the physical, social, emotional, and intellectual development of children from age three to adolescence. Students will learn practical skills to help children develop to this fullest potential. A variety of hands-on activities will enable students to observe and understand children and their development. Students interested in child care careers, early childhood, elementary or secondary education or becoming a parent would benefit from this class.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Parenting

Grades: 9-12	This course focuses on the variety of roles and responsibilities parents in our society assume with their children. Students will examine parenting practices such as nurturing, communication, discipline and guidance, to develop the knowledge and skills that will help them in parenting roles now and in their future. It is a valuable course for both males and females to develop effective parenting skills. Students interested in education, medicine or other child-related careers, would benefit from this class.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Registered Apprenticeship 1: Early Childhood Education

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

IWCC Early Childhood Education Pathway

Grades: 9-12	Enrollment in this course provides students with the scheduled periods to pursue an early childhood education certificate or diploma from Iowa Western Community College.
Credit: Various	
Location: AL/TJ	
Duration: Year	
Prerequisite: Instructor Permission	

FINE & PERFORMING ARTS

DRAMA

Drama 1

Grades: 9-12	Beginning drama will introduce students to the exciting world of theatre. The course begins with basic acting exercises, theatre games, and acting workshops. This class will introduce students to ensemble, voice, movement, observation and help students build confidence in the theatre setting. Students will learn basic theatre vocabulary.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Drama 2

Grades: 9-12	Drama 2 will begin with review of basic acting exercises, theatre games, and acting workshops. This class will introduce students to improvisation, theatre history, play writing, ensemble scene work, and individual acting skills. Students will continue to learn basic theatre vocabulary.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Drama 1	

Drama 3

Grades: 10-12	Drama 3 is an intermediate drama class that gives an in-depth look into the art of theatre for those students with continuing interest in the study of drama. The course will begin by exploring more advanced acting techniques. Students will explore Aristotle and the foundations of good theatre. They will work on dramatic analysis and develop their ability to write comedy.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Drama 2	

Drama 4

Grades: 10-12	Drama 4 is an intermediate drama class. Students will learn and utilize advanced acting techniques exploring the Stanislavski acting method. They will participate in a genre study and be introduced to different styles and genres of acting. During this class students will have opportunities to explore the role of the director.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Drama 3	

Drama 5

Grades: 11-12	Drama 5 builds on those skills learned in previous Drama classes and fosters an "Advanced Appreciation" of drama through a conservatory-style, "hands on" approach. Drama 5 students will participate in selecting or designing a class performance for the public (could be chosen from: a series of scenes, a one-act play, a children's play, a short full-length script, a reader's theatre, etc.). Each student will participate in production through an on-stage performance for a live audience and work on a production team position behind the scenes. Ideal for busy students, this production rehearses almost entirely during the school day. The class will study in-depth classic dramatic literature, play selection, marketing, advanced acting skills, critiquing dramatic performances and production of a play.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Drama 4	

Technical Theatre & Production

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

INSTRUMENTAL MUSIC

Concert Band

Grades: 9	The purpose of this class is to allow incoming freshmen and/or inexperienced students the opportunity to work together as they improve their skills in preparation for the rigors of Symphonic & Marching Band. Each concert band student is required to participate in a required school lesson program. Students must be a part of this ensemble to be eligible for the All State Music Festival, Honor Bands and State Solo and Ensemble Contests. Extra-curricular performances may include all football games, some basketball games, three concerts, pep assemblies, community service concerts and parades, and state music contests.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Jazz Band 1

Grades: 9-12	All members are selected from the concert band program. This ensemble performs frequently for the school and community throughout the state at various activities and festivals. This is an ensemble with strong emphasis on improvisation and the study of jazz styles and history of America's art form. Course meets during 0 hour.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Audition only; Enrolled in Concert & Marching Band	

Piano 1

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

Piano 2

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

Symphonic Band/Marching Band

Grades: 10-12	<p>The Symphonic band is the main wind/percussion ensemble at the high school level. It is open to all students who play wind and percussion instruments in grades 10-12. Students who register for this course must play in marching band, concert band, and pep band. This class meets as a regularly scheduled class and has required early morning rehearsals during the marching season. Each symphonic band student is required to participate in a required school lesson program. Flag corps members for the marching band are selected by audition. Students must be a part of this ensemble to be eligible for the All State Music Festival, Honor Bands and State Solo and Ensemble Contests. Extra-curricular performances may include all football games, some basketball games, three concerts, pep assemblies, community service concerts and parades, and state music contests. Trips to other cities, Disney World and national events have also been a part of this class.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Symphonic Orchestra

Grades: 9-12	<p>Orchestra performs a wide variety of music ranging from the favorites of great composers to modern music of contemporary composers. Several concerts are presented throughout the year. Extra-curricular performances may include various clinics, festivals and contests in Iowa and Nebraska during the school year. Trips to other cities, Disney World and national events have been a part of the extra-curricular aspect of this class. Wind players from the band program are invited to perform with the orchestra at events to provide the students with a full orchestra experience.</p>
Credit: 1	
Location: AL/TJ	
Duration: Year	
Prerequisite: Minimum of 3 years experience	

GENERAL MUSIC

History of Rock & Roll

Grades: 9-12	<p>This class will show students the history of popular music and its relationship to the development of American culture. Students will create a group project involving coordinating a rock concert tour, as well as, an in-depth examination of the legendary rock musicians who have affected American culture.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Music Theory (AP)

Grades: 10-12	<p>Music theory is a class designed for those students who are interested in a more-detailed study of music composition, form and analysis, ear training, and music history. Students who are considering majoring in music at the collegiate level should take this course. *Students are expected to take the AP exam.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Must complete REQUIRED summer assignment. Concurrent enrollment in a music performing course or instructor permission.	

VISUAL ARTS

Art Foundations

Grades: 9-12	Art Foundations is an exploratory class for all students and abilities. Students will be introduced to a wide range of media in the creation of both two and three-dimensional art.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Art Portfolio

Grades: 11-12	This course is designed for the advanced art student who has a sincere interest in the visual arts as a career or college major. Students will revisit and reflect on past works of art to make revisions and expand on topics or themes of interest. During this class students will have the opportunity to develop new works of art in order to have a well-rounded final portfolio. They will learn various ways to document their completed work and at the end of the course will have both mounted and digital copies of their works of art to be used for interviews, scholarships and/or acceptance into a school of art.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Mixed Media or Art Foundations and 3 other Art Electives	

Ceramics 1

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

Ceramics 2

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

Ceramics 3

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

Drawing 1

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

Drawing 2

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

Mixed Media

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

Painting 1

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

Painting 2

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

Sculpture

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

VOCAL MUSIC

Concert Choir

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

Mixed Choir

Grades: 9-12	This non-audition choir will study and sing a variety of music. Emphasis will focus on basic music concepts and singing techniques. Students may be required to perform throughout the year.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Show Choir

Grades: 9-12	This is a singing and dancing group that performs extensively throughout the area. Repertoire includes current, standard show choir literature. Performances will include weekend and evening events. There are extra rehearsal obligations before or after school. Members will be expected to purchase or rent costumes. *Note: T.J. incorporates Concert Choir Requirements within class. Course meets during 0 hour.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Audition only; Enrolled in Concert Choir	

HEALTH CARE SCIENCES

Anatomy & Physiology and Medical Terminology for Allied Health Programs (CE)

Grades: 11-12	<p>This course provides students with the opportunity to earn five semester hours of concurrent enrollment credit. Curriculum includes coursework in understanding the language of health care including gaining knowledge of word roots, prefixes, suffixes, combining forms of commonly used medical terms. In addition, students will be efficient in identifying various structures and functions that comprise the major organ systems of the body. Students will also be able to identify common diseases that may occur and that are related to each body system. Students must register for a criminal background check including Child and Dependent Adult Abuse check. Health screening including a urine drug screen must be passed, TB testing (cost will be the student's responsibility and can be done at the student's physician's office), and up-to-date immunizations are required prior to job shadowing. Students must possess a positive self-image and abide by the facility's policy regarding dress code and body piercing, etc. The Council Bluffs School District will provide students with the required scrub sets necessary for job shadowing. Students will be responsible for the upkeep and care of the scrubs throughout their semesters of job shadowing. Transportation to and from the hospital will be the responsibility of the student. Students are strongly encouraged to become members of HOSA (Future Health Care Professionals - a national student-led organization). Health Science students in this program are required to complete an independent 4-hour job shadowing experience (approved by the Instructor) and a 4-hour community service project within the course timeline, in order to successfully complete the course.</p>
Credit: 2	
Location: IWCC	
Duration: Year	
Prerequisite: HIGHLY RECOMMENDED or concurrent enrollment of Human Biology A/B	
IWCC: HSC113, HSC128	

Certified Nursing Assistant (CE)

Grades: 11-12	<p>Nurse Aide certification is required for admission to most post-secondary school nursing degree programs. This course includes classroom and laboratory instruction at Iowa Western Community College and supervised clinical experience at various long term health care facilities in Council Bluffs. Certified nursing assistant candidates will have to be proficient in technical skills, such as taking vital signs, tracking patient progress through charts, performing certain emergency procedures, and learning techniques of basic patient needs including: bathing, feeding, grooming, and assisting mobility. Good bedside manners are developed through interpersonal communication practice and knowledge of patients' rights, resident care procedures and rehabilitation. This course will address the complex social, legal, and ethical issues that result from prolonged health care. Student attendance is mandatory for class, lab, and clinical rounds to meet the 75-hour requirement to take the CNA competency exam. If a student is absent from any scheduled clinical rounds, they will not be allowed to take the CNA exam and will have to pay full tuition to repeat the course. Students must register for a criminal background check and results must be reported to the program coordinator prior to starting the CNA course. Students must submit to health screens including a passed urine drug screen, a 2-step TB test (cost will be the students' responsibility and can be done at the student's physician's office), and current immunizations are required. Students may be required to provide proof of COVID-19 vaccination and may be subject to COVID-19 testing in order to enter healthcare facilities. Students will have the opportunity to apply for a CNA Apprenticeship with a local facility employment opportunity.</p>
Credit: 2	
Location: IWCC	
Duration: Year	
Prerequisite: Required or concurrent enrollment in Healthcare Exploration (CE) OR Required or concurrent enrollment in Anatomy & Physiology and Medical Terminology for Allied Health Programs (CE) OR School Counselor and Instructor Approval	
IWCC: HSC172	

Health Applications

Grades: 10-12	This course will study in greater depth the areas covered in Personal Health & Wellness. Students will have the opportunity to investigate the resources in the metro community pertaining to the different health areas. The students will also be able to research specific topics related to health.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Healthcare Exploration (CE)

Grades: 11-12	The first-year curriculum includes allied health career exploration, health care professionalism, personal health and wellness, medical ethics, technical skills, communication skills, employability skills, growth and development, applied anatomy and physiology, and introductory medical terminology. Students will also receive a two-year certification in CPR/First Aid for Healthcare Professionals through the American Heart Association, earn one hour of CE Credit and, upon completion, a Stop the Bleed certificate. Students will job shadow with health care professionals at a local hospital. Students must register for a criminal background and Child and Dependent Adult Abuse check. Health screening including a urine drug screen must be passed, TB testing (cost will be the student's responsibility and can be done at the student's physician's office), and up-to-date immunizations are required prior to job shadowing. Students must possess a positive self-image and abide by the facility's policy regarding dress code and body piercing, etc. The Council Bluffs School District will provide students with the required scrub sets necessary for job shadowing. Students will be responsible for the upkeep and care of the scrubs throughout their semesters of job shadowing. Transportation to and from the hospital will be the responsibility of the student. Students may be required to provide proof of COVID-19 vaccination and may be subject to COVID-19 testing in order to enter healthcare facilities. Students are strongly encouraged to become members of HOSA (Future Health Care Professionals - a national student-led organization). This course will help strengthen the student's personal integrity, interpersonal communication skills and professionalism in a healthcare setting.
Credit: 2	
Location: IWCC	
Duration: Year	
Prerequisite: HIGHLY RECOMMENDED or concurrent enrollment of Human Biology A/B	
IWCC: PEH 130	

Registered Apprenticeship 1: Certified Nurse Assistant (CNA)

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

Registered Apprenticeship 2: Certified Nurse Assistant (CNA)

Grades: 12

Credit: 2

Location: IWCC

Duration: Year

Prerequisite: Registered
Apprenticeship 1

Registered Apprenticeship II is a direct extension of Registered Apprenticeship I.

LANGUAGE ARTS

Advanced English

Grades: 9-10	<p>This is an accelerated language arts program for 9th or 10th grade students. It is an integrated, thematically-based language arts program. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writing process. Types of writing will include narrative, informative, and argumentative. The course focuses on citing textual evidence to support analysis of text; analyzing how complex characters develop; determining theme/central idea; manipulating text structures; analyzing point of view; and delineating/evaluating an argument and claims. *Course prepares students for AP and CE coursework in English.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Composition 1 & 2 (CE)

Grades: 10-12	<p>The focus of Composition I is on complex essays composed in various rhetorical modes of expository writing. Students develop experience using the writing process when composing fully-developed, organized essays. The emphasis in this course is on the formal or academic style of writing that has a clear and analytical focus. Documentation formatting is introduced with the culmination of a thesis-driven, researched essay. Extended readings and discussions in class enhance more mature critical thinking abilities required of any college reader and writer. Composition II follows Composition I with advanced readings and practice in academic discourse. In this course, students learn to construct rhetorically sound arguments. The course emphasizes academic research and responsible use of sources. Language & Composition AP and Composition 1 & 2 CE are very similar courses. Rather than retaking similar content, it is encouraged that students progress through other advanced English course options. *NOTE: IWCC requires a grade of "C" in order to advance from Comp. 1 to Comp. 2.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Proficient ISASP in Reading	

IWCC: ENG105 & ENG106

Creative Writing

Grades: 9-12	<p>This course is designed for students with a sincere interest in stretching and developing themselves as writers through the art of creative writing. Students will explore the process of writing original fiction, poetry, and drama. Students will read the work of professional writers to shape and influence their own writing. On a daily basis, students will write in class, share their writing with peers, give and receive peer feedback, and continually revise their writing. Students will be encouraged to seek publication of their work. May be used to meet 1 credit of English graduation requirements.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

English 9

Grades: 9	<p>This course is designed for all 9th grade students. It is an integrated, thematically-based language arts program. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writing process. Types of writing will include narrative, informative, and argumentative. The course focuses on citing textual evidence; analyzing complex characters; determining theme/central idea; manipulating text structures; analyzing point of view; and delineating/evaluating an argument and claims.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

English 10

Grades: 10	This course is designed for all 10th grade students. It is an integrated, thematically-based language arts program. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writer's workshop. The course focuses on citing textual evidence to support analysis; analyzing an author's use of complex characters for the development of plot and theme; determining and evaluating the point of view, purpose, rhetoric, and reasoning of writers and speakers; evaluating and integrating multiple media sources; and presenting information clearly and logically. Students will produce informative/explanatory and argumentative writing.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

English 11

Grades: 11	This course is designed for all 11th grade students. The class combines reading, writing, speaking and listening, and language. Students will read a combination of informational texts and literature. Students will also improve their writing skills through the writer's workshop. The course studies the use of textual evidence to support analysis of text and the evaluation of a speaker's point of view, reasoning, and use of rhetoric. Students will also analyze the development of themes and central ideas in a text and a writer's use of structure in making an argument. Research of varying lengths will be conducted, and there will be a strong emphasis on effective research skills. Students will produce informative/explanatory and argumentative writing.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Interpersonal Communication (CE)

Grades: 9-11	Interpersonal Communication examines the skills of interpersonal communication in both a dual or group situation. It includes an investigation into the process of communication, language, nonverbal communication, listening, self-concept, emotions or the nature of relationships and conflict.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Proficient in ISASP in reading	
IWCC:SPC122	

Introduction to Journalism

Grades: 9-11	In this course, students are introduced to all aspects of print journalism, including interviewing, news and editorial writing, feature writing, and contemporary newspaper and yearbook design. Students interested in working on the school newspaper, yearbook, or the broadcast program as reporters, photographers, designers, advertising staff, or editors are required to take this course along with other students who are interested in the general field of journalism. The oral, written, and visual communication skills learned in this course will be valuable to students entering any profession. May be used to meet 1 credit of English graduation requirements.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Language & Composition (AP)

Grades: 10-12	This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Their writing, reading, and speaking should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to the effectiveness in writing and speaking. Language & Composition AP and Composition 1 & 2 CE are very similar courses. Rather than retaking similar content, it is encouraged that students progress through other advanced English course options. *Students are expected to take the AP exam.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Must completed REQUIRED summer assignment	

Literature & Composition (AP)

Grades: 11-12	This is a course that focuses on critical response to literature, understanding of literary terms, and exposure to a broad range of readings in regard to style and genre. Students will write extensively and critically on a variety of topics. Students registering for this course will read from a list of suggested readings before class work begins in the fall of their senior year. *Students are expected to take the AP exam.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Must completed REQUIRED summer assignment	

Multicultural Literature (CE)

Grades: 10-12	Multicultural Literature explores through a variety of literary types the cultural and ethnic voices that are an undeniable part of modern American life. Students read, discuss, and critique materials by authors representing a wide range of ethnic, racial, and other culturally diverse groups. Emphasis centers on the assessment and appreciation of the strengths and values that cultural diversity brings to contemporary American society. May be used to meet 1 credit of English graduation requirements.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Proficient ISASP in Reading	
IWCC: LIT134	

Novel Studies

Grades: 9-12	Novel Studies is a chance to dive into the best of young adult literature. Book choices will be built around your preferences and interests. Class format will be reading workshop/book club style. Students will spend class time reading choice novels, engaging in independent book reflections, and small group/class discussions. All levels, speeds, and types of readers are welcomed and encouraged. May be used to meet 1 credit of English graduation requirements.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Public Speaking (CE)

Grades: 11-12	Public Speaking analyzes the fundamentals of oral communication. It covers lectures, readings, and applications of the six principle aspects of public speaking: the speaker, the audience, thought and content, organization, language, and delivery. It also examines the basic principles of small group communication: leadership, the decision-making process, and individual participation in a small group. May be used to meet 1 credit of English graduation requirements.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Proficient ISASP in Reading	
IWCC: SPC112	

Writing For The Workplace (CE)

Grades: 10-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: English 10 or Advanced English

IWCC: ENG110

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

MATHEMATICS

Algebra 1

Grades: 9-12	Algebra 1 focuses on equations and inequalities, an introduction to functions, systems of equations and inequalities, exponents and exponential functions, quadratic functions and equations, and data analysis and statistics. Students will use computers and graphing technology to problem solve, reason, and apply the mathematical concepts throughout the course.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Algebra 2

Grades: 9-12	Algebra 2 is an extension of the Algebra 1 and Geometry curriculum. Topics include function families, quadratic functions and complex numbers, polynomial expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions. Students will use computers and graphing technology to problem solve, reason, and apply the mathematical concepts throughout the course.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Geometry	

Algebra 2 (PP)

Grades: 9-12	Algebra 2 is an extension of the Algebra 1 and Geometry curriculum. Topics include function families, quadratic functions and complex numbers, polynomial expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions. Students will use computers and graphing technology to problem solve, reason, and apply the mathematical concepts throughout the course. These students are provided additional support as a Pottawattamie Promise Student including intrusive counseling and tutoring. *Students in this program will take CE Statistics senior year.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Geometry; Pottawattamie Promise Student	

Calculus 1 (CE)

Grades: 11-12	This college course includes the topics of functions, graphs, limits, differentiation, applications of derivatives, maximum-minimum theory, conics, formulas and methods integration, and applications of integrals. This may be offered concurrently with Calculus A/B (AP).
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: College Algebra (CE), Trigonometry (CE), proficient on ISASP in reading, math, and science, 27 or higher on ACT Math Subtest	
IWCC: MAT211	

Calculus 2 (CE)

Grades: 11-12	This course continues Calculus 1 and concentrates on integration. Topics include logarithmic and trigonometric functions, and techniques of integration, polar coordinates, conic sections, and sequences. Applications include volume, arc length, surface area, centroids, and work. This may be offered concurrently with Calculus B/C (AP).
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Calculus 1 (CE)	
IWCC: MAT217	

Calculus A/B (AP)

Grades: 11-12	Topics include functions, graphs, limits, differentiation, applications of derivatives, maximum-minimum theory, conics, formulas and methods integration, and applications of integrals. *Students are expected to take the AP exam.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: College Algebra (CE), Trigonometry (CE), Proficient on ISASP in reading, math, and science, 27 or higher on ACT Math Subtest	

Calculus B/C (AP)

Grades: 11-12	This course builds on the skills learned in Calculus 1. Concepts that will be mastered include: parametric, polar, and vector functions; numerical solution of differential equations, L'Hopital's rule, antiderivatives by parts and simple partial fractions; improper integrals, applications of anti-differentiation, solving logistic differential equations and modeling; Harmonic, Taylor and Maclaurin series. *Students are expected to take the AP exam.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Calculus 1 (CE) or Calculus A/B (AP)	

College Algebra (CE)

Grades: 11-12	College Algebra provides an intensified study of the topics in algebra and prepares students for higher levels of mathematics. Topics include functions, exponents, logarithms, systems of equations, matrices, polynomials, and conic sections.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Algebra 2	
IWCC: MAT121	

Explorations in Data

Grades: 11-12	This course will introduce students to the main ideas in data science through multiple online tools. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Geometry	

Geometry

Grades: 9-12	Geometry is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations, solid and coordinate geometry, right triangle trigonometry, circles, and probability. Inductive and deductive thinking skills are used in problem solving situations and evaluating arguments. Students will use computers and graphing technology to problem solve, reason, and apply the mathematical concepts throughout the course.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Algebra 1	

Money Matters!

Grades: 11-12	This course will help students in career decision making and goal setting. It will provide opportunities to create job seeking and keeping documents. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving. Some topics will be: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, planning for retirement, develop personal spending and savings plans, understand the cost of using credit, and protecting assets. <i>Course meets Financial Literacy Graduation Requirement.</i>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Statistics (CE)

Grades: 11-12	The knowledge, understanding, and skills students should acquire in statistics include descriptive and inferential statistics, probability, and problem solving skills.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Algebra 2	
IWCC: MAT157	

Technical Math 1 (CE)

Grades: 11-12	Technical Math includes operations with real numbers, use of fractions, ratios, measurement conversion, algebraic equations, functions, geometry, and right angle trigonometry. Applications are designed to the program specific needs that students encounter in industrial settings.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Geometry	
IWCC: MAT743	

Technical Math 2 (CE)

Grades: 11-12	Technical Mathematics II encompasses a review of arithmetic, geometry, measurement, and algebra and covers equation solving, polynomials, and factoring along with basic right triangle trigonometry. Emphasis centers on applications pertinent to a particular technology.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Technical Math 1 (CE)	
IWCC: MAT750	

Trigonometry (CE)

Grades: 11-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Algebra 2

IWCC: MAT130

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

MILITARY SCIENCE

Air Force JROTC - AS1

Grades: 9	Course meets at AL. AS1 serves as an introduction to AFJROTC and is normally intended for freshmen. Students in AS1 will study the History of Airpower (including the Heritage of Flight, Development of Air Power, Toward Military Aerospace and Contemporary Aviation), and Leadership Education (including the heritage, Organization and Traditions of the Air Force, Individual Self-Control, Citizenship in the United States and Wellness, Health and Fitness).
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Must be willing to comply with AFJROTC grooming guidelines	

Air Force JROTC - AS2

Grades: 10	Course meets at AL. AS2 builds on the foundation of AS1 and is normally intended for students with one previous year of AFJROTC experience (sophomores). Students in AS2 will study the Science of Flight (including the Aerospace Environment, Human Requirements of Flight, Principles of Aircraft Flight and Principles of Navigation) and Leadership Education (including Effective Communication Skills, Understanding Individual Behavior, Understanding Group Behavior and Basic Leadership Concepts).
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Air Force JROTC-AS1; Must be willing to comply with AFJROTC grooming guidelines	

Air Force JROTC - AS3

Grades: 11	Course meets at AL. AS2 builds on the foundation of AS1 and is normally intended for students with one previous year of AFJROTC experience (sophomores). Students in AS2 will study the Science of Flight (including the Aerospace Environment, Human Requirements of Flight, Principles of Aircraft Flight and Principles of Navigation) and Leadership Education (including Effective Communication Skills, Understanding Individual Behavior, Understanding Group Behavior and Basic Leadership Concepts).
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Must be willing to comply with AFJROTC grooming guidelines; 2 years AFJROTC experience	

Air Force JROTC - AS4

Grades: 12	Course meets at AL. AS4 seeks to place students in leadership positions within the AFJROTC organization and allows them to gain practical experience in leadership and accomplishing mission objectives. Cadets in AS4 will study Exploring Space (including History of Astronomy, Space Flight, and Space Technology). Leadership education consists of life skills in money management, job search, and career opportunities.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Must be willing to comply with AFJROTC grooming guidelines; 2 years AFJROTC experience	

Drill Team, Rifle Team & Color Guard

Grades: 9-12

Credit: 2

Location: AL

Duration: Year

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

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

PHYSICAL, HEALTH, AND SAFETY EDUCATION

Advanced Strength & Conditioning

Grades: 9-12	This course is designed for any student who wants to participate in ongoing, advanced strength and conditioning which will focus on the following components: perfecting exercise and weightlifting techniques, including Olympic lifts, flexibility, speed, and agility training. Health related fitness topics will also be explored. *Students may take this course for up to two semesters per year.
Credit: 2	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Minimum of 1 passing semester of Introduction to Strength and Conditioning	

Driver's Education

Grades: 9-12	Driver's Education will be offered outside the school day through a contract with the DriveTek company. Students will be involved with classroom work and discussion as well as driving experiences. Students can still earn one elective credit toward graduation. More information regarding DriveTek including enrollment forms can be found on the Council Bluffs School District website at www.cb-schools.org . *Course is pass/no credit
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Independent Study Physical Education

Grades: 11-12	Students must have approval from their counselor and principal to enroll in this course. Physical fitness testing is required (pre/post). Goal setting progress and achievement of the goals will be monitored. Activity Log turned in with a minimum of 6 hours a week, not to exceed 2 hours in one day. Written assessments: FITT/ Principles of Fitness and Health and Wellness Project completed. *Course is pass/no credit
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Counselor and principal approval. Full schedule semester. Must have passed all previous PE courses.	

Introduction to Strength & Conditioning

Grades: 9-12	This class is designed to meet the needs of the accelerated physical education student who wants to participate in an ongoing strength and conditioning program for the first time. The course will provide personalized and team programs to improve muscular and cardiovascular development through proper strength/lifting routines and techniques. Safety procedures and the importance of proper nutrition will be included. Students will benefit from the opportunity to improve strength and conditioning during school hours while enhancing academic accountability outside of the classroom. Students will also receive CPR/AED training.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Lifetime Activities

Grades: 10-12	This course is offered to 10th-12th grade students. Students will learn rules, skills, fundamentals and strategies in a variety of individual and dual sport activities. Activities may include, but are not limited to: badminton, pickleball, tennis, archery, table tennis, dance, golf, ultimate frisbee, kickboxing, self-defense, and other individual and dual sports.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Personal Fitness

Grades: 10-12	This class is offered to 10th-12th grade students. This class is designed to teach basic lifestyle concepts and aerobic/anaerobic fitness concepts. Activities include: walking, jogging, circuit training, weight training, aerobic dance, step aerobics, and fitness concepts. The class is designed to introduce students to a real life, health club experience.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Personal Health & Wellness

Grades: 9	The course will focus on personal health and wellness including: various fundamentals of lifetime/team sports, CPR/AED training, resistance training, fitness activities, and skills. Students will be provided with the skills needed to make decisions and positive choices directly related to the student, family, school, and community. Health concepts include: nutrition, use of controlled substances, personal health, and mental health.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Team Sports & Fitness

Grades: 10-12	This class is designed to teach basic lifelong individual and team activities. Activities and choices vary, but may include: softball, soccer, basketball, volleyball, floor hockey, weight lifting, flag football, new games and learning about personal fitness.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

SCIENCE

Anatomy and Physiology

Grades: 10-12	<p>Anatomy and Physiology is the study of the structure and function of the human body. This course focuses on the following concepts: the chemical basis of life, cells, the major body systems, how the body systems work together to provide homeostasis, as well as genetics and genomics.</p> <p>*Note: A grade of "C" or higher satisfies the pre-requisite for the IWCC "Human Anatomy and Physiology I" course, called BIO 157 - Human Biology.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Biology	

Biology

Grades: 9-12	<p>Biology is a full-year exploration of life. In this course, the student will study cells and their processes, genetics, ecology, evolution, and biologic diversity. A combination of individual, group, and lab work will be used. One purpose of the laboratory lessons is to provide the students with the opportunity to learn the necessary tools and methods used by scientists.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Earth Science	

Biology with Lab (AP)

Grades: 10-12	<p>This intense second-year biology course offers students greater depth of study in all areas of biology. Areas of study include: the chemistry of life, genetics and inheritance, biotechnology, evolution of life, plant and animal form and function, and ecology. The laboratory component of this course will require students to process information, make hypotheses, and test those hypotheses using advanced laboratory skills. Students will also be required to keep detailed records of laboratory experiments. Individual projects are also expected.</p> <p>*Students are expected to take the AP exam.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Biology and Chemistry or concurrent enrollment in Chemistry Must complete the REQUIRED summer assignment.	

Chemistry

Grades: 9-12	<p>Chemistry is a full-year inquiry, lab-based course in which students learn about the composition and interactions of matter through mathematical and physical modeling. This course is intended for college-bound students who intend to complete four years of science in high school.</p>
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Recommended concurrent enrollment in Algebra 2 or Integrated Math 3	

Chemistry (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Recommended concurrent enrollment in Algebra 2
Must complete REQUIRED summer assignment

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

Chemistry (CE)

Grades: 10-12

Credit: 2

Location: TJ

Duration: Year

Prerequisite: Two years of science and math, Chemistry, Proficient ISASP in Reading, Math, and Science

IWCC: CHM166, CHM 176

General Chemistry I, first of a two-semester sequence, covers the fundamentals of chemistry. Topics include: structure of the atom, chemical bonding, stoichiometry, and kinetic theory of matter as applied to gases, liquids, and solids. General Chemistry I Lab explores the fundamentals of chemistry, emphasizing laboratory technique, data collection and analysis, and technical writing. Laboratory work complements each topic of study.

Conceptual Chemistry

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: NA

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

Conceptual Physics

Grades: 9-12

Credit: 1

Location: AL/TJ

Duration: Semester

Prerequisite: Completed or concurrent enrollment in Algebra 2 or Integrated Math 3

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

Earth & Space Science

Grades: 9-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: NA

In this course, students will examine the composition and organization of Earth and space systems as well as the physical, meteorological and biological processes, which have shaped the planet Earth throughout its history. Earth's natural resources and hazards will also be investigated from a human impact point of view. *This course is intended for 9th graders and is a graduation requirement.

Forensic Science

Grades: 10-12	This course will familiarize students with the basic principles and uses of forensic science. Forensic science is the study and application of science to the processes of law and involves the collection, examination, evaluation, and interpretation of evidence. Students will interpret and analyze data. This course requires that students present information in written, oral and mathematical formats. *This class is offered for general elective credit only.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Physics

Grades: 10-12	Physics is the study of energy and its transformation in the world around us. Topics include velocity and acceleration of bodies, momentum, heat, light, magnetism, and electricity. Class work includes: lab activities, demonstrations, and discussions about concepts in the physical world.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Completed or concurrent enrollment in Algebra 2	

Physics with Lab (AP)

Grades: 10-12	The course provides instruction in each of the following content areas: Newtonian mechanics, fluid mechanics, and thermal physics, electricity and magnetism, waves and optics, atomic and nuclear physics. Students are expected to take the Advanced Placement exam. *Note: This course may be split into two courses based on the recommendation of the College Board. See counselor for details.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Algebra 2, concurrent enrollment in Pre-Calculus with Trigonometry or higher math. Must complete a REQUIRED summer assignment.	

SOCIAL STUDIES

American Government

Grades: 11-12	This class studies the American system of government. Emphasis is placed on a student's understanding and applying knowledge about six main areas: foundations of the U.S. Constitution, political beliefs and behaviors, political parties and interest groups, systems of checks and balances between our three branches of government, public policies, and rights and responsibilities as citizens.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

American Government (CE)

Grades: 11-12	This class examines the fundamentals of democracy and the basic principles of the US Government. This class allows the student the opportunity to earn college credit.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Proficient on ISASP in Reading, Math, and Science	
IWCC: POL111	

American Government & Politics (AP)

Grades: 11-12	This class studies the American system of government but in more depth and with more rigor. Emphasis is placed on a student's understanding and applying knowledge about six main areas: foundations of the U.S. Constitution, political beliefs and behaviors, political parties and interest groups, systems of checks and balances between our three branches of government, public policies, and rights and responsibilities as citizens. Students are required to complete independent work and intense analysis and synthesis.
Credit: 2	
Location: AL	
Duration: Year	
Prerequisite: Must complete the REQUIRED summer assignment	

Contemporary Issues

Grades: 9-12	The course engages students in a hands-on study of the people, leaders and events surrounding many contemporary issues of concern to Americans and many others on a world scale. Through projects and research, students develop a variety of skills including practice in negotiation, compromise, working in teams, problem solving and analysis of multiple perspectives in combination with listening, public speaking, critical reading and writing. Research plays an important role utilizing both traditional print and electronic sources. Current events as related to the issues are also a component of the course.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Economics

Grades: 11-12	Students will acquire an understanding of basic economic principles. They will learn about the impact of those principles and how they apply to effective decision-making and financial success as citizens, consumers, producers, and investors. How government and global interdependence influence our economic practices will also be explored. Financial literacy topics include: money management, saving and investing, credit, renting, insurance, and consumer protections. This course will meet the Financial Literacy Graduation Requirement.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Ethics & Philosophy

Grades: 11-12	It has been said that the unexamined life is not worth living. Philosophy is an attempt to do just that—we answer questions such as: What makes acts right or wrong? What is the true nature of reality? Is it wrong to cheat, lie or steal? Does the end justify the means? The class will study the world's greatest thinkers such as Plato, Socrates, Locke, Kant, Mill, Nietzsche, Bentham, and others. Applied ethics, logic, theology, aesthetics and other related disciplines will be explored.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Geography & Culture

Grades: 9-12	Students will use geographic concepts and processes to identify and locate nations and their major geographic features. They will also examine the following: interaction between people and their environments, technology, and environmental impact of human activity. Five themes of geography will be emphasized - location, place, human environment, region, and movement.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Human Geography (AP)

Grades: 9-12	Students will use geographic concepts and processes to identify and locate nations and their major geographic features. They will also examine the following: interaction between people and their environments, technology, and environmental impact of human activity. Five themes of geography will be emphasized - location, place, human environment, region, and movement.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Must complete REQUIRED summer assignments	

Legal Studies Applications

Grades: 9-12	This class will focus on analyzing different legal issues in a more research-based approach. The topics covered in this course are developed more deeply than can be done in a survey course. A variety of written materials will be used to learn about and discuss the case studies presented. This class will also emphasize the inner workings of our legal system. The students will be given firsthand knowledge of trial law through simulations and mock trial activities. Community resources will supplement the classroom curriculum. This class will provide students with a better understanding of the criminal justice system and where they, as citizens, fit into the system.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Legal Studies Foundations	

Legal Studies Foundations

Grades: 9-12	This is an introductory-level criminology class. The course will start with an overview of law enforcement and the job of a police officer. The course includes topics related to: criminology, history of law and punishment, civil and criminal justice systems, law in our everyday lives, and legal ethics. This class looks at the ramifications of the laws passed and the effects they have on our everyday lives. Emphasis is placed on landmark court decisions and how those decisions shape our rights as citizens.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Microeconomics (AP)

Grades: 10-12	<p>This course is a rigorous examination of the fundamental principles that govern economic activities. In addition to preparing a student for the A.P. exam in microeconomics, a major emphasis of this course will be on the development of critical thinking skills and the application of economic principles and methodologies in problem solving. The aim is to provide the student with a learning experience equivalent to that obtained in a typical college introductory microeconomics course. Consequently, the course will incorporate a wide variety of activities including formal instruction in writing; debates; presentations; research projects; and problem solving competitions in addition to traditional lectures, exams and homework problems. Microeconomic topics of study include 1) the nature and function of product markets including consumption, production, and pricing, 2) the nature and function of factor markets: land, labor and capital, and 3) efficiency, equity and the role of government. *Students are expected to take the AP exam.</p>
Credit: 1	
Location: AL (even years)/ TJ (odd years)	
Duration: Semester	
Prerequisite: Must complete REQUIRED summer assignment	

Psychology (AP)

Grades: 10-12	<p>The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. *Students are expected to take the AP exam.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Must complete REQUIRED summer assignment	

Psychology Applications

Grades: 10-12	<p>This course builds on foundational learning to study more advanced areas of psychology that includes learning and cognition, testing and individual differences, human development, treatment of disorders, social psychology and personality.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Psychology Foundations	

Psychology Foundations

Grades: 10-12	<p>This course includes the study of the history and various approaches to psychology, research methods, the biological basis of behavior, senses/perception, motivation/emotion, and states of consciousness/personality.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Religions of the World

Grades: 9-12	<p>This course is an introduction to the academic study of the major religions of the world (Buddhism, Christianity, Hinduism, Islam, and Judaism). This class explores what religion is and what it means to different people. Topics include such things as religious institutions and their social context, historical development, and a comparative analysis of religious organizations and behaviors.</p>
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Sociology Foundations

Grades: 10-12	The course is designed to expose students to the discipline of sociology and its perspectives, methodology, and principles. Students use various sociological theories to analyze the world in which they live. The class is activity-based and designed to allow individuals to experience seeing the world from different perspectives. The study of humans and their social behavior encourages students to analyze issues confronting today's society. This class may include speakers, documentaries, and supplemental readings.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: NA	

Sociology Applications

Grades: 10-12	This course builds on foundational learning to go more in depth and to study more advanced areas of sociology. Students study human behavior in context including economic, social, cultural and technological factors. Themes of the interaction between human behavior and conflict, cooperation, culture and interdependence are examined in depth. Students learn through collaboration, simulations and projects along with research and individual projects.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Sociology Foundations	

U.S. History

Grades: 10-12	This course continues the study of American history since the Civil War. The course covers our nation's social, political, economic, and geographic history. Major topics include the Industrial Age, Progressivism, World War I, the Great Depression and New Deal, World War II, the Cold War, the Korean Conflict, the Vietnam War, Civil Rights, the Kennedy Era, and the making of modern America. Emphasis is placed on critical thinking and disciplined inquiry to enable students to make informed, thoughtful judgments about the meaning, accuracy, and worth of the information presented about American history.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

U.S. History (AP)

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

World History

Grades: 9-12	This class studies how world events have helped shape the world in which we currently live. Themes in World History A include: Time and Space, Religion, and Power and Governance. Themes in World History B include: Economics, Conflicts and Catastrophes, and Achievements and Innovations. It concludes with a Capstone Inquiry.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

World History (AP)

Grades: 10-12

Credit: 2

Location: AL/TJ

Duration: Year

Prerequisite: Must complete
REQUIRED summer assignment

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

WORLD LANGUAGES

Elementary Spanish 1 (CE)

Grades: 10-12	This 3rd-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Spanish; Proficient ISASP in Reading, Math, and Science	
IWCC: FLS141	

Elementary Spanish 2 (CE)

Grades: 10-12	This 3rd-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures. Credit available from IWCC at AL, and EICC online at TJ.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Spanish; Proficient ISASP in Reading, Math, and Science	
IWCC: FLS142	

French 1

Grades: 9-12	This course is a beginning French class for students who have had no formal classes in French. It includes an introduction to French culture along with beginning grammar structures, vocabulary, and conversation.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

French 2

Grades: 10-12	Second-year French offers a review of French 1, further study of grammar, additional vocabulary, and added practice in pronunciation through dialogues. The students continue to learn about French culture through reading, music, and a variety of activities.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: French 1	

French 3

Grades: 10-12	Through a study of more complex grammar structures and the mastery of an expanded vocabulary, the third-year French student continues to work toward competency in the four areas of speaking, listening, writing, and reading. The students will be given many opportunities to practice their oral skills in nearly authentic situations.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: French 1 & 2	

French 4

Grades: 10-12	This course follows the same format as French 3. Development of competence continues through grammatical structure drills, dialogues, vocabulary enlargement, and cultural readings, giving students the skills to thrive in a Francophone country.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: French 1, 2, 3	

Intermediate Spanish 1 (CE)

Grades: 10-12	This 4th-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures. Credit available from IWCC at AL, and EICC online at TJ.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Spanish 3; Proficient ISASP in Reading, Math, and Science	
IWCC: FLS241	

Intermediate Spanish 2 (CE)

Grades: 10-12	This 4th-year course continues with the development of communication skills in the Spanish language. Students will develop the ability to communicate in Spanish in the areas of reading, writing, speaking, and listening while using more complex grammar and structures. Credit available from IWCC at AL, and EICC online at TJ.
Credit: 1	
Location: AL/TJ	
Duration: Semester	
Prerequisite: Spanish 3; Proficient ISASP in Reading, Math, and Science	
IWCC: FLS242	

Spanish 1

Grades: 9-12	The first-year Spanish course is open to all high school students who wish to gain experience in basic Spanish conversation, reading, writing and culture. This course will introduce students to the Spanish language and the Hispanic culture.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: NA	

Spanish 2

Grades: 9-12	Spanish 2 follows the sequence of Spanish 1. Development of competence continues in Spanish conversation, reading, writing, and culture.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Spanish 1	

Spanish 3

Grades: 9-12	This course is designed to further develop the student's ability in reading, writing, and speaking Spanish. This course continues with the development of communication skills in the Spanish language and listening while using more complex grammar and structures.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Spanish 1 & 2	

Spanish 4

Grades: 9-12	This course is designed for upper-level Spanish students. Advanced grammar is covered through the study of modern, Hispanic literature.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Spanish 1, 2, 3	

Spanish for Spanish Speakers

Grades: 9-12	This course is designed for native and heritage speakers, which are students who learned Spanish at home and have had a variety of experience with academic Spanish. Students may range from having no formal schooling in Spanish to many years of formal schooling in Spanish. The course will focus on the development of reading, writing, speaking, listening, as well as on understanding cultures and issues of identity of native and heritage Speakers of Spanish.
Credit: 2	
Location: AL/TJ	
Duration: Year	
Prerequisite: Fluent in Spanish	

9. Concurrent Enrollment Course Crosswalk 2022-23

CBCSD COURSE	COMMUNITY COLLEGE COURSE #	COMMUNITY COLLEGE NAME	COURSE TYPE	COMMUNITY COLLEGE CREDITS
American Government CE	POL111	American National Government	AS	3
Anatomy & Physiology and Medical Terminology for Allied Health	HSC113 HSC128	Medical Terminology Anatomy and Physiology for Allied Health	CTE	2 3
Calculus 1 CE	MAT211	Calculus I	AS	5
Calculus 2 CE	MAT217	Calculus II	AS	5
CCNA 1: Introduction to Networks CE	NET204	Cisco Networking	CTE	3
CCNA 2: Routing & Switching CE	NET331	Routing & Switching Essentials	CTE	3
Certified Nursing Assistant CE	HSC172	Nurse Aide (CNA)	CTE	3
Chemistry CE	CHM166 CHM176	General Chemistry I General Chemistry II	AS	5 5
Civil Engineering and Architecture CE	EGT460	Civil Engineering and Architecture	CTE	3
College Algebra CE	MAT121	College Algebra	AS	4
College & Career Exploration CE	WBL100	Career Exploration	AS	1
College & Career Readiness CE	WBL110	Strategies for Academic Success	AS	3
Composition 1 CE	ENG105	Composition I	AS	3
Composition 2 CE	ENG106	Composition II	AS	3
Computer Integrated Manufacturing CE	EGT450	Computer Integrated Manufacturing	CTE	3
Computer Science 2 CE (PLTW- CS Principles)	CIS450	Computer Science Principles	CTE	3
Computer Science 3 CE (PLTW- CS A)	CIS451	Computer Science Applications	CTE	3
Culinary Arts 1	HCM100	Sanitation and Safety	CTE	2
Culinary Arts 2	HCM186 HCM191	Culinary Foundations I Quantity Food Production I Lab	CTE	3 4
Culinary Arts 3	HCM200	Dining Service	CTE	2
Culinary Arts 4	HCM187 HCM192	Culinary Foundations II Quantity Food Production II Lab Culinary	CTE	3 4
Digital Electronics CE	EGT420	Digital Electronics	CTE	3
Elementary Spanish 1 CE	FLS141	Elementary Spanish I	AS	4
Elementary Spanish 2 CE	FLS142	Elementary Spanish II	AS	4
Healthcare Exploration	PEH130	CPR/First Aid in the Workplace	CTE	1
Interpersonal Communication CE	SPC122	Interpersonal Communication	AS	3
Intermediate Spanish 1 CE	FLS241	Intermediate Spanish I	AS	4
Intermediate Spanish 2 CE	FLS242	Intermediate Spanish II	AS	4
Introduction to Engineering Design CE	EGT400	Introduction to Engineering Design	CTE	3
Multicultural Literature	LIT134	Multicultural Literature	AS	4
Principles of Engineering CE	EGT410	Principles of Engineering	CTE	3
Public Speaking CE	SPC112	Public Speaking	AS	3
Sports & Entertainment Media Production CE	MMS107	Sport Field Production	CTE	3
Statistics CE	MAT157	Statistics	AS	4
Technical Math 1	MAT743	Technical Math	AS	3
Trigonometry CE	MAT 130	Trigonometry	AS	3
Writing for the Workplace CE	ENG110	Writing for the Workplace	AS	3

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

Fall 2022 Semester IWCC Based Courses

Open registration	April 13, 2022
First day of IWCC classes	August 15, 2022
Last day to add IWCC classes	August 19, 2022
Last day to drop IWCC classes for semester	November 7, 2022
Last day of IWCC classes	December 9, 2022

Spring 2023 Semester IWCC Based Courses

Open registration	October 12, 2023
First day of IWCC classes	January 9, 2023
Last day to add IWCC classes	January 13, 2023
Last day to drop IWCC classes for semester	April 13, 2023
Last day of IWCC classes	May 12, 2023

Notes

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

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

Minimum Requirements for Admission

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



**Educational Service Center
300 West Broadway, Suite 1600**

Council Bluffs, Iowa 51503

**cb-schools.org
(712) 328-6446**