Pleasant Valley High School

Course Registration 2021-2022

604 Belmont Rd, Bettendorf, IA 52722 ◆ 563-332-5151 ◆ Fax 563-823-1950 ◆ www.pleasval.k12.ia.us

Pleasant Valley Community High School

2021-2022 Schedule of Courses

Preface

The subjects and programs outlined in this guide will make it possible for students to select a program of study determined by their interests/aptitudes. As students make their course selections, they should keep in mind the graduation unit requirements along with their own personal interests, aptitudes and abilities. It is recommended that eighth grade students and their parents review the 4-year Plan and on-line Schedule of Courses book. By reviewing these items, students will have a better idea of how the four years will sequence together for a program that will best fit their needs.

Counselors and staff will assist students selecting their programs based on aptitude, achievement test scores, past performance, recommendations and parental guidance.

Please note that some courses listed in this booklet may not be offered due to low enrollment numbers and schedule limitations. If a student is interested in taking a course not available at our high school, the principal or counselor will make an effort to determine if the opportunity is available elsewhere. Selection of courses by teachers will not be honored. Courses have established cap sizes and classes are balanced to ensure maximum personal attention.

Pleasant Valley Community School District

A Public Notice

Equal Education Opportunity/Non-Discrimination Policy

It is the policy of the Pleasant Valley Community School District not to illegally discriminate on the basis of race, color, national origin, gender, 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. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
Inquiries concerning the application of federal and state nondiscrimination statutes and the implementing regulations to the district may be referred to the District's Affirmative Action and Educational Equity Coordinator or to the Director of the Office for Civil Rights, Department of HEW, Washington, D.C.

Student Affirmative Action Statement

All students are encouraged to explore opportunities for post-secondary education and/or vocational training.
Students are encouraged to enroll in the vocational classes provided by the district. Any student who is in need of special services to benefit from these classes, should contact a high school counselor.

It is the policy of Pleasant Valley Community High School to encourage females to register for courses not traditional to their gender (i.e. Industrial Technology classes). Males will also be encouraged to register for courses not traditional to their gender (i.e. Family and Consumer Sciences classes). Counselors at Pleasant Valley Junior High School and Pleasant Valley Community High School will make an effort during the registration process to make students aware of such non-traditional offerings. Students of either sex will be encouraged to take non-traditional courses in the areas of Information Technology, Family and Consumer Sciences, and Industrial Technology. Secondary administrators will give consideration in resolving schedule conflicts to allow students of either sex the opportunity to enroll in non-traditional courses in all vocational areas.

The Administration and Guidance Department will carefully monitor the content of the Course of Study booklet to ensure that this booklet does not contain language that discourages students to enroll in classes not traditional to their gender. Staff members -- in particular vocational instructors -- will make an effort to avoid statements in their classes that might discourage students from future enrollment in classes not traditional to their gender. Vocational and regular education instructors should refrain from sexist statements regarding students enrolled in or planning to enroll in classes of a non-traditional nature.

Office of the Principal

Dear Students:

The information included in this booklet is extremely important for your registration for the 2021-2022 school year, and should be thoroughly discussed with your parents and counselor.

All students in grades 8 through 11 will complete enrollment and registration on-line. Students will meet individually with their assigned counselor during the month of February to evaluate course selection. It is very important that course selections be made with forethought and planning. General criteria for selection should be courses that both students and parents believe will most thoroughly prepare them for post-secondary plans. It is unwise to compromise this preparation for convenience or ease.

This booklet contains information regarding minimum graduation requirements, total units required for graduation and specific courses required for graduation. Descriptions of individual courses are provided to help students in the selection process.

Be sure to schedule an appointment with a counselor and keep in mind that courses and schedule changes **will not** be guaranteed after classes have started next fall. It is important to remember that when registering for a course, to do so on the merits of the curriculum and not who the instructor may or may not be.

Sincerely,

Mr. Darren Erickson, Principal
Pleasant Valley Community High School

ADVANCED PLACEMENT/COURSES

Students may gain college credit from Advanced Placement (AP) tests. A fee is charged for testing and students interested should contact a counselor for details. It is the responsibility of the student to check with the college or university of their choice to verify if credit is applicable. Below is a list of *AP courses available at Pleasant Valley High School:

*AP 2-D Art and Design		*AP Human Geography		*AP Physics 1	
*AP 3-D Art and Design		*AP Language/Composition		*AP Physics 2	
*AP Calculus		*AP Literature/Composition		*AP Spanish	
*AP Chemistry		*AP Macroeconomics		*AP US Gov and Politics	
*AP Computer Sci App		*AP Music Theory		*AP US History	
*AP French					

AUDITING A CLASS

PVHS does not subscribe to auditing classes unless a unique circumstance exists: late transfer, repeating a course, extended illness, etc. Scott Community College does not allow students to audit a college course at the High School.

THE BASIC REQUIREMENTS ARE:

Career and Technology Education (CTE): This credit is designed to align with a student's College and Career Readiness plan developed during their high school years. Students may complete this requirement any time during high school. Every student will be required to complete at least one-half (0.5) unit from a designated list of courses. Courses from this booklet satisfying this requirement include any Career Technical Education (CTE) course in Applied Sciences, Business & Marketing, Human Services, Health Sciences, Ag Sciences and Information Technology.

English: Eight semesters of English are required in high school. The courses required in this area are Freshman English, Sophomore English/Communications, one Literature course, and one composition or writing course. Courses in the current Schedule of Courses booklet, which will satisfy the writing requirement, include *AP Language/Composition, Journalism, Critical Writing, College Writing, and (^)Essential English and (^)Creative Writing. Courses designated with (^) will meet PVCSD graduation requirements but are not NCAA approved college readiness.

Expressive/Technical Arts: The purpose of this requirement is to ensure that every student has had at least limited exposure to coursework that is experiential in nature. Every student will be required to complete at least one-half (0.5) unit from a list of courses that have been designated to meet this requirement. Students may complete this requirement any time during high school. Courses from this booklet that satisfy this requirement include: any Fine Arts course in Art, Band, Choral, Drama, Orchestra, Publications, or any Career Technical Education (CTE) course in Applied Sciences, Business & Marketing, Human Services, Health Sciences, Ag Sciences and Information Technology.

Health: This course is required for all freshman students. One full year of passing work is required. This course meets every other day. CPR components will be included in this class.

Mathematics: Six semesters of Mathematics are required in high school.

Science: Six semesters of Science are required in high school. Beginning with the class of 2020, a minimum of six semesters and completion of all standards are required in high school.

Service-Learning: All students are required to take Service-Learning. They will receive 0.5 units of credit when they have fulfilled the required hours at the end of the sophomore and senior year totaling 1.0 unit of credit at the time of graduation.

Social Studies: Six semesters of Social Studies are required in high school. Students must take Modern U.S. History (formerly American History), World History, American Government and Economics.

Wellness: Eight semesters of passing work are required. (Students who complete graduation requirements in less than eight semesters are required to complete successfully all semesters of Wellness that they are in attendance.) One unit may be earned towards graduation if all eight semesters of Wellness have been successfully completed.

COLLEGE COURSES

Iowa students at Pleasant Valley High School enjoy the benefit of significant cooperation between high school and Scott Community College. Students enrolled in the courses listed below will receive PVHS credit as well as credit from Scott Community College without additional costs to the student.

*NOTE: These courses may or may not be transferable to any Post-Secondary Institution. Students should contact the college/university of their choice for verification of credit transfer.

Please note: Non-Iowa residents paying tuition to attend PVHS are responsible for costs associated with the provision of special education, ELL, costs associated with Post-Secondary coursework, or any costs that may arise in enforcing the tuition agreement.

Course Name	
Deaf Studies	ITP:129
Social Aspects of Deaf Culture	ITP:131
American Sign Language I	ASL:141
American Sign Language II	ASL:171
American Sign Language III	ASL:245
American Sign Language IV	ASL:281
Automotive Shop Safety	AUT:115
Automotive Brake Systems and Service	AUT:524
Automotive Electrical I	AUT:614 *New 21-22
Automotive Suspension and Steering	AUT:404
Basic Automotive Electricity/Electronics	AUT:606 *New 21-22
Calculus 1	MAT:210
Calculus 2	MAT:216
Civil Engineering & Architecture	EGT:460
Computer Science Academy	Not for college credit
Education	EDU:213 Intro to Education/SDV:131 Career Exploration
Engineering Academy	EGR:107
Small Business Management Academy	BUS:102 Intro to Business, MKT:150 Principles of Advertising MGT:110 Small Business Management BUS:185 Business Law 1
Humanities of The Early World	HUM:135
Humanities of the Renaissance	HUM:136
Intro to Allied Health Occupations	HSC:102 Intro to Allied Health Occupations
Intro to Engineering Design	EGT:400
Intro to Psychology	PSY:111
Intro to Sociology	SOC:110
Pharmacology / Med Terminology	HIT:120 Pharmacology / HSC:113 Medical Terminology
Principles of Engineering	EGT:410
Public Speaking	SPC:112
Statistics	MAT:156
Western Civ II: Early Modern	HIS:118
Western Civ III: The Modern Period	HIS:119

COLLEGE COURSES

Due to the changes in Iowa legislation, Iowa high schools are not required to participate in College Connection Individual Registration (CCIR) courses offered at Scott Community College. Students wishing to take college courses outside of PVHS, **need to meet with their counselor for details**.

Please remember when taking a college course and opting for high school credit:

- If a student does not complete the college course(s), withdraws from the course(s) or receives an "F" for the course(s), and the student has opted to receive high school credit, the grade will be posted to a student's transcript/permanent record.
- If a student successfully completes the college course(s), in which a student is enrolled, the grade will become a part of the student's permanent high school record.
- If the student withdraws or is dropped from the course(s), or chooses to drop the course for which the student is enrolled, and has opted to receive high school credit, it is the student's responsibility to notify the student's high school counselor to see how this impacts graduation.
- Receiving an "F" on a college transcript may impact financial aid.
- Monitoring class attendance becomes the responsibility of the student and parent. Students who violate this responsibility may lose the privilege of attending the class.
- Any student participating in college courses, (online, joint enrolled, concurrent courses) or any other courses taken off-campus will be subject to the rules of those entities and will be subject to Pleasant Valley Community High School district's rules and regulations.

FINANCIAL AID

Information regarding financial assistance in college: Federal Regulations require students to maintain satisfactory academic progress while pursuing their course of study in order to receive financial aid.

A student enrolling in any college will submit both a High School and College transcript if they have taken any college courses in high school. High School transcripts are secured through the guidance office. The College transcripts must be obtained by the student taking the course.

To be eligible for financial aid the first semester of your freshman year you must successfully earn 67% of all attempted college credit hours. This will be measured on a cumulative basis.

For example:

- **if a student has attempted a 3 hour course and they withdraw they will not be eligible for financial aid.**
- **if a student has attempted two 3 hour courses and withdrew from one course they would not be eligible for financial aid.**
- **if a student attempts 9 credit hours, and withdraws from one 3 hour course they would be eligible for financial aid .**

FRESHMAN

Freshmen students should register for at least six (6) academic subjects and Wellness. The students and their parents, with the help of a counselor and teachers, can decide which level of required classes would be the best for the students to take. The remaining classes taken are electives. Students are encouraged to review the Career Ladders for Human services, Applied sciences and Information technology.

All 9th grade students are required to attend 8th Period resource Monday - Thursday. There will be no 8th period resource on Fridays, busses run at normal times. This resource is used to: provide 9th graders an opportunity to seek extra assistance, create a sense of community and to have extra time to finish homework/assignments.

Due to scheduling or enrollment difficulties, a course listed as an elective may not be available every semester. Seniors will have first priority in classes that are over-subscribed.

NOTE: Because of staffing needs, students may not have the option to change their schedule once registration materials have been turned in. **Students will not be allowed to change course sections based upon teacher assignment.**

INDEPENDENT STUDIES – INDEPENDENT STUDY POLICY

Independent study is designed to allow the student to pursue an area of study not available in our standard curriculum offerings. Before registering for the course, the student must secure a faculty advisor who is convinced of the student's ability to work independently and who is willing to supervise the student's program. Independent study does not meet as a regularly scheduled class. Conferences will be arranged between the instructor and student as needed. A counselor will assign the course number for the department through which the student is taking independent study. Additional criteria include the following:

1. The department chairperson, instructor, and administrator must meet with the student and approve the written course of study.
2. Independent study may only be taken during the junior or senior year.
3. Independent Study projects will not be substituted for existing courses.

NCAA

COURSES IDENTIFIED WITH (^) DO NOT MEET NCAA CORE (MATH, SCIENCE, SOCIAL STUDIES, ENGLISH) REQUIREMENTS UNLESS OTHERWISE NOTED.

PASS/FAIL

Students in grade 12 may take courses for pass/fail by completing the pass/fail application available in the guidance office. The number of pass/fail classes must not exceed one class per semester (this does not include band or chorus). A Student's GPA will not be impacted, if the student fulfills the pass/fail guidelines. Please see a counselor for details and an application form. **The deadline for submitting an application for pass/fail is by mid-term of the 1st and 3rd quarter of an academic year.**

STUDENTS ENROLLED IN COURSES AT PLEASANT VALLEY COMMUNITY HIGH SCHOOL:

- Shall be required to pay for any breakage of equipment incurred by them, as well as for any excessive or unauthorized usage or loss of course materials, chemicals, and/or books.
- Shall be required to observe all safety precautions while working in the laboratory, (i.e., wearing of goggles and/or laboratory aprons where required).
- Shall have the responsibility of filling out a schedule with their counselor.
- Understand that courses dropped after the 1st quarter mid-term of the semester will be dropped with an "F" unless extenuating circumstances dictate an administrative exception. Students may be assigned to the Academic Study Hall during the dropped class period.
- Students entering from another high school who do not meet either the minimum number of units required for graduation or who have not satisfied a specific graduation requirement, will be required to complete additional work. Units may be made up in correspondent courses and/or online courses at the expense of the student unless meeting income guidelines.
- **All students are required to register for a minimum of at least 5 (five) academic subjects and PE**.

PREPARATION PROGRAM FOR TECHNICAL AND ASSOCIATE DEGREES

Students are encouraged to check with counselors and vocational instructors for information regarding employment opportunities that may result from specific vocational training provided at Pleasant Valley Community High School. One should always check the requirements of a particular community college, trade school, union, apprenticeship, or potential employer. Please see your counselor about our Academy programs.

REGENT UNIVERSITY ADMISSION NOTE: IOWA UNIVERSITIES

Regents Admission Index (RAI) Iowa high school graduates must achieve a Regent Admission Index (RAI) score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission as freshmen to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at the University of Iowa.
There are two RAI formulas for computing students' RAI scores, the Primary RAI formula (for students whose high school provides class rank) and the Alternative RAI formula (for students whose high school does not provide class rank). Below is a detailed description of each formula:

RAI Formula
(for students whose high school does NOT provide class rank)

- ACT Composite Score x 3
- Cumulative *GPA x 30
- HS core courses (Math, Science, English, Social Studies and World Lang) x 5

= RAI score

Note: *Grade Point Average (GPA)

- Enroll in classes that will help you meet your goals and academic strengths.
- Both the weighted and unweighted GPA are reported on your transcript.

Courses that DO NOT count towards the RAI are designated in the course book with an (^).

For additional information and optimum recommendations for success, contact the Iowa Regent Universities or visit their webpage at
http://www.iowaregents.edu/institutions/higher-education-links/regent-admission-index/
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Board of Regents, State of Iowa, 11260 Aurora Avenue, Urbandale, IA 50322
Phone (515) 281-3934
Fax (515) 281-6420

TYPICAL 9TH, 10TH, 11TH, 12TH GRADE SCHEDULE

NOTE: All students must be enrolled in a minimum of five (5) academic classes plus Wellness

Career & College Readiness Seminar - added requirement for graduation 2021.

Grade 9

English 9 (All year)
Modern U.S. History (All year)
Science (All year)
Math (All year)
Elective (Four semesters)
Wellness (Two semesters)
Health (Two semesters)
Service Learning
Career & College Readiness Seminar

Grade 10

English 10 (All year)
World History (All year)
Science (All year)
Math (All year)
Elective (Four semesters)
Wellness (Two semesters)
Service Learning
Career & College Readiness Seminar

Grade 11

Literature Class (One semester)
Writing Class (One semester)
American Government (One semester)
Economics (One semester)
Math (Two semesters)
Science (Two semesters)
Elective (Four semesters)
Wellness (Two semesters)
Service Learning
Career & College Readiness Seminar

Grade 12

English Elective (One semester)
English Elective (One semester)
Elective (Eight semesters)
Wellness (Two semesters)
Service Learning
Career & College Readiness Seminar

23.0 Units are required for Graduation

REQUIRED FOR GRADUATION			
English		4 Years	4.0 Units
Social Studies		3 Years	3.0 Units
Math		3 Years	3.0 Units
Science		3 Years	3.0 Units
Expressive/Technical Arts		1 Semester	.5 Unit
Career and Technology Education (CTE)		1 Semester	.5 Unit
Wellness		4 Years	1.0 Unit
Health		1 Year	.5 Unit
Career & College Readiness Seminar		4 Years	.5 Unit
Service Learning			1.0 Unit
Elective course work			6.0 Unit
		Total	23.0 Units

ACADEMIC SUPPORT COURSES

Randy Brockhage – brockhager@pleasval.org
Lori Duncan – duncanlori@pleasval.org
Neal Green – greenneal@pleasval.org
Ron Litchfield – litchfieldron@pleasval.org
Alecia Krzyaniak – krzyaniakalecia@pleasval.org
Eric Royer – royereric@pleasval.org
Samantha Urban – urbansamantha@pleasval.org

ACADEMIC SUPPORT COURSES

The Guidance Department will enroll students eligible for special services in appropriate classes. Self-contained classes are offered at Pleasant Valley Community High School, but the goal for every student will be mainstream education upon completion of individual goals and objectives.

Self-contained special education classes may be offered at Pleasant Valley High School upon the recommendation of the IEP team. However, the goal for every student will be mainstreamed courses upon completion of individual goals and objectives.

FLEX PROGRAM/FLEX COURSES (081101/081102)	**0.5 UNIT**	**GRADES 9-12**
PREREQUISITE: TEACHER RECOMMENDATION		**FIRST AND/OR SECOND SEMESTER COURSE**

The Guidance Department will enroll students eligible for special services in the FLEX Program. The program offers a unit bearing class that provides assistance with organization, assignment completion and follow-through. Smaller class sizes offer greater one-to-one assistance and accountability from FLEX teachers.

(^)MATH FOR SUCCESS (200413/200414)	**1.0 UNIT**	**GRADES 9-12**
PREREQUISITE: TEACHER RECOMMENDATION		**FULL YEAR COURSE**

Math for success is a general education course that targets the pre-algebra skills necessary for success in Algebra, including basic arithmetic, fractions, decimals, negative numbers, variables, graphing and problem solving.

(^)READING REINFORCEMENT (100721/100722)	0.25 UNIT	GRADES 10-11
PREREQUISITE: TEACHER RECOMMENDATION		FIRST AND/OR SECOND SEMESTER COURSE

Placement in this course will be determined by the Iowa Assessment scores and administrative recommendations. Reading Reinforcement is a reading class designed to explore adult reading tasks, current issues, reading, writing, speaking, listening and viewing as well as more firmly establish ongoing independent reading. The goals of the class are to improve reading skills and to develop each student's analytical ability to think and reach reasonable, researched solutions.

Key Learnings

The students will improve reading comprehension, writing, speaking and thinking skills:

- by observing teacher modeling of content based reading/thinking strategies through read aloud/think alouds and then practicing those same strategies through cooperative learning.
- by practicing reading, writing and discussing through student selected high interest books.
- by using interesting, current reading materials and the internet to challenge current understanding and teach to evaluate sources to reach an informed opinion focusing on legal, medical and career issues.
- by introducing adult reading materials such as forms, legal documents, instruction manuals, websites.
- by learning how to organize information to easily retrieve it at a later time.
- by analyzing learning styles and then finding and using learning strategies best suited for the student at school and beyond.

The students will also:

- increase their vocabulary.
- increase their understanding of the ideas, themes and information in short stories, articles, websites, periodicals and books.

(^)READ TO SUCCEED (103101/103102)	0.5 UNIT	GRADES 9-12
		FIRST AND/OR SECOND SEMESTER COURSE

Placement in this course will be determined by the Iowa Assessment scores and administrative recommendations. This course integrates reading, writing, speaking, listening, observing, reacting and thinking. This course focuses on reading practice, comprehension strategies, vocabulary and fluency through the use of cooperative learning.

Key Learnings

The students will:

- improve vocabulary by building associations with new words.
- clarify understanding of materials by utilizing higher order thinking skills.
- respond in writing to prompts.
- discuss passages from a piece of literature and by using reading strategies, build skills in understanding the meaning of the text.

SKILLS ENRICHMENT 1 (280211/280212)	**0.5 UNIT**	**GRADES 9-12**
PREREQUISITE: NONE		**FULL YEAR COURSE**

This full-year special education course is designed to assist students with instructional concerns encountered within the regular curriculum and involves instruction in different strategies to help the student with academic work. Strategies on self-advocacy and employment are also discussed. In order to obtain credit for this course, students will be held accountable to the following criteria: being on time, bringing materials, following directions, putting forth effort in completing assignments, and being positive and respectful to peers and teachers.

SKILLS ENRICHMENT 2 (280213/280214)	**NO CREDIT**	**GRADES 9-12**
PREREQUISITE: NONE		**FULL YEAR COURSE**

The development of study skills that can be used for all subject areas is a goal for this special education course. This course is offered with no credit given towards graduation.

AEA Driver Education Program

MISSISSIPPI BEND AREA EDUCATION AGENCY DRIVER EDUCATION

Prerequisite: 14 years of age and student must have an Iowa Instruction Permit to register for this class.
Elective Grades 9, 10, 11, 12

Iowa state law mandates students (age 14 to 17) must successfully complete thirty hours of classroom instruction and six hours behind-the-wheel instruction from an approved driver education program in order to be eligible for a school permit or Iowa driver's license before the age of 18.

Students who are interested in enrolling in the Mississippi Bend AEA Driver Education program are asked to contact Anna Johnson, Administrative Assistant, at 563-344-6575 or ajohnson@mbaea.org. Registration forms are available in the Pleasant Valley main office, counseling office, and on the Pleasant Valley High School website.

School Year Program:

The Mississippi Bend AEA offers several three week, evening driver education classes to all Pleasant Valley students during the 2017-2018 school year. Sessions will be held at Pleasant Valley High School and Bettendorf High School. Classroom sessions will meet in the evening with all driving lessons being completed either after school or on the weekend.

Summer School Program:

The Mississippi Bend AEA offers several three week driver education classes to all Pleasant Valley students during the summer of 2018. Sessions will be held at Pleasant Valley High School, Bettendorf High School. Classroom sessions will meet in the morning.

Driver Education Information:

Any PV student who transfers from another state and previously took driver education, may contact the Mississippi Bend AEA to request a transcript review to determine if Iowa classroom or driving instruction is needed prior to issuing an Iowa Completion Certificate. The Iowa Completion Certificate indicates that the student has successfully completed Iowa driver education requirements in order to be eligible for a school permit or Iowa driver's license before the age of 18. The Mississippi Bend AEA provides this service free of charge for Pleasant Valley students.

As a grading practice, the Pleasant Valley Community Schools does not award credit for Drivers Education; however, upon completion of the junior year, students may petition the guidance office for inclusion of the credit if the Drivers Education course has been taken through the Area Education Agency. This credit will be designated as pass/fail and will not be figured into the student's GPA.

Requests for school permits should be directed to Pleasant Valley High School.

Questions or concerns regarding the Mississippi Bend AEA Driver Education program may be directed to Anne Budde, Coordinator of Student Programs, at 563-344-6449 or abudde@mbaea.org.

SCHEDULE OF COURSES

Career & College Ready Seminar

COLLEGE AND CAREER READY SEMINAR **9TH GR 085211/085212** **10TH/11TH GR 085222** **12TH GR 085221**	**.125 PER YEAR = 0.5 UNIT**	**GRADES 9-12**
REQUIRED COURSE	**9th GR BLEND OF VIRTUAL LESSONS AND 8TH PERIOD SEMINAR** **10th/11th SECOND SEMESTER** **12th FIRST SEMESTER**	

The College and Career Ready Seminar sequence is a Tier 1 delivery system to provide meaningful academic and post-secondary planning pursuant to House File 2392 and the Future Ready Iowa initiative. Students will engage in a holistic process which culminates in the creation of an Individual Career and Academic Plan (ICAP) as required by the Iowa Department of Education. Students will use a state approved career and academic planning software tool (Xello) to assist in the creation, revision and completion of the ICAP Essential Components. In addition to College and Career Readiness standards, School Counselors will also incorporate Academic Planning and Support (organization, study skills, course planning, etc.) and Social-Emotional/Behavioral Health standards directly aligned with the ASCA Mindsets & Behaviors. Final product would include a digital portfolio in Xello.

Key Learnings

The students will:

- Gain self-understanding through Interest inventory, work-values assessment, skills assessment, reflection, etc.
- Acquire career information through Career research - based on self-understanding results and includes job description, employment outlook, earnings and training and educational requirements
- Participate in Career Exploration - Engage students in activities that reveal connections between academics and careers. Examples include tours, job shadows, lunch & learn, work-based learning, internships and service learning
- Pursue Postsecondary Exploration - Present postsecondary pathways to students and engage them in purposeful goal setting to achieve desired outcomes. Include activities and reflection related to appropriate academic planning and the financial impact of postsecondary options.
- Determine a Career and Postsecondary Decision Complete through relevant activities to meet previously identified post secondary intentions. These include applications for admission and scholarships, FAFSA, admission/placement examinations, personal statements and letters of recommendation. Activities to increase high school to post-secondary transition (reducing "Summer Melt) will also be included post-graduation.
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SCHEDULE OF COURSES

Career & Technical Education CTE

CTE Service Areas:
Agriculture
Applied Sciences
Business & Marketing
Health Sciences
Human Services
Information Systems

Career & Technical Education

CTE Service Area: Applied Sciences

Applied Sciences

INDUSTRIAL TECHNOLOGY DEPARTMENT

Matt Stutenberg – stutenbergmatt@pleasval.org
Grant Housman – housmangrant@pleasval.org
Brandon Tolle – tollebrandon@pleasval.org

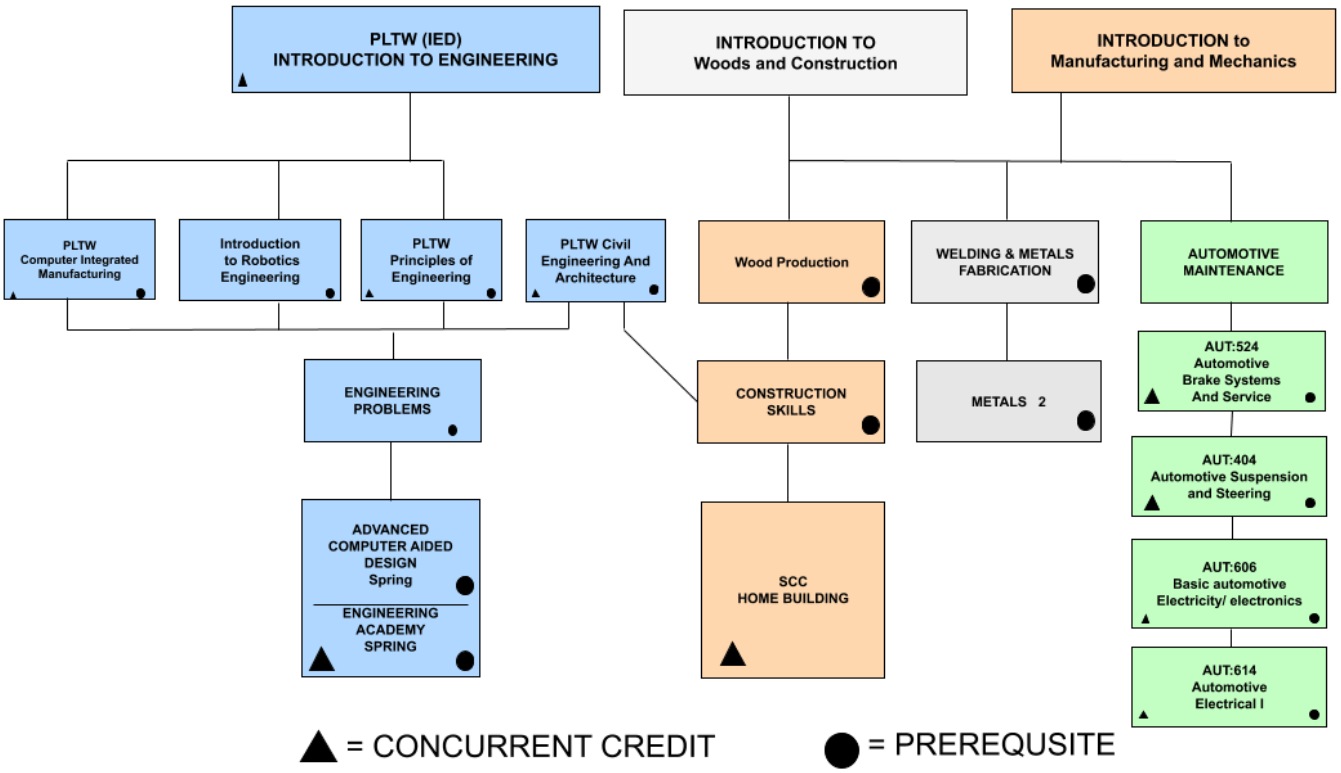
APPLIED SCIENCES CURRICULUM INDUSTRIAL TECHNOLOGY

Below is a listing of courses offered through the Industrial Tech Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.

Course Name	Semester	9th Grade	10th Grade	11th Grade	12th Grade	Prerequisite Courses
Intro to Engineering Design PLTW	1st	X	X	X	X	None
EGT:400 Introduction to Engineering Design PLTW	2nd	X	X	X	X	Intro to Engineering Design PLTW taken 1st semester same school year
Introduction to Manuf & Mechanics	1st or 2nd	X	X	X	X	None
Introduction to Woods & Construction	1st or 2nd	X	X	X	X	None
Advanced Computer Aided Design	1st or 2nd		X	X	X	Introduction to Engineering Design and/or permission of department staff
Automotive Maintenance	1st or 2nd		X	X	X	None
Principles of Engineering	1st		X	X	X	EGT:400 Intro to Eng Design
EGT:410 Principles of Engineering PLTW	2nd		X	X	X	Principles of Engineering taken 1st semester same school year
Civil Engineering & Architecture	1st		X	X	X	None
EGT:460 Civil Engineering & Architecture PLTW	2nd		X	X	X	Intro to Eng Design/EGT:400 Or Principles of Eng/EGT:410
Computer Integrated Manufacturing (CIM) PLTW	Full Year		X	X	X	EGT:400 Intro to Eng Design
Construction Skills	Full Year		X	X	X	Introduction to Manufacturing & Mechanics and/or Introduction to Woods & Construction and/or Civil Engineering and Architecture (CEA)
Digital Electronics (DE) PLTW	Full Year		X	X	X	Algebra
Robotics Engineering	Full Year		X	X	X	Introduction to Engineering Design
Welding and Metal Fabrication	Full Year		X	X	X	Introduction to Manufacturing & Mechanics and/or Introduction to Woods & Construction and/or permission of department staff
Wood Production Processes	1st or 2nd		X	X	X	None
AUT:115 Automotive Shop Safety (taken in conjunction with AUT:404 or AUT:524)	1st or 2nd			X	X	Auto Maintenance
AUT:524 Automotive Brake Systems & Service	1st			X	X	Auto Maintenance AUT:115 taken in conjunction
AUT:404 Automotive Suspension and Steering	2nd			X	X	Auto Maintenance AUT:115 taken in conjunction
AUT:606 Basic Auto Electricity/Electronics	1st			X	X	Completion of or Concurrent enrollment of AUT:115
AUT:614 Automotive Electrical I	2nd			X	X	Completion of or Concurrent enrollment of AUT:606
Metals 2	Full Year			X	X	Introduction to Manufacturing & Mechanics and Welding and Metal Fabrication
Engineering Problems	Full Year			X	X	Introduction to Engineering Design or permission of department staff
EGR:107 Engineering Academy	2nd				X	Pre Calculus

INDUSTRIAL TECHNOLOGY
2021- 2022 COURSE PROGRESSION



INDUSTRIAL TECHNOLOGY COURSES

Please note: courses are listed alphabetically.

ADVANCED COMPUTER AIDED DESIGN (070221/070222)	0.5 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: INTRO TO ENGINEERING & DESIGN AND/OR PERMISSION OF DEPARTMENT STAFF		FIRST OR SECOND SEMESTER COURSE

This course is an intensive study into computer aided drafting and design. The class utilizes Solid Works software to emphasize the communication of ideas and designs through renderings and drawings. Students use the CAD software to produce 2D and 3D drawings and create graphical models for manufacturing. Upon completion of this course, students will have a broad base of knowledge and a grasp of the skills necessary to utilize CAD Software in various career areas such as engineering, architecture, graphic design and manufacturing. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- explore career opportunities in computer aided design and manufacturing.
- demonstrate a basic knowledge of CAD equipment and software.
- practice standard drafting dimensioning procedures.
- utilize basic geometric tolerancing in solid model creation.
- demonstrate a basic understanding of manufacturing design and production practices through classroom projects.
- create Solid models and assemblies using Solid Works and Pro-Engineer.

AUT:115 AUTOMOTIVE SHOP SAFETY (350592)	.167 credit HS, 1.0 credit college	ELECTIVE GR 11-12
PREREQ: AUTO MAINTENANCE		FIRST or SECOND SEMESTER COURSE

This course is designed to acquaint the student with the proper personal and shop safety procedures needed to function in an automotive or truck shop. Students will learn general safety rules and workplace safety including Right to Know and Occupational Safety and Health Administration (OSHA) Regulations. Basic first aid will also be discussed. (19.8 Lec. Hrs.)
This course will be taught in conjunction with AUT:404 or AUT:524

AUT:404 AUTOMOTIVE SUSPENSION AND STEERING (350594)	0 .668 credit HS, 4.0 credit college	ELECTIVE GR 11-12
PREREQ: AUTO MAINTENANCE / AUT:115 TAKEN IN CONJUNCTION WITH CLASS	SECOND SEMESTER COURSE	

This course deals specifically with automobile suspension and steering systems. Specific skills needed for the development of competencies will be taught. Competencies are aimed for skills as an entry-level suspension and steering specialist. (49.5 Lec. Hrs. / 89.1 Lab Hrs.)

AUT:524 AUTOMOTIVE BRAKE SYSTEMS AND SERVICE (350645)	.668 credit HS, 4.0 credit college	ELECTIVE GR 11-12
PREREQ: AUTO MAINTENANCE / AUT:115 TAKEN IN CONJUNCTION WITH CLASS	FIRST SEMESTER COURSE 7:00-8:30am at the Belmont Campus, Instructor Tom Arends 8:00-9:30am at the Belmont Campus, Instructor Matt Stutenberg	

This course deals specifically with disc and drum brakes, power and conventional braking systems and emergency braking systems used on today's cars and light trucks. The use of measuring tools, brake lathes and antilock brake system (ABS) scan tools will be stressed. Students will develop competencies aimed at entry-level skills as a brake specialist. (49.5 Lec. Hrs. / 89.1 Lab Hrs.)

AUT:606 BASIC AUTOMOTIVE ELECTRICITY/ELECTRONICS (350587)	.5 UNIT	ELECTIVE GR 11-12
PREREQUISITE: COMPLETION OF OR CONCURRENT ENROLLMENT OF AUT:115	FIRST SEMESTER COURSE M-F 2:15pm - 3:00pm	

This course introduces the student to basic electrical and electronic principles applied to automotive electrical circuits. Lab sessions are spent turning theory into hands-on practice. 39.6 Lec. Hrs / 59.4 Lab Hrs.

AUT:614 AUTOMOTIVE ELECTRICAL I (350658)	.5 UNIT	ELECTIVE GR 11-12
PREREQUISITE: COMPLETION OF OR CONCURRENT ENROLLMENT OF AUT:606	SECOND SEMESTER COURSE M-F 2:15pm - 3:00pm	

This course introduces the student to basic automotive battery, charging and starting systems. The operating principles will be discussed during the lecture sessions. Lab sessions will be spent practicing testing, diagnosis and repair. 39.6 Lec. Hrs / 59.4 Lab Hrs.

AUTOMOTIVE MAINTENANCE (090111/090112)	0.5 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This course is very beneficial to any individual who will own and operate an automobile. The class is designed to help students care for one of their most valued possessions. How to change a flat tire, jumpstart a vehicle, and how to check fluid levels. Learn to change the oil, replace brake pads, and how to complete a tune-up. Students have the opportunity to apply their skills through hands-on experience on their personal vehicle. The class also focuses on purchasing a vehicle, obtaining insurance, and getting fair estimates on repair costs. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- explore career opportunities related to the automotive industry.
- demonstrate and practice safe work habits.
- develop an understanding of the different types of engines and their components.
- perform basic maintenance checks including: fluid levels, tire wear, wiper and bulb replacement and brake inspection.
- demonstrate the ability to troubleshoot and solve problems.
- develop an understanding of the different systems within the automobile including: fuel, cooling, ignition, electrical, exhaust and emissions, suspension, brakes and air conditioning.
- identify and use the tools of the trade.
- understand how to finance, insure, and license a vehicle.

CIVIL ENGINEERING DESIGN / EGT:460 CIVIL ENGINEERING & ARCHITECTURE PLTW (162605/162606)		
	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: EGT:400 INTRO TO ENG DESIGN OR EGT:410 PRINCIPLES OF ENG		FULL YEAR COURSE

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Civil Engineering and Architecture is one of four specialization courses in the Project Lead The Way® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- identify common architectural styles through class discussion and site visits.
- demonstrate a basic understanding of the design concepts used in residential and commercial construction.
- overview of civil engineering and architecture.
- explore careers in civil engineering and architecture.
- explore residential building design.
- explore commercial building design.

COMPUTER INTEGRATED MANUFACTURING (CIM) (040203/040204)	1.0 UNIT	ELECTIVE GR 10-12
PREREQUISITE: EGT:400 INTRO TO ENG DESIGN		FULL YEAR COURSE

Manufactured items are part of everyday life, yet few people understand the excitement and innovation that is used to transform ideas into products. Computer Integrated Manufacturing is one of the specialization courses in the PLTW Engineering program. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform raw material into a product. This course provides an opportunity for students to develop a better understanding of the innovative and exciting industry of manufacturing. Students learn about manufacturing processes, product design, robotics, and automation. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program a model of a factory system. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- further develop CAD design and computer modeling skills
- operate programmable manufacturing machines using CNC and CAM software
- explore robotics integration within advanced manufacturing
- explore the origin and principles of modern product manufacturing processes
- develop and understanding of automation in manufacturing

CONSTRUCTION SKILLS (040201/040202)	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: INTRO TO MANUFACTURING AND PRODUCTION AND/OR INTRO TO CONSTRUCTION AND MECHANICS AND/OR CIVIL ENGINEERING AND ARCHITECTURE (CEA)		FULL YEAR COURSE 1 PERIOD PER DAY

This course deals with all aspects related to the building trades and includes: blueprint reading, surveying, carpentry, concrete, masonry, building layout, plumbing, electrical, drywall, and tile work. Related information also covered includes building materials, building codes, and estimating. Students will be constructing some type of building for the school district. During the last quarter students will have the opportunity to work on the job with a contractor. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- explore career opportunities in the building trades industry including: surveying, carpentry, masonry, flat work, plumbing, electrical, painting and glazing, dry walling and heat venting and air conditioning.
- demonstrate the safe use of hand tools and power tools used in the building trades.
- understand the importance of properly using ladders, scaffolding and personal protective equipment.
- demonstrate the ability to function in a self-directed work team.
- demonstrate the ability to accurately measure and the ability to read and follow blueprint and instructions.
- develop an understanding of the different terminology used in the building trades such as loads and spans.
- identify the different building components such as: studs, headers, trimmers, beams and girders, cripples, plates, etc.
- practice actual construction skills through an exploratory construction setting (on the job training).

DIGITAL ELECTRONICS (DE) (350599/350600)	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: ALGEBRA		FULL YEAR COURSE

Digital Electronics (DE) is the study of electronic circuits that are used to process and control digital signals as opposed to analog signals that are varying. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- demonstrate an understanding of how to safely solder.
- demonstrate and understand electronic components.
- use binary, octal, and hexadecimal numbering systems.
- create circuit simulations using Multisim software.
- demonstrate an understanding of Boolean Algebra.
- build various circuits based upon a desired outcome.
- work effectively in a team.

EGR:107 ENGINEERING ACADEMY (178102)	1.0 UNIT	ELECTIVE GRADE 12
PREREQUISITE: PRE-CALCULUS		SECOND SEMESTER COURSE M-F TBA

This course offers dual credit from both Pleasant Valley High School and Scott Community College. John Deere Manufacturing Company will be the alternative site for this course and will be held from 1:20pm - 2:50pm the first 8 weeks and 1:45 p.m. - 3:00 p.m. the second 8 weeks. **This course focuses on solving engineering problems while gaining an understanding of the engineering field and fundamental engineering topics. Engineering perspective and thinking will be gained while applying the problem-solving process which involves analysis, documentation, and presentation of technical material.**

Students will spend time in a classroom setting learning basic engineering principles during the first quarter. Students, during the second quarter, will be broken into groups with each group working with an industry mentor who will be responsible for overseeing student projects.

NOTE: This course may or may not be transferable to any post-secondary institution. Students must provide their own transportation to/from this class. Students should contact the college/university of their choice for verification of credit transfer.

Key Learnings

The students will:

- demonstrate familiarity with engineering as a profession and with engineering problems that will be studied in greater detail later in the academic program.
- describe and apply engineering problem-solving methodology to realistic engineering problems.
- demonstrate skills in graphical representation and analysis of engineering data.
- communicate technical data and engineering concepts through oral presentations.
- demonstrate familiarity with fundamental engineering topics.
- demonstrate ability to work in teams to solve open-ended engineering problems.

ENGINEERING PROBLEMS (178135/178136)	1.0 UNIT	ELECTIVE GRADE 11-12
PREREQUISITE: INTRO TO ENGINEERING DESIGN OR PERMISSION OF INSTRUCTOR		FULL YEAR COURSE

This course is designed to meet the educational requirements of students who are planning to enroll in a two or four-year program in an engineering or a related field. Emphasis is placed on applying students' math and science skills to improve abstract problem solving abilities through the creation of prototypes, designs, and engineering competitions. Students will also have an opportunity to explore various engineering disciplines and other manufacturing related career opportunities. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- research college and career opportunities in engineering and manufacturing.
- understand essential traits of the engineering and manufacturing profession through site visits and professional presentations.
- improve problem-solving skills and strategies through group and individual design projects.
- practice the engineering design process using CAD software and shop machinery.
- blend science and math principles to solve various design projects and problems.
- demonstrate a solid understanding of safe operation and handling procedures for basic hand and power tools while creating student and group projects.

INTRO TO ENG DESIGN / EGT:400 INTRO TO ENG DESIGN (162601/162602)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FULL YEAR COURSE

Introduction to Engineering Design ™ is one of three foundation courses in the Project Lead The Way ® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Introduction to Engineering Design™ is a high school level course that is appropriate for 9th through 12th grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the art 3-D solid modeling design software package to help them design solutions to solve proposed problems.

This is a full year concurrent course with Scott Community College that will receive both college and high school credit. This course will transfer to a number of colleges, please check with counselors for verification. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- explore energy sources and their application in product design.
- utilize machine controls and fluid power.
- explore mechanisms and simple machines.
- develop an understanding of statics and kinematics.
- research material properties and conduct material testing.
- use precision measurement tools to gather and apply statistics.

INTRODUCTION TO MANUFACTURING & MECHANICS (162513/162516)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE	FIRST OR SECOND SEMESTER COURSE	

This course is designed to provide students with introductory level concepts and activities associated with the areas of welding, metalworking, and mechanics. The first nine weeks focuses on metal shop safety, basic welding skills, and an introduction to advanced manufacturing techniques. The second nine-week unit focuses on mechanics. This unit covers career exploration in transportation technology, principles of the internal combustion engine, and small engine repair. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- explore careers in manufacturing, transportation, and metal fabrication.
- be introduced to basic welding techniques.
- be introduced to metal casting.
- explore computer controlled machining equipment.
- be introduced to safety procedures required when working in a shop setting.
- explore career opportunities in transportation technology.
- disassemble and reassemble a four cycle engine.
- develop an understanding of small engine problem diagnosis and repair.

INTRODUCTION TO WOODS & CONSTRUCTION (040221/040222)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE	FIRST OR SECOND SEMESTER COURSE	

Introduction to Woods & Construction will be divided into two nine-week units. The course will expose students to materials and processes commonly found in woodworking and the construction industry. Students will have the opportunity to layout and build several woodworking and construction related projects throughout the course. Emphasis is placed on the proper use and safe operation of hand and power tools commonly utilized in the construction industry. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- learn basics of floor, wall and roof framing.
- receive hands-on construction for basic plumbing and electrical rough in.
- learn about small engine repair, alternative energy sources and simple machines.

METALS 2 (249511/249512)	1.0 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: INTRO TO MANUFACTURING AND PRODUCTION AND WELDING AND METAL FABRICATION		**FULL YEAR COURSE**

This is an advanced class for students who are interested in pursuing a career in manufacturing/welding or engineering. Blueprint reading, testing, quality control, precise measuring, safety, applied math and physics, theory and problem solving are just a few of the things a student will learn while machining and welding. Machine maintenance and repair along with fabrication and assembly will also be covered. This class articulates with Scott Community College Manufacturing Technology Center. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

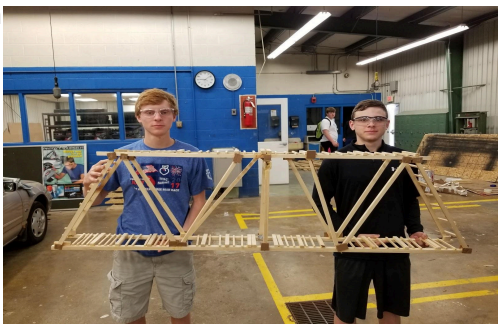
Key Learnings

The students will:

- explore career opportunities in the metal working industry.
- demonstrate the safe use of hand tools and machinery including all types of welders.
- demonstrate the safe operation of the lathe, bench grinder, vertical mill, horizontal mill and surface grinder.
- demonstrate the ability to cut internal and external threads.
- demonstrate the ability to accurately measure using micrometers, calipers, telescoping gauges and dial indicators.
- demonstrate the ability to calculate speeds and feeds when machining.
- demonstrate the ability to tram, zero and calibrate machines.
- demonstrate the ability to sharpen tools and cutters.
- demonstrate different heat treating procedures including: annealing, tempering and case hardening.

PRINCIPLES OF ENG DESIGN / EGT:410 PRINCIPLES OF ENG DESIGN (162603/162604)	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: EGT:400 INTRO TO ENG DESIGN		**FULL YEAR COURSE**

Principles of Engineering™ is the second foundational course in the Project Lead The Way® high school pre-engineering program. Principles of Engineering™ is designed to give students a detailed understanding of the physics and mathematical concepts used in the field of engineering. Students will have the opportunity to investigate engineering and high tech careers through activity-, project-, and problem-based (APPB) learning. The course explores concepts such as; force vectors, moments of inertia, reaction forces, compression, tension, stress, strain, deflection, and deformation. Students will perform basic electrical circuit analysis and wire switches to control lights, motors and assorted devices. Students will be exposed to materials science through destructive testing of mechanical devices. This is a full year concurrent course with Scott Community College that will receive both college and high school credit. This course will transfer to a number of colleges, please check with counselors for verification. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**



Key Learnings

The students will:

- explore energy sources and their application in product design.
- utilize machine controls and fluid power.
- explore mechanisms and simple machines.
- develop an understanding of statics and kinematics.
- research material properties and conduct material testing.
- use precision measurement tools to gather and apply statistics.

ROBOTICS ENGINEERING (178137/178138)	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN		FULL YEAR COURSE

Students explore the field of robotic design using a variety of hands-on activities. Students begin the semester with an introduction to the tools used to create robotic devices. Students work in teams to create simple drive trains capable of movement through tele-operated interaction. Students will program an onboard micro-processor using the C programming language. CAD applications are introduced as a tool used for mechanical design. These topics are explored through the participation in the FIRST FTC Robotics competition. FIRST robotics gives students the opportunity to complete multiple challenges consisting of guided research, problem solving, working in teams, and design documentation through means of an Engineer's Notebook. Students interested in participating in Pleasant Valley Robotics should sign up for this course. For more information about the FIRST Robotics Competition please visit www.usfirst.org. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- develop solutions through a systematic design process that identifies the problem and refines solutions within stated constraints.
- build, test, and evaluate a prototype robotic device.
- research career pathways in STEM fields.
- utilize CAD software to create a 3D model of a robotic design.
- create complex programs that autonomously control robotic sensors and actuators.

WELDING AND METAL FABRICATION (241221/241222)	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: INTRO TO MANUFACTURING & PRODUCTION AND/OR INTRO TO CONSTRUCTION AND MECHANICS AND/OR PERMISSION OF INSTRUCTOR		FULL YEAR COURSE

This course is designed to teach students the basic fundamentals in the areas of shielded metal arc welding, oxy-acetylene gas welding, brazing, metal casting, sheet metal work, and machining. Students interested in industry and manufacturing will benefit from this class. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- explore career opportunities in the metal working industry.
- demonstrate the safe use of hand tools and machinery including all types of welders.
- demonstrate the ability to accurately measure using fractions and decimals.
- demonstrate how to read a blueprint or shop drawing including basic symbols.
- demonstrate different type of welds using different types of welders.
- demonstrate the basic functions of the following machines: drill press, bench grinder, lathe and vertical mill.
- demonstrate the ability to ram-up and successfully pour a casting in the foundry.
- demonstrate how sheet metal is cut, formed and fastened.

WOOD PRODUCTION PROCESSES (161311/161312)		0.5 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: NONE			FIRST OR SECOND SEMESTER COURSE

This course is an introduction to the study of materials, machinery, and joinery practices used in the wood and carpentry trades. Students gain hands-on experience through various shop projects utilizing hand and power tools to create projects. This course is very beneficial for students interested in pursuing a building or manufacturing trade. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- explore career opportunities in the woodworking industry.
- demonstrate the safe use of hand tools and power tools.
- demonstrate the safe operation of the table saw, miter saw, band saw, planer, sanders and lathe.
- demonstrate the ability to use glue and other fasteners.
- demonstrate the ability to apply different types of finishes.
- demonstrate the ability to measure and interpret working drawings.

Career & Technical Education

CTE Service Area: Business General

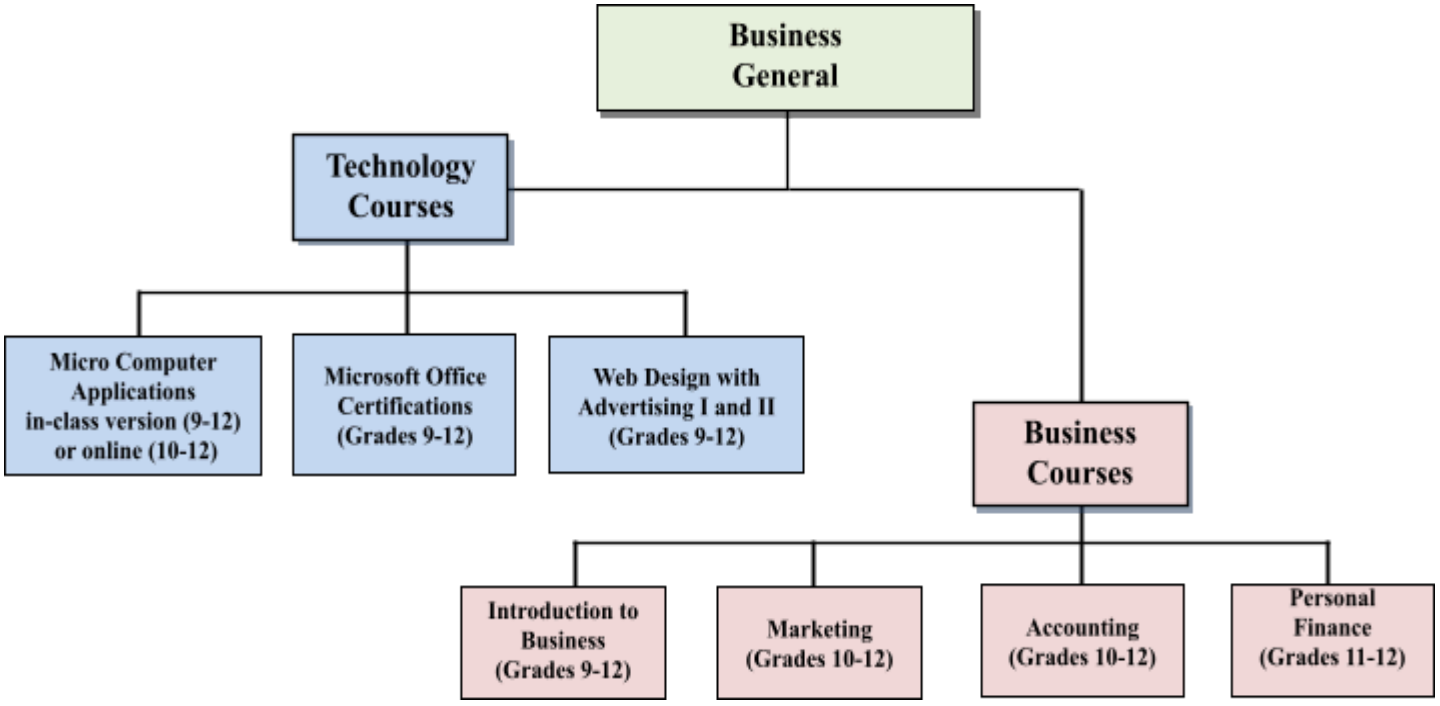
Business General

Danielle Davenport – davenportd@pleasval.org
Janene Murphy– murphyjanene@pleasval.org

BUSINESS GENERAL

Below is a listing of courses offered in the Business Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.						
Course Name	**Semester**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Prerequisite Courses**
Introduction to Business	1st or 2nd	X	X	X	X	None
Micro Computer Applications (Student attends class or takes class online. Online class is only offered for 10-12th grade)	1st or 2nd	X	X	X	X	None
Microsoft Office Certifications	1st or 2nd	X	X	X	X	None
Web Design and Advertising I and II	1st or 2nd	X	X	X	X	None
Accounting	Full Year		X	X	X	None
Principles of Marketing	1st or 2nd		X	X	X	None
Personal Finance	1st or 2nd			X	X	None
Small Business Management Academy BUS:102 Intro to Business(9wk) MKT:150 Princ of Advertising(9wk)	1st			X	X	Intro to Business & Princ of Marketing or Accounting Taught at alternate site - must provide transportation
Small Business Management Academy MGT:110 Small Bus Management (9wk) BUS:185 Business Law (9wk)	2nd			X	X	Intro to Business & Princ of Marketing or Accounting Taught at alternate site - must provide transportation


Business General
Technology Courses
Micro Computer Applications in-class version (9-12) or online (10-12)
Microsoft Office Certifications (Grades 9-12)
Web Design with Advertising I and II (Grades 9-12)
Business Courses
Introduction to Business (Grades 9-12)
Marketing (Grades 10-12)
Accounting (Grades 10-12)
Personal Finance (Grades 11-12)

Please note: courses are listed alphabetically.

ACCOUNTING (020711/020712)	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: NONE		FULL YEAR COURSE

This course will be beneficial to students interested in owning their own business, pursuing accounting as a career or interested in the business world. The course will introduce students to the basics of accounting. Students will have the opportunity to apply accounting skills to real world business situations. Students will learn the accounting system on paper and through the use of accounting software. They will also have the opportunity to hear guest speakers talk about business professions, job shadow and learn how to complete federal and state income tax returns. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- know accounting terminology related to accounting careers.
- classify accounts as assets, liabilities, or owner's equity.
- explain and analyze how transactions affect the accounting equation.
- identify and analyze transactions into debit and credit parts.
- complete each step of the accounting cycle.
- prepare checks, reconcile bank statements and record necessary entries.
- compare accounting concepts and procedures for a service business organized as a proprietorship vs. a merchandising business organized as a partnership.
- prepare payroll and journalize the related transactions.
- prepare end-of-the-fiscal period financial statements.
- record and post business transactions using automated accounts.
- complete a business simulation for a merchandising business.

INTRODUCTION TO BUSINESS (022111/022112)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This one-semester course introduces students to the world of business and helps prepare them for their economic roles as consumers, workers and citizens. Intro to Business serves as a background for other business courses students may take in high school and college, prepares them for employment, and helps them understand their responsibilities as citizens. Teamwork activities are emphasized throughout the course along with other topics such as: E-commerce, Economic Systems and Decisions, Business Structures, Social Responsibility and Business Ethics, Business Management, Business Careers and Consumer Rights and Responsibilities. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- describe several features of our market economy.
- cite examples to show how each of the three economic roles is important in our economic system.
- explain three ways to measure economic progress.
- cite examples of three types of business ownership.
- describe leadership characteristics and human relations' skills needed by managers.
- create Excel spreadsheets to calculate business data.
- describe the social and ethical responsibilities of business.
- cite ways in which international business is important to the U. S. economy.
- explain how business is aided by the government.
- explain the important steps of organizing and managing a small business.
- demonstrate the value of employees to a small business.
- participate in team activities to achieve goals.

MICRO COMPUTER APPLICATIONS IN CLASS (030301/030302)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE	FIRST OR SECOND SEMESTER COURSE	

This class can be taken in person with a teacher or as an online class. If you're interested in the online version of the class, see the description below. This course is designed to introduce students to basic computer skills needed in today's technology-driven world. Microsoft Office programs will be taught within the course including Word, Publisher, Excel, and PowerPoint and students also create a movie using Windows Movie Maker. Most colleges and businesses today utilize Microsoft Office programs and this course will teach basic skills needed for students to be able to produce a variety of personal and business documents within these programs. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- understand the basic areas of all Office programs including ribbons, groups and backstage view.
- customize ribbons and toolbars within the program.
- utilize Word to create a mail merge letters and business reports.
- enhance Word documents with pictures, clip art, word art, and smart art.
- develop business flyers, calendars and logos in Publisher.
- create Excel spreadsheets with a variety of formats and conditional formats.
- calculate data within a spreadsheet by creating basic math formulas.
- format numbers in a spreadsheet to show dates, percentages, and currency options.
- transform Excel data into charts with appropriate titles and data labels.
- link, embed and/or paste Excel spreadsheets as a picture in other Office programs.
- develop professional PowerPoint presentations with themes, transitions and links.

MICRO COMPUTER APPLICATIONS ONLINE (030305/030306)	0.5 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: NONE	FIRST OR SECOND SEMESTER COURSE	

Students will need at least the 2010 version of Microsoft Office programs: Word, Excel, PowerPoint and Windows Movie Maker (or any similar movie program) on a home computer to take this online course. Students will also need access to the Internet at home to access the online classroom and other websites for projects. This one-semester course is designed to introduce students to basic computer skills needed in today's technology-driven world. Microsoft Office programs will be taught within the course including Word, Excel, and PowerPoint along with programs to create movies such as Windows Movie Maker, Adobe Premier, etc. Most colleges and businesses today utilize Microsoft Office programs and this course will teach basic skills needed for students to be able to produce a variety of personal and business documents within these programs. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- Same as above

MICROSOFT OFFICE CERTIFICATIONS (030223/030224)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

The course starts with students working independently in class on Microsoft lessons to learn Excel in detail. Students also use Gmetrix software to take practice trainings and tests in Excel. After completing all Excel lessons from Microsoft and taking all Excel practice tests in Gmetrix, students take an official Certiport Microsoft Office Specialist Excel test and if they pass they receive an official MOS Excel Certification that is recognized by businesses. The goal is to have every student in the class become certified in Excel and then as time permits students to work at their own pace to gain other MOS certifications in PowerPoint and Word and some students also work to achieve an Excel Expert certification. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will utilize Microsoft Excel to:

- create workbooks with a variety of worksheets, charts, pivot tables and pivot charts.
- move, copy, and rename worksheets within workbooks.
- customize print options, quick access toolbar, and properties within backstage view.
- convert spreadsheets to PDF or XPS files.
- calculate data with advanced formulas such as IF/THEN, SUBTOTAL, SUMIF/SUMIFS, COUNTIF/COUNTIFS among other formulas.
- develop advanced pivot tables and pivot charts with cell styles and conditional formats.
- apply filters and sorts to spreadsheets, pivot tables and pivot charts.
- utilize slicers and sparklines to analyze data in spreadsheets, pivot tables and charts.

PERSONAL FINANCE (022511/022512)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This course is designed to encourage students to become an informed and responsive consumer by understanding available options in financial institutions, consumer credit, investments and insurance options. Students will use current materials from the Jump Start Coalition for Personal Financial Literacy, H & R Block Budget Challenge simulation, on-line resources, and the Take Charge Today Curriculum to focus on financial literacy, choices and decisions.
This course fulfills the Career and Technology Education (CTE) graduation requirement.

Key Learnings

The students will:

- list the main services offered by banks and other financial institutions.
- open a checking account.
- demonstrate how to use checks and other payment methods.
- explain what credit is and the basis on which it is granted.
- identify costs of credit and how to compute interest.
- explain laws and regulations regarding credit records and transactions.
- analyze a credit report and identify the importance of a good credit score.
- explain best practices in preventing identity theft.
- describe different investment plans that can be used by consumers.
- identify the importance and benefits of having a home, property, health, and auto insurance.

PRINCIPLES OF MARKETING (180201/180202)	0.5 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This course is designed to introduce students to the world of marketing. Students will take a deep look at each of the 4 P's of marketing: Product, Promotion, Pricing and Packaging. Students will also learn the steps of the Sales Process as well as the key to effective Marketing Research. Through a Mimic Social simulation, students will be acting as a social media marketing manager, learning how to build online marketing campaigns and analyzing their own weekly social media posts throughout several platforms. This course will be beneficial to anyone planning to pursue a career in the business world. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**
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Key Learnings

The students will:

- recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business and society.
- analyze the characteristics, motivations and behaviors of consumers.
- examine the influence of external factors on marketing.
- study the elements of the marketing mix, their interrelationships and how they are used in the marketing process.
- analyze and implement the role of marketing research in decision making.
- build social media marketing campaigns.
- recognize content promotion via social media posts.
- analyze results of social media posts and promotions.

SMALL BUSINESS MANAGEMENT ACADEMY	2.0 UNIT	ELECTIVE GRADE 11-12
PREREQ: INTRO TO BUSINESS & PRINCIPLES OF MARKETING OR 1 YEAR OF ACCOUNTING		FULL YEAR COURSE

FIRST SEMESTER
BUS:102 INTRO TO BUSINESS (022434) .5 UNIT
MKT:150 PRINCIPLES OF ADVERTISING(180205) .5 UNIT

SECOND SEMESTER
MGT:110 SMALL BUSINESS MANAGEMENT(169900) .5 UNIT
BUS:185 BUSINESS LAW 1(320636) .5 UNIT

This course offers dual credit from both Pleasant Valley High School and Scott Community College. The course will blend entrepreneurship skills with business functions necessary to operate a small business. Students will be introduced to entrepreneurship through weekly presentations from local business representatives. Through observation and practical experience, students will learn the basics of market planning, principles of accounting and financial management, market research and developing a business plan. Students will utilize a team approach to develop their business ideas and will have an opportunity to practice incorporate their ideas into real-world settings. The academy will conclude with business presentations made by the students.

This course will be taught at an alternate site Monday - Thursday.

NOTE: This course may or may not be transferable to any post-secondary institution. Students must provide their own transportation to/from this class. Students should contact the college/university of their choice for verification of credit transfer.

WEB DESIGN AND ADVERTISING I (030231/030232)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

All students in the course will learn Adobe Creative Suite package at their own pace by watching ACA test prep videos. Students in Web Design and Advertising I start with Adobe Photoshop and create a variety of print and digital publications in that program. Once they complete the Photoshop requirements, they will choose the next program they want to learn and create a vlog at the end to showcase projects and explain skills learned within each program. Programs to choose from include Dreamweaver, Illustrator, In-Design, Premier, Animate and After Effects. The course teaches technical skills in each program and also covers appropriate design techniques needed to produce high-quality print materials and online digital materials to promote a business. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- restore, color and combine photographs in Photoshop and save for print or web.
- utilize vectors and editing text to create professional logos in Illustrator.
- combining shapes and text to create interesting materials with 3-D effects in Illustrator and export files for use in other programs.
- create a magazine cover, menu, event poster and interactive booklet with In-Design.
- understand the production, planning and management process of creating videos along with following video shooting principals.
- enhance video content with visual and audio techniques in Premier and After Effects.
- identify target audience, client goals and utilize storyboarding when developing a Dreamweaver website.
- create CSS and DIV tags to keep all website page designs and layouts consistent.
- utilize frames and shape tweens to create moving objects in Animate.

WEB DESIGN AND ADVERTISING II (030233/030234)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: WEB DESIGN AND ADVERTISING I		FIRST OR SECOND SEMESTER COURSE

All students in the course will learn Adobe Creative Suite package at their own pace by watching ACA test prep videos. Students in Web Design and Advertising II have already learned Adobe Photoshop and created a variety of print and digital publications in that program. Students will continue to learn programs not completed in Web Design and Advertising I. Programs to choose from include Dreamweaver, Illustrator, In-Design, Premier, Animate and After Effects. Once students have learned a program, they will create a vlog at the end to showcase projects and explain skills learned within each program. The course teaches technical skills in each program and also covers appropriate design techniques needed to produce high-quality print materials and online digital materials to promote a business. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- utilize vectors and editing text to create professional logos in Illustrator.
- combining shapes and text to create interesting materials with 3-D effects in Illustrator and export files for use in other programs.
- create a magazine cover, menu, event poster and interactive booklet with In-Design.
- understand the production, planning and management process of creating videos along with following video shooting principals.
- enhance video content with visual and audio techniques in Premier and After Effects.
- identify target audience, client goals and utilize storyboarding when developing a Dreamweaver website.
- create CSS and DIV tags to keep all website page designs and layouts consistent.
- utilize frames and shape tweens to create moving objects in Animate.

Career & Technical Education

CTE Service Area: Health Sciences

Health Sciences

HIT:120 PHARMACOLOGY (142532)	0.167 UNIT	GRADES 11-12
PREREQUISITE: NONE	SECOND SEMESTER COURSE MEETS PERIOD 1 DAY 1	

This course offers dual credit from both Pleasant Valley High School and Scott Community College and is a part of Scott Community College's curriculum for receiving certification in health careers. The Pharmacology/Medical Terminology course is designed to acquaint students with the basic understanding of the pharmacology profession and medical terminology that is used in all health careers. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

This course is taught at an alternate site. **Students must provide their own transportation to/from this class.** It will run from 8-9 a.m. daily. Students are able to earn high school credit and 2 hours of elective credit from Scott Community College.

NOTE: This course may or may not be transferable to any post-secondary institution. Students should contact the college/university of their choice for verification of credit transfer.

Key Learnings

The students will:

- identify common drugs and drug therapies as they relate to the field of health information technology.
- enable students to recognize and define medical terminology as well as identify medical words from Greek and Latin prefixes, suffixes, word roots and combining forms.
- identify safety protocol with drug and drug therapies.

HSC:113 MEDICAL TERMINOLOGY (141542)	0.333 UNIT	GRADES 11-12
PREREQUISITE: NONE	SECOND SEMESTER COURSE MEETS PERIOD 1 DAY 2	

This course offers dual credit from both Pleasant Valley High School and Scott Community College and is a part of Scott Community College's curriculum for receiving certification in health careers. The Pharmacology/Medical Terminology course is designed to acquaint students with the basic understanding of the pharmacology profession and medical terminology that is used in all health careers. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

This course is taught at an alternate site. **Students must provide their own transportation to/from this class.** It will run from 8-9 a.m. daily. Students are able to earn high school credit and 2 hours of elective credit from Scott Community College.

NOTE: This course may or may not be transferable to any post-secondary institution. Students should contact the college/university of their choice for verification of credit transfer.

Key Learnings

The students will:

- identify common drugs and drug therapies as they relate to the field of health information technology.
- enable students to recognize and define medical terminology as well as identify medical words from Greek and Latin prefixes, suffixes, word roots and combining forms.
- identify safety protocol with drug and drug therapies.

HSC:102 INTRODUCTION TO ALLIED HEALTH OCCUPATIONS (310613)	1.0 UNIT	ELECTIVE GRADE 12
PREREQUISITES: NONE		FIRST SEMESTER COURSE

This course will provide learning opportunities for students interested in obtaining skills in the allied health care field. Those interested in the allied health fields will receive experience from trained allied health educational professionals in various lab environments. Through demonstrations and practical lab experiences, students will be guided as they consider various allied health career choices. Students will attend class in a lab setting and will be assigned hands-on activities. The following areas will be scheduled for lab rotations in the allied health fields: Radiology Technology, Electroneurodiagnosis Technology, Surgical Technology, Health Information Technology, Dental Assisting and Cancer Information Management.

This course will run from 8-9:30 a.m. daily and will be held at Scott Community College Allied Health labs.* Students are able to earn high school credit and four and one half (4 ½) hours of elective credit from Scott Community College. Students must provide their own transportation to/from this class.

NOTE: This course may or may not be transferable to any post-secondary institution. Students should contact the college/university of their choice for verification of credit transfer.

*Subject to change

Key Learnings

The student will:

- receive experience from trained allied health education professionals in various lab environments.
- be guided as they consider various allied health career choices.
- attend class in a lab setting and will be assigned hands-on activities.
- rotate in the allied health fields: Radiology Technology, Electroneurodiagnosis Technology, Surgical Technology, Health Information Technology, Dental Assisting and Cancer Information Management.

PRINCIPLES OF BIOMEDICAL SCIENCE (171501/171502)	1.0 UNIT	ELECTIVE GRADES 9-12
CO-REQUISITE: BIOLOGY OR *BIOLOGY		FULL YEAR COURSE

Principles of Biomedical Systems students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to health challenges such as diabetes, sickle cell anemia, high cholesterol and infectious disease. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- develop an understanding of health conditions and how some can be passed on through generations.
- students will investigate how lifestyle choices can affect the health of an individual.
- students will explore and investigate possible health occupations.
- students will develop a better understanding of the Biotechnical aspect of biological science.

Career & Technical Education

CTE Service Area: Human Services

Human Services

FAMILY & CONSUMER SCIENCES

Debbie Claussen –claussendebbie@pleasval.org
Pardoe, Brenda - pardoebrenda@pleasval.org
Claire Slifka – slifkaclaire@pleasval.org

HUMAN SERVICES COURSE CURRICULUM
(FAMILY & CONSUMER SCIENCES)

Below is a listing of courses offered through the Family & Consumer Sciences Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.

Course Name	Semester	9th Grade	10th Grade	11th Grade	12th Grade	Prerequisite Courses
Child Development/ Preschool Lab	Full Year	X	X	X	X	None
Early Childhood Development	1st	X	X	X	X	None
Caring for Exceptional Children	2nd	X	X	X	X	None
Exploring Fashion	1st or 2nd	X	X	X	X	None
Food Preparation 1	1st or 2nd	X	X	X	X	None
Housing and Interior Design	1st	X	X	X	X	None
International Cuisine	1st or 2nd	X 2nd Sem Only	X	X	X	Food Preparation 1
Spartan Bakery	1st or 2nd	X 2nd Sem Only	X	X	X	Food Preparation 1
ECE:103 Intro to Early Childhood Education	1st			X	X	Child Development or Early Childhood Development
ECE:133 Child Health, Safety and Nutrition	2nd			X	X	Child Development or Early Childhood Development or by consent of instructor
Project Runway	2nd			X	X	Exploring Fashion
Personal Finance	1st or 2nd			X	X	None
Top Chefs	2nd			X	X	Required: Food Preparation 1 and Spartan Bakery. Recommended International Cuisine
Education Academy EDU:213 Intro to Education SDV:131 Career Exploration	1st				X	ECE:103 Intro to Childhood AND ECE:133 Child Health, Safety, Nutrition

<table>
<tr><td>Grade</td><td colspan="6">Courses</td></tr>
<tr><td>9TH</td><td>Food Prep 1
9-12</td><td>*Spartan Bakery
9-12</td><td colspan="2">Child Development/Preschool
9-12</td><td>Exploring Fashion
9-12</td><td>Housing and Interior Design
10-12</td></tr>
<tr><td>10TH</td><td>*International Cuisine
9-12</td><td>*International Cuisine
9-12</td><td>Early Childhood Development
9-12</td><td>Caring for Exceptional Children
9-12</td><td colspan="2" rowspan="2">Personal Financial Management
11-12</td></tr>
<tr><td>11TH</td><td colspan="2" rowspan="2">*Top Chefs
11-12</td><td rowspan="2">+ECE:103 Intro to Early Childhood Education</td><td rowspan="2">*+ECE:133 Child Health, Safety & Nutrition
11-12</td></tr>
<tr><td>12TH</td><td colspan="2">Project Runway
11-12</td></tr>
<tr><td></td><td colspan="2"></td><td>!+EDU:213 Education Academy
12</td><td colspan="3"></td></tr>
<tr><td></td><td colspan="6">* = Requires a Prerequisite
! = Offered by another Department
+ =Concurrent Credit (High School and College Credit)</td></tr>
</table>

HUMAN SERVICES COURSES

CAREER AND TECHNICAL EDUCATION

Note: Courses that fulfill the Expressive/Technical Arts and Technology requirements for graduation are noted in bold print in the course description.

Students enrolled in Family and Consumer Sciences classes at Pleasant Valley Community High School will be exposed to hands-on technical skills that lead to employment in the areas of child development, fashion and apparel design, interior design, education and the food service industry. Emphasizes practical skills needed by every citizen. In addition, FCS classes provide for the development of communication techniques and human relation skills necessary to enhance personal, family and professional development.

Please note: courses are listed alphabetically.

CARING FOR EXCEPTIONAL CHILDREN (050542)	0.5 UNIT	ELECTIVE FOR GRADES 9-12
PREREQUISITE: CHILD DEVELOPMENT OR EARLY CHILDHOOD DEVELOPMENT PREFERRED		SECOND SEMESTER COURSE

This course provides an opportunity for students to learn about children who have exceptionalities, or special needs. The areas of special needs include physical, emotional, behavioral, cognitive and giftedness. Students will learn how children acquire special needs, how they affect their development and how parents and caregivers care for these children. Special activities include presentations by speakers who work with exceptional children and visiting preschool for special needs children. A job shadow or volunteer experience is required the first quarter. A final project where the student pairs up and works with a child with special needs takes place in the second quarter of class. Students considering a career in early childhood, elementary education, special education, social work, pediatric nursing or medicine will benefit from this course. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- identify the causes of exceptionalities.
- identify the effects of exceptionalities on growth and development.
- develop strategies for working with exceptionalities.
- demonstrate techniques in caring for children with special needs.

CHILD DEVELOPMENT/PRESCHOOL LAB (050511/050512) PRESCHOOL LAB (THREE DAYS PER WEEK)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FULL YEAR COURSE

This course is a full year class that gives students the opportunity to gain knowledge and skills working with preschool age children. Students who enjoy working with children and/or those considering a career in early childhood or elementary education, nursing, or psychology will benefit from this course. Students will learn about the physical, emotional, social, and intellectual development of 3, 4 and 5 year-old children. Students will learn how to develop learning experiences for the children in areas of art, math, science, music, storytelling, food and safety. This course includes three days of teaching in the preschool lab to offer students more opportunities to develop better skills in working with young children. Twelve children, ages 3-5 years old attend preschool every Monday, Wednesday, and Friday from September to May. Students enrolled in Child Development do the actual planning, observing, and teaching of the preschool children in a variety of activities. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- evaluate career paths in early childhood, education and services.
- practice interpersonal relation skills with peers, children, parents and instructor.
- manage a safe environment for preschoolers during a preschool setting.
- demonstrate techniques for positive collaborative relationships with children.
- develop leadership skills in an active preschool setting.
- identify and demonstrate various direct guidance and indirect guidance principles.
- develop learning experiences that are developmentally appropriate for 3-5 year-old children.

EARLY CHILDHOOD DEVELOPMENT (050521)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FIRST SEMESTER COURSE

This course provides students the opportunity to gain knowledge and skills in the development of children from conception through preschool. The class begins with the decision to parent a child and follows the child through preschool age. The class involves not only textbook information, but also speakers from the school and community, as well as lab observation of infants, toddlers and preschoolers. Special projects include caring for the Real Care computerized baby and a field trip to Trinity Birthplace. Students gain an understanding of the physical, emotional, social, and intellectual development of young children as well as suggestions regarding child guidance. The final assessment of the course involves the observation of a young child throughout the semester. Students considering a career in early childhood or elementary education, special education, pediatric nursing, medicine or social work will benefit from this course. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- identify prenatal development.
- Identify the importance of healthy prenatal care and its impact on the birth process as well as the development of a child.
- examine physical, emotional, social and intellectual changes that occur during infancy and toddlerhood.
- demonstrate activities that will stimulate a child's physical, social and intellectual development.
- identify "realistic expectations" for a child's growth and development.

ECE:103 INTRO TO EARLY CHILDHOOD EDUCATION (292321)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: CHILD DEVELOPMENT/PRESCHOOL LAB OR EARLY CHILDHOOD DEVELOPMENT		FIRST SEMESTER COURSE

This class gives students a historical and philosophical foundation of the field of early childhood education. The class includes an overview of assessment and evidence-based practices. Introduction to Early Childhood Education addresses the influences of family centered practice, inclusion, culture and language, and explores early childhood careers**.**
This course offers concurrent credit from both Pleasant Valley High School and Scott Community College.
This course fulfills the Career and Technology Education (CTE) graduation requirement.

Key Learnings

The students will:

- describe strategies to promote family and community partnerships.
- implement principles of ethical and professional behavior as described by the National Association for the education of young children.
- identify components of various assessment methods and instruments.
- define best practices and the application in various early childhood settings.
- explore and identify various careers in the field of early childhood.
- identify philosophers and theorists and how they influence early childhood today.
- describe current issues and trends relevant to early childhood professionals.
- explain the roles of an early childhood professional.

NOTE: This course may or may not be transferable to any post-secondary institution. Students should contact the college/university of their choice for verification of credit transfer.

ECE:133 CHILD HEALTH, SAFETY AND NUTRITION (292324)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: CHILD DEVELOPMENT/PRESCHOOL LAB OR EARLY CHILDHOOD DEVELOPMENT		SECOND SEMESTER COURSE

The Health, Safety and Nutrition course offers a basic foundation of the current concepts in the fields of health, safety and nutrition for young children. These fields and their interrelationships are applied to optimize the physical and cognitive development of the young child. This course offers concurrent credit from both Pleasant Valley High School and Scott Community College. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- examine the interrelationship of health, safety and nutrition.
- identify growth and developmental characteristics of infants and preschool children.
- identify the physical signs of common nutritional deficiencies.
- examine control measures that child care facilities can use to reduce communicable illnesses.
- identify the four basic principles of accident prevention.
- understand the nutrient strengths and weaknesses for each of the basic food groups of the Food Guide Pyramid.
- plan a day's diet that meets the recommended daily allowance for preschool children.
- understand the general principles of safety that must be observed in planning nutrition education activities for children.

NOTE: This course may or may not be transferable to any post-secondary institution. Students should contact the college/university of their choice for verification of credit transfer.

EDUCATION ACADEMY EDU:213 INTRODUCTION TO EDUCATION (253425) SDV:131 CAREER EXPLORATION (320657)	 .5 UNIT .334 UNIT	ELECTIVE GRADE 12
PREREQUISITE:ECE:103 INTRO TO CHILDHOOD AND ECE:133 CHILD HEALTH, SAFETY, NUTRITION		FIRST SEMESTER COURSE

This course provides 9 weeks of studying the structure of American education while also providing background information about the role of a teacher. Emphasis will be placed on providing a broad foundation to assist students with making career choices. The first quarter of this class will take place in a typical classroom setting. During the second 9 weeks of the class, opportunities for guided observation and teacher aide services in various school classrooms will be provided. Bettendorf and Pleasant Valley school districts will support learning opportunities at the elementary and middle /Jr. High level. Students will be partnered with a mentoring teacher for four weeks at one level, and five weeks at another. One day per week will be used for reflection and planning. This will be conducted by an adjunct instructor from Scott Community College.

This course will be taught at an alternate site by a Scott Community College instructor. It will run from 8-9:30 a.m. every other day. Students are able to earn high school credit and two (2) hours of elective credit from Scott Community College.

NOTE: This course may or may not be transferable to any post-secondary institution. Students must provide their own transportation to/from this class. Students should contact the college/university of their choice for verification of credit transfer.

EXPLORING FASHION (293211/293212)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

Exploring Fashion is a survey of all aspects related to fashion and the apparel industry. Students will begin by exploring the meaning of fashion, the fashion movement and a fashion career unit. Following this unit, textile fibers and fabrics will be introduced. The elements and principles of design as well as fashion drawing will finish this segment of the class. The second half of the class will be devoted to fashion construction. Students will learn how to use the computerized sewing machine as well as many basic sewing techniques followed by the use of a pattern. The final part of the class, the students will construct a personal garment. Evaluation will be based on written assignments, tests, presentations, and many samples and projects. Class will take a field trip to Chicago. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- investigate the world of fashion and apparel industry.
- integrate concepts and principles of textiles and apparel design.
- utilize elements and principles of design in fiber and fabric design presentations.
- apply basic construction techniques to the creation of clothing samples.
- apply reading skills in reading the directions of the pattern
- apply math skills in the determination of the amount of fabric and notions to use.
- apply measurement techniques to the layout of fabric and in the creation of the fashion piece.
- evaluate construction techniques and skills in relation to a fashion piece.

FOOD PREPARATION I (050341/050342)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

Food Preparation I prepares students to select, cook and/or bake foods for themselves and/or their families. Students will begin with an introduction to food preparation including sanitation and safety, terms, equipment, measurement and culinary math and knife skills. Nutrition concepts will be introduced and incorporated into the following units of study: meats (beef, chicken, pork and eggs), fruits and vegetables, dairy products, cookies and candy. A holiday meal will be prepared midway through the semester as a mid-term review. One-two days of lab per week will be hands-on food preparation and students will be expected to taste the food they prepare in class. Nutrition and healthy food choices will be emphasized. This course fulfills the Career and Technology Education (CTE) graduation requirement.

Key Learnings

The students will:

- demonstrate correct lab procedures needed to safely prepare food products.
- demonstrate correct methods and principles of food preparation.
- perform recipe conversion by halving and doubling recipes.
- identify the basic nutrients, their functions and where they are found in foods.
- identify forms of protein and demonstrate proper cooking techniques.
- describe and prepare different types of fruits and vegetable recipes and quick breads.
- demonstrate different cooking techniques using dairy products.
- identify the principles of sugar cookery.

HOUSING & INTERIOR DESIGN (052311)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FIRST SEMESTER COURSE

Housing & Interior Design is a one-semester course that provides the student with an opportunity to demonstrate skills necessary to succeed in the Interior Design profession. This course introduces students to housing styles and contemporary trends in housing and interior design. Course content provides many project opportunities for students to explore elements and principles of design, to create floor plans, learn about furniture styles and accessories and design a rental property interior. The students will be using and learning the Chief Architect computer program as they create all projects. They will create a presentation board for a "client" for their final project. The student will be able to evaluate the responsibilities of an interior designer in order to make a realistic career choice. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- apply math concepts of measurement to housing design.
- evaluate the responsibilities of an interior designer in order to make a realistic career choice.
- produce floor plans using proper architectural symbols with appropriate space for furniture placement.
- complete presentation panel with floor plan, pictures of architectural features, doors, windows, etc., relating to the needs of the client.
- apply the elements and principles of design in a creation of an original motif.
- select fabrics for upholstery and window treatments, photos of proposed furniture pieces, sample materials for wall coverings and floor treatments.
- identify and classify housing styles.

INTERNATIONAL CUISINE (050441/050442)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: GRADES 9-10 FOOD PREPARATION I GRADES 11-12 BY CONSENT OF INSTRUCTOR		FIRST OR SECOND SEMESTER COURSE

This course allows students to learn how culture, customs, traditions, climate and geographical factors influence worldwide food choices, habits, and preparation. The geographical areas of Latin America, Europe, the Mediterranean, the Middle East, Africa and Asia will be studied. Foreign terminology of these areas related to food preparation will be emphasized. Students will be involved in food preparation one or more days per week and are expected to eat the food they prepare in class. Field trips to ethnic restaurants are part of the course experience. This class is strongly recommended before taking Top Chefs. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- demonstrate safety and sanitation procedures in the culinary lab.
- apply knowledge of basic food preparation techniques to the preparation of foreign cooking.
- explain how the climate and geographical features of a region affect the food prepared.
- analyze the relationship between the culture/customs and types of dishes prepared in regions of the world.
- demonstrate the ability to prepare dishes native to different regions of the world.
- demonstrate math concepts of fractions, multiplication and division by cutting recipes in half and doubling recipes.

PERSONAL FINANCE (022511/022512)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This course is designed to encourage students to become an informed and responsive consumer by understanding available options in financial institutions, consumer credit, investments and insurance options. Students will use current materials from the Jump Start Coalition for Personal Financial Literacy, H & R Block Budget Challenge simulation, on-line resources, and the Take Charge Today Curriculum to focus on financial literacy, choices and decisions.
This course fulfills the Career and Technology Education (CTE) graduation requirement.

Key Learnings

The students will:

- list the main services offered by banks and other financial institutions.
- open a checking account.
- demonstrate how to use checks and other payment methods.
- explain what credit is and the basis on which it is granted.
- identify costs of credit and how to compute interest.
- explain laws and regulations regarding credit records and transactions.
- analyze a credit report and identify the importance of a good credit score.
- explain best practices in preventing identity theft.
- describe different investment plans that can be used by consumers.
- identify the importance and benefits of having a home, property, health, and auto insurance.

PROJECT RUNWAY (293222)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: EXPLORING FASHION		SECOND SEMESTER COURSE

Project Runway students will explore the world of fashion with an emphasis on design and construction of apparel. Students will review basic methods of fashion design including sources of inspiration, sketching, flat pattern, draping and the use of ready-made patterns. Students will learn advanced sewing techniques, complete a final project using techniques learned in class and learn how to create a runway show. Students will be evaluated on daily assignments and samples, sewing lab projects and the fashion show. A field trip to Iowa State University for their fashion show will be taken. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- analyze basic methods of fashion design.
- review basic sewing construction techniques.
- demonstrate advanced sewing construction techniques.
- apply personal likes, body type and body shape to the selection of a pattern for garment construction.
- apply reading skills in using pattern directions.
- apply math skills in the determination of the amount of fabric and notions.
- apply measurement techniques to the layout of fabric and in the creation of the fashion piece.
- evaluate construction techniques and skills in relation to a fashion piece.
- evaluate all tasks to create a runway show.
- apply tasks learned to organize, create and put on a runway show.

SPARTAN BAKERY (050307/050308)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: GRADES 9-10 FOOD PREPARATION I GRADES 11-12 BY CONSENT OF INSTRUCTOR		FIRST OR SECOND SEMESTER COURSE

Spartan Bakery students will learn how to prepare all types of baked goods. Application of baking principles will be applied to yeast breads, cookies, pastries, pies, cakes and popular desserts used in food preparation. During an entrepreneur unit at the end of the semester, students will prepare and offer a product to sell to faculty and the community. The class offers one or two days a week of hands-on lab work and students are expected to eat the food they prepare in class. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- function efficiently in the kitchen and participate as a team player in a laboratory setting.
- identify career paths within the food production and food service industries related to baking.
- demonstrate food safety and sanitation procedures.
- explain changes that occur in doughs and batters in baking.
- understand characteristics and functions of major baking ingredients.
- understand how to store baked goods to prevent or retard staling.
- understand how to serve attractive baked goods with appropriate garnishes.
- demonstrate math concepts of multiplication and division by cutting recipes in half and doubling recipes.
- demonstrate scientific principles in baking related to gluten formation and leavening agents.

TOP CHEFS (050322)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: FOOD PREPARATION I, SPARTAN BAKERY		SECOND SEMESTER COURSE

Top Chef students will be introduced to the Food Service Industry. Advanced techniques involved in the preparation of sauces, soups, pasta, meats, poultry, fish, salads, and desserts will be studied. An emphasis will be placed on developing marketable skills necessary in the food service industry. Students will learn and use culinary math skills. The class involves two days per week of hands-on experience in the lab and students are expected to taste the food they prepare in class. Throughout the semester, students will cater events at school. The culminating activity of the course involves the entire planning, preparation and service of a large dinner or reception. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- describe career opportunities in the culinary arts field.
- master basic knife skills and safe knife handling practices.
- apply safety and sanitation practices in the food service kitchen.
- identify and prepare the mother sauces and derivatives.
- apply the principles of protein cookery to eggs, meat, poultry and fish.
- demonstrate the ability to prepare salads and dressings.
- apply the skills of organization, time management, menu selection/planning, and budgeting in the preparation of a final dinner.
- demonstrate math concepts of multiplication and division by cutting recipes in half and doubling recipes.
- demonstrate math concepts of costing out recipes, cost control, recipe reduction and recipe increase, quantity food calculation, recipe yield, food pricing and food ordering.

Career & Technical Education
CTE Service Area: Information Solutions

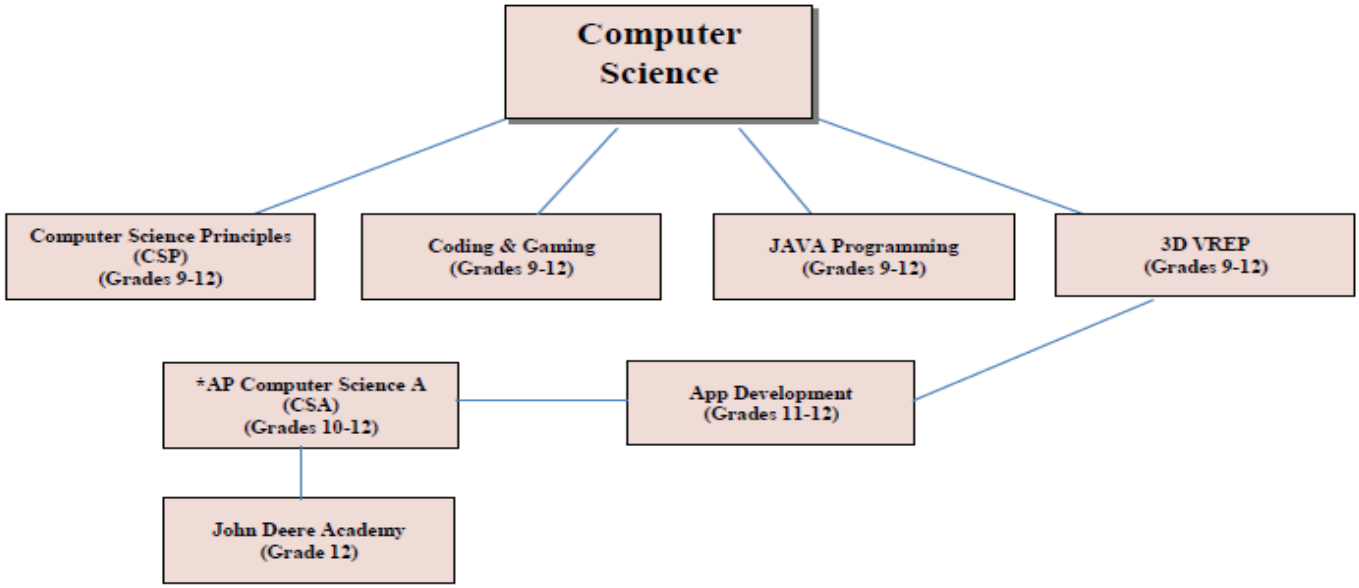
Information Solutions

Danielle Davenport – davenportdanielle@pleasval.org
Janene Murphy– murphyjanene@pleasval.org

INFORMATION SOLUTIONS

Below is a listing of courses offered through the Information Systems Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.						
Course Name	**Semester**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Prerequisite Courses**
Coding & Gaming	1st	X	X	X	X	None
Computer Science Principles (CSP)	Full Year	X	X	X	X	None
JAVA Programming	2nd	X	X	X	X	None
3D VREP	1st or 2nd	X	X	X	X	One full year of Algebra
*AP Computer Science A (CSA)	Full Year		X	X	X	Computer Science Principles (CSP)
App Development	1st			X	X	Java or *AP Comp Sci A (CSA)
Computer Science Academy – John Deere *(See Academies for course explanation)*	2nd				X	*AP CSA or Concurrent with *AP CSA



INFORMATION SOLUTIONS

Please note: courses are listed alphabetically.

***AP COMPUTER SCIENCE A (030303/030304)**	**1.0 UNIT**	**ELECTIVE GRADES 10-12**
PREREQUISITE: COMPUTER SCIENCE PRINCIPLES (CSP)		**FULL YEAR COURSE**

Following the College Board's suggested curriculum designed to mirror college-level computer science courses, AP Computer Science A courses emphasize object-oriented programming methodology with a focus on problem solving and algorithm development. These courses cover such topics as object-oriented program design; program implementation; program analysis, standard data structures; standard algorithms; and the ethical and social implications of computing systems.
This course fulfills the Career and Technology Education (CTE) graduation requirement.

APP DEVELOPMENT (030225)	**0.5 UNIT**	**ELECTIVE GRADES 11-12**
PREREQUISITE: JAVA OR *AP COMPUTER SCIENCE A		**FIRST SEMESTER COURSE**

App Development takes computer science concepts and gears the development around mobile apps. This course is in preparation for the IT Academy where interface development is a primary focus. Students will work with a variety of software including Android Studio to edit, enhance, and create mobile apps.
This course fulfills the Career and Technology Education (CTE) graduation requirement.

Key Learnings

The students will:

- create, debug, enhance, and test mobile applications
- design the look and feel of a mobile application using design software

CODING AND GAMING (031503)	**0.5 UNIT**	**ELECTIVE GRADES 9-12**
PREREQUISITE: NONE		**FIRST SEMESTER COURSE**

This is a game-based programming class. Students will use Python to modify and create games, puzzles and interactive activities using a variety of software. The semester final for this course will be the presentation and demonstration of their game to the class. This course fulfills the Career and Technology Education (CTE) graduation requirement.
This course fulfills the Career and Technology Education (CTE) graduation requirement.

Key Learnings

The students will:

- problem solving using game code
- basic programming/coding using Python
- editing/enhancing game code
- creation of games/apps through coding with texts and blocks with editable text

COMPUTER SCIENCE ACADEMY (162610)	1.0 UNIT	ELECTIVE GRADES 11- 12
PREREQUISITE: COMPUTER SCIENCE PRINCIPLES (CSP) AND *AP COMPUTER SCIENCE A (CSA) 8 SPOTS AVAILABLE FOR THIS ACADEMY, PREFERENCE GIVEN TO 12TH GRADE APPLICANTS		**SECOND SEMESTER COURSE M-F TBA**

This academy will require students to participate in a rotational internship with John Deere Information Technology (IT) experts. These 10-15 day rotations will allow students to explore the world of databases, application design and customer relations. Students will be challenged to develop or improve an existing downloadable application.

Key Learnings

The purpose of the Academy is to provide students with the opportunity to undertake a disciplined approach to the study and application of computer science. Students will develop programming and other technical skills where application of scientific methods will yield the creation of high quality, computer-based solutions to real problems.

The goals of the Academy are to give students a solid and rigorous background in computer science principles and requisite mathematical skills to build proficiency in problem solving techniques of computer science; and to provide graduates with the background and skills necessary to continue their education in college or enter the workforce or military service.

COMPUTER SCIENCE PRINCIPLES (CSP) (162607/162608	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		**FULL YEAR COURSE**

CSP implements the College Board's 2013 CS Principles framework. 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. CSP helps students develop programming skills and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course aligns with CSTA 3B standards. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- program with Scratch ™ , MIT App Inventor and *Python*®
- design an App, student teams create an app for a mobile device using MIT App Inventor.
- use pair programming and apply concepts of Agile development.
- imitate Procedural Abstraction, students act out the instantiation of ping pong balls and implement methods for drawing colored shapes on the surface of the ping pong balls.
- manipulate NetLog Simulations, students explore hypotheses about a wolf-sheep-grass ecosystem abstracted by a simulation.
- create Image Algorithms, student teams design and implement an algorithm to create derivative images from all images in a folder.
- gain knowledge of Protocols and Bandwidth, students act out the TCP/IP protocol and recursive DNS lookup.
- students use a Linux environment to use various tools for understanding DNS, routing, latency and bandwidth. Tools used include pin, the Domain Information Groper, ifconfig, nslooup and tracepath.

JAVA (206912)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		SECOND SEMESTER COURSE

This is a programming course in which the language JAVA will be emphasized. Students will be expected to write programs that will be of a mathematically oriented nature. This course is recommended for those college-bound students who are likely to pursue a college curriculum with an emphasis on mathematics, computer science, and/or science. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- create applets using classes and methods.
- declare variables and constants.
- learn text areas/text fields.
- understand layout managers.
- understand calculation operators and type conversions.
- understand decision/condition statements.
- understand checkboxes/option buttons.
- use lists/choice class.
- learn about loops.

STUDENT LEADING AND LEARNING WITH 3D VREP (031501/031502) (VIRTUAL REALITY EDUCATION PATHFINDER)	0.5 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: ALGEBRA I		FIRST OR SECOND SEMESTER COURSE

This Independent Study course or class, conducted with instructors as mentors, enables students to explore topics of interest related to the Virtual Reality Education Pathfinder (VREP) program. This course may serve as an opportunity for students to expand their expertise with the Blender software, to explore 3-D animation in greater detail, or to develop more advanced skills related to the program. **This course fulfills the Career and Technology Education (CTE) graduation requirement.**

Key Learnings

The students will:

- demonstrate their use of the various aspects of the blender program of animation, particles, fluids, smoke.
- identify various resources to assist them in learning how to use the program.
- use correct vocabulary when presenting projects.
- demonstrate their understanding of appropriate camera locations.
- render their creation into 3D, by loading their project correctly to create the 3D viewing.
- demonstrate their ability and knowledge of how to upload their project to a local website or VREP Web site for others to view.
- create the minimum of 4 educational projects that are used in a teacher's classroom and 4 individual projects of interest.
- consider submitting quality work to the educational library for VREP or personal learning library on the VREP web page.

English/Language Arts

ENGLISH DEPARTMENT

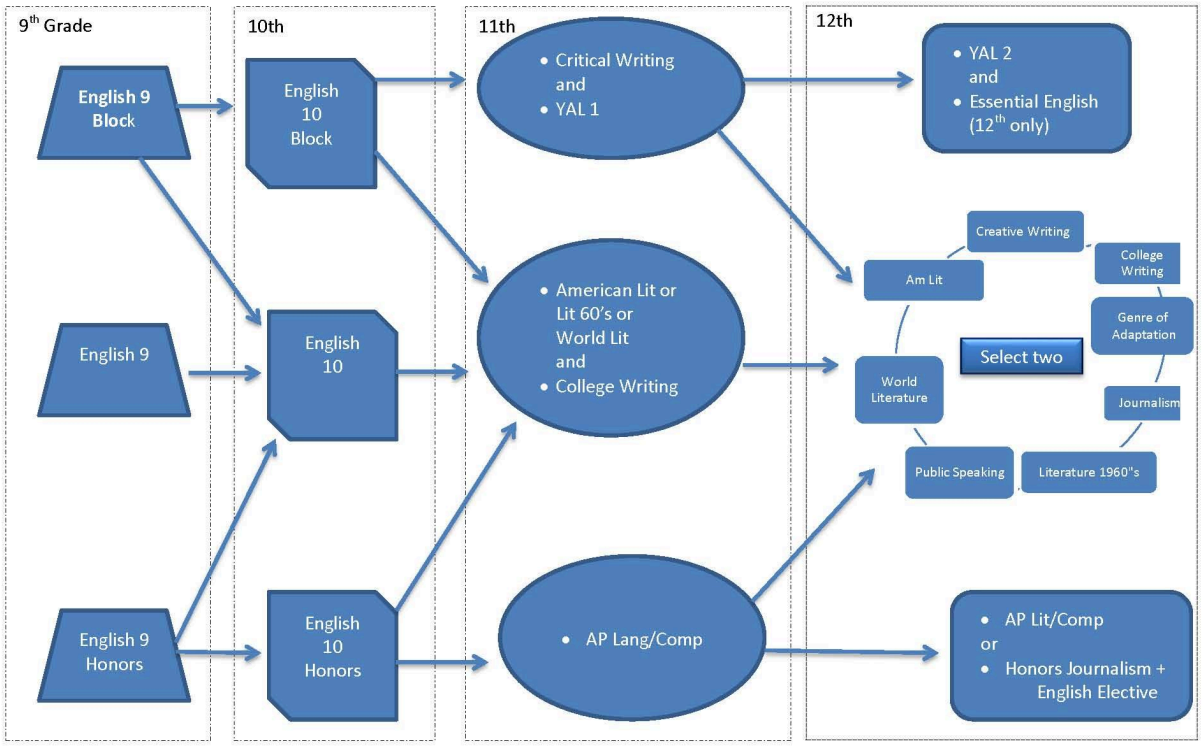
Ann Berger – bergerann@pleasval.org
Maureen Dyer – dyermaureen@pleasval.org
Kevin Gaffney – gaffneykevin@pleasval.org
Emily Jorgensen – jorgensenemily@pleasval.org
Kelby LaBarge - labargekelby@pleasval.org
Jenni Levora – levorajenni@pleasval.org
Lynne Lundberg – lundberglynne@pleasval.org
Jessica Scadden – scaddenjennifer@pleasval.org
Robyn Samuelson - samuelsonrobyn@pleasval.org
Bailey Trondson – trondsonbailey@pleasval.org
Janel Worlein – worleinjanel@pleasval.org

ENGLISH CURRICULUM

Below is a listing of courses offered through the English Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.
Courses identified with (^) do not meet NCAA requirements unless otherwise noted.

Course Name	Semester	9th Grade	10th Grade	11th Grade	12th Grade	Prerequisite Courses
English 9 (Block)	Full Year	X				Permission of Instructor/Counselor
English 9	Full Year	X				None
*English 9	Full Year	X				Superior performance in English at the Junior High Level (Summer Reading Required)
English 10 (Block)	Full Year		X			Permission of Instructor/Counselor
English 10	Full Year		X			None
*Honors English 10	Full Year		X			Successful completion of both semesters of Honors English 9 or teacher recommendation (Summer Reading Required)
(^)Publications	1st or 2nd		X	X	X	Any honors English class or Journalistic Wrtg
American Literature	1st or 2nd			X	X	Successful completion of both Eng 9 and 10
College Writing	1st or 2nd			X	X	Successful completion of both Eng 9 and 10
*AP Language/Composition	Full Year			X	X	Successful completion of both Honors English 9 and 10 OR Teacher Recommendation (Summer Reading Required)
*AP Language/Composition	Full Year			X	X	Successful completion of both Honors English 9 and 10 OR Teacher Recommendation (Summer Reading Required)
World Literature	1st			X	X	Successful completion of both Eng 9 and 10
(^) Young Adult Literature 1	2nd			X	X	Successful completion of both Eng 9 and 10
Literature: 1960's to Today	2nd			X	X	Successful completion of both Eng 9 and 10
(^)Critical Writing	1st			X	X	Successful completion of both Eng 9 and 10
SPC:112 Public Speaking	1st or 2nd			X	X	Successful completion of both Eng 9 and 10
Journalistic Writing Media Lit 1	1st or 2nd			X	X	Successful completion of both Eng 9 and 10
*Journalistic Writing Media Lit 1	1st or 2nd			X	X	"A" in English 9 and 10 or "A or B" in Honors English 9 and 10, "A or B" in Any Additional English Classes. (ie. College Writing, American Literature)
Creative Writing	2nd				X	College Writing or at least one semester of *AP Language Comp
*AP Literature/Composition	Full Year				X	Successful completion of *AP Language/Composition OR Teacher Recommendation (Summer Reading Required)
(^) Young Adult Literature 2	1st				X	Young Adult Literature 1
(^) Essential English (Fulfills Writing Requirement)	2nd				X	Successful completion of both Eng 9 and 10
Genre of Adaptation	2nd				X	Successful completion of Engl 9 and 10 and College Writing


9th Grade
10th
11th
12th
English 9 Block
English 9
English 9 Honors
English 10 Block
English 10
English 10 Honors
• Critical Writing and • YAL 1
• American Lit or Lit 60's or World Lit and • College Writing
• AP Lang/Comp
• YAL 2 and • Essential English (12th only)
Creative Writing
College Writing
Am Lit
Genre of Adaptation
Select two
World Literature
Journalism
Public Speaking
Literature 1960's
• AP Lit/Comp or • Honors Journalism + English Elective

Please note: courses are listed alphabetically.

ENGLISH/LANGUAGE ARTS DEPARTMENT

ENGLISH COURSES

Courses identified with (^) do not meet NCAA requirements.

AMERICAN LITERATURE (101021/101022)	**0.5 UNIT**	**GRADES 11-12**
PREREQUISITE: **SUCCESSFUL COMPLETION OF BOTH ENGLISH 9 AND 10**		**FIRST OR SECOND SEMESTER COURSE**

This one-semester elective course is open to both juniors and seniors. American literary periods (from 1600 to the 1920's), including Colonial/Puritan, the Age of Reason, Romanticism/Transcendentalism, Realism/Naturalism, and Modernism will be studied with a critical focus on historical connections, authorial style and theme. Students may expect substantial reading of a variety of literary genres (drama, novels, short stories, poetry, and non-fiction), and writing about these texts (reader-response as well as critical interpretation). **This course will meet the one-semester English literature requirement for graduation.**

Key Learnings

The students will:

- identify and distinguish between periods and stylistic components of literature from 1600-1920s.
- compose essays of both reader-response and literary analysis critical genres.
- develop an understanding of and use of literary terminology in classroom discussion and student writing.
- develop scholarly research and synthesis skills in the process of composition.
- increase appreciation of literature.

*AP LANGUAGE/COMPOSITION (101231/101232)	1.0 UNIT	GRADES 11-12
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH *HONORS ENGLISH 9 AND 10 OR TEACHER RECOMMENDATION (SUMMER READING REQUIRED)		FULL YEAR COURSE

Advanced Placement (AP) Language/Composition is a full-year honors course, which is a prerequisite for Advanced Placement (AP) Literature/Composition. This writing and non-fiction reading course focuses on the structure and the form of classic composition forms such as comparison-contrast, cause-effect, classification-division-extended definition, argumentation, and literary analysis. Also some review for the ACT and SAT is emphasized. Students enrolling in this *AP course will be expected to take the *AP Language and Composition test in May. By taking this exam, students may earn credits toward a college or university of their choice. It should be noted that *AP courses are designed to be college level and, as such, the reading and writing requirements are extremely rigorous. Students may take *AP language either junior or senior year. **This full-year course meets the English writing requirement and literature requirement for graduation.**

Key Learnings

The students will:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
- apply effective strategies and techniques in his/her own writing.
- create and sustain arguments based on readings, research, and/or personal experience.
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in own writings.
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions.
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions.
- write more effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review.

*AP LITERATURE/COMPOSITION (101311/101312)	1.0 UNIT	GRADE 12
PREREQUISITE: SUCCESSFUL COMPLETION OF *AP LANGUAGE/COMP OR TEACHER RECOMMENDATION (SUMMER READING REQUIRED)		FULL YEAR COURSE

Advanced Placement (AP) Literature offers students a full-year honors course designed to provide students with the skills needed to succeed on the (AP) exam, whereby students may earn college credit. Therefore, the course operates as an introductory college literature course, surveying literature from ancient to contemporary times. As such, students must meet extremely rigorous reading and writing requirements. Students must also read from a summer reading list and come to the class in the fall prepared to complete assignments on their summer reading. Students may take *AP literature senior year. **This full-year course meets the English literature requirement for graduation.**

Key Learnings

The students will:

- closely read and analyze great works of the Western canon.
- write critical papers showing academic understanding of literature.
- engage in class discussion that thoroughly examines literature.
- connect themes and motifs throughout the history of Western literature.
- prepare to succeed in the Advanced Placement Literature and Composition exam.

COLLEGE WRITING (102211/102212)	0.5 UNIT	GRADES 11-12
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH ENGLISH 9 AND 10		FIRST OR SECOND SEMESTER COURSE

This course will focus on content in writing and on correctness of expression. Students will be expected to write frequently and be willing to do extensive revisions of their writings. Some writing assignments will be based on novels, short stories, drama, or poetry. In addition to literary analysis, students will also explore description, persuasion, extended definition, etc. A research paper will be required. **This one-semester course will meet the English writing requirement for graduation**.

Key Learnings

The students will:

- use the writing process thoroughly for a variety of types of writing.
- expand upon fluency of previous writing.
- become more proficient revisers of drafts.
- improve usage specifically with troublesome aspects of English.
- analyze others' writings, including professional models and peer essays.
- practice in-depth research following Modern Language Association guidelines.

CREATIVE WRITING (102122)	0.5 UNIT	GRADE 12
PREREQUISITE: COLLEGE WRITING OR AT LEAST ONE SEMESTER OF (*AP) LANGUAGE COMPOSITION		SECOND SEMESTER COURSE

This course is designed for students who are intrinsically motivated to write creatively. Students will write a variety of pieces of short fiction, form poetry, and free verse poetry. The semester will culminate in a portfolio of at least forty pages of new writing and a self-reflection of their growth as a writer.

Key Learnings

The students will:

- develop skills in written expression through a variety of formats such as poetry, short stories and plays.
- participate in Writers' Workshop, including taking pieces through the writing process and responding to other students' work.
- analyze and discuss published authors' works.
- focus on developing individual voice and style in creative pieces.

(^)CRITICAL WRITING (102111)	0.5 UNIT	GRADES 11-12
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH ENGLISH 9 AND 10		FIRST SEMESTER COURSE

Critical Writing is a one-semester elective designed for juniors and/or seniors. It builds upon previous writing skills and provides continued and advanced instruction in writing for a variety of purposes and audiences. This course reinforces the logic and critical thinking skills that accompany good writing. Critical Writing is designed to have students gain more confidence in their writing abilities and improve their proficiency in critical reading, exposition and persuasion. **This course will fulfill the one-semester composition requirement for graduation.**

Key Learnings

The students will:

- develop skills in written expression through a variety of writing formats such as expository essays, persuasive essays, analysis, poetry, journaling, business communication letters, memos and editorials.
- study the structure of an essay, with attention to paragraph structure, logical progression, coherence and transitioning.
- use the writing process extensively with focus on pre-writing, drafting, revising and editing.
- apply the Six + 1 Traits to create writing emphasizing ideas, organization, word choice, voice, sentence fluency and conventions.
- read published authors' works and use discussion and writing to analyze and respond to them.
- analyze and respond to other students' writing in a workshop setting.
- study grammar, usage, and mechanics as problems arise in students' writing.

ENGLISH 9 (BLOCK) (100123/100124)	1.0 UNIT	GRADE 9
PREREQUISITE: PERMISSION OF INSTRUCTOR/COUNSELOR		FULL YEAR COURSE

This full-year, required college preparatory course concentrates on developing skills in reading, writing, speaking, listening and reasoning. Exploring the genres of novels, plays, poetry, short stories, and nonfiction essays, this course uses an integrated approach with a focus on reading comprehension. Students will use the writing process frequently to compose formal essays and informal pieces while developing skills in grammar and vocabulary comprehension. Students will also be expected to share evidence of extensive independent reading.

Key Learnings

The students will:

- know the defining characteristics and elements of short stories, novels, plays, and nonfiction texts.
- develop critical thinking skills to derive meaning from literary and informational texts.
- use the writing process to develop effective narrative, persuasive, literary analysis, and research papers.
- compare, contrast and draw parallels between characters and themes of related literary works.
- examine literary devices that contribute to an author's style.
- develop skills in organizing and delivering an effective oral presentation.
- observe the conventions of written English in grammar, usage and mechanics.

ENGLISH 9 (100121/100122)	1.0 UNIT	GRADE 9
PREREQUISITE: NONE		FULL YEAR COURSE

This full-year, required college preparatory course concentrates on developing skills in reading, writing, speaking, listening and reasoning. Exploring the genres of novels, plays, poetry, short stories, biographies, autobiographies, and nonfiction essays, this course uses an integrated approach with a focus on reading comprehension. Students will use the writing process frequently to compose formal essays and informal pieces while developing skills in grammar and vocabulary comprehension. Students will also be expected to share evidence of extensive independent reading.

Key Learnings

The students will:

- know the defining characteristics and elements of short stories, novels, plays, poems and essays.
- develop critical thinking skills to derive meaning from literary and informational texts.
- use the writing process to develop effective narrative, expository, persuasive, expressive and literary analysis papers.
- compare, contrast and draw parallels between characters and themes of related literary works.
- examine literary devices that contribute to an author's style.
- develop skills in organizing and delivering an effective oral presentation.
- observe the conventions of written English in grammar, usage and mechanics.

*ENGLISH 9 (100131/100132)	1.0 UNIT	GRADE 9
PREREQUISITE: SUPERIOR PERFORMANCE IN ENGLISH AT THE JUNIOR HIGH LEVEL (SUMMER READING REQUIRED)		FULL YEAR COURSE

This course is similar to 100121/100122, but the pace of the course is accelerated and more material is covered in greater depth. Students are expected to (1) read challenging literature with understanding and insight, (2) write thoughtful, structured and error-free compositions, and (3) speak clearly and fluently in formal oratorical situations. Students who register for this course should read well-above grade level and be proficient writers and speakers. In addition, students in this course are expected to demonstrate insight, higher thinking abilities, creativity and intrinsic motivation. Students should have a desire to learn and go well beyond the minimum requirements.

Key Learnings

The students will:

- apply literary analysis strategies to various genres and works of literature to gain sound and insightful comprehension.
- write error-free compositions that display clear, well-organized and complex ideas.
- articulately speak in a variety of formal and informal situations.
- pose thoughtful questions, listen actively to the ideas of others and contribute their own ideas in group discussions or oral presentations.
- study vocabulary to improve their reading comprehension and writing abilities.
- effectively research various topics to create meaningful compositions and presentations utilizing Modern Language Association guidelines.
- independently read a great deal of literature in addition to the required classroom texts.

ENGLISH 10 (BLOCK) (100223/100224)	1.0 UNIT	GRADE 10
PREREQUISITE: PERMISSION OF INSTRUCTOR/COUNSELOR		FULL YEAR COURSE

This full-year course integrates reading, writing, speaking, listening, observing, reacting and thinking. One semester will emphasize grammar, usage, paragraph development, essay writing and literary analysis. The other semester will focus on the preparation and delivery of formal and informal speeches and oral presentations.

Key Learnings

The students will:

- identify and understand literary concepts.
- learn skills and strategies to improve reading comprehension.
- analyze a variety of literature, including poetry, essay, short story and novel.
- use writing techniques and mechanical conventions to produce a variety of compositions.
- enhance their communication skills in one-on-one situations, public speaking and small groups.
- develop, practice and deliver a variety of formal and informal public speeches.

ENGLISH 10 (100221/100222)	1.0 UNIT	GRADE 10
PREREQUISITE: NONE		FULL YEAR COURSE

This full-year course integrates reading, writing, speaking, listening, observing, reacting and thinking. One semester will emphasize grammar, usage, paragraph development, essay writing and literary analysis. The other semester will focus on the preparation and delivery of formal and informal speeches and oral presentations.

Key Learnings

The students will:

- identify and understand literary concepts.
- learn skills and strategies to improve reading comprehension.
- analyze a variety of literature, including poetry, essay, short story and novel.
- use writing techniques and mechanical conventions to produce a variety of compositions.
- enhance their communication skills in one-on-one situations, public speaking and small groups.
- develop, practice and deliver a variety of formal and informal public speeches.

*ENGLISH 10 (100231/100232)	1.0 UNIT	GRADE 10
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH SEMESTERS OF *HONORS ENGLISH 9 OR TEACHER RECOMMENDATION (SUMMER READING REQUIRED)		**FULL YEAR COURSE**

Honors English 10 is similar to English 100221/100222, but the pace is accelerated and more material is covered in greater depth. Advanced work on literary readings and sophisticated writing assignments will be included. The course also contains an intensive self-paced grammar unit. Students must expect challenges and desire to go beyond past performance in English.

Key Learnings

The students will:

- read various works of literature, using different types of literary criticism to add multiple layers of analysis.
- write a variety of essays –analysis, synthesis, research, description—using the writing process to improve effectiveness of communication.
- study vocabulary throughout the year to improve reading comprehension and to elevate diction in their own writing.
- demonstrate mastery of intensive grammar study and use this knowledge to improve syntax in their own writing.
- do a great deal of independent reading and complete projects analyzing the reading in various formats.
- improve communication skills by participating in class discussions and presenting formal speeches.

(^) ESSENTIAL ENGLISH (100802)	0.5 UNIT	GRADE-12
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH ENGLISH 9 AND 10		**SECOND SEMESTER COURSE**

This one-semester elective course is for students in the twelfth grade who do not intend to go to a 4-year college immediately after graduation or who intend to enter the job market. The course will cover communication skills that are essential to functioning in society. **This one semester course will fulfill the English writing requirement**.

Key Learnings

The students will:

- emphasize speaking, listening and technology skills.
- communicate effectively through written expression.
- improve reading comprehension.
- view, evaluate and respond to a variety of media.
- create projects using a variety of media.
- develop and improve media literacy skills.
- develop higher level thinking skills.

GENRE OF ADAPTATION (100602)	0.5 UNIT	GRADE-12
PREREQUISITE: ENGLISH 9 AND 10 AND COLLEGE WRITING		SECOND SEMESTER COURSE

This course will study adaptation as a genre that occurs in literature as well as popular culture. Using theoretical approaches to adaptation as a foundation, students will analyze various novels, films, graphic novels, games, and multimedia adaptations. Extensive writing and analysis will be required of students in this course.

Key Learnings:

The student will:

- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Engage in critical thinking and written analysis on a regular basis.

JOURNALISTIC WRITING: MEDIA LIT 1 (190233/190234)	0.5 UNIT	GRADES 11-12
PREREQUISITE: SUCCESSFUL COMPLETION OF ENGLISH 9 AND 10		**FIRST OR SECOND SEMESTER COURSE**

This writing course will examine the principles and practices of journalism as well as journalism's role in a democratic society. We will explore journalism's impact on public policy, private lives, and the increasing role of citizens within the context of the contemporary convergence of multimedia. Class discussions will address the historical development and future of the field, including new technologies and changing strategies. Techniques, methods, and models guiding the contemporary practice of journalism will be given particular emphasis. We will cover news, feature, and profile writing, cultural commentary, op-ed, and narrative journalism, law & ethics, marketing, design, yearbook writing and modern documentary. The fundamental skills of a journalist will be introduced, including research and interviewing, fact-checking and attribution, style and persona. Students' work has the potential to be published in the school news magazine, news website and/or yearbook. Students must have access to a computer with word-processing capabilities. **This class will meet the English writing requirement for graduation.**

Key Learnings

The students will:

- understand and utilize effective news gathering, drafting and editing techniques.
- evaluate the quality and reliability of various forms of media
- distinguish fact from opinion; evaluate the concept of objectivity.
- recognize the elements of a news story.
- recognize how pervasive and influential media information is in contemporary society.
- understand the major functions of images in the media.
- recognize the difference between electronic media and print media.
- understand the role of advertising in the media.
- recognize the basic formats used in newspapers and how certain layouts influence the audience.
- write various types of news stories, sports stories, features and editorials.

HONORS JOURNALISTIC WRITING: MEDIA LIT 1 (190231/190232)	0.5 UNIT	GRADES 11-12
PREREQUISITE: "A" IN ENGLISH 9 AND 10 OR "A or B" IN HONORS ENGLISH 9 and 10, A or B in ANY ADDITIONAL ENGLISH CLASSES (ie. College Writing, American Literature)		**FIRST OR SECOND SEMESTER COURSE**

Students will create high quality work which will inform, reflect, and influence the student body by running the student news website, spartanshield.org. Students will take on more in-depth assignments, develop a deep sensitivity to cultural and ethical matters, and create an end-of-course portfolio proving their learning. The course will guide students in prioritizing, synthesizing, and articulating information. Students will focus on the fundamentals of a good publication including interviewing, researching, copywriting, layout design and photography, theme development, marketing with an emphasis on working as a team, meeting deadlines, and adhering to ethical standards. Honors students are expected to enter the class with fundamental skills in place in order to begin story production immediately. They will provide daily leadership and take on additional production responsibilities as assigned. **This class will meet the English writing requirement for graduation.**

Key Learnings

The students will:

- understand and utilize effective news gathering, drafting and editing techniques.
- evaluate the quality and reliability of various forms of media
- distinguish fact from opinion; evaluate the concept of objectivity.
- recognize how pervasive and influential media information is in contemporary society.
- understand the role of advertising in the media.
- recognize the basic formats used on news websites and how certain layouts influence the audience.
- write various types of news stories, sports stories, features and editorials.
- understand the legal, moral and ethical rights and responsibilities of a free and responsible press.
- work cooperatively as staff and develop organizational and leadership skills appropriate to their assigned roles.
- model positive interpersonal and listening skills and demonstrate effective spoken communication.

LITERATURE: 1960's TO TODAY (101042)	0.5 UNIT	GRADES 11-12
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH ENGLISH 9 AND 10		**SECOND SEMESTER COURSE**

This one-semester elective, open to juniors and seniors, will emphasize literature written after 1960. The course will be structured around novel units. Novels may include *Extremely Loud & Incredibly Close, Slaughterhouse-Five, The Glass Castle, Life of Pi,* etc. Students taking this course should enjoy reading and will be expected to discuss and write about literary selections. **This one-semester course will fulfill the English literature requirement for graduation.**

Key Learnings

The students will:

- read various novels from the 1960's to the present.
- write literary analysis and compare/contrast paper using MLA format.
- study vocabulary in context to improve reading comprehension.
- enhance reading comprehension by analyzing works using biographical and historical criticism.
- study characteristics of postmodernism.

(^) PUBLICATIONS (190243/190244)	0.5 UNIT	GRADES 10-12
PREREQUISITE: SUCCESSFUL COMPLETION OF ANY HONORS ENGLISH COURSE OR COMPLETION OF COLLEGE-PREPARATORY ENGLISH COURSE WITH NO GRADE LOWER THAN A "B"		**FIRST OR SECOND SEMESTER COURSE**

Publications is a course open to any student interested in working on the school newsmagazine and yearbook. This course is designed to allow students opportunities to examine a variety of models of writing within the genres, to create and develop stories and articles using the knowledge they acquire, and to improve their understanding of the field of journalism. Requirements of the course include the publication of both the school yearbook (*The Valenian*) and the school newsmagazine (*The Spartan Shield*). The course will also involve learning a variety of technical skills using computer programs such as Microsoft Word, Excel, Outlook, Adobe Photoshop, and Adobe InDesign, and the web-based yearbook software, Yearbook Avenue. Students interested in taking on leadership roles and becoming editors of either publication must submit an application and will be selected by the instructor. Students who enroll in this class will prepare themselves for continued education in a variety of technical and journalistic fields. **This class will <u>NOT</u> meet the English writing requirement. This course fulfills the 0.5 unit Expressive Technical Arts graduation requirement; or fulfills 0.5 unit for English elective. Students may take the course as many times as they wish for elective credit.**

Key Learnings

The students will:

- understand and utilize effective news gathering, drafting and editing techniques.
- evaluate the quality and reliability of various forms of media.
- distinguish fact from opinion; evaluate the concept of objectivity.
- recognize the elements of a news story.
- recognize how pervasive and influential media information is in contemporary society.
- understand the major functions of images in the media.
- recognize the difference between electronic media and print media.
- understand the role of advertising in the media.
- recognize the basic formats used in the newspapers and how certain layouts influence the audience.
- write various types of news stories, sports stories, features and editorials.
- be responsible for producing various school media including the newspaper and the yearbook.

SPC:112 PUBLIC SPEAKING (330607/330618)	0.5 UNIT	GRADES 11-12
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH ENGLISH 9 AND 10		FIRST OR SECOND SEMESTER COURSE

Introduction to public speaking with emphasis on organization, presentation and listening. Experience in the process and principles of public speaking: audience analysis, selection and organization, style and delivery. Practice in preparation and delivery of informative and persuasive extemporaneous speeches. This is a one-semester concurrent course with Scott Community College that will receive both college and high school credit. This course will transfer to a number of colleges, please check with counselors for verification.

Key Learnings

The students will:

- incorporate specific strategies to use in developing the content of their communication.
- understand specific aspects of the delivery of a message and the impact these aspects have on the receiver.
- gain self-confidence in regards to their communication skills.
- understand and utilize a variety of informal and formal communication scenarios.
- practice specific modes of communication they will use in their college and professional lives.
- develop and polish communication skills.

WORLD LITERATURE (100633)	0.5 UNIT		GRADES 11-12
PREREQUISITE: SUCCESSFUL COMPLETION OF BOTH ENGLISH 9 AND 10			FIRST SEMESTER COURSE

This one-semester elective is open to both juniors and seniors. World Literature will include classical works by important authors, ancient and modern, from diverse cultures. The reading level of some texts is very challenging. The course will expand students' academic pursuit of classical literature and its natural relationship to the development of civilization. The course will explore the connections between literature, history and the human journey, especially the search for meaning. Students will do a great deal of advanced writing in this course. **This one-semester course meets the English literature requirement for graduation.**

Key Learnings

The students will:

- read classical works by important authors, ancient and modern, from diverse cultures.
- write papers in a variety of formats: analysis, synthesis, compare-contrast and research.
- explore connections between literature, history, and the human journey, especially the search for meaning.
- explore archetypal patterns and cultural reflections throughout literature, film and history.

(^) YOUNG ADULT LITERATURE 1 (100612)	0.5 UNIT	GRADES 11-12
PREREQUISITE: NONE		SECOND SEMESTER COURSE

This one-semester English elective is open to both juniors and seniors. Most of the semester will consist of whole class, whole book units featuring 1 novel and up to 2 nonfiction books. Students will not have as much choice in reading material as they do in Young Adult Lit II. Reading will be assessed through a variety of evaluation tools. The course will apply reading comprehension strategies daily to help each student process the reading and increase understanding. **This one-semester course meets the English literature requirement for graduation.**

Key Learnings

The students will:

- read a Novel and up to 2 nonfiction books.
- explore the different ways to read fiction vs. nonfiction.
- write regularly in notes, response guides, essays and projects to analyze the reading.
- participate in class discussions and draw personal connections with the books.
- improve their analysis skills, including drawing inferences, analyzing themes and characters, and evaluating an author's purpose.

(^)YOUNG ADULT LITERATURE 2 (100621)	0.5 UNIT	GRADE-12
PREREQUISITE: YOUNG ADULT LITERATURE 1		FIRST SEMESTER COURSE

This one-semester English elective is open to both juniors and seniors. Students will use the independent reading skills developed in Young Adult Lit I to further their reading skills. The course will continue to work with reading comprehension and inferential abilities.
Students will be responsible for their own reading, including choosing the books they will read. Students will apply a strategy while writing their logs every day about their reading. Students will also do projects regularly to assess their understanding of their reading. **This one-semester course meets the English literature requirement for graduation.**

Key Learnings

The students will:

- read several self-selected books including at least 1 nonfiction.
- participate in lit circle discussions and roles.
- apply metacognitive reading strategies to aid in understanding the author's message.
- improve confidence and enjoyment of reading.
- write regularly to document and analyze reading by completing logs, book talks, book reviews and book reports over each book.

SCHEDULE OF COURSES

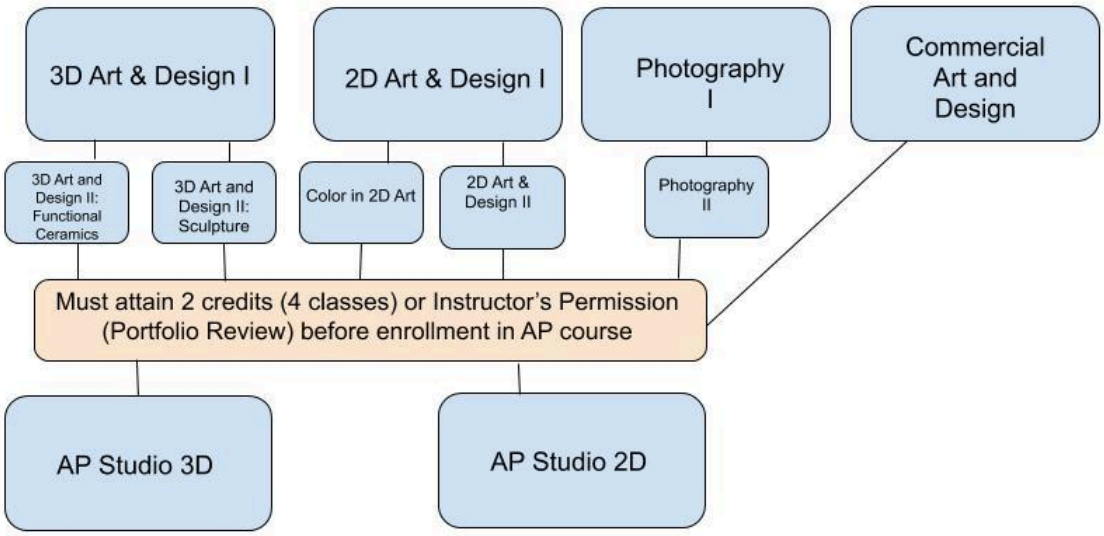
Fine Arts Department

Alexandria Medenciy – medenciyalexandria@pleasval.org
Aimee Peters – petersaimee@pleasval.org
Ann Peters - petersann@pleasval.org

ART CURRICULUM

Below is a listing of courses offered through the Art Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.						
Course Name	**Semester**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Prerequisite Courses (earned C- or higher)**
2D Art & Design I	1st or 2nd	x	x	x	x	None
2D Art & Design II	2nd (EVEN Spring Years)	*2nd only*	x	x	x	2D Art & Design I
3D Art & Design I	1st or 2nd	x	x	x	x	None
3D Art & Design II: Functional Pottery	2nd (EVEN Spring Years)	*2nd only*	x	x	x	3D Art & Design I
3D Art & Design II: Sculpture	2nd (ODD Spring Years)	*2nd only*	x	x	x	3D Art & Design I
Color in 2D Art	2nd (ODD Spring Years)	*2nd only*	x	x	x	2D Art & Design I
Commercial Art & Design	1st or 2nd	x	x	x	x	None
Photography I	1st or 2nd		x	x	x	None
Photography II	2nd		x	x	x	Photography I
*AP 2-D Art and Design	Full Year			x	x	*Use charts below
*AP 3-D Art and Design	Full Year			x	x	*Use charts below



Recommended Art Courses for students interested in **2D Art** (Drawing, Painting)

	Fall Semester	Spring Semester
Freshman (9th Grade)*	2D Art and Design I	2D Art and Design II
Sophomore (10th Grade)*	3D Art and Design I	Color in 2D Art
Junior (11th Grade)*	AP 2D	AP 2D
Senior (12th Grade)*	AP 2D	AP 2D

**If their schedule allows, it is also highly suggested to take Photography I, II, and Commercial Art and Design along with the courses listed above before their senior year.*

Recommended Art Courses for students interested in **3D Art** (Ceramics, Sculpture)

	Fall Semester	Spring Semester
Freshman (9th Grade)*	3D Art and Design I	3D Art and Design II: Functional Pottery
Sophomore (10th Grade)*	2D Art and Design I	3D Art and Design II: Sculpture
Junior (11th Grade)*	AP 3D	AP 3D
Senior (12th Grade)*	AP 3D	AP 3D

**If their schedule allows, it is also highly suggested to take Color in 2D, Photography I, Commercial Art and Design, and Welding along with the courses listed above before their senior year.*

Recommended Art Courses for students interested in **Digital and Graphic Art** (Photography, Graphic Design)

	Fall Semester	Spring Semester
Freshman (9th Grade)*	2D Art & Design I	Commercial Art
Sophomore (10th Grade)*	Photography I	Photography II
Junior (11th Grade)*	AP 2D	AP 2D
Senior (12th Grade)*	AP 2D	AP 2D

**If their schedule allows, it is also highly suggested to take Color in 2D Art and 3D Art and Design I, along with the courses listed above before their senior year.*

ART COURSES

Please note: courses are listed alphabetically.

2D ART & DESIGN I (116211/116212)	0.5 UNIT	GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This class is a requirement for Color in 2D Art & 2D Art and Design II. This course is an introduction to the fundamentals of drawing and for students who have a desire to learn the fundamental skills of drawing from reality. The student will explore areas in composition, line, shadowing, perspective, and life drawing. Pencils, ink, pastels and charcoal will be the mediums used. Measuring with a ruler, estimating size and visualizing proportional relationships are necessary skills that will be built upon in this sequential, traditional course of study. This course is recommended for students interested in art, design, marketing, and architecture fields. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings

The students will:

- display knowledge of the “Elements of Design”.
- display knowledge of the “Principles of Design” (composition)
- develop an appreciation of art through the use of aesthetic scanning sessions.
- develop problem solving skills in relationship to the visual arts.
- display knowledge of human proportion, anatomy, drapery/clothing, and portraiture.
- display knowledge of environmental shapes, structures, and relationships.
- display knowledge of one and two point perspective.
- understand the career possibilities in 2D art
- create a sketchbook which contains drawings from their own environment and/or culture.

2D ART & DESIGN II (116214)	0.5 UNIT	GRADES 9-12
*PREREQUISITE: 2D ART & DESIGN I [WITH A C- OR HIGHER]		SECOND SEMESTER COURSE OFFERED EVERY EVEN SPRING YEAR

This advanced class reviews previous drawing methods and exposes students to new drawing mediums concentrating on composition and aesthetics. Students will work with pencil, colored pencil, charcoal, pastels, ink, and non-traditional drawing materials. Students’ work will be inspired by both historical influences as well as their own personal experiences. **This course fulfills the Expressive Technical Arts graduation requirement.**

Sophia Dahm

Key Learnings

The students will:

- display knowledge of the “Elements of Design”.
- display knowledge of the “Principles of Design” .
- develop an appreciation of art through the use of aesthetic scanning sessions.
- recognize and apply meaningful relationships between the environment and the visual arts.
- develop problem solving skills in relationship to the visual arts.
- analyze, rearrange, and synthesize visual forms to express ideas.
- understand the human form in both black and white, and color.
- understand the relationship between “positive” and “negative” space in a composition.
- display knowledge of 3 Point Perspective.

3D ART & DESIGN I (116401/116402)	0.5 UNIT	GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This course is designed for the student who is motivated to work hands-on with clay and other sculptural mediums. The ability to generate original solutions to design problems will require basic drawing skills, creative thinking and artistic exploration of possible approaches. The student will explore and experience hand building, wheel throwing, glazing, portraiture in clay and wire sculpture. This class will prepare students for the 3D Art & Design II classes of Functional Pottery and/or Sculpture. This class is recommended for students interested in art, design, architecture and industrial technologies. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings

The students will:

- develop an awareness of problem solving as a basic part of the artistic design process.
- develop an appreciation of art through the use of aesthetic scanning sessions.
- perceive and respond to the elements of art-line, shape/form, value, space, texture, and color.
- develop the ability to visualize and create 3-dimensional forms to express ideas.
- understand the properties of clay and glazes-- prior, during, and after a kiln firing.
- become aware of the various uses of clay.
- experience hand building techniques, wheel thrown pottery, glazing, creating a bust in clay.
- develop values for safety and maintenance of art materials, tools, and equipment.
- display knowledge of ceramics and sculpture related vocabulary and terminology.
- develop the ability to properly apply glazes and finishes

3D ART & DESIGN II: FUNCTIONAL CERAMICS (116403/116404)	0.5 UNIT	GRADE 9 SECOND SEMESTER COURSE OFFERED EVERY EVEN SPRING YEAR
		GRADES 10-12 SECOND SEMESTER COURSE OFFERED EVERY EVEN SPRING YEAR
PREREQUISITE: 3D ART AND DESIGN I [WITH C- OR ABOVE]		

This advanced hands-on course is for the motivated ceramics student desiring to increase knowledge and experience in functional pottery including cups, mugs, bowls, lidded containers, bottles and teapots. Demonstrations in advanced techniques of pottery making will be given in both the hand-building techniques and on the potter's wheel. Students will create works with pulled handles, lids, and in matching sets. Advanced glazing/decorating techniques will also be introduced. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings

The students will:

- develop an awareness of problem solving as a basic part of the artistic design process.
- perceive and respond to the elements and principles of design.
- develop the ability to visualize and create 3-dimensional forms to express ideas.
- understand the properties of clay and glazes – prior, during, and after a kiln firing.
- become aware of the various uses of clay.
- experience hand-building techniques, wheel thrown pottery, and glazing.
- develop values for safety and maintenance of art materials, tools, and equipment.
- use knowledge gained for use in the future and be aware of artistic careers.
- understand and use advanced techniques of pottery making.
- be knowledgeable in recycling clay and firing kilns.

3D ART & DESIGN II: SCULPTURE (116312)	0.5 UNIT		GRADES 9-12
PREREQUISITE: 3D ART & DESIGN I [WITH A C- OR ABOVE]		SECOND SEMESTER COURSE OFFERED EVERY ODD SPRING YEAR	

This advanced course is for the serious sculpture student desiring to increase knowledge and experience in creating 3-dimensional art forms. Students will explore both relief sculpture and sculpture in the round; and utilize materials other than clay; such as wire, paper mache, etc. Students will learn about the "additive", "subtractive", and "assemblage" methods as they create finished sculptural works. This class is recommended for students interested in art, design, architecture and industrial technologies. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings

The students will:

- develop an awareness of problem solving as a basic part of the artistic design process.
- perceive and respond to the elements and principles of design.
- be aware of the style of multicultural artists, particular movements, and historical periods.
- develop the ability to visualize and create 3-dimensional forms to express ideas.
- create 3-dimensional artwork using a variety of materials.
- develop values for safety and maintenance of art materials, tools, and equipment.
- use knowledge gained for use in the future and be aware of applicable careers.

*AP 2-D ART AND DESIGN (116233/116234)	1.0 UNIT	GRADES 11-12
PREREQUISITE: 4 ART COURSES OR INSTRUCTOR PERMISSION		FULL YEAR COURSE

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, form, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art. For this portfolio, students are asked to demonstrate understanding of 2-D design through any two-dimensional medium or process, including but not limited to, graphic design, digital imaging, photography, collage, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted. There is no preferred (or unacceptable) style or content. Links to samples of student work in the 2-D Design portfolio can be found on AP Central at apcentral.collegeboard.org/studio2D. **This course fulfills the Expressive Technical Arts graduation requirement.**


Haleema Waheed

Key Learnings

The students will:

- display knowledge of the "Elements of Design".
- display knowledge of the "Principles of Design".
- develop a relationship between the environment and the visual arts.
- develop problem solving skills in relationship to the visual arts.
- develop an appreciation of art through the use of aesthetic scanning sessions.
- improve in design and composition skills by the use of aesthetics within their work.
- analyze, rearrange, and synthesize visual forms to express ideas.
- create a portfolio of artwork showing an area of "concentration" and an area showing "breadth".
- estimate the amount of time the creation of an art piece will take by keeping a daily log.
- become aware of the relationship of art with various careers.
- research art of the past and present to help in the development of his/her own style.

*AP 3-D ART AND DESIGN (116235/116236)	1.0 UNIT	GRADES 11-12
PREREQUISITE: 4 ART COURSES OR INSTRUCTOR PERMISSION		FULL YEAR COURSE

This portfolio is intended to address sculptural issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For this portfolio, students are asked to demonstrate an understanding of 3-D design through any three-dimensional approach, including, but not limited to, figurative or non-figurative sculpture, architectural models, metalwork, ceramics, glass work, installation, performance, assemblage and 3- D fabric/fiber arts. There is no preferred (or unacceptable) style or content. Links to samples of student work in the 3-D Design portfolio can be found on AP Central at apcentral.collegeboard.org/studio3D. **This course fulfills the Expressive Tec graduation requirement.**

Key Learnings
The students will:

- display knowledge of the “Elements of Design”.
- display knowledge of the “Principles of Design”.
- develop a relationship between the environment and the visual arts.
- develop problem solving skills in relationship to the visual arts.
- develop an appreciation of art through the use of aesthetic scanning sessions.
- improve in design and composition skills by the use of aesthetics within their work.
- analyze, rearrange, and synthesize visual forms to express ideas.
- create a portfolio of artwork showing an area of “concentration” and an area showing “breadth”.
- estimate the amount of time the creation of an art piece will take by keeping a daily log.
- become aware of the relationship of art with various careers.
- research art of the past and present to help in the development of his/her own style.

COLOR IN 2D ART (116221/116222)	0.5 UNIT	GRADES 9-12
PREREQUISITE: 2D ART & DESIGN I* [WITH A C- OR HIGHER]		SECOND SEMESTER COURSE OFFERED EVERY ODD SPRING YEAR

This course is a follow up for the student who enjoyed the 2D Art & Design I course and would like to explore using color in their work. Lectures, demonstrations, and projects are given involving painting techniques, color composition, and color theory. The student will work with oil paints, watercolors, and acrylic paints as well as other mediums. This course is recommended for students interested in art, design, marketing and architecture fields. **This course fulfills the Expressive Technical Arts graduation requirement.**

*NOTE: 2D Art & Design I and Color in 2D Art may be taken during the same academic year. May be taken concurrently with Instructor’s permission.

Key Learnings
The students will:

- display knowledge of the “Elements of Design”.
- display knowledge of the “Principles of Design” (composition).
- develop problem solving skills in relationship to the visual arts.
- develop an appreciation of art through the use of aesthetic scanning sessions.
- become aware of various careers within the 2D art field.
- develop an understanding of safety and maintenance in the arts.
- understand color theory and its uses in art and society.
- understand the tools, materials, and techniques associated with oil painting, watercolor painting, and acrylic painting.

COMMERCIAL ART & DESIGN (117511/117512)	0.5 UNIT	GRADES 9-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This course is designed for the beginning or experienced art student desiring to enhance his or her artistic ability in graphic design and printmaking. Commercial Art I is a hands-on, project-oriented course. Students will use technology to learn the basics of digital art and portfolio creation as well as a variety of printmaking media with a focus on real-world applications. Technique as well as creation of ORIGINAL artworks is emphasized. This course is recommended for students interested in pursuing a post-secondary education in graphic design or marketing. **This course fulfills the Expressive Technical Arts graduation requirement.**

Haley Germain

Key Learnings

The students will:

- display knowledge of the “Elements of Art.”
- display knowledge of the “Principles of Design”.
- develop an appreciation of art through the use of aesthetic scanning sessions.
- develop problem solving skills in relationship to the visual arts.
- display knowledge of Printmaking.
- display knowledge of Typography.
- display knowledge of Adobe Applications.
- become aware of careers in various applications.

PHOTOGRAPHY I (117201/117202)	0.5 UNIT	GRADES 10-12
PREREQUISITE: NONE		FIRST OR SECOND SEMESTER COURSE

This is an introduction to digital cameras and the software programs associated with them. The history of photography will also be included in this course. Students learn to shoot pictures using a digital camera, cell phone, or other electronic device and how to manipulate/alter their photographs in a computer program that functions as a digital darkroom. The course will also introduce compositional skills to help the student create better photographs. Students will need to have a digital camera, a phone with a camera, or an iPad to complete the work. Students need to be aware that this course is technology driven; from the use of the device, to the software, to the workflow of uploading, exporting, publishing, etc. Students will be expected to learn, know, and utilize the technology. **This course fulfills the Expressive Technical Arts graduation requirement.**


Isabella Lonergan

Key Learnings

The students will:

- understand the history of photography.
- use a digital camera, cell phone, or other electronic device and learn how to proper., take digital pictures.
- utilize compositional techniques and the elements and principles of design.
- explore the various genres of photography – landscapes, architecture, portraiture, etc.
- use technology as a means and tool of expression.
- become familiar with computer software programs like Adobe Photoshop as well as various electronic device photography apps.
- research photography of the past and present to help in the development of his/her own style.
- create a final digital photography portfolio.

PHOTOGRAPHY II (117204)	0.5 UNIT	GRADES 10-12
PREREQUISITE: PHOTOGRAPHY I [WITH A C- OR ABOVE]		SECOND SEMESTER COURSE

This is a continuation of Photography. Students will learn advanced techniques related to picture taking and using a digital camera, cell phone, or other electronic device.. Students will also be given photography topics and be asked to interpret and explore those topics through their picture taking. Students learn additional ways to manipulate/alter their photographs in a computer program that functions as a digital darkroom. Students will need to have a digital camera, a phone with a camera, or other electronic device to complete the work. Students need to be aware that this course is very technology driven; from the use of the device, to the software, to the workflow of uploading, exporting, publishing, etc. Students will be expected to learn, know, and utilize the technology.

This course fulfills the Expressive Technical Arts graduation requirement.

Erik Ismael

Key Learnings

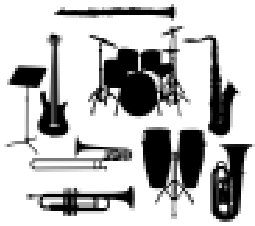
The students will:

- use a digital camera, cell phone, or other electronic device and learn advanced picture taking techniques.
- utilize compositional techniques and the elements and principles of design.
- continue to explore the various genres of photography – landscapes, architecture, still life, portraiture, etc.
- become familiar with computer software programs like Adobe Photoshop as well as various cell phones and other electronic device photography apps.
- be able to reflect upon his/her work and explain his/her purposeful decision making in terms of technique and design.
- research art of the past and present to help in the development of his/her own style.
- create a digital photography portfolio of artwork showing an area of “concentration” and an area showing “breadth.”

Fine Arts Department

INSTRUMENTAL MUSIC DEPARTMENT

Drew Anderson – andersond@pleasval.org
Tara Daurer – daurertara@pleasval.org
Brian Gartner – gartnerbrian@pleasval.org
Brian Kling – klingbrian@pleasval.org
Rob Swinney – swinneyrobert@pleasval.org



BAND

All students enrolled in the band program will participate in one of four bands. All 9th grade students will perform in the Concert Band and grades 10, 11 and 12 will perform in either the Symphonic Band, Wind Ensemble or the Wind Symphony. Students will be selected for each ensemble based on an audition which will take place during the 1st quarter.

Concert Band (9th Grade)

↓

Symphonic Band (10, 11, 12)

↓

Wind Ensemble (10, 11, 12)

↓

Wind Symphony (10, 11, 12)

BAND (112001/112002)	**1.0 UNIT (FRESHMAN)**		**ELECTIVE GR 9**
BAND (112005/112006)	**1.0 UNIT**		**ELECTIVE GRADES 10-12**
PREREQUISITE: NONE			**FULL YEAR COURSE MEETS EVERY DAY, PLUS INDIVIDUAL LESSONS**

The Pleasant Valley Band Department offers a balanced music curriculum, with an emphasis on the development of individual life long skills and concepts through performance of the highest quality literature. All students enrolled in the band program participate in the marching band, one of the four concert bands (Wind Symphony, Wind Ensemble or Symphonic Band, Concert Band), and pep band. All students receive five 15 minute individual lessons every quarter and will perform at the local solo festival in the winter. The Spartan Marching Band is held during the 1st quarter and performs at all home football games. The Wind Symphony, Wind Ensemble, Symphonic Band and Concert Band will begin at the conclusion of the football season and continue during the winter and spring. The bands perform several times throughout the year, and participate at the Iowa High School Music Association Large Group Festival in the spring. The band will take a trip every two years. Additional performance opportunities include Jazz Band, Musical Pit Orchestra, State Solo & Ensemble Festival, and various state and collegiate honor bands. A $25.00 uniform rental and cleaning fee is charged each year. Contact an instructor for details regarding instrument rental options/requirements. **This course fulfills the Expressive Technical Arts graduation requirement.**
For more information visit the PV Band website at http://www.spartanbands.com.

Key Learnings

The students will:

- learn the fundamental components for a successful marching band performance.
- read, identify, and perform music of different styles.
- understand performance etiquette.
- learn basic aspects of music theory.
- compose, improvise, listen to and interpret music.
-

Pleasant Valley music courses will incorporate core curriculum literacy, math and science skills as they relate to music and music performance.

ORCHESTRA

9th AND 10th GRADE ORCHESTRA ENSEMBLE (112399/112400)	1.0 UNIT	ELECTIVE GRADES 9-10
PREREQUISITE: PRIVATE LESSONS OR GROUP EXPERIENCE PERFORMING A STRING ORCHESTRAL INSTRUMENT		FULL YEAR COURSE MEETS EVERY DAY

The Pleasant Valley High School Orchestral Strings Program consists of a performing string ensemble that meets daily. Fundamentals of performance on an orchestral string instrument are the main focus of the class. Intonation, stylistic musical interpretation, proper performance etiquette and other musical performance skills are addressed in the course. Participation in orchestra performances is required. Additional performance opportunities may include: Musical Pit Orchestra, State Solo & Ensemble Festival, various honors orchestras and concerts out in the community. All students must own or rent their own instruments. The School provides cellos and basses for school use only. Individual lessons may be available if the director's schedule permits. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings
The students will:

- read, identify and perform musical notes from sheet music on an orchestral strings instrument.
- learn to listen, analyze and describe orchestral music.
- build a musical vocabulary.
- learn to evaluate music and musical performances.
- understand relationships between music, other arts and disciplines.
- perform concerts during the school year.

11th AND 12th GRADE ORCHESTRA ENSEMBLE (112401/112402)	1.0 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: PRIVATE LESSONS OR GROUP EXPERIENCE PERFORMING A STRING ORCHESTRAL INSTRUMENT		FULL YEAR COURSE MEETS EVERY DAY

The Pleasant Valley High School Orchestral Strings Program consists of a performing string ensemble that meets daily. Fundamentals of performance on an orchestral string instrument are the main focus of the class. Intonation, stylistic musical interpretation, proper performance etiquette and other musical performance skills are addressed in the course. Participation in orchestra performances is required. Additional performance opportunities may include: Musical Pit Orchestra, State Solo & Ensemble Festival, various honors orchestras and concerts out in the community. All students must own or rent their own instruments. The School provides cellos and basses for school use only. Individual lessons may be available if the director's schedule permits. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings
The students will:

- read, identify and perform musical notes from sheet music on an orchestral strings instrument.
- learn to listen, analyze and describe orchestral music.
- build a musical vocabulary.
- learn to evaluate music and musical performances.
- understand relationships between music, other arts and disciplines.
- perform concerts during the school year.

Fine Arts Department

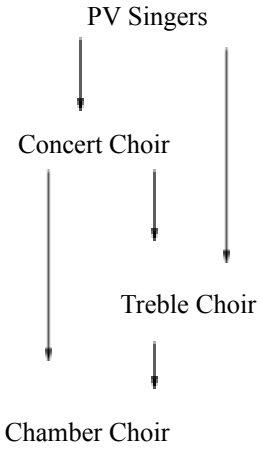
VOCAL MUSIC DEPARTMENT

David Baxter – baxterdavid@pleasval.org
Meg Byrne – byrnem@pleasval.org
Catherine Lyon – lyoncatherine@pleasval.org

VOCAL MUSIC DEPARTMENT

Vocal Music: There are four levels of curricular choirs at Pleasant Valley High School. Pleasant Valley Singers is a non-auditioned, beginning-level mixed ensemble. Concert Choir is an intermediate-level mixed ensemble to which students are selected by audition. Women's Ensemble is an intermediate/advanced treble ensemble to which students are selected by audition. Chamber Choir is the highest, most advanced ensemble, a mixed choir to which students are selected by audition. Students can enter at any level or progress to any level through a successful audition and approval of the instructors.

The department also offers a two-year sequence in Music Theory, open to all students with the approval of the instructors. Introduction to Music Theory will establish foundational skills in Music Theory, analysis, composition, and aural training. *AP Music Theory will continue into more advanced work in those areas.



VOCAL MUSIC COURSES

Please note: courses are listed alphabetically.

***AP MUSIC THEORY (114251/114252)**	**1.0 UNIT**	**ELECTIVE GRADES 11-12**
PREREQUISITE: INTRO TO MUSIC THEORY OR PERMISSION OF THE MUSIC INSTRUCTOR		**FULL YEAR COURSE**

*AP Music Theory assumes a strong foundation in the fundamentals of pitch, rhythm, harmony, aural training and applied piano. Studies in tonal harmony will continue with cadences, transposition, figured bass, harmonic analysis, composition and form. Skills in part-writing, aural training and sight singing will be stressed. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings

The students will:

- apply common practice period music theory.
- understand melody and form, and compose music according to common practice guidelines.
- analyze music using Roman numerals.
- write four-part music according to common practice rules for voice leading.
- apply these concepts through ear training, sight singing and piano.

CHAMBER CHOIR (113121/113122)	**1.0 UNIT**	**ELECTIVE GRADES 9-12**
PREREQUISITE: AUDITION AND CONSENT OF INSTRUCTOR		**FULL YEAR COURSE**

Chamber Choir is an auditioned ensemble of singers specializing in the performance of advanced choral literature selected from throughout the history of choral music, including madrigals, and vocal chamber music, and the Iowa All-State Literature. Advanced singing techniques and tone colorings are stressed along with the fundamentals of breath support and tonal placement. Students broaden their knowledge of music theory, ensemble singing and vocal health. The choir performs at all home concerts (4 per year), Metro Choral Festival, Solo & Ensemble Festival, State Large Group Festival, Graduation and makes guest appearances. Additional performance opportunities include: participation in the Jazz Choirs (by audition), and taking a trip every two years. This group will combine with students from other choirs to form the select Men's and Women's Choirs at State Large Group Festival. Individual vocal lessons will be required. A $20.00 choir uniform fee will be charged. **This course fulfills the Expressive Technical Arts graduation requirement.**

For more information, visit the PV Choirs web site www.pvchoirs.com.

Key Learnings

The students will:

- learn a variety of music literature, identifying and evaluating it by composer, genre, era, historical events and culture.
- apply traditional performance practices of various styles of music including tone coloring, placement, balance and expression.
- perform literature in English and other languages/sounds, applying translation, interpretation, and diction to their performance.
- perform literature in up to 12 parts.
- perform in a variety of rhythmic styles and time signatures.
- perform in a variety of tonalities and harmonic styles.
- perform at 5 concerts per year, Graduation, State Festivals, and several guest appearances.
- participate in extra-curricular opportunities such as All State Chorus, Jazz Choirs.

CONCERT CHOIR (113007/113008)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: AUDITION AND CONSENT OF INSTRUCTOR		FULL YEAR COURSE

Concert Choir is an auditioned, mixed ensemble of singers from all grade levels. Proper breath support, tone placement, diction, intonation and tone colorings are taught. Advanced music reading skills are implemented. The choir will perform a variety of literature from different musical time periods and in a variety of languages. The choir performs at all home concerts (4 per year), Metro Choral Festival, State Large Group Festival, and Graduation. Additional performance opportunities include: State Solo and Ensemble Festival, Select Men's and Women's Choirs at State Large Group Festival (by audition), participation in the Jazz Choirs (by audition), and taking a trip every two years. Individual vocal lessons will be required. A $20.00 uniform fee will be charged. **This course fulfills the Expressive Technical Arts graduation requirement.**

For more information, visit the PV Choirs web site www.pvchoirs.com.

Key Learnings

The students will:

- accurately read straight and syncopated rhythms in simple and compound meters.
- recognize and respond to dynamic, expressive, tempo, and articulation vocabulary and octavo markings without teacher specification.
- recognize, hear and sing the difference between an interval of a major third and the interval of a minor third.
- build and sing major and minor scales.
- perform literature in English, Latin, Italian and German.
- perform SSAT(B)B literature.
- perform at 4 concerts during the school year, graduation, and at State Large Group Festival.
- participate in extra-curricular opportunities such as Metrofest, Opus (9th grade only), Jazz Choirs, and Solo and Ensemble Festival.
- use correct posture, breath support and will explore placement and resonance while singing.

INTRO TO MUSIC THEORY (114154)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: PERMISSION OF THE INSTRUCTOR		SECOND SEMESTER COURSE

This course is designed as a prep course for *AP Music Theory and collegiate studies in Music Theory. Students will learn the elements of pitch, rhythm, and basic harmony, as well as aural training. These fundamentals will be applied to the piano through group instruction. This course is limited to ten (10) students. **This course fulfills the Expressive Technical Arts graduation requirement.**

Key Learnings

The students will:

-
- understand the essentials of music theory, including pitch, rhythm, meter, intervals, scales, keys and triads.
- apply essential concepts through ear training and sight singing exercises.
- apply these essential concepts on the piano.

PLEASANT VALLEY SINGERS (113013/113014)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE		FULL YEAR COURSE

The Pleasant Valley Singers is a training and performance mixed choir in which the fundamentals of individual and choral singing are taught. Mixed Choir is open to students in all grades, and does not require an audition. The group will prepare and perform works for Treble and Mixed Choirs. Proper breath support, tone and intonation are taught. Techniques for singing in multiple parts are taught. The principles of music reading are given the highest priority. The choir performs at all home concerts (4 per year). Additional performance opportunities include: State Solo and Ensemble Festival, participation in Jazz Choirs (by auditions), and taking a trip every two years. Individual vocal lessons will be required. A $20.00 uniform fee will be charged. **This course fulfills the Expressive Technical Arts graduation requirement.**

For more information, visit the PV Choirs web site www.pvchoirs.com.

Key Learnings

The students will:

- identify pitch names in treble and bass clef.
- read straight and syncopated rhythms in simple meter (2/4, 3/4, 4/4) and in straight rhythms in compound meter (6/8, 9/8, 12/8).
- build a music vocabulary that includes dynamic, expressive, tempo, and articulation terminology.
- recognize, hear and sing the difference between a half step and a whole step.
- perform literature in English, Latin and other world languages.
- perform 2-part bass, 2-part treble, and 3-part mixed arrangements.
- use basic posture and breathing techniques.
- perform at 4 concerts during the school year.

TREBLE CHOIR (113161/113162)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: AUDITION AND CONSENT OF INSTRUCTOR		FULL YEAR COURSE

Treble Choir is an auditioned ensemble of singers specializing in the performance of advanced treble choir literature. More advanced singing techniques and tone colorings are stressed along with the fundamentals of breath support and placement. Students broaden their knowledge of music literacy and ensemble singing. The choir will perform a variety of literature from different musical time periods and in a variety of languages. The choir performs at all home concerts, Metro Choral Festival, graduation, and sings at State Large Group Festival. Additional performance opportunities include: State Solo and Ensemble Festival, participation in the Jazz Choirs (by audition), and taking a trip every two years. This group will form the core of the Treble Choir at State Large Group Festival. Individual vocal lessons will be required. A $20.00 choir uniform fee will be charged. **This course fulfills the Expressive Technical Arts graduation requirement.**
For more information, visit the PV Choirs web site www.pvchoirs.com.

Key Learnings

The students will:

- perform in a variety of rhythmic styles and time signatures.
- recognize and apply appropriate expression through dynamics, tempi, and articulation.
- recognize, hear, and sing all intervals in the 12-tone scale, and build and sing major, minor, and chromatic scales.
- perform literature in English and other languages, applying translation, interpretation, and diction to their performance.p
- perform literature 3-6 treble parts.
- use correct posture, breath support, placement and resonance while singing.
- understand a variety of music literature, identifying and evaluating it by composer, genre, era, historical events, and culture.
- perform at 4 concerts during the year, graduation and at State Large Group Festival.
- participate in extra-curricular opportunities such as Metrofest, Opus (9th graders only), All State Chorus, Jazz Choirs, and Solo and Ensemble Festival.

Humanities

HUMANITIES DEPARTMENT

Dr. Lynne Lundberg – lundberglynne@pleasval.org

HUM:135 HUMANITIES OF THE EARLY WORLD (320625)	0.5 UNIT	ELECTIVE GRADE 12
		FIRST SEMESTER COURSE

Humanities of the Early World is an integrated humanities course that surveys the major cultural achievements and ideas of Western civilization from Ancient Greece through the Middle Ages. Art, architecture, music and drama are presented as they reflect the societies as well as Asia, Africa, and the Americas, and world views of the eras studied. **This is a one-semester concurrent course with Scott Community College that is taught at the high school. It will receive both college and high school credit. This course will transfer to a number of colleges.**

Please check with your college for verification.

Key Learnings

The students will:

- identify the prevalent worldview of the period, including major dates and sociopolitical influences of the time.
- identify the major artifacts of the era, their origins, and their lasting cultural impacts in the fields of art, architecture, music, literature and drama.
- define terms used in the description and discussion of the era and its artifacts.
- identify major personages who created artifacts and/or affected the course of culture.
- compare and contrast the artistic and cultural developments within and between eras.
- analyze the worldview of a specific era as it relates to their personal worldview.
- provide evidence regarding how humanism was or was not valued in a specific era.

HUM:136 HUMANITIES OF THE RENAISSANCE (320620)	0.5 UNIT	ELECTIVE GRADE 12
		SECOND SEMESTER COURSE

Humanities of the Renaissance is an integrated humanities course which surveys the major cultural achievements and ideas of Western civilization, for the Renaissance through the 18th Century. Art, architecture, music and drama are presented as they reflect the societies as well as Asia, Africa, and the Americas, and the worldviews of the eras studied. **This is a one-semester concurrent course with Scott Community College that is taught at the high school. It will receive both college and high school credit. This course will transfer to a number of colleges.**

Please check with your college for verification.

Key Learnings

The students will:

- identify the prevalent world view of the period, including major dates and the sociopolitical influences of the time.
- identify the major artifacts of the era, their origins, and their lasting cultural impacts in the fields of art, architecture, music, literature and drama.
- define terms used in the description and discussion of the era and its artifacts.
- identify major personages who created artifacts and/or affected the course of culture.
- compare and contrast the artistic and cultural developments within and between eras.
- analyze the worldview of a specific era as it relates to their personal worldview.
- provide evidence regarding how humanism was or was not valued in a specific era.

INDEPENDENT STUDY

INDIVIDUALIZED STUDY COURSES

IOWA ASSEMBLY AFFAIRS (279942)	**0.5 UNIT**	**PLEASE SEE COUNSELOR**
PREREQUISITE: NONE		**SECOND SEMESTER COURSE**

Students are selected and employed by the Iowa General Assembly to serve as Student Pages (duties include: assisting State Representatives, State Senators, local patrons; serving as capital guides, delivering messages, etc.). Elective credit in Social Studies or Language Arts will be given for successful completion of page duties. To receive credit, the student must present, in written form, a journal of the student's page activities and a statement of recognition of service from the respective Lieutenant Governor of Iowa, Speaker of the Iowa House of Representatives, State Senator, or State Representative served.

PVCHS LIBRARY

The PVCHS Library offers over 16,000 varied sources for both research and leisure activities. The collection includes books, eBooks, magazines, newspapers, audio CDs, DVDs, and over thirty computer workstations.

The mission of the Pleasant Valley school library program is to provide an inviting, dynamic learning environment and services that support and enhance teaching, literacy, learning and the appreciation and enjoyment of literature.

To achieve this mission, the school library:

- provides all members of the learning community equitable access to a supportive, welcoming and learner-centered environment staffed by a full time Teacher-Librarian and FTE support staff.
- works in collaboration with teachers, administrators, district technology staff, support staff and parents to provide learning experiences that promote student achievement.
- fosters the development of reading, writing, speaking and listening skills and provides experiences that expand and reinforce classroom reading instruction.
- promotes life-long learning through information literacy instruction that is integrated with classroom content.
- promotes critical thinking, engagement with information in all of its forms and the use of technology to enhance learning.
- contains rich and abundant collections of materials in many formats—both print and electronic—to meet the teaching and learning needs of the school curriculum and reflect diversity and intellectual freedom principles.
- fosters connections with the larger learning community to provide students with equitable access to learning resources and activities beyond the school walls.
- communicates library program plans, needs and accomplishments to stakeholders on a regular basis.

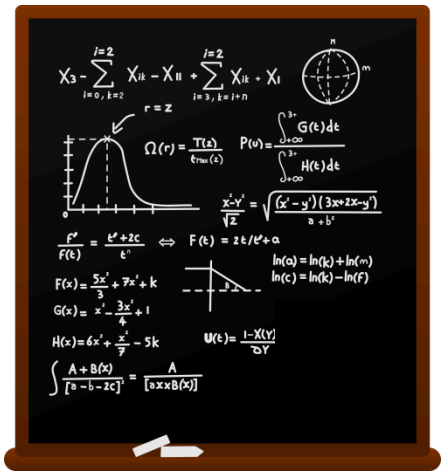
PVHS LIBRARY CATALOG, Website, and Online Databases

The PVHS Library Catalog is online (http://destiny.pleasval.k12.ia.us/common/servlet/logout.do?tm=). Log in to **Destiny** (on the upper right) using your student ID number and your last name. Check on the status of a book, place a hold, and do research from anywhere with internet access. There is also a Mobile Device App for Destiny; check out the library website for more details.

Access the library website (http://pvspartanlibrary.weebly.com) to learn about library activities, join the Book Club, and access databases and other online resources. See a member of the library staff for database log-ins. Also, follow the library on Twitter @PVSpartansRead.

Math

MATH DEPARTMENT



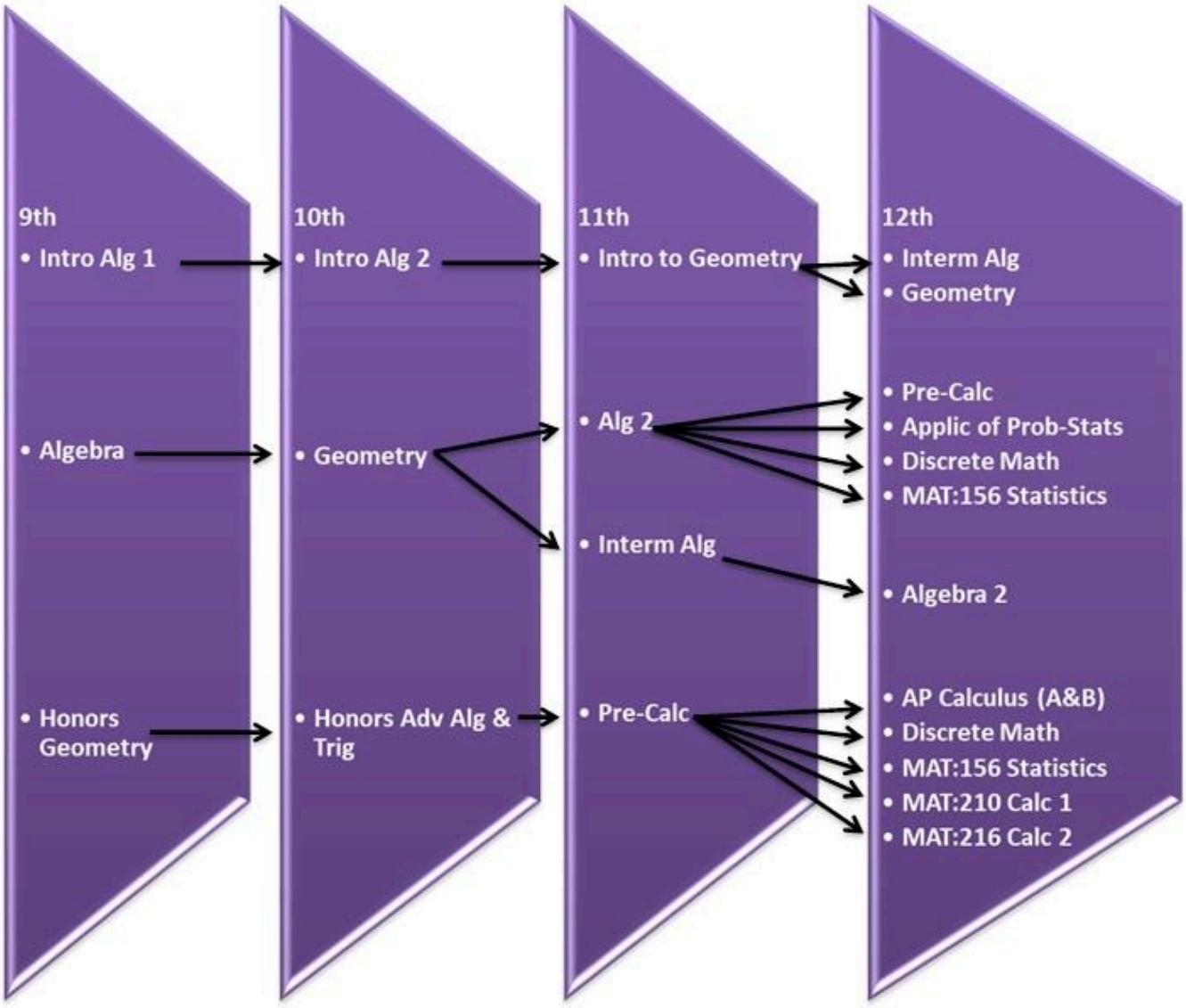
Pam Ancelet – anceletpam@pleasval.org
Erik Belby – belbye@pleasval.org
Kristy Carr - carrkristy@pleasval.org
Craig Clark – clarkcraig@pleasval.org
Jason Landa – landajason@pleasval.org
Kirstin Oppel – oppelkirstin@pleasval.org
Shelli Paustian – paustians@pleasval.org
Barb Pischke – pischkebarb@pleasval.org
Nikki Pitcher – pitchernikki@pleasval.org
Nick Sacco – sacconick@pleasval.org
Julie Spelhaug – spelhaugjulie@pleasval.org
Kim VerHeecke- verheeckekim@pleasval.org

MATH CURRICULUM

Below is a listing of courses offered through the math department. The chart indicates the course title, the semester(s) it is offered, as well as the prerequisites for taking the class. NOTE: Courses identified with (^) are not NCAA approved.

It is recommended that students take courses at grade level identified below.						
Course Name	**Semester**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Prerequisite Course(s)**
(^) Intro Algebra 1: NOTE: Will meet NCAA requirements only if taken in conjunction with Intro Algebra 2	Full Year	X	X	X	X	None
Intro Algebra 2	Full Year	X	X	X	X	Intro Algebra 1
Algebra	Full Year	X	X	X	X	Pre-Algebra
Geometry	Full Year	X	X	X	X	Algebra or Teacher Recommendation
* Geometry	Full Year	X	X	X	X	Algebra
* Advanced Algebra and Trigonometry	Full Year	X	X	X	X	Geometry/*Geometry
(^) Intro to Geometry	Full Year		X	X	X	Algebra or Intro Algebra 1 and 2
Algebra 2	Full Year		X	X	X	Geometry or Intermediate Algebra
* Pre-Calculus	Full Year		X	X	X	Algebra 2/*Advanced Algebra and Trig
(^)Intermediate Algebra	Full Year			X	X	Intro to Geometry or Geometry, Teacher Recommendation
Applications of Statistics & Probability	Full Year			X	X	Algebra 2 or Adv Alg & Trigonometry
MAT:156 Statistics	1st or 2nd			X	X	Requires 22 or higher on Math portion of ACT
* Discrete Mathematics	2nd			X	X	Algebra 2 or *Advanced Algebra and Trigonometry
* AP Calculus	Full Year			X	X	*Pre-Calculus
MAT:210 Calculus 1	1st			X	X	Requires 27 or higher on Math portion of ACT
MAT:216 Calculus 2	2nd			X	X	Requires 27 or higher on Math portion of ACT

Courses identified with (^) do not meet NCAA requirements.



The above flowchart is a common track for our students. Please remember students are evaluated at the end of each year for appropriate placement. For example, a high performing Intro to Alg 1 student may be recommended for Algebra and a high performing Algebra student may be recommended for Honors Geometry. Likewise, a student having difficulty in math may be recommended for a class out of the above sequence.

MATH COURSES

Please note: courses are listed alphabetically.

***ADVANCED ALGEBRA & TRIGONOMETRY (204431/204432)**	**1.0 UNIT**	**GRADES 9-12**
PREREQUISITE: GEOMETRY/*GEOMETRY		**FULL YEAR COURSE**

***AAT** is a one-year college preparatory course designed to include the units listed below to build on students' work with number systems, linear, quadratic & exponential functions. Students will continue to extend their knowledge of functions to include cubic, polynomial, rational, radical, logarithmic, circular, trigonometric, absolute value & step functions. Students will continue to expand their knowledge of complex numbers & trigonometric form of complex numbers, sequences and series, permutations, combinations & probability, and topics from analytic geometry to include conic sections (parabolas, ellipses, & hyperbolas) and polar coordinates. Additionally, applications of these concepts are emphasized to demonstrate the connection of mathematics to the real world. Students are encouraged to have a TI-83 graphing calculator (or equivalent) for use in this course.

Key Learnings

The students will:

- explore the fundamental concepts of Algebra to include the number system.
- simplify exponents and radical expressions.
- rewrite algebraic & fractional expressions.
- solve linear & quadratic equations, inequalities, and equations containing absolute values, rational exponents, & radicals.
- use graphing utilities to explore vertical motion.
- explore functions and analyze using different operations.
- find a line of best fit from a sample set of data.
- find the complex & rational zeros of polynomials.
- solve exponential equations using the properties of logarithms.
- solve trigonometric functions and identify trigonometric graphs finding amplitude, period, phase shift and vertical shift.
- verify trigonometric identities.
- solve oblique triangles using the law of sines and law of cosines.
- solve systems of equations using graphing, elimination, substitution, & matrices.
- solve systems of inequalities using linear programming.
- identify arithmetic & geometric sequences.
- use permutations, combinations & probability to evaluate outcomes of decisions.
- identify, obtain, & graph equations of conics.
- convert from rectangular to polar coordinates and polar to rectangular coordinates.
- find and graph polar equations.

ALGEBRA (203121/203122)	1.0 UNIT	GRADES 9-12
PREREQUISITE: SATISFACTORY COMPLETION OF PRE-ALGEBRA		FULL YEAR COURSE

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Key Learnings

According to Iowa Core/Common Core Mathematics, the key concepts in the study of Algebra 1 are:

Unit 1: Relationships Between Quantities and Reasoning with Equations
Unit 2: Linear and Exponential Relationships
*Unit 3: Descriptive Statistics (not currently being covered in this class, but will be added as Iowa Core develops them)
Unit 4: Expressions and Equations
Unit 5: Quadratic Functions and Modeling

ALGEBRA 2 (204111/204112)	1.0 UNIT	GRADES 10-12
PREREQUISITE: GEOMETRY OR INTERMEDIATE ALGEBRA		FULL YEAR COURSE

This course is designed to further prepare students in their mathematics development. Topics will include most of those covered in *Advanced Algebra and Trigonometry (204431/204432), but with somewhat less breadth and depth. Students are encouraged to have a TI-83 graphing calculator (or equivalent) for use in this course.

Key Learnings

The students will:

- solve equations and inequalities.
- analyze relations, functions and their graphs.
- solve systems of equations using a variety of methods.
- simplify and evaluate polynomials.
- solve, graph and analyze conic sections.
- use and apply logarithms.
- have basic understanding of trigonometric functions, their graphs and applications.

*AP CALCULUS (205531/205532)	1.0 UNIT	GRADES 11-12
PREREQUISITE: *PRE-CALCULUS		FULL YEAR COURSE

The Advanced Placement (AP) Calculus course is a challenging college-level course that will provide the student with a foundation in calculus and analytical geometry. Those students who plan to enroll in science, math, engineering, and similar fields will gain in proficiency. Topics will include analytic geometry, differentiation, integration, and their applications. Students enrolling in this *AP course will be expected to take the (AP) test in May. By taking this exam, students may earn credits toward a college or university of their choice. It should be noted that (AP) courses are designed to be college level and, as such, are extremely rigorous.

Key Learnings

The students will:

- review the concepts of functions and graphs.
- apply their knowledge of limits and continuity to explore calculus concepts.
- learn a variety of techniques used to find the derivative of a function.
- apply differentiation skills to solve a variety of application problems.
- learn a variety of integration techniques.
- apply integration skills to solve a variety of application problems.
- demonstrate their understanding of all topics listed in the College Board's *AP Calculus Curriculum each spring on the AB Calculus exam.

APPLICATIONS OF STATISTICS & PROBABILITY (205533/205534)	1.0 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: ALGEBRA 2 OR *ADVANCED ALGEBRA & TRIGONOMETRY		FULL YEAR COURSE

This full year course focuses on obtaining, presenting, organizing, and analyzing statistical data. As a society, we now have access to an immense amount of data. Nearly all college programs require competence in the basic analysis of statistical information. This course will provide that basic understanding needed for students to be successful in a variety of college settings as well as more informed citizens. Special emphasis will be placed on projects using research, data collection, and analysis of real world situations. Graphing calculators (TI-83 or TI-84 series) will be employed throughout the course.

Key Learnings

The students will:

- use descriptive measures to analyze data.
- use the addition and multiplication rules to determine the probability of simple and compound events.
- use permutation and combination rules appropriately
- apply probability distributions and binomial distributions to solve problems.
- use standard and nonstandard normal distributions to solve problems.
- use inferential statistics to find sampling estimates and confidence intervals.
- conduct hypothesis testing.
- analyze linear correlation and regression.
- use multinomial experiments and contingency tables to solve problems.

*DISCRETE MATHEMATICS (205432)	0.5 UNIT	GRADES 11-12
PREREQUISITE: **ALGEBRA 2 OR *ADVANCED ALGEBRA & TRIGONOMETRY**		**SECOND SEMESTER COURSE**

This is a one-semester course that would be beneficial to all college-bound students, including those planning to major in math related fields. Topics that will receive emphasis include recursion graph theory, social choice, and counting problems. Graphing calculators will be employed throughout the course.

Key Learnings

The students will:

- apply group ranking methods to election scenarios.
- solve apportionment problems.
- use matrices to solve a variety of real world problems.
- calculate critical paths, Euler and Hamiltonian circuits and minimum spanning trees using graph theory.
- differentiate between permutation and combination examples of probability.
- derive equations for recursion using finite differences.

GEOMETRY (203421/203422)	1.0 UNIT	GRADES 9-12
PREREQUISITE: C OR BETTER IN ALGEBRA OR TEACHER RECOMMENDATION		**FULL YEAR COURSE**

This course includes the units listed below which involve both algebraic and proof-oriented applications of the concepts. Students should possess average or above average algebraic skills.

Key Learnings

According to Iowa Core/Common Core Mathematics, key ideas in the study of Geometry are:

Unit One: Congruence, Proof, and Constructions
Unit Two: Similarity, Proof, and Trigonometry
Unit Three: Extending to Three Dimensions
Unit Four: Connecting Algebra and Geometry Through Coordinates
Unit Five: Circles With and Without Coordinates
Unit Six: Applications of Probability

*GEOMETRY (203431/203432)	1.0 UNIT	GRADES 9-12
PREREQUISITE: ALGEBRA		FULL YEAR COURSE

This course will cover the same basic topics as Geometry (203421/203422), but will examine each topic in more depth. More emphasis is placed on solid geometry topics than is covered in Geometry (203421/203422). Students will use proofs extensively to become better deductive thinkers. Enrichment topics are also introduced. This is a challenging full year course offered primarily to students with high algebraic skills.

Key Learnings

The students will:

- understand the different roles played by axioms, definitions, and theorems in the logical structure of mathematics.
- identify and apply the definitions related to lines and angles and use them to prove theorems and solve problems.
- know the basic theorems about congruent and similar triangles and use them to prove additional theorems and solve problems.
- know the definitions and basic properties of a circle and use them to solve basic theorems and solve problems.
- apply the Pythagorean theorem, its converse and properties of special right triangles to solve problems.
- use rigid motions (compositions of reflections, translation, rotations) to determine whether two geometric figures are congruent.
- know about the similarity of figures and use the scale factor to solve problems.
- know that geometric measurements (length, area, perimeter, and volume) depend on the choice of a unit and that measurements made on physical objects are approximations; calculate the measurements of common plane and solid geometric figures.

(^)INTERMEDIATE ALGEBRA (203119/203120)	1.0 UNIT	GRADES 11-12
PREREQUISITE: INTRODUCTION TO GEOMETRY OR GEOMETRY; FULL YEAR COURSE RECOMMENDATION OF TEACHER		FULL YEAR COURSE

This course is designed to solidify key Algebraic concepts and serve as a bridge for students who would benefit from a more extensive survey of key topics prior to enrolling in Algebra II. Topics will include reviewing key components of Algebra 1, such as factoring, polynomials and number sense, while also introducing students to key Algebra 2 components such as use of functions, basic trigonometric concepts and an introduction to conic sections. Students are encouraged to have a TI-83 or equivalent graphing calculator for the course.

Key Learnings

The students will:

- apply factoring effectively to solve equations.
- write and solve linear, quadratic and exponential functions.
- use radical, rational and exponential properties within functions and equations and to find solutions.
- identify the basic trig vocabulary and apply it to problems.
- demonstrate understanding of the unit circle, pi and uses of radians to solve simple trig problems.
- identify the components and types of polynomials and find effective ways to solve them.
- use graphing calculator technology to assist in solving polynomials.

(^)INTRO ALGEBRA 1 (203201/203202)	1.0 UNIT	GRADES 9-12
PREREQUISITE: NONE		FULL YEAR COURSE

NOTE: This course will meet NCAA requirements only if taken in conjunction with Intro Algebra 2.

Introductory Algebra is a two-year series course that extends the regular one year algebra course over a period of two years. This course is designed for students who are capable of mastering algebraic concepts, but at a slower pace. Aligned with the Iowa Core Curriculum, Introduction to Algebra 1 will study critical areas 1 and 2.

Key Learnings

According to Iowa Core/Common Core Mathematics, the key concepts in the study of Intro Algebra 1 are:

Unit 1: Relationships Between Quantities and Reasoning with Equations
Unit 2: Linear and Exponential Relationships
*Unit 3: Descriptive Statistics (not currently being covered in this class, but pieces of this unit will be added as Iowa Core develops them)

INTRO ALGEBRA 2 (203301/203302)	1.0 UNIT	GRADES 9-12
PREREQUISITE: INTRO ALGEBRA 1		FULL YEAR COURSE

Introductory Algebra is a two-year series course that extends the regular one year algebra course over a period of two years. This course is designed for students who are capable of mastering algebraic concepts, but at a slower pace. Aligned with the Iowa Core Curriculum, Introduction to Algebra 2 will study critical areas 4 and 5.

Key Learnings

According to Iowa Core/Common Core Mathematics, the key concepts in the study of Intro Algebra 2 are:

*Unit 3: Descriptive Statistics (not currently being covered in this class, but pieces of this unit will be added as Iowa Core develops them)
Unit 4: Expressions and Equations
Unit 5: Quadratic Functions and Modeling

(^)INTRO TO GEOMETRY (202301/202302)	1.0 UNIT	GRADES 10-12
PREREQUISITE: ALGEBRA OR INTRO ALGEBRA 1 & 2		FULL YEAR COURSE

This course is an introductory course to Geometry. All six units of Iowa Core/Common Core Mathematics are introduced and explored. The basic standards are studied in each unit to give an overview of all six units. This course includes the units listed below which involve both algebraic and proof-oriented applications of the concepts.

Key Learnings

According to Iowa Core/Common Core Mathematics, key ideas in the study of Geometry are:
Unit One: Congruence, Proof, and Constructions
Unit Two: Similarity, Proof, and Trigonometry
Unit Three: Extending to Three Dimensions
Unit Four: Connecting Algebra and Geometry Through Coordinates
Unit Five: Circles With and Without Coordinates
Unit Six: Applications of Probability

MAT:156 STATISTICS (300611/300614)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: REQUIRES 22 OR HIGHER ON the MATH PORTION OF ACT		FIRST OR SECOND SEMESTER COURSE

This is a one-semester concurrent course with Scott Community College that will receive both college and high school credit. This course will transfer to a number of colleges. Please check with your counselor for verification.

Topics in this introductory statistics course would be appropriate for students interested in pursuing any number of college majors in the future such as business, economics, mathematics, science and social science. The course deals with obtaining, presenting, organizing, and analyzing statistical data. Graphing calculators (TI-83 or TI-84 series) will be employed throughout the course. This course will be taught at Pleasant Valley High School.

Key Learnings

The students will:

- use descriptive measures to analyze data.
- determine the probability of simple and compound events.
- work with probability distributions, binomial distribution, and normal distributions.
- use inferential statistics to find sampling estimates and confidence intervals.
- conduct hypothesis testing.
- analyze linear correlation and regression.

MAT:210 CALCULUS 1 (300622	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: REQUIRES 27 ON MATH PORTION OF ACT		FIRST SEMESTER COURSE

This is the first course in a series of three college-level calculus courses. The purpose of the sequence is to provide students with a foundation in calculus and analytic geometry. A graphing calculator (TI-83 or TI-84 series) is required.

Key Learnings

The students will:

- apply their knowledge of limits and continuity to explore calculus concepts.
- learn a variety of techniques used to find the derivative of a function.
- apply differentiation skills to solve a variety of application problems.
- learn a variety of integration techniques.
- apply integration skills to solve a variety of application problems.

MAT:216 CALCULUS 2 (300624)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: REQUIRES 27 ON MATH PORTION OF ACT		SECOND SEMESTER COURSE

This is the second course in a series of three college-level calculus courses. The purpose of the sequence is to provide students with a foundation in calculus and analytical geometry. A graphing calculator (TI-83 or TI-84 series) is required.

Key Learnings

The students will:

- use differentiation and integration to calculate characteristics of 3-D geometric figures.
- use a variety of techniques to differentiate trigonometric, logarithmic, and exponential functions.
- use a variety of integration techniques, including those for improper integrals.
- apply knowledge of differentiation and integration to polar and parametric systems.
- analyze the behavior of infinite sequences and series.

*PRE-CALCULUS (205331/205332)	1.0 UNIT	GRADES 10-12
PREREQUISITE: ALGEBRA 2 OR *ADVANCED ALGEBRA & TRIGONOMETRY		FULL YEAR COURSE

This course provides students the opportunity to study polynomial functions, mathematical induction, vector treatment of analytical geometry, fundamental ideas of calculus including limits, continuity and derivative, topics from probability, and theory of equations. This is a challenging, full-year course and, upon completion of this course, a student should have
an adequate background for the college calculus course.

Key Learnings

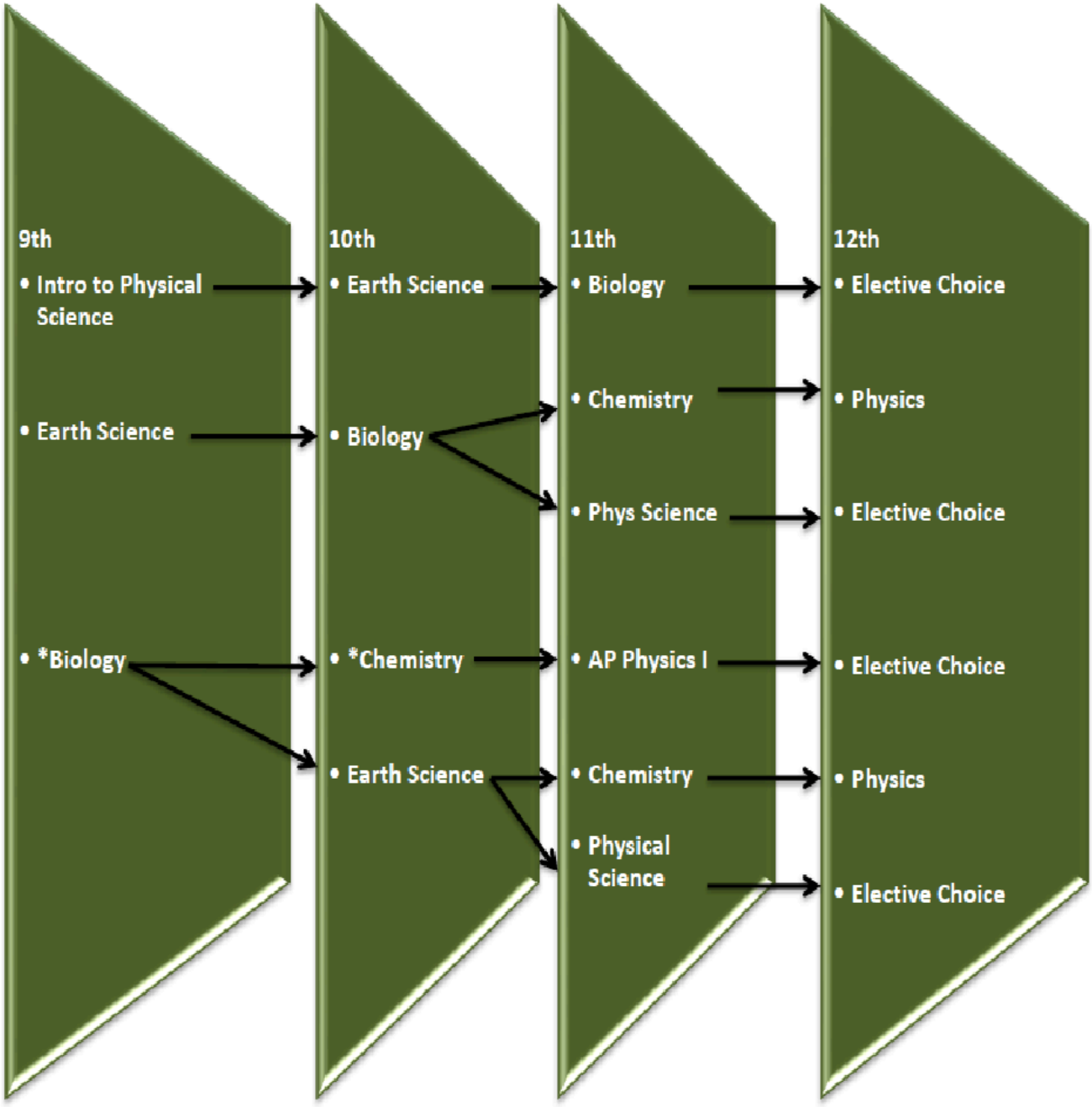
The students will:

- review the concept of functions and their graphs.
- use trigonometry to solve right triangle problems, periodic functions and circular functions.
- convert between function notation and parametric notation.
- identify functions from graphical and numerical patterns.
- use deviations, residuals, correlations and regression to fit functions to data.
- solve parametric and Cartesian equations for conic sections.
- calculate the derivative to find the instantaneous rate of change of a function.

Science

SCIENCE DEPARTMENT

Brant Clausen – clausenbrant@pleasval.org
Jackie Edgin – edginjackie@pleasval.org
Matthew Hennes - hennesmatthew@pleasval.org
Holly Hoelting - hoeltingholly@pleasval.org
Josh Hoffman – hoffmanjoshua@pleasval.org
Audrey Holland – hollandaudrey@pleasval.org
Chris Kohn – kohnchristopher@pleasval.org
Zachary Marotta – marottazachary@pleasval.org
Zach Miller – millerzach@pleasval.org
Liz Moritz – moritzliz@pleasval.org
Craig Parker – parkercraig@pleasval.org
Nick Scheetz – scheetznick@pleasval.org
Ian Spangenberg – spangenbergian@pleasval.org


9th
• Intro to Physical Science
• Earth Science
• *Biology
10th
• Earth Science
• Biology
• *Chemistry
• Earth Science
11th
• Biology
• Chemistry
• Phys Science
• AP Physics I
• Chemistry
• Physical Science
12th
• Elective Choice
• Physics
• Elective Choice
• Elective Choice
• Physics
• Elective Choice

SCIENCE CURRICULUM

Below is a listing of courses offered through the Science Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

Course Name	Semester	9th Grade	10th Grade	11th Grade	12th Grade	Prerequisite Courses	Conceptual Difficulty	Math Difficulty
(^)Intro to Physical Science	Full Year	X	X	X	X	None	1	1
Earth Science	Full Year	X	X			None	2	2
(^) Principles of Biomedical Science(See Health Sciences for course description) (This course fulfills a CTE Credit)	Full Year	X	X	X	X	Co-Requisites Biology or *Biology	4	2
*Biology	Full Year	X	X			High Science Aptitude, Algebra, *Life Science or Instructors approval	4	3
*Chemistry	Full Year	X	X	X	X	Biology, Algebra	4	4
Biology	Full Year		X	X	X	Earth Science	3	2
Chemistry	Full Year		X	X	X	Biology, Algebra	3	3
Physics	Full Year		X	X	X	Geometry (not intro) and Chemistry	4	4
*AP Physics 1	Full Year		X	X	X	Geometry (not intro)	5	5
Physical Science	Full Year			X	X	Earth Science & Biology & Geometry(not Intro)	3	3
* Anatomy and Physiology	Full Year			X	X	Algebra, "C" or better in Biology, Chemistry strongly recommended	4	3
* Organic Chemistry /Microbiology	Full Year			X	X	Biology and Chemistry	4	3
*AP Physics 2	Full Year			X	X	*AP Physics 1 and taken or enrolled in PreCalc or Equivalent	5	5
*AP Chemistry	Full Year			X	X	*Chemistry and completion or concurrent enrollment in Pre-Calculus	5	5

Courses identified with (^) do not meet NCAA requirements in Science.

SCIENCE COURSES

Please note: courses are listed alphabetically.

Courses identified with (^) do not meet NCAA requirements.

***ANATOMY AND PHYSIOLOGY (171331/171342)**	**1.0 UNIT**	**GRADES 11-12**
PREREQUISITE: ALGEBRA, "C" OR BETTER IN BIOLOGY, CHEMISTRY STRONGLY RECOMMENDED		**FULL YEAR COURSE**

Anatomy and Physiology is the study of the human body and its functions. This course will cover the integumentary, skeletal, muscular, nervous, digestive, excretory systems, sensory, endocrine, cardiovascular, lymphatic and respiratory systems. Dissection is a major part of the course.

Key Learnings

The students will:

- describe the basic organization of the human body and its major organ systems.
- understand how the physiological concept of homeostasis within each organ system contributes to the maintenance of a constant internal environment of the human body.
- understand the major types of tissues found in the human body, the distinguishing characteristics of each and apply their specific function within the organ systems.
- identify the major organs and associated structures that are found within each organ system.
- understand both the chemical and neural mechanisms that control the physiological function of each organ system.
- apply knowledge of organs within each system to understand the causes and symptoms of disorders affecting the human body.
- demonstrate knowledge of the factors that contribute to human disease and strategies for prevention.
- gain insight into potential career opportunities linked to medical health care.

***AP CHEMISTRY (172511/172512)**	**1.0 UNIT**	**GRADES 11-12**
PREREQUISITE: *CHEMISTRY AND COMPLETION OR CONCURRENT ENROLLMENT IN PRE-CALCULUS		**FULL YEAR COURSE**

Advanced Placement (AP) Chemistry is designed to be the equivalent of a general chemistry course usually taken during the first year in college. It is expected that students taking this course have completed *and done well* in honors chemistry. It should be noted that *AP courses are designed to be college level and, as such, the reading and writing loads are extremely rigorous. In addition, due to the extensive laboratory requirements of *AP Chemistry, as set by the *AP College Board **two to four hours per week outside of class will be required to complete the laboratory component of this course**. Students enrolling in this course will be expected to take the *AP Chemistry test in May.

Key Learnings

The students will:

- prepare for the *AP Chemistry Exam as stated by the College Board.

*AP PHYSICS 1 (173511/173512)	1.0 UNIT	GRADES 10-12
PREREQUISITE: GEOMETRY (NOT INTRO)		FULL YEAR COURSE

Advanced Placement (AP) Physics 1 is designed to be the equivalent of the first general physics class taken in college. Students enrolled in the *AP Physics 1 course will be expected to take the *AP Physics 1 Exam in May. By taking the exam, students may earn college credit or exemption. It should be noted that *AP courses are designed to be college level. Excellent math and problem solving skills, along with a larger time commitment than other high school courses, will be needed to successfully complete this course.

Topics covered in this course are: Kinematics, Dynamics, Circular Motion and the Universal Law of Gravitation, Simple Harmonic Motion, Impulse and Conservation of Momentum, Work and Energy, Rotational Motion, Electrostatics, DC Circuits, and Mechanical Waves and Sound.

Key Learnings

Students will:

- use representations and models to communicate scientific phenomena and solve scientific problems.
- use mathematics appropriately.
- engage in scientific questioning to extend thinking or to guide investigations within the context of the course.
- plan and implement data collection strategies in relation to a particular scientific question.
- perform data analysis and evaluation of evidence.
- work with scientific explanations and theories.
- connect and relate knowledge across various scales, concepts, and representations in and across domains.

*AP PHYSICS 2 (173611/173612)	1.0 UNIT	GRADES 11-12
PREREQUISITE: *AP PHYSICS 1 TAKEN OR CONCURRENT ENROLLMENT: PRE-CALCULUS OR EQUIVALENT		FULL YEAR COURSE

Advanced Placement (AP) Physics 2 is designed to be the equivalent of the second general physics class taken in college. Students enrolled in the *AP Physics 2 course will be expected to take the *AP Physics 2 Exam in May. By taking the exam, students may earn college credit or exemption. It should be noted that *AP courses are designed to be college level. Excellent math and problem solving skills, along with a larger time commitment than other high school courses, will be needed to successfully complete this course.

Topics covered in this course are: Thermodynamics, Fluid statics and dynamics, Electrostatics, RC Circuits, Magnetism and Electromagnetic Induction, Geometric and Physical Optics, and Quantum, Atomic, and Nuclear Physics.

Key Learnings

Students will:

- use representations and models to communicate scientific phenomena and solve scientific problems.
- use mathematics appropriately.
- engage in scientific questioning to extend thinking or to guide investigations within the context of the course.
- plan and implement data collection strategies in relation to a particular scientific question.
- perform data analysis and evaluation of evidence.
- work with scientific explanations and theories.
- connect and relate knowledge across various scales, concepts, and representations in and across domains.

BIOLOGY (171151/171152)	1.0 UNIT	GRADES 10-12
PREREQUISITE: EARTH SCIENCE		FULL YEAR COURSE

This full-year college-preparatory course is designed to give the student a basic understanding of living organisms. The areas of basic life processes, chemistry of life, cell biology, genetics and evolution will be covered, along with an introduction to the microscope and laboratory techniques.

Key Learnings

The students will:

- demonstrate the ability to solve problems using science.
- use appropriate scientific equipment to gather data and make measurements.
- describe the chemical makeup of living things.
- understand that living things are very complex and exist because of a division of labor at the cellular and multicellular level.
- describe how and why cells divide.
- explain how materials move into and out of cells.
- explain the use and transfer of energy within and between living things.
- understand the molecular basis of heredity and how this relates to modern biotechnology, such as DNA fingerprinting.
- describe Mendelian genetics and apply it to the inheritance of traits in plants and animals, including humans.
- understand how direct and indirect evidence led to the development of modern evolutionary theory.
- develop cooperative skills through laboratory activities and projects.
- understand the importance of scientific literacy to making decisions about ethical and political problems brought about by scientific discovery.

*BIOLOGY (171231/171232)	1.0 UNIT	GRADES 9-10
PREREQUISITE: HIGH SCIENCE APTITUDE, ALGEBRA, *LIFE SCIENCE OR APPROVAL OF INSTRUCTOR		FULL YEAR COURSE

This course is open to high-ability students. Course topics include basic life processes, cells, reproduction, development and genetics. **The course is challenging and good reading skills are necessary**.

Key Learnings

The students will:

- understand and apply the problem-solving process of science through laboratory analysis.
- use appropriate scientific equipment and technology to gather data and make measurements.
- describe how and why cells divide.
- explain methods of transfer of materials into and out of cells.
- comprehend the molecular basis of heredity, being able to apply such knowledge to understanding current technology such as DNA fingerprinting.
- develop cooperative skills in laboratory tasks and projects.
- relate the biochemical makeup of organisms to their physiological functioning.
- explain the concept of how structure influences function in living things and cellular life processes.
- explain the concept of biological evolution and its importance to understanding life.
- understand the methods of energy utilization in organisms and how this influences their ecological relationships.
- describe reproduction and development of organisms and the methods by which genetic continuity is both maintained and varied from generation to generation.
- understand the importance of scientific literacy in order to be a functional citizen able to make intelligent decisions about moral and ethical problems brought about by scientific discovery.

CHEMISTRY (172121/172122)	1.0 UNIT	GRADES 10-12
PREREQUISITE: BIOLOGY, ALGEBRA		FULL YEAR COURSE

This is a full-year course designed to give the students a basic understanding of matter – its structure and properties. While this course emphasizes theories and concepts of chemistry, some mathematical relationships are developed, so a good understanding of algebra is required. Calculators are required.

Key Learnings

The students will:

- develop a working chemistry vocabulary and learn how to perform quantitative laboratory work.
- describe the basic classification system for matter, learn the common elements and their symbols and represent chemical reactions with equations.
- relate the properties of elements of their atomic structures.
- describe the basic types of chemical bonding and the general properties of each.
- review basic principles of measurement and mathematical techniques for problem solving and solve stoichiometry problems.
- develop knowledge of atomic theory and relate it to the periodic system of elements.
- develop an understanding of elementary thermodynamics.
- develop a general knowledge of acids, bases and solutions.

*CHEMISTRY (172331/172332)	1.0 UNIT	GRADES 9-12
PREREQUISITE: BIOLOGY, ALGEBRA		FULL YEAR COURSE

This course is for science-oriented chemistry students. Honors Chemistry develops an understanding of the relationships between molecular structure and chemical behavior, with a focus on both conceptual understanding and problem solving. Due to emphasis on the mathematical relationships associated with chemistry and the development of problem-solving skills, a strong math background is necessary. (This class is NOT RECOMMENDED for students earning a C or lower in Algebra or Algebra 2. Main topics of honors chemistry include atomic theory, chemical reactions, stoichiometry, thermodynamics, equilibrium, kinetics, periodicity and bonding, gas laws and acids/bases. Calculators are required.

Key Learnings

The students will:

- develop a working chemistry vocabulary.
- develop a general knowledge and understanding of the topics listed above.
- demonstrate knowledge of chemical theories and concepts which can be used to interpret their environment.
- become knowledgeable of the process of inquiry by which scientific problems and phenomena are explained, predicted and/or controlled.
- develop the ability to perform quantitative laboratory work and demonstrate an ability to measure, organize and communicate scientific information.
- demonstrate skills of solving problems in a scientific manner.

(^)INTRODUCTION TO PHYSICAL SCIENCE (170301/170302)	1.0 UNIT	GRADES 9-12
PREREQUISITE: NONE		FULL YEAR COURSE

Physical Science is a basic study in chemistry and physics. Students will conduct investigations on matter, chemical reactions, bonding, energy, motion, and forces with an emphasis on graphing, basic mathematics, and laboratory work.

Key Learnings

The students will:

- safely and cooperatively design and carry out science investigations.
- use science equipment to measure and record data in the metric system.
- report the results of science investigations using words, graphs, diagrams and equations.
- distinguish scientific thinking from non-scientific thinking.
- demonstrate understanding of the atom and its parts and the use of the periodic table to correctly write formulas for ionic and covalent compounds.
- differentiate between chemical and physical properties, write, balance, and label four kinds of chemical reactions and identify factors that affect reaction rates.
- relate acceleration, force and mass to one another and calculate values of speed and acceleration for motions described by words, graphs, and formulas.
- describe energy concepts and their application.

EARTH SCIENCE (170101/170102)	1.0 UNIT	GRADES 9-10
PREREQUISITE: NONE		FULL YEAR COURSE

This class is designed for college prep 9th grade students. The course is activity-oriented with emphasis on problem solving. During the course, the student will learn about earth motions, weather, climate, solar system, oceanography, and geology. This course is challenging and basic math skills are necessary.

Key Learnings

The students will:

- understand the four major branches of Earth science and understand how they affect their daily life.
- use appropriate equipment to gather data and make measurements using the metric system.
- analyze topographic maps and their features.
- describe an atom, chemical bonds and the states of matter.
- identify minerals and the different types of rocks.
- describe the different processes that affect the composition of the Earth and its surface.
- identify and analyze the basic principles of the atmosphere, meteorology and climate.
- describe the basic principles of oceanography; ocean composition, currents, tides.
- identify and explain how the movements of the Earth's plates cause volcanoes, earthquakes and the formation of mountains.
- describe geologic time, the fossil record, and how fossils can be used to interpret Earth's past physical and environmental history.
- compare and contrast the different types of resources found on Earth and the human impact on them.
- describe, understand and analyze the theories of creation, life cycles, and laws of motion of our solar system, comets, stars and the universe.

*ORGANIC CHEMISTRY/MICROBIOLOGY (172401/171402)	1.0 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: BIOLOGY AND CHEMISTRY		FULL YEAR COURSE

This course consists of one semester of Organic Chemistry and one semester of Microbiology. Organic Chemistry develops an understanding of the structure, isolation, synthesis, reactions and uses of organic compounds. Microbiology explores the growth requirements, microscopic staining, identification, growth control and disease-causing mechanisms of microbes and their use in genetic engineering and biotechnology. Students should be science oriented and of high ability. All students interested in life science, chemistry, engineering or medical careers should strongly consider enrolling in this course.

Key Learnings for Organic Chemistry (1st Semester)

The students will:

- understand the importance of organic chemistry and the use of organic compounds in our technological society.
- describe methods of obtaining and synthesizing hydrocarbons.
- name organic compounds using the international nomenclature system.
- draw the structural formulas for organic compounds.
- relate the structure of organic functional groups to their corresponding chemical properties and reaction mechanisms.

NOTE: 1st & 2nd quarter/1st semester report card will reflect the course name: Organic Chemistry.

Key Learnings for Microbiology (2nd Semester)

The students will:

- describe several ways in which microbes affect our lives positively, neutrally and negatively including: food production and fermentation, biotechnology, including recombinant DNA, disease production and normal flora in the human body.
- prepare stained microscope smears: explain the mechanisms of staining, examine smears microscopically and differentiate the stained microbes.
- relate the structural components of bacteria to function, toxicity, nutrient requirements, and effect of antimicrobial agents, food preservation and staining techniques.
- understand growth requirements for bacteria including temperature, oxygen needs and nutrients.
- describe and interpret methods used to control the growth of microbes including radiation, disinfectants, antiseptics and antibiotics.
- simulate the industrial insertion of human genes into bacteria to produce protein (example – insulin), understand the use of microbes to replace defective genes in the human body.

NOTE: 3rd & 4th quarter/2nd semester report card will reflect the course name: Microbiology.

PHYSICAL SCIENCE (170303/170304)	1.0 UNIT	GRADES 11-12
PREREQUISITES: EARTH SCIENCE & BIOLOGY		FULL YEAR COURSE

Physical science is a junior/senior level science lab course that covers both Chemistry and Physics NGSS standards. Physical Science is a full year course that satisfies one of the three years required for high school graduation. The course is activity oriented with emphasis on problem solving. Students will be expected to integrate math (algebra), technology and communication skills in this course. During the course, the student will learn about the structure and properties of matter, chemical reactions, forces and motion, energy, waves and electromagnetic radiation.

Key Learnings

The student will:

- safely and cooperatively design and carry out science investigations.
- use science equipment to measure and analyze data.
- communicate and analyze the results of science investigations using multiple platforms.
- demonstrate understanding of the atom and its parts.
- identify and evaluate trends on the periodic table.
- correctly write formulas for compounds before and after reactions.
- differentiate between chemical and physical properties and changes.
- identify and apply factors that can affect reaction rates.
- calculate and relate changes in motion based upon Newton's Laws.
- quantify energy concepts and apply their knowledge to everyday scenarios.
- model waves and their interactions with matter to explain everyday experiences.

PHYSICS (173121/173122)	1.0 UNIT	GRADES 10-12
PREREQUISITE: GEOMETRY (NOT INTRO) AND CHEMISTRY		FULL YEAR COURSE

Physics is the study of Motion, Forces, Energy, Waves, Sound, Light, Electricity and Matter. In this course, physics concepts are investigated in the laboratory with an emphasis on mathematical expression. Strong math skills are needed for this course.

Key Learnings

The students will:

- understand the historical development of our knowledge of the physical world.
- design and carry out investigation of physical phenomena. They will correctly use significant digits and express experimental results with accuracy and precision.
- discuss social issues involving the acquisition and use of scientific information.
- describe the motion of objects with graphs, words and equations. They will calculate values of position, velocity and acceleration. They will understand the vector nature of motion.
- explain how forces affect the motion of objects. They will calculate the forces needed to cause acceleration and understand the vector nature of forces.
- describe conservation of energy and its applications. They will calculate the amount of kinetic, gravitational and elastic potential and heat energy using formulas.
- use concepts of momentum to explain collisions and explosions. They will calculate the forces and velocities involved in momentum changes and understand the vector nature of momentum.
- describe wave characteristics and how they apply to sound and light. They will explain what the photoelectric effect tells us about the nature of light and matter.
- understand the movement of charge in an electric circuit.
- describe the structure of the atomic nucleus and the production of nuclear energy.

SERVICE-LEARNING

SERVICE-LEARNING GRADES 9 & 10 REQUIRED FOR GRADUATION

ALL STUDENTS WILL AUTOMATICALLY BE PLACED IN SERVICE-LEARNING

SERVICE-LEARNING 9 & 10	**0.5 UNIT**	**GRADES 9-10**
PREREQUISITE: NONE		**TWO-YEAR COURSE**

Freshman students are introduced to Service-Learning. Students will receive basic skills and understanding of community service through health class. Freshman and sophomore students must complete 30 hours of community service by May 1st of their sophomore year. Students with parent permission will have their choice of pre-approved various community service opportunities. Students will be required to provide documentation of completion. Completion of the 30 hours at the end of the sophomore year will equal 0.5 units of credit.

NOTE: This class will not be computed into the G.P.A.

SERVICE-LEARNING GRADES 11 & 12 REQUIRED FOR GRADUATION

ALL STUDENTS WILL AUTOMATICALLY BE PLACED IN SERVICE-LEARNING

SERVICE-LEARNING 11 & 12	**0.5 UNIT**	**GRADES 11-12**
PREREQUISITE: NONE		**TWO-YEAR COURSE**

Junior and senior students must complete 40 hours of community service by May 1st of their senior year. Juniors and seniors will select project/goals, which benefit the community. Juniors and seniors will be required to secure written approval for their projects/goals from the Service-Learning Coordinator and parents. At the conclusion of the projects/goals, seniors will present a powerpoint with personal observations and analysis. A written reflection explaining the activity, reason for selection, positive and negative learning, and how efforts were of benefit to others will be required. A total of 0.5 units will be earned for completion of the designated projects/goals.

NOTE: This class will not be computed into the G.P.A.

Social Studies

SOCIAL STUDIES DEPARTMENT

Ann Berger – bergerann@pleasval.org
Philip George – georgephilip@pleasval.org
Amber Hall - hallamber@pleasval.org
Brent Keemle – keemlebrent@pleasval.org
Erin Klage - klageerin@pleasval.org
Jeff Meyers – meyersjeff@pleasval.org
Sara Russell – russellsara@pleasval.org
Hannah Tesar - tesarhannah@pleasval.org
Rusty VanWetzinga – vanwetzingarusty@pleasval.org
Joe Youngbauer – youngbauerjoe@pleasval.org
Trever Zahn – zahntrever@pleasval.org

SOCIAL STUDIES CURRICULUM

Below is a listing of courses offered through the Social Studies Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.						
Course Name	**Semester**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Prerequisite Courses**
Modern U.S. History (block)	Full Year	X				Required Course
Modern U.S. History	Full Year	X				Required Course
*AP Human Geography	Full Year	X	X	X	X	None
World History	Full Year		X			10th Gr Required Course 11th-12th Gr elective
World History (block)	Full Year		X			10th Gr Required Course
*AP United States History	Full Year		X	X	X	AP Human Geography OR World History and Honors Eng 9
American Government	1st or 2nd			X	X	Required Course
Economics: Principles and Practices	1st or 2nd			X	X	Required Course
HIS:118 W Civ II Early Modern	1st			X	X	Full year of World History and a 3.0 Average
HIS:119 W. Civ III The Modern Period	2nd			X	X	Full year of World History and a 3.0 Average
PSY:111 Psychology	1st or 2nd			X 2nd semester only	X	1st Semester *AP Lang/Comp or College Writing
SOC:110 Intro to Sociology	1st or 2nd			X 2nd semester only	X	1st Semester *AP Lang/Comp or College Writing
*AP Macroeconomics	2nd			X	X	None
*AP U.S. Government and Politics	2nd			X	X	None

Please note: courses are listed alphabetically.

SOCIAL STUDIES COURSES

AMERICAN GOVERNMENT (273021/273022)	0.5 UNIT	GRADES 11-12
PREREQUISITE: REQUIRED COURSE		FIRST OR SECOND SEMESTER

This one semester course will give you a better understanding of how and why our government was formed, how it functions, and the important role that the people of this country play in the government's operations. Topics covered will include the "Founding Fathers" and the Constitution, the three branches (Executive, Legislative, & Judicial), political parties and elections, and state and local government.

Key Learnings

The students will:

- understand that our government was founded upon specific principles that are just as relevant today as when they were first established.
- understand that the Constitution is a living document that can be interpreted and changed to meet the needs of an evolving population.
- understand that law-making is an extensive process incorporating many levels of review and amendment.
- analyze the roles of the President in relation to their importance to the execution of our government.
- understand that local agencies create policy that influence how communities function.
- understand the ways that political parties, interest groups, and the media influence campaigns and public policy.
- understand that the Supreme Court is looked upon as the "interpreter" of our nation's Constitution.
- understand that citizens' rights, as stated in the Constitution, are continually reviewed for clarification and expansion.

*AP HUMAN GEOGRAPHY (270231/270232)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE (CAN BE TAKEN IN PLACE OF WORLD HISTORY)		FULL YEAR COURSE

Advanced Placement (AP) Human Geography is a two-semester, honors course, designed as an introductory college geography class and will prepare students for the (AP) Human Geography test in May. This course aims to introduce students to the basic concepts of cultural geography and provides a geographic framework for the analysis of current world problems. The course develops the ability to ask geographic questions, to acquire, organize, and analyze geographic information, and finally to answer geographic questions. Students will be introduced to geographic information systems and global positioning systems. Students enrolling in this (*AP) course will be expected to take the (*AP) test in May. By taking this exam, students may earn credits toward the college or university of their choice. It should be noted that (AP) courses are designed to be college level and, as such, the reading and writing loads are extremely rigorous.

Key Learnings

The students will:

- understand the advantages and disadvantages of using maps from different sources.
- know the role culture plays in incidents of cooperation and conflict in the present-day world.
- know the shape of cities in the United States and the factors that influence urban morphology.
- understand why places have specific physical and human characteristics in different parts of the world.
- know the physical characteristics of places.
- know the approximate locations of major political cultures.
- understand how evolving political and economic alliances may affect the traditional cohesiveness of world culture regions.
- understand population issues.
- understand how human characteristics make specific regions of the world distinctive.

*AP MACROECONOMICS (274334)	0.5 UNIT	GRADES 11-12
PREREQUISITE: NONE		SECOND SEMESTER COURSE

The purpose of the *AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. **The students will be expected to take the *AP Macroeconomics test in the Spring.**

*AP UNITED STATES GOVERNMENT AND POLITICS (273602)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: NONE (CAN BE TAKEN IN PLACE OF AMERICAN GOVERNMENT)		SECOND SEMESTER COURSE

Advanced Placement *AP United States Government is a one-semester, honors course that is structured as an introductory college United States Government class and will prepare students for the (AP) United States Government and Politics test in May. This course will provide an analytical perspective on government and politics in the United States and involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute the nation's political reality. It should be noted that (AP) courses are designed to progress at a college level so the pace of this course will be conducted at a higher level. Students enrolling in the course will be expected to take the (AP) test in May. By taking this exam, students may earn credit towards the college or university of their choice. Students who wish to enter this course must have a 3.0 GPA within the Social Studies content area or have instructor's approval.

Key Learnings

The students will:

- examine the constitutional basis for the foundation of the American political system.
- analyze the roots of political behavior, the process of political socialization and the role of the citizen in our American political system.
- examine the mechanisms that allow citizens to organize and communicate their interests and concerns.
- analyze the structure, function and purpose of major federal political institutions.
- examine the development of individual rights and liberties and their impact on citizens.

*AP UNITED STATES HISTORY (272399/272400)	1.0 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: AP Human Geography OR World History and Honors English 9		FULL YEAR COURSE

Advanced Placement (AP) United States History is a two-semester, honors course, designed as an introductory college-level history class and will prepare students for the (AP) United States History test in May. The course covers American history from 1491 through the present.

The course will focus on disciplinary practices and reasoning skills that are central to the study and practice of history. Students will develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing.

Key Learnings

The learning objectives are grouped into seven themes typically included in college-level U.S. history courses: American and National Identity, Politics and Power, Work, Exchange, and Technology, Culture and Society, Migration and Settlement, Geography and the Environment, and America in the World.

ECONOMICS: PRINCIPLES AND PRACTICES (274121/274122)	0.5 UNIT	GRADES 11-12
PREREQUISITE: REQUIRED COURSE	FIRST OR SECOND SEMESTER COURSE	

This one semester course teaches the fundamental concepts of micro, macro, and international economics, and then has students apply this theory in active and engaging ways. There is also an emphasis on financial literacy interwoven with the economic concepts.

Key Learnings

The students will:

- understand common economic vocabulary.
- analyze the role of demand and supply.
- understand the advantages and disadvantages of different saving/investing tools.
- understand the advantages and disadvantages of different forms of credit and budgeting.
- understand the role of international trade.
- understand how fiscal policy and monetary policy influence the economy.
- apply the concepts of economics to real world scenarios.
- practicing making both short term and long term financial goals with plans of how to achieve them.

HIS:118 WESTERN CIVILIZATION II: EARLY MODERN (272405)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: FULL YEAR OF WORLD HISTORY		FIRST SEMESTER COURSE

This is a survey course in Western Civilization from the Renaissance through the Age of Democratic Revolutions. The civilizational components of religion, philosophy, literature, art and architecture are integrated into the political and social history of Europe, from about 1450 to the end of the eighteenth century.

This course satisfies a general education requirement in the Cultural/Historical Perspectives Area.
(59.4 Lec. Hrs.)

HIS:119 WESTERN CIVILIZATION III: THE MODERN PERIOD (272406)	0.5 UNIT	ELECTIVE GRADES 11-12
PREREQUISITE: FULL YEAR OF WORLD HISTORY		SECOND SEMESTER COURSE

This is a survey course in Western Civilization in the Modern Age, from the Age of Democratic Revolutions through the present day. The civilizational components of religion, philosophy, literature, art, science and architecture integrated into the political and social history of Europe and its impact on the modern world.

This course satisfies a general education requirement in the Cultural/Historical Perspectives Area.
(59.4 Lec. Hrs.)

MODERN U.S. HISTORY (272401/272402)	1.0 UNIT	GRADE 9
PREREQUISITE: REQUIRED COURSE		FULL YEAR COURSE

Modern U.S. History is a two-semester course, required of all freshmen and transfer students at the high school level. The course traces the historical development of the nation from the Progressive Era through the Millennial Era (1880s-2005). A variety of learning methods will be used including: whole group instruction, student-centered learning activities, 21st century technology, and primary source materials.

Key Learnings

The students will:

- explain the political, social, & economic effects of major reform movements upon United States history from Progressivism through the New Conservatism.
- analyze the rationales in U.S. foreign policy from the 19th through the 21st century, as our country ranged the political spectrum from isolationism to imperialism.
- identify the causes and effects of major world conflicts and the rationale for U.S. intervention.
- understand the economic, political, and socio-cultural challenges facing the U.S. post-WWII through the 21st century.
- investigate the major economic trends in U.S. history from the latter half of the 1800s to the millennial era.

MODERN U.S. HISTORY (BLOCK) (272403/272404)	1.0 UNIT	GRADE 9
PREREQUISITE: REQUIRED COURSE		FULL YEAR COURSE

Modern U.S. History is a two-semester course, required of all freshmen and transfer students at the high school level. The course traces the historical development of the nation from the Progressive Era through the Millennial Era (1880s-2005). A variety of learning methods will be used including: whole group instruction, student-centered learning activities, 21st century technology, and primary source materials.

Key Learnings

The students will:

- explain the political, social, & economic effects of major reform movements upon United States history from Progressivism through the New Conservatism.
- analyze the rationales in U.S. foreign policy from the 19th through the 21st century, as our country ranged the political spectrum from isolationism to imperialism.
- identify the causes and effects of major world conflicts and the rationale for U.S. intervention.
- understand the economic, political, and socio-cultural challenges facing the U.S. post-WWII through the 21st century.
- investigate the major economic trends in U.S. history from the latter half of the 1800s to the millennial era.

PSY:111 PSYCHOLOGY (330613/330612)	0.5 UNIT	ELECTIVE GRADE 11 (2nd SEMESTER ONLY)
PREREQUISITE: FIRST SEMESTER *AP LANG/COMP OR COLLEGE WRITING		ELECTIVE 12th GRADE FIRST OR SECOND SEMESTER COURSE

This course is an examination of the fundamentals of behavior. It is designed to familiarize students with human behavior, how it is studied and the applications of the results of that study. Theoretical issues, comprehension of research findings and research techniques will also be examined. **This is a one-semester concurrent course with Scott Community College that is taught at the high school. It will receive both college and high school credit. This course will transfer to a number of colleges. Please check with your college for verification.**

Key Learnings

The students will:

- analyze critically the significance of important Psychological concepts and research their interrelationships, and how they may be applied to our everyday environment.
- demonstrate an understanding of the history of psychology and the various contributions to psychological theories over the years.
- recognize that objective Psychology must be based upon research and scientific methods of study.
- analyze critically the major biases inherent in research by contrasting differences and formulating holistic approaches incorporating all points of view.
- identify important psychological trends such as cross-cultural approaches to psychological health, and the question the credibility of theories.
- gain greater insight into the value of diversity.
- become more aware of how psychology is operationalized in the community.
- to gain greater insight into who you are becoming vocationally and personally.
- develop skills to work in teams that lead to productive outcomes in learning.

SOC:110 INTRO TO SOCIOLOGY (320609/320632)	0.5 UNIT	ELECTIVE GRADE 11 (2nd SEMESTER ONLY)
PREREQUISITE: FIRST SEMESTER *AP LANG/COMP OR COLLEGE WRITING		ELECTIVE GRADE 12 FIRST OR SECOND SEMESTER COURSE

The basic premise of sociology is that life is not lived individually, but in groups, through the symbols, the language, the roles we play, the culture, the group has developed, and the meanings of the group has to offer. This course will introduce a framework of thinking that involves social structure, function, interaction and conflict, with respect to family, education, the economy, government, and religion. **This is a one-semester concurrent course with Scott Community College that is taught at the high school. It will receive both college and high school credit. This course will transfer to a number of colleges. Please check with your college for verification.**

Key Learnings

The students will:

- analyze the "scientific" study of Sociology, utilizing functional, conflict and symbolic interactionist perspectives.
- investigate the role of the individual in society by analyzing the process of socialization throughout the life course.
- explore and identify a variety of explanations for crime and deviance.
- examine the basis for inequality in our society and explain how power influences social and cultural forces in today's world.
- examine the major social institutions found within our society and how those institutions impact social development.
- explore the major global challenges present in today's world and future areas of sociological investigation.

WORLD HISTORY (270401/270402)	1.0 UNIT	REQUIRED COURSE GRADE 10
PREREQUISITE: NONE		ELECTIVE FIRST SEMESTER COURSE GRADES 11-12

This course is required of all sophomores and transfer students who have not completed a one year World History course at the high school level and satisfies the 1.0 World History credit required for graduation.
The first semester is taught as a chronology of world history from the Beginnings of Civilization through the Age of Exploration. The second semester will be a chronology of world history from the Revolutionary Era through the present.

Key Learnings

The students will:

- understand how methods of governing influenced human development throughout history.
- analyze the development of major religious and ethical systems throughout history.
- identify how political, social and economic revolutions have influenced historical change.
- analyze how human and environment interaction influenced historical change.
- identify ways in which people have dealt with scarce resources throughout history.
- explain how human interactions have influenced the development of global culture.
- analyze the rise and fall of empires throughout history.
- identify significant historical scientific and technological contributions.

WORLD HISTORY (BLOCK) (270403/270404)	1.0 UNIT	GRADE 10
PREREQUISITE: NONE		FULL YEAR COURSE

This course is required of all sophomores and transfer students who have not completed a one year World History course at the high school level and satisfies the 1.0 World History credit required for graduation.
The first semester course is taught as a chronology of world history from Medieval through the Age of Revolution (circa 1850). Students will understand the nature and scope of history by examining major historical eras including the Renaissance and Reformation, Age of Exploration, Absolutism, the Enlightenment and the Age of Revolution.

The second semester course is taught as a chronology of world history from the Industrial Revolution up to modern day issues. Students will understand the nature and scope of history by examining major historical eras including: the rise of Nationalism and Imperialism, the World Wars, and the political, economic, social and cultural development of the Middle East, East Asia (emphasizing China and Japan), South Asia (emphasizing India), and Africa after World War II.

Key Learnings

The students will:

- understand how methods of governing influenced human development throughout history.
- analyze the development of major religious and ethical systems throughout history.
- identify how political, social and economic revolutions have influenced historical change.
- analyze how human and environment interaction influenced historical change.
- identify ways in which people have dealt with scarce resources throughout history.
- explain how human interactions have influenced the development of global culture.
- analyze the rise and fall of empires throughout history.
- identify significant historical scientific and technological contributions.

SPECIAL EDUCATION

Thomas Isaacson – isaacsonthomas@pleasval.org
Gina Meadows – meadowsgina@pleasval.org
Gina Weaver – weavergina@pleasval.org

Please note: courses are listed alphabetically.

BUILDING READING SUCCESS (103001/103002)	**0.5 UNIT** **1.0 UNIT**	**FIRST OR SECOND SEMESTER COURSE** **OR FULL YEAR COURSE**

This course is designed to improve reading skills. This course focuses on reading practice and stamina, comprehension strategies, vocabulary skills and fluency. Placement in the course will be determined by ITED test scores, MAP test scores, and administrative recommendations.

ENGLISH FUNDAMENTALS (100923/100924)	**1.0 UNIT**	**FULL YEAR COURSE**

This yearlong course maintains and develops basic English skills based on IEP goals with a focus on application to everyday situations.

INDEPENDENT LIVING SKILLS (280311/280312) **PLACEMENT BASED ON IEP GOALS**	**0.5 UNIT** **1.0 UNIT**	**FIRST OR SECOND SEMESTER OR** **FULL YEAR COURSE**

This special education course incorporates training in food preparation, maintaining a healthy living environment and other skills necessary to live independently. This course also focuses on systematic instruction to prepare students to access and use community resources as independently and competently as possible. This will include instruction in public bus transportation and social skills.

INDIVIDUAL SKILLS (280321/280322)	**0.5 UNIT** **1.0 UNIT**	**FIRST OR SECOND SEMESTER** **OR FULL YEAR COURSE**

This special education course is designed around the needs of each student. Students work on improving skills necessary to become independent lifelong learners.

MATH FUNDAMENTALS 1 (201211/201212) **PLACEMENT BASED ON IEP GOALS**	**1.0 UNIT**	**FULL YEAR COURSE**

This yearlong course maintains and develops basic math skills based on IEP goals with a focus on application to everyday situations.

MATH FUNDAMENTALS 2 (200411/200412)	**0.5 UNIT** **1.0 UNIT**	**FIRST OR SECOND SEMESTER COURSE** **OR FULL YEAR COURSE**

This special education course focuses on improving math skills and is designed around the needs of each student and his/her IEP goals. Skills covered include, basic arithmetic, problem solving, time, money, and measurement.

MODIFIED PE (232201/232202)	**0.125 UNIT** **0.500 UNIT**	**FIRST OR SECOND SEMESTER COURSE** **OR FULL YEAR COURSE**

This class offers opportunities for students in special education to interact and participate with students from the general education population in physical activity. Students will gain the knowledge, skills and confidence to lead a physically active lifestyle. Modifications and accommodations are put in place to increase independent meaningful student participation in developmentally appropriate activities that utilize student strengths, abilities and interests.

READING FUNDAMENTALS 1 (100921/100922) **PLACEMENT BASED ON IEP GOALS**	**1.0 UNIT**	**FULL YEAR COURSE**

This full-year special education course is designed to improve basic reading skills through practical applications. The course focuses on vocabulary, comprehension, practical application of reading skills, and basic writing skills. The course emphasizes the skills needed for life after high school.

SCIENCE FUNDAMENTALS (179901/179902)	**0.5 UNIT** **1.0 UNIT**	**FIRST OR SECOND SEMESTER COURSE** **OR FULL YEAR COURSE**

This course focuses on the area of physical science, earth science, and life science. Students will explore the world around them, conduct investigations, and solve problems. This course is based on activities and hands on learning.

SOCIAL STUDIES FUNDAMENTALS (270413/270414) **PLACEMENT BASED ON IEP GOALS**	**1.0 UNIT**	**FULL YEAR COURSE**

This yearlong course maintains and develops basic social studies skills based on IEP goals with a focus on application to everyday situations.

UNIQUE LEARNING (280209/280210) **PLACEMENT BASED ON IEP GOALS**	**1.0 UNIT**	**FULL YEAR COURSE**

This full year special education course is designed for students graduating on IEP goals and/or participating in the Iowa Alternate Assessment. Utilizing online cloud-based learning, students will participate in grade appropriate activities designed to meet students at their current level of performance. Academic, Vocational and Daily Living activities will be embedded throughout the curriculum while additional opportunities outside of the classroom will be utilized to apply new skills and make real world connections to curriculum material.

WORK EXPERIENCE (289911/289912)	**0.5 UNIT** **1.0 UNIT**	**FIRST OR SECOND SEMESTER** **OR FULL YEAR COURSE**

Students will develop work skills through job placement as arranged through the transition program. The Work Experience Provider and Pleasant Valley High School staff will coordinate work hours and development of specific job skills.

Wellness

WELLNESS/ HEALTH DEPARTMENT

Brett Ahlgren – ahlgrenbrett@pleasval.org
Ryan Arnold – arnoldryan@pleasval.org
Amy LaBarge – labargea@pleasval.org
Jacob Larsen – larsenjacob@pleasval.org
Angie Musal – musalangie@pleasval.org
Eric Royer – royereric@pleasval.org
Jane Wheeler – wheelerjane@pleasval.org

WELLNESS COURSE CURRICULUM

Below is a listing of courses offered through the Wellness Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.

Course Name	Semester	9th Grade	10th Grade	11th Grade	12th Grade	Prerequisite Courses
Health	Full Year	X				9th grade requirement
Physical Education	Full Year	X	X	X	X	None
Basic Strength Training & Conditioning	Full Year	X	X	X	X	None
Intermediate Strength Training & Conditioning	Full Year		X	X	X	Basic Strength Training & Conditioning & Instructor Approval
Advanced Strength Training & Conditioning	Full Year			X	X	Intermediate Strength Training & Conditioning & Instructor Approval
Lifeguarding	1st or 2nd		X	X	X	Must be 15 years of age
Health II	1st or 2nd		X	X	X	Health 1
Sports Medicine & Emergency Treatment	1st		X	X	X	None
Sports Medicine II	2nd		X	X	X	Sports Medicine & Emergency Treatment

WELLNESS COURSES

Please note: courses are listed alphabetically.

ADVANCED STRENGTH TRAINING & CONDITIONING (232221/232222)	**0.125 UNIT**	**ELECTIVE GRADES 11-12**
PREREQUISITE: INTERMEDIATE & INSTRUCTOR APPROVAL	**0.25 UNIT**	**FULL YEAR COURSE**

The course is designed for athletes that want to improve their strength and overall athletic ability. The components of the course include agility training, core development, and weight lifting. Additionally, students in this course will complete the following strengthening and performance test: clean variation, squat variation, bench press variation, vertical jump, broad jump, relative strength, conditioning, functional movement screening.

Key Learnings

Standards

- student should be able to perform BW and performance targets.
- student should be able to perform power clean properly and safely.
- Start Position
    - 1st Pull
    - 2nd
    - & 3rd Pull
    - Finish
- student should be able to perform proper Squat variations.
- student should be able to perform Bench Press & variations of horizontal & vertical press.
- student should have 2 years of Pleasant Valley strength & conditioning experience.
- student should be able to lift with a quick tempo, have great effort and hold his/herself accountable to perform the lifts & exercises.

NOTE: This class will not be computed in GPA

BASIC STRENGTH TRAINING & CONDITIONING (232241/232242)	**0.125 UNIT**	**ELECTIVE GRADES 9-12**
PREREQUISITE: NONE	**0.25 UNIT**	**FULL YEAR COURSE**

The course is designed for athletes that want to DEVELOP their strength and cardiac efficiency through multiple means. By increasing cardiac efficiency and strength we are developing that athlete to adapt to the physical demands for his/her sport and a longer season. The components of the course include: running, skipping, jumping, medicine ball throws, mobility, abdominal/torso development, strength training, and agility movements.

Key Learnings

Students will:

- demonstrate competency in motor skills and movement patterns needed to perform functional movements for that sport.
- demonstrate an understanding of movement concepts, philosophies, strategies and tactics as they apply to learning.
- value strength training for injury prevention and to maximize athletes potential.
- develop accountability and independence to complete task to better them in athletics.
- develop a stronger, faster, flexible and more explosive athlete so that they can handle the continued training and longer sport schedules as they develop.

NOTE: This class will not be computed in GPA

HEALTH (140107/140108)	0.5 UNIT	REQUIRED GRADE 9
PREREQUISITE: NONE		FULL YEAR COURSE THIS CLASS MEETS EVERY OTHER DAY

This course is required for all 9th grade students. Topics will include Mental Attitudes, Environment, Health Careers, CPR, Human Sexuality, Diet, and overall health concerns.

Key Learnings

The students will:

- identify methods to improve and maintain health and prevent disease.
- demonstrate the ability to access health information and health services for self and others.
- analyze the short and long-term consequences of safe, risky and harmful behaviors.
- evaluate strategies to manage stress.
- analyze impact of media and technology on health.
- demonstrate refusal, negotiation and collaboration skills to manage and resolve conflicts.
- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

HEALTH II (235121/235122)	0.25 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: HEALTH I		FIRST OR SECOND SEMESTER COURSE RUN ON A DAY 1/DAY 2 SCHEDULE OPPOSITE STUDENT'S PE CLASS

This course is designed to take students deeper into critical health components such as becoming a health-literate consumer, weight management and body composition, building resilience as a teen, understanding death and grief, injury prevention, first aid and emergencies, and environmental health. Students will have an opportunity to receive American Red Cross CPR/AED and First Aid certification.

Key Learnings

The students will:

- understand and utilize current health trends.
- evaluate the quality and reliability of the available health information.
- recognize how influential current technology/culture is on teens health.
- understand the connection between one's choices/habits and the long term effects on our health.
- understand how environmental health concerns affect our health.
- understand the value of building resiliency as a teen.
- earn certification in CPR/AED and First Aid.

INTERMEDIATE STRENGTH TRAINING & CONDITIONING (232211/232212)	**0.125 UNIT / .25 UNIT full year**
PREREQUISITE: BASIC & INSTRUCTOR APPROVAL	**ELECTIVE GRADES 10-12**
	FULL YEAR COURSE

The course is designed for athletes that want to improve their strength and overall athletic ability. The components of the course include agility training, core development, and weight lifting. Additionally, students in this course will complete the following strengthening and performance test: clean variation, squat variation, bench press variation, vertical jump, broad jump, relative strength, conditioning, functional movement screening.

Key Learnings

Standards

- student should be able to perform BW and performance targets.
- students should be able to perform power clean properly and safely:
  - Start position
  - 1st Pull
  - 2nd
  - & 3rd Pull
  - Finish
- student should be able to perform proper squat variations.
- student should be able to perform bench press and variations of horizontal & vertical press.
- student should have 1 year of Pleasant Valley strength & conditioning experience.
- student should be able to lift with a quick tempo, have a great effort and hold his/herself accountable to perform the lifts and exercises.

NOTE: This class will not be computed in GPA

LIFEGUARDING (232321/232322)	**0.5 UNIT**	**ELECTIVE GRADES 10-12**
PREREQUISITE: MUST BE 15 YEARS OF AGE BY THE COMPLETION OF THE COURSE		**FIRST OR SECOND SEMESTER COURSE**

This course follows the required format of the American Red Cross Lifeguarding Program. Successful completion of the course results in Lifeguarding certification. The course is offered daily during 7th & 8th period to meet time requirements for certification. Students **must** be 15 years of age by the completion of the course. There will be a fee charged (amount to be announced) to help cover the cost of the text and the purchase of a pocket mask.

NOTE: This course can be taken in place of one (1) semester of Wellness

Key Learnings

The students will:

- meet the requirements for the American Red Cross – Lifeguard Training course.
- meet the requirements for the American Red Cross – First Aid course.
- meet the requirements for the American Red Cross – CPR training.
- learn skills and knowledge to prevent, recognize and respond to emergencies.
- learn to provide care for injuries and sudden illnesses.

PHYSICAL EDUCATION (232201/232202)	0.125 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: NONE	FULL YEAR COURSE CLASS MEETS EVERY OTHER DAY	

This course includes physical activities designed to promote lifetime activities and fitness development. Topics may include racquet sports, archery, heart rate training, team sports, recreational games, cardiovascular workouts and circuit training. The mission of the Pleasant Valley High School physical education program is for students to graduate as physically literate individuals that value and engage in physical activity at a health enhancing level of physical fitness.

Key Learnings

The students will:

- demonstrate competency in a variety of motor skills and movement patterns.
- applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- exhibit responsible personal and social behavior that respects self and others.
- recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NOTE: This class will not be computed in GPA

SPORTS MEDICINE AND EMERGENCY TREATMENT (235131)	0.25 UNIT	ELECTIVE GRADES 10-12
FIRST SEMESTER COURSE THIS COURSE MEETS EVERY OTHER DAY		

This course is designed to give students practical experience in the areas of sports medicine and emergency care techniques. Some of the techniques will include C.P.R., basic first aid, athletic taping procedures, and the evaluation of athletic injuries. Students will spend class time as well as time in an actual sports medicine setting learning these techniques.

Key Learnings

The students will:

- perform CPR skills.
- learn prevention and treatment of common sports injuries.
- demonstrate athletic taping procedures.

SPORTS MEDICINE II (235134)	0.25 UNIT	ELECTIVE GRADES 10-12
PREREQUISITE: SPORTS MEDICINE & EMERGENCY TREATMENT		SECOND SEMESTER COURSE THIS COURSE MEETS EVERY OTHER DAY

This course is designed to explore, in more depth, the roles and responsibilities of those involved in the field of Sports Medicine. Students will investigate specific areas of the body and the specific sports injuries that are associated with each in greater depth than Sports Medicine & Emergency Treatment.

Key Learnings

The students will:

- explore the roles and responsibilities of those involved in the management and treatment of sports related injuries.
- learn prevention, management, and treatment of specific sports injuries that occur in key areas of the body.
- demonstrate athletic taping procedures
- understand and utilize current trends in sports medicine.

World Language

WORLD LANGUAGE DEPARTMENT

Marina Boes – boesmarina@pleasval.org
Kathryn Buchter – buchterkathryn@pleasval.org
Rachel Hart – hartrachel@pleasval.org
Melissa Lechtenberg – lechtenbergmelissa@pleasval.org
Karen Lorenzen – lorenzenkaren@pleasval.org
Liza Peters - petersliza@pleasval.org
Jacob Ridenour - ridenourjacob@pleasval.org
Stephanie Risius – risiusstephanie@pleasval.org
Adrianne Sheybani – sheybania@pleasval.org
Evan Terronez – terronezevan@pleasval.org

WORLD LANGUAGE COURSE CURRICULUM

Below is a listing of courses offered through the World Language Department. The graph indicates the course title, the grades that a student can take the offering, and the prerequisites for taking the class.

It is recommended that students take courses at grade level identified below.

Course Name	Semester	9th Grade	10th Grade	11th Grade	12th Grade	Prerequisite Courses
French 1	Full Year	X	X	X	X	None
French 2	Full Year	X	X	X	X	French 1 (C or Higher)
French 3	Full Year	X	X	X	X	French 2 (C or Higher)
*French 4	Full Year	X	X	X	X	French 3 (C or Higher)
*AP French	Full Year			X	X	French 4 (B or Higher)
Japanese 2	Full Year	X	X	X	X	Japanese 1 (C or Higher)
Japanese 3	Full Year	X	X	X	X	Japanese 2 (C or Higher)
*Japanese 4	Full Year	X	X	X	X	Japanese 3 (C or Higher)
Spanish 1	Full Year	X	X	X	X	None
Spanish 2	Full Year	X	X	X	X	Spanish 1 (C or Higher)
Spanish 3	Full Year	X	X	X	X	Spanish 2 (C or Higher)
*Spanish 4	Full Year	X	X	X	X	Spanish 3 (C or Higher)
*AP Spanish	Full Year			X	X	Spanish 4 (B or Higher)
ITP:129 Deaf Studies	1st		X	X	X	None
ITP:131 Social Aspects of Deaf Culture	2nd		X	X	X	ITP:129 Deaf Studies
ASL:141 Amer Sign Lang I	1st		X	X	X	ITP:131 Social Aspects of Deaf Culture
ASL:171 Amer Sign Lang II	2nd		X	X	X	ASL:141
ASL:245 Amer Sign Lang III	1st			X	X	ASL:171
ASL:281 Amer Sign Lang IV	2nd			X	X	ASL:245

WORLD LANGUAGE COURSES

INTRODUCTION:

Those wishing to enroll in a world language course at Pleasant Valley Community High School should note that it is a rigorous course of study. Students must have good study habits to meet with success in world language classes. Although two years of a single world language at the high school level will meet entrance requirements at most colleges, students may need an additional two years to fulfill college exit (graduation) requirements. Furthermore, many college placement/achievement tests are based on four to six years of study with a minimum grade of "C-" in high school. Students should check with the college or university of interest for specific requirements.

Please note: courses are listed alphabetically.

***AP FRENCH (120611/120612)**	**1.0 UNIT**	**ELECTIVE GRADE 12**
PREREQUISITE: FRENCH 4 (B OR HIGHER)		**FULL YEAR COURSE**

The Advanced Placement (AP) French course is a challenging college-level course that will focus on communication abilities in each of the four disciplines: reading, writing, listening and speaking. The course is designed to prepare students for the *AP French Language exam. By taking this exam, students may earn credits toward the college or university of their choice. It should be noted that *AP courses are designed to be college level and, as such, are extremely rigorous.

Key Learnings

The students will:

- speak for two minutes sustained on a given topic, given limited preparation.
- demonstrate mastery of basic grammatical structures, and the ability to correctly answer fill-in-the blank and multiple choice questions.
- master conjugations, and the ability to recognize what tenses are needed given a verb in a particular context.
- be able to deal with complex written texts, some given above student's level, and interpret them using contexts (this includes literary, news and information writings).
- hold extended presentations in French in groups and individually.
- write a well-developed essay in French of more than 200 words.
- continue to discuss/expand knowledge of prepositions, idiomatic expressions and culture from throughout the French speaking world.
- review vocabulary thoroughly, with expansion into details.
- understand a French song and relay lyrics.
- interpret and respond to given oral conversations.
- review of grammatical structures extensively, in preparation for placement or *AP testing.

Along with the skills acquired in Level IV, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of strategies & skills to comprehend & interpret complex literature.
Integrates all the major core skills of Reading.
Writing: Applies writing skills & strategies to effectively communicate in a variety of genres with various audiences.
Integrates all the major core skills of Writing.
Speaking: Integrates all the major core skills of Speaking.
Listening: Integrates all the major core skills of Listening.
Viewing: Analyzes the effects of visual media on society & culture.
Integrates all the major core skills of Viewing.

*AP SPANISH (120211/120212)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: SPANISH 4 ("B" OR HIGHER)		FULL YEAR COURSE

The Advanced Placement (AP) Spanish course is a challenging college-level course that will focus on communication abilities in each of the four disciplines: reading, writing, listening and speaking. The course is designed to prepare students for the *AP Spanish Language exam. By taking this exam, students may earn credits toward the college or university of their choice. It should be noted that *AP courses are designed to be college level and, as such, are extremely rigorous.

Key Learnings

The students will:

- review and master previously learned grammar concepts and vocabulary from Spanish 1-4 in preparation for the spring *AP test.
- expand and master vocabulary with weekly quizzes centered around the topics of useful expressions, food, jobs, animals, Spanish prepositions, clothing, family, leisure activities, restaurants, body and medicine, stores and shopping, travel and transportation, house and home, and nature.
- master verb tenses with weekly conjugation quizzes focusing on the indicative tenses in the present, preterite, imperfect, future, conditional, present perfect, past perfect, future perfect, conditional perfect, and commands as well as the subjunctive tenses in the present, imperfect, present perfect and past perfect.
- read and discuss authentic literature from a variety of Hispanic authors such as Neruda, Pardo Bazán, Balzarino, Jiménez, Cela Adolph, Rulfo, Matute, García Márquez, Allende, Borges, Bécquer, Machado, Garía Lorca, Martí, Darío, Zorrilla, and others…
- read current event articles in Spanish, listen to an audio broadcast in Spanish and give a 2 minute sustained speech in Spanish.
- read authentic material in Spanish, listen to a Spanish documentary and write a cohesive and comprehensive 300+ word essay.
- study the nuances associated with mastering a language, such as ser/estar, saber/conocer, por/para, preterite/imperfect, indicative/subjunctive, tomar/llevar/sacar, etc.
- hold formal and informal sustained Spanish conversations with classmates and teacher.

Along with the skills acquired in Level IV, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of strategies & skills to comprehend & interpret complex literature. Integrates all the major core skills of Reading.

Writing: Applies writing skills & strategies to effectively communicate in a variety of genres with various audiences. Integrates all the major core skills of Writing.

Speaking: Integrates all the major core skills of Speaking.

Listening: Integrates all the major core skills of Listening.

Viewing: Analyzes the effects of visual media on society & culture. Integrates all the major core skills of Viewing

ITP:129 DEAF STUDIES (120715)	0.668 UNIT 4 credits college	ELECTIVE GRADES 10-12
PREREQUISITE: ● **Freshmen in Block Eng 9, will require teacher recommendation and score at the 75th percentile on MAP Reading or 75th percentile on ISAS ELA.** ● **Sophomores a minimum of B- both semesters in English 9 or Honors English 9.** ● **Junior and Seniors must have maintained a C+ or higher in all English classes.**		**FIRST SEMESTER COURSE**

This course introduces students to the American Deaf experience in the United States, including linguistics, sociology, audiology, and psychology. The course exposes students to the historical views of deafness and deaf education. Students will be made aware of the contributions and contemporary lives of deaf people in America.

ITP: 131 SOCIAL ASPECTS OF DEAF CULTURE (120716)	0.668 UNIT 4 cr college	ELECTIVE GRADES 10-12
PREREQUISITE: ITP:129 DEAF STUDIES		SECOND SEMESTER COURSE

This course examines the various cultural aspects of the deaf community. It presents the interrelationship of language and culture along with a study of socialization, norms, and values.

ASL:141 AMERICAN SIGN LANGUAGE I (120711)	0.668 UNIT 4 credits college	ELECTIVE GRADES 11-12
PREREQUISITE: ITP:131		FIRST SEMESTER COURSE

This is an introductory level course which is designed with a sequenced series of readiness activities in the language of American Signs. The course emphasizes vocabulary building, sign principles and development of expressive and receptive signing skills. The students participate in exercises that develop a comprehension of sign vocabulary and grammatical patterns of ASL.

ASL:171 AMERICAN SIGN LANGUAGE II (120712)	0.668 UNIT 4 credits college	ELECTIVE GRADES 11-12
PREREQUISITE: ASL:141		SECOND SEMESTER COURSE

This course is designed for students to continue to study American Sign Language (ASL). The students will participate in various exercises that will increase their receptive skills as well as expressive skills. The students will also be signing more, along with the full use of body language, facial expressions, pantomime and gesture. The students will continue their awareness and developmental patterns and tendencies of ASL.

ASL:245 AMERICAN SIGN LANGUAGE III (120713)	0.668 UNIT 4 credits college	ELECTIVE GRADE 12
PREREQUISITE ASL:171		FIRST SEMESTER COURSE

Expands on previously learned grammatical structures and lexical items of the target language. The student learns to control the language in a variety of conversational settings through directed conversations and group discussion.

ASL:281 AMERICAN SIGN LANGUAGE IV (120714)	0.668 UNIT 4 credits college	ELECTIVE GRADE 12
PREREQUISITE:ASL:245		SECOND SEMESTER COURSE

This course is designed for students to continue to study American Sign Language (ASL). The students will participate in various exercises that will increase their receptive skills as well as expressive skills. The students will also be signing more, along with the full use of body language, facial expressions, pantomime and gesture. The students will continue their awareness and developmental patterns and tendencies of ASL.

FRENCH 1 (120511/120512)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: SEE INTRODUCTION TO WORLD LANGUAGE		FULL YEAR COURSE

French 1 is a two-semester, beginning level, language course open to all students regardless of grade level. The course is designed to give students a solid background in French grammatical structures, introduce pronunciation and vocabulary and examine where French is spoken in the world. Students will learn to effectively communicate in the present tense in French and hold short information gathering conversations.

Key Learnings
The students will:

- comprehend structural familiarity/mastery of the present tense of –er/ -ir and –re verbs, and irregular verbs including *avoir, faire, aller* and *être* (and their expressions).
- learn numbers, family members, school activities, basic clothing, food, and travel vocabulary.
- learn basic pronunciation features and vowels.
- learn weather expressions, telling the time and date and identify seasons and months.
- increase knowledge of where French is spoken in the world.
- write at least 7 coherent connected sentences/paragraphs in present tense.
- create simple present tense questions using the 3 question formation forms.
- interpret simple sings/realia.
- hold a short conversation asking people's preferences, what they are currently doing or wish to do.
- listen and understand simple conversations in the present tense.
- be able to apply possessive adjectives, reflexive verbs, and the comparative.

The following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Reads with fluency silently and aloud to support comprehension.
Writing: Uses effective writing process.
Uses writing as a tool for learning.
Is able to write on demand.
Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax & style.
Incorporates technology as a tool to enhance writing.
Speaking: Produces a coherent message.
Participates appropriately in one-on-one situations and group settings.
Listening: Listens for information & understanding.
Viewing: Uses a range of strategies to interpret visual media.

FRENCH 2 (120521/120522)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: FRENCH 1 OR ITS EQUIVALENT		FULL YEAR COURSE

French 2 is a two-semester language course open to all students regardless of grade level. This course is designed to continue building the underlying structure and vocabulary necessary for effectively communicating in the French language. Opportunities will be given for students to practice conversational skills in skits and recordings, as well as listen to authentic French materials. Students will be challenged to communicate in French in the past, present and future tenses and will be asked to produce written and spoken communication accordingly. The French culture will also be examined in more depth and discussed.

Key Learnings
The students will:

- be able to maneuver irregular as well as regular present tense verbs.
- demonstrate mastery of the *passé compose* and its usage and the *imparfait* and its usage.
- learn preterite vs. imperfect choice for past tense structures introduction and practice.
- learn more complex food, culture, city, country, travel and health vocabulary.
- write at least ½ to ¾ of a page of coherent French in present tense with the inclusion of some past tense.
- communicate effectively in the present and past tenses in oral communication.
- interpret short past and present tense stories and answer questions related to them.
- distinguish between verbs *savoir* and *connaitre* for "to know."
- create and answer questions on present and past tense conversations.
- create a cultural understanding of celebrations and customs in mainland French-speaking Europe and Canada, as well as simple songs in the language.
- be able to apply French Direct and Indirect Objects, y, en and possessive adjectives.
- be able to apply advanced negatives and the superlative.

Along with the skills acquired in Level I, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Reads for a variety of purposes and across content areas.
Writing: Generates effective questions
Speaking: Considers audience & variables in the speaking situation.
Participates in a variety of communication situations.
Listening: Applies strategies for listening comprehension, such as taking notes, organizing, summarizing, asking questions & paraphrasing.
Listens to establish, maintain & enhance relationships.
Viewing: Draws conclusions.
Makes generalizations.

FRENCH 3 (120531/120532)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: FRENCH 2 OR ITS EQUIVALENT IT IS STRONGLY RECOMMENDED TO STUDENTS THAT HAVE A "C" AVERAGE IN THEIR CURRENT LEVEL BEFORE ENROLLING IN THIS CLASS		**FULL YEAR COURSE**

French 3 is a two-semester course open to all students regardless of grade level. This course is designed to build on prior structures and vocabulary gleaned from levels 1 and 2. Students will be expected to produce written and spoken communication in a variety of tenses and they will be exposed to a variety of written and recorded media. Music and the Internet will be used to enhance learning as well as generate cultural discussions.

Key Learnings

The students will:

- demonstrate mastery of the present, future and conditional tenses, including all irregulars, accent and spelling changes, and improving knowledge of preterite and imperfect tenses.
- demonstrate mastery of the basic idiomatic expressions.
- learn about the subjunctive mood and French literary tense and its usage and purpose.
- write a page or more in French on a given topic.
- hold a conversation of 5+ minutes on a topic in the present, past or future, or present for a minute sustained, given extensive preparation time.
- learn vocabulary related to the environment, giving advice, discussing basic history, news and social items, the town, fashion, food, physical attributes and adjectives.
- be introduced to French literacy selections on excerpt basis.
- increase their cultural understanding and discussions on the entire French-speaking world, including discussions of departmental France, Africa and the Caribbean.
- practice with creation of complex sentences with multiple clauses.
- define French words in French, using circumlocution.
  read and discuss *Le Petit Prince*.

Along with the skills acquired in Level II, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of skills & strategies to comprehend complex non-fiction & informational text.
Writing: Uses appropriate means for location & selecting research material.
Speaking: Recognizes the role of evaluation in oral communication.
Listening: Listens for interpretations, analysis & evaluation.
Viewing: Understands how literary forms can be represented in visual narratives.

*FRENCH 4 (120571/120572)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: FRENCH 3 OR ITS EQUIVALENT IT IS STRONGLY RECOMMENDED STUDENT HAVE A "C" AVERAGE IN CURRENT LEVEL BEFORE ENROLLING IN THIS CLASS		**FULL YEAR COURSE**

*French 4 is a two-semester course open to all students regardless of grade level who have fulfilled the prerequisite. This course is designed to fine tune structural French grammar skills, as well as review and enhance student vocabulary. Readings will expose students to authentic French historical, literary and artistic texts, which will also serve to generate discussions. Students will be expected to produce prepared and on the spot dialogue, more comprehensive writing and interpret authentic oral and written text. The French language will be used heavily in discussion and daily lessons.

Key Learnings

The students will:

- develop a firm knowledge & understanding of the history of the French speaking people.
- demonstrate mastery of basic present, past, future and conditional tenses and demonstrate ongoing understanding of the subjunctive, including use of the present and past tenses.
- demonstrate ongoing understanding and usage of pronouns, prepositions and adjectives, including nuances of these forms.
- demonstrate mastery of using French to discuss other French words – circumlocution.
- speak for 2 minutes sustained on a given topic, ranging from the news, history, literature and art, given sufficient preparation, as well as converse in groups about a wide range of topics.
- interpret a variety of French written texts, including extended literary excerpts, news items, short stories, poetry and a variety of different media.
- create if clauses and uses of the perfect tenses, plus *que parfait* and present and past subjunctive.
- discuss the sequence of French history and literature, using text excerpts and discussions.
- review common use vocabulary, including expansion into details on the environment, and various topics such as film, professions and newsworthy expressions.
- understand and answer questions about extended listening conversations.
- practice with connecting expressions/transition words.
- develop and write an essay on a given topic of 100-200 words in French.

Along with the skills acquired in Level III, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading & literary text.
Writing: Uses knowledge of purpose, audience, format & medium in developing written communication (idea, voice).
Speaking: Demonstrates control of delivery skills.
Listening: Identifies how format, language, style, & context communicate the author's message and affect the listener.
Viewing: Evaluates the credibility of a speaker and the plausibility of a hidden agenda or bias, prejudice or propaganda.

JAPANESE 2 (122321/122322)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: JAPANESE 1		FULL YEAR COURSE

Japanese 2 is a two-semester language course open to all students at any grade level. This class is designed to develop linguistic proficiency and cultural sensitivity. Students will continue to broaden their communication skills in the areas of listening, speaking, reading, and writing. They are encouraged to use the language in a variety of creative ways to portray authentic situations.

Key Learnings

The students will:

- read and write at least 30 Kanji.
- expand vocabulary to include words related to the themes of school, holidays, birthdays, giving and receiving, sickness, and shopping from Japanese homes.
- expand effective communication in the past tense, in both written and spoken form.
- demonstrate mastery of "*te* form" of verbs to talk about actions that are currently taking place, to make polite requests and to describe sequential actions.
- watch a full-length Japanese animated film and be able to discuss and write about the characters, setting and basic storyline. Students will utilize informal speech forms encountered in the film.
- recognize the considerations of horizontal and vertical relationships as well as in-group and out-group members are an integral part of successfully mastering the nuances of Japanese language.

Along with the skills acquired in Level I, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Reads for a variety of purposes and across content areas.
Writing: Generates effective questions.
Speaking: Considers audience & variables in the speaking situation.
Participates in a variety of communication situations
Listening: Applies strategies for listening comprehension, such as taking notes, organizing, summarizing, asking questions & paraphrasing.
Listens to establish, maintain & enhance relationships.
Viewing: Draws conclusions.
Makes generalizations

JAPANESE 3 (122331/122332)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: JAPANESE 2 IT IS STRONGLY RECOMMENDED STUDENTS HAVE A "C" AVERAGE IN THEIR CURRENT LEVEL BEFORE ENROLLING IN THIS CLASS		FULL YEAR COURSE

Japanese 3 is a two-semester language course open to all students at any grade level. This class is designed to build on linguistic proficiency and cultural sensitivity begun in levels I and II. Continued emphasis is placed on communication skills in the areas of listening, speaking, reading, and writing. Students express themselves in Japanese through a variety of authentic ways, including written compositions, skits, projects, music, and cultural activities. Students will continue to explore Japanese culture.

Key Learnings

The students will:

- read and write an additional 65 Kanji.
- write longer passages using genko yooshi (Japanese essay paper).
- expand their reading to include more authentic sources.
- demonstrate mastery of basic Japanese computing technology.
- expand vocabulary to include words related to the themes of school rules, driving, restaurant interactions, illness, New Years.
- Communicate effectively with more complicated sentences such communicate effectively with more complicated sentences such as those containing modified nouns.

Along with the skills acquired in Level II, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of skills & strategies to comprehend complex non-fiction & informational text.
Writing: Uses appropriate means for location & selecting research material.
Speaking: Recognizes the role of evaluation in oral communication.
Listening: Listens for interpretations, analysis & evaluation.
Viewing: Understands how literary forms can be represented in visual narratives.

*JAPANESE 4 (122341/122342)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: JAPANESE 3 IT IS STRONGLY RECOMMENDED STUDENTS HAVE A "C" AVERAGE IN THEIR CURRENT LEVEL BEFORE ENROLLING IN THIS CLASS		**FULL YEAR COURSE**

*Japanese 4 is a two-semester language course open to all students at any grade level. This course is designed to give students a comprehensive review of the elements of the Japanese language introduced in previous courses. Continued emphasis is placed on communication skills in the areas of listening, speaking, reading, and writing. Students express themselves in Japanese through a variety of authentic ways, including written compositions, skits, projects, music, and cultural activities. Students will continue to explore Japanese culture.

Key Learnings

The students will:

- read and write an additional 65 Kanji.
- read a multi-chapter book describing the experiences of an exchange student in Japan.
- expand their reading to include more authentic sources.
- write longer passages using *genko yooshi*.
- demonstrate mastery of basic Japanese computing technology.
- expand vocabulary to include words related to the themes of part-time jobs, sports activities, folktales, giving directions, Japanese cuisine, Mother's Day and exchange student life.
- read and research Japanese folktales, and relate them to similar folktales from other parts of the world.
- communicate effectively with more complicated sentences such as those containing modified nouns, potential and volitional forms of verbs.
- do an in-class demonstration or create a how-to video on making one of their favorite foods.

Along with the skills acquired in Level III, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading & literary text.
Writing: Uses knowledge of purpose, audience, format & medium in developing written communication (idea, voice).
Speaking: Demonstrates control of delivery skills.
Listening: Identifies how format, language, style, & context communicate the author's message and affect the listener.
Viewing: Evaluates the credibility of a speaker and the plausibility of a hidden agenda or bias, prejudice or propaganda.

SPANISH 1 (120111/120112)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: SEE INTRODUCTION TO WORLD LANGUAGE		**FULL YEAR COURSE**

Spanish 1 is a two-semester, beginning level, language course open to all students at any grade level. Although there are no prerequisites, a strong background in English grammar is desirable. The course is designed to give students a good background in basic conversational Spanish and an introduction to Spanish grammar. Students are also exposed to the cultures of Spanish-speaking people around the world.

Key Learnings

The students will:

- understand Spanish pronunciation and basic rules of speaking and writing the language.
- use common greetings to address people, both formally and informally.
- use present tense verbs to describe common activities, both written and verbally.
- use adjectives (qualitative, quantitative, and possessive) to describe themselves and others, both written and verbally.
- identify various parts of speech in a sentence, such as articles, nouns, adjectives, prepositions, subjects, pronouns, etc.
- explain the appropriate use of masculine and feminine nouns, adjective agreements, verb conjugations, etc.
- read and listen to passages written/discussed in the present tense and respond to/formulate questions accordingly.
- write paragraphs of 5 sentences or more pertaining to such topics as food, friends, family, classes, favorite activities, student's dwellings and clothing.
- compare and contrast their culture with that of Hispanic culture.
- respond to and give basic commands.

The following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Reads with fluency silently and aloud to support comprehension.
Writing: Uses effective writing process.
Uses writing as a tool for learning.
Is able to write on demand.
Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax & style.
Incorporates technology as a tool to enhance writing.
Speaking: Produces a coherent message.
Participates appropriately in one-on-one situations and group settings.
Listening: Listens for information & understanding.
Viewing: Uses a range of strategies to interpret visual media.

SPANISH 2 (120121/120122)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: SPANISH 1 OR ITS EQUIVALENT		FULL YEAR COURSE

Spanish 2 is a two-semester language course open to all students at any grade level. This course is designed to help students develop linguistic proficiency and cultural sensitivity. Students will continue to broaden their communication skills in the areas of listening, speaking, reading, and writing. They are encouraged to use the language in a variety of creative ways to portray authentic situations.

Key Learnings

The students will:

- use preterite verbs in both the regular and irregular forms.
- write coherent paragraphs of approximately 100 words.
- comprehend written and oral communication using contextual clues rather than simple rote memorization.
- use informal commands.
- communicate using the imperfect tense.
- use the present perfect tense to talk about what activities they have done.
- expand their vocabulary to go beyond basic words and expressions, especially regarding classroom items, daily routines, descriptions, places and locations in a town or city, parts of the body, shopping and food, and extracurricular activities.
- express daily activities and routines.
- use affirmative and negative expressions.
- use *ser/estar* and *saber/conocer* in communicative situations.

Along with the skills acquired in Level I, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Reads for a variety of purposes and across content areas.
Writing: Generates effective questions.
Speaking: Considers audience & variables in the speaking situation.
Participates in a variety of communication situations.
Listening: Applies strategies for listening comprehension such as taking notes, organizing, summarizing, asking questions & paraphrasing.
Listens to establish, maintain & enhance relationships.
Viewing: Draws conclusions.
Makes generalizations

SPANISH 3 (120131/120132)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: SPANISH 2 OR ITS EQUIVALENT STRONGLY RECOMMENDED STUDENTS HAVE A "C" AVERAGE IN THEIR CURRENT LEVEL BEFORE ENROLLING IN THIS CLASS		FULL YEAR COURSE

Spanish 3 is a two-semester language course open to all students at any grade level. This course is designed to build on linguistic proficiency and cultural sensitivity begun in levels I and II. Continued emphasis is placed on communication skills in the areas of listening, speaking, reading, and writing. Students express themselves in Spanish through a variety of authentic ways, including written compositions, skits, projects, music, and cultural activities. Reading selections become more extensive than in levels I and II. In addition, students will continue to explore various Spanish-speaking cultures.

Key Learnings

The students will:

- review previously learned grammar concepts and vocabulary from Spanish 1 and 2.
- expand and master vocabulary beyond the basic words to include specific themes of holidays, celebrations and other life activities.
- use preterite and imperfect to communicate about past events, tell stories in the past and be able to distinguish between the two past tenses.
- communicate using newly learned verb tenses in the future, conditional, present perfect, past perfect, future perfect, conditional perfect, commands and the subjunctive.
- will use ser/estar, por/para, and object pronouns in communicative situations.
- begin to study the differences of usage between the indicative and the subjunctive.
- give 1 minute oral presentations in Spanish about a variety of topics throughout the year.
- keep a weekly journal and make corrections on their 100+ word paragraphs.
- read authentic literature in the Spanish language.
- study a variety of Hispanic artists and understand their impact on the art world.

Along with the skills acquired in Level II, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of skills & strategies to comprehend complex non-fiction & informational text.
Writing: Uses appropriate means for location & selecting research material.
Speaking: Recognizes the role of evaluation in oral communication, analysis & evaluation.
Viewing: Understands how literary forms can be represented in visual narratives.

SPANISH 4 (120171/120172)	1.0 UNIT	ELECTIVE GRADES 9-12
PREREQUISITE: SPANISH 3 OR ITS EQUIVALENT STRONGLY RECOMMENDED STUDENTS HAVE A "C" AVERAGE IN THEIR CURRENT LEVEL BEFORE ENROLLING IN THIS CLASS		**FULL YEAR COURSE**

*Spanish 4 is a two-semester language course open to all students at any grade level. This course is designed to give students a comprehensive review of the elements of the Spanish language. In addition, students will create a variety of projects using oral and written communication focusing on the Hispanic culture. Students should expect that approximately 90 percent of the class would be conducted in Spanish. They will be expected to communicate in Spanish whenever possible.

Key Learnings

The students will:

- learn nuances of the language building from the past three years.
- read, interpret and respond to articles in the Spanish language.
- create a group project using the imperfect and preterit tenses within the context of an unsolved mystery.
- read a novel in the target language.
- expand their vocabulary to be able to discuss major issues concerning the world today.
- review and use all 16 tenses learned in Spanish 1-3.
- give speeches in the Spanish language discussing personal interests, history and current events.
- speak and listen to Spanish for 90% of classroom time.
- write essays of 100 plus words and identify and amend errors.

Along with the skills acquired in Level III, the following Core Curriculum Literacy Skills will be integrated into this course:

Reading: Uses a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading & literary text.
Writing: Uses knowledge of purpose, audience, format & medium in developing written communication (idea, voice).
Speaking: Demonstrates control of delivery skills.
Listening: Identifies how format, language, style, & context communicate the author's message and affect the listener.
Viewing: Evaluates the credibility of a speaker and the plausibility of a hidden agenda or bias, prejudice or propaganda.

GRADUATION CHECKLIST

STUDENT NAME _____ DATE _____

TWENTY-THREE (23.0) UNITS OF CREDIT ARE REQUIRED FOR GRADUATION

	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
					LIT	WRITING		
ENGLISH (4 Units)	☐	☐	☐	☐	☐	☐	☐	☐
MATHEMATICS (3 Units)	☐	☐	☐	☐	☐	☐		
SCIENCE (3 Units)	☐	☐	☐	☐	☐	☐	☐	Science Standards
	U.S. HISTORY		WORLD HISTORY		ECON	GOV'T		
SOCIAL STUDIES (3 Units)	☐	☐	☐	☐	☐	☐		
WELLNESS (8 Semesters)	☐	☐	☐	☐	☐	☐	☐	☐
HEALTH (2 Semesters)	☐	☐		CPR		☐		
EXPR./TECH ART or CTE (0.5 Units)	☐	_____						
CTE (0.5 Units)	☐	_____						
Career & College Readiness Seminar (0.5 Units)	☐	_____						
TOTAL CREDITS	☐		☐		☐		☐	

SERVICE LEARNING

9TH / 10TH GRADE SERVICE LEARNING (30 HOURS REQUIRED BY END OF SOPHOMORE YEAR)	11TH/12TH GRADE SERVICE LEARNING (40 HOURS REQUIRED BY END OF SENIOR YEAR)
☐	☐