

# **Central Community School Course Registration Handbook 2025-2026**

**MIDDLE SCHOOL & HIGH SCHOOL**



**PREPARING EACH STUDENT TO LIVE AS A PRODUCTIVE, RESPECTFUL, HEALTHY, RESPONSIBLE CITIZEN OF THE WORLD**

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## INTRODUCTION

The primary purpose of this handbook is to communicate the course offerings within the Central Junior and Senior High School.

In addition to the academic offerings, Central is proud to offer numerous extra-curricular activities for students. These activities include opportunities in student service and leadership, fine arts, and athletics.

Developing leadership skills within each student is a priority at Central. Opportunities in this area include Student Council,

Student Office Services (SOS), National Honor Society, FFA, Journalism, Yearbook, Silver Cord Community Service, and more.

Our Fine Arts Department has many successful programs including Large Group Speech, Individual Speech, Plays and Musicals, Pep Band, Marching Band, Chorus, and more. Athletic offerings at Central include Cross Country, Football, Volleyball, Wrestling, Basketball, Cheerleading, Track & Field, Golf, Softball, and Baseball.

The administration and faculty of the Central Junior and Senior High School invite the parents to take an active interest in the welfare and progress of their children in their school work. Parents are cordially invited to visit school at any convenient time, counsel with the teachers, examine records and test data, and cooperatively chart with school officials the educational course of their child.

## GRADUATION REQUIREMENTS

A student must meet all requirements of the Board of Education and be a student in good standing to participate in graduation ceremonies. The policy will be evaluated annually to determine if the policy is in the best interest of the students and school district.

Due to changing legislation, graduation requirements vary slightly depending on your graduation date. Graduation requirements are listed on the following page.

### Evaluation of Credit

Credits are based on the Carnegie Unit, which is a portion of 7,200 minutes.

1. Central courses that meet one period every day will yield  $\frac{1}{2}$  credit per semester.
2. Courses that meet one period every-other day will yield  $\frac{1}{4}$  credit per semester.

## Junior High Course Requirements & Electives

\*Required Course

* Math 7/Math 8/Algebra 1	* Health
* English 7/English 8	* Agriculture
* Science 7/Science 8	* Computer Science
* Social Studies 7/Social Studies 8	
* Physical Education	<u>Electives:</u>
* Spanish	Band
* Industrial Tech	Chorus
* Outdoor Recreation	Central LEAD
* Art	

## Requirements by Graduating Class

### Class of 2026, 2027, 2028, 2029

#### **Standard Diploma**

27 Credit Units Required	Credits
<b>Language Arts</b>	<b>4</b>
English 1	1
English 2	1
English 3	1
English Elective	1
<b>Mathematics</b>	<b>3</b>
<b>Science</b>	<b>3</b>
General Science	1
Biology	1
Science Elective	1
<b>Social Science</b>	<b>3</b>
World Area Studies	.5
Early U.S. History	1
Modern U.S. History	1
American Government	.5
<b>Physical Education</b>	<b>4</b>
<b>Electives</b>	<b>9</b>
<b>Personal Finance</b>	<b>.5</b>
<b>Pre-Employment Strategies</b>	<b>.5</b>

#### **Honors Diploma Requirements**

The following requirements must be met with the following exceptions:

- Class of 2025
  - Attendance will be calculated using data from Sophomore, Junior, and Senior year.
  - Silver Cord hours will be prorated, using Sophomore, Junior, and Senior year.
  - Extracurricular participation requirement will be 6 seasons, not 8.

Academic Requirements Students must complete all of the requirements below.

- **4 credits each of Math, Science, English, and Social Studies.**
- **One of the following:**
  - **Proficient on the ISASP in all content areas Junior year.**
  - **ACT score of 23**
  - **GPA of 3.5 or above**

Academic Requirements Students must complete a minimum of 1 of the 6 options below.

- **4 credits of Foreign Language**
- **15 college credits earned**
- **Earn the Gas, Metal, Arc Welding (GMAW) Certificate from NICC**
- **Earn the Certified Nurse's Aid (CNA) Certificate from NICC**
- **CTE Strand Concentrator (2 or more credits in one strand)**

CTE strands are defined by the Department of Education. The strands we offer are Industrial Technology, Agriculture, Business, and Health Science. Courses available will include the courses listed in those respective categories in the course descriptions. Online course options may be available. Contact the Counselor with questions.

- **Earn 5 Fine Arts Credits**
  - These courses include Band, Chorus, and Art.

Experiential Requirements Students must complete all of the requirements below.

- **Senior presentation**

The Senior presentation will be a 15-20 minute presentation to a small group (Principal, Counselor, Mentors, etc.) about what the student has learned throughout their high school career, how those learning experiences have helped them meet Iowa's College and Career Readiness Standards, and a reflection on their preparedness to live as a productive, respectful, healthy, responsible citizen of the world.

- **Participation in Mentorship Program**

Each student will have a mentoring group of 3 adults - one teacher, one community member, one family member. This group will meet a minimum of once per year to discuss the student's four year plan and progress toward their goals.

Experiential Requirements Students must complete a minimum of 9 of the 12 options below.

- **Complete the FAFSA**
    - Central's Counselor will provide support with this.
  - **3 or more job shadow experiences OR OJT experience**
- These will be arranged through Central's Counselor or NICC Success Coach.
- **Work experience of 250 hours or more**

Must be documented through pay stubs.

- **Average attendance of 95% (excludes school events)**

Attendance will be calculated by period. 9 periods = 1 day.

- **No more than an average of 5 unexcused tardies per year.**
- **Extra curricular involvement of at least 8 seasons (Ex. One year of active involvement in FFA counts as one season.)**

The student must start the season on time and finish in good standing.

- **Earn a Silver Cord**

Earned through volunteer hours. See the Counselor for more information.

- **Earn a Red Cord**

Earned through the American Red Cross. See the Counselor for more information.

- **Serve in a school sponsored leadership position (Student Council, Class Officer, FFA Officer, Team Captain, etc.)**

Position must be verified by the Coach/Sponsor of the program.

- **CCSF application submitted**

The application will be sent to all students their Senior year.

- **Register to Vote**

Support will be provided by the Government teacher.

- **NHS Membership**

Applications will be distributed to students who qualify beginning Sophomore year.

- **Proof of College or Military Acceptance**

Documented with acceptance letter. This is not a commitment, just proof of acceptance.

Students that wish to graduate early are to apply in writing.

**Applications must be made by September 1 of the student's senior year.** Parental approval is required if the student is under age 18. Early graduates are entitled to participate in graduation ceremonies. Students who graduate early become alumni of the school district and are not allowed to participate in school activities, including senior activities (except for graduation). Recommendations for early graduation will be sent to the Board for final approval.

### Foreign Exchange Students

A special diploma shall be issued to exchange students who are classified as seniors and complete one academic year of residency.

## REGENTS ADMISSIONS INDEX

Below is a list of Central courses (beyond those required for graduation) that have been approved by the Regents Admissions Index (RAI). If you are planning on attending University of Iowa, Iowa State University, or the University of Northern Iowa, use this list to plan your high school curriculum.

- Creative Writing
- Intro to Communications
- Algebra 1
- Algebra 2
- Geometry
- Pre-Calculus
- Calculus
- Statistics
- Anatomy & Physiology
- Chemistry
- Physics
- Global Science
- Modern World History
- Ancient World History
- World Area Studies
- Psychology
- Sociology
- Economics
- Spanish 1, 2, 3, & 4
- Computer Science Principles

### Policy Regarding Early Graduation

It shall be the general policy of the Board of Education to grant permission for students to graduate in seven semesters provided they meet the requirements of at least the standard diploma.

## NCAA COURSE REQUIREMENTS

A student wishing to participate in athletics at an NCAA Division I or II school must meet certain requirements consisting of certification with the clearing house and including the following:

1. Graduate from high school
2. Core course work:

	<u>Division I</u>	<u>Division II</u>
English	4 years	3 years
Math	3 years	2 years
Science	2 years	2 years
Social Science	2 years	2 years
From English, Math or Science (additional core)		
	1 year	3 years

Additional Core

	<u>4 years</u>	<u>4 years</u>
Total	16	16

3. Core GPA: 2.3 2.2
4. Earn an SAT or ACT score matching your core-course GPA on the Division II sliding scale.

## INDIVIDUAL CAREER & ACADEMIC PLANS

As per Iowa Code 279.6, all students starting in Grade 8 will develop an individualized career and academic plan to guide their high school curriculum. This well-thought out plan is annually reviewed and revised in grades 9-12 to ensure it aligns with the student's career and academic goals.

The basic requirements of ICAP are to:

- prepare the student for successful completion of the requirements for graduation;
- identify coursework in 9th through 12th grade to support postsecondary education and career options; and
- prepare students to complete all Essential Components (self-understanding, career information, career exploration, postsecondary exploration, career and postsecondary decision) of a career information and decision-making system.

Central Community Schools will utilize the Career Information System (CIS) Kuder Navigator to complete the Essential Components and create students' ICAP.

## COURSE REGISTRATION

### Registration Process

Each spring, Central will host a Registration Night in which students and their parents will work together to create/revise their Individual Academic Plans in Kuder Navigator. Using these plans, students will then request their chosen courses for the upcoming school year in JMC with their advisors. The schedule will be set up from these requests. Please note that students are not guaranteed their requested classes due to potential conflicts within the master schedule. Final schedules for the upcoming school year will be released prior to summer break. If conflicts occur in the scheduling process, the student will be contacted by the counselor and/or principal. Scheduling questions should be brought to the counselor or principal before final registration.

### Schedule Changes

It is very important that you choose your courses wisely.

**STUDENTS WHO WISH TO MAKE CHANGES TO THEIR SCHEDULE WILL HAVE UNTIL THE END OF THE SECOND DAY OF THE SEMESTER TO MEET WITH THE COUNSELOR/PRINCIPAL TO MAKE CHANGE REQUESTS.** Only under extraordinary circumstances will a student be allowed to drop a course later in the semester. **DROPPED COURSES AFTER THE SECOND DAY OF THE SEMESTER WILL BE RECORDED WITH A FAILING GRADE.**

**Signing up for a year-long class means you intend to take that class for the entire school year. Dropping or adding a year-long class at semester requires the approval of the teacher.** Please note that there are different course change policies for college credit classes; see the sections on college credit registration at the end of this handbook.

### Senior Release

Senior release may be granted to students in the twelfth grade provided the student is in good academic standing and meeting all other expectations, including attendance to school. Senior release will be granted for a maximum of two periods a day; 1st and 2nd period, or 8th and 9th period. Students may be allowed the use of the school building during their release periods. Use of the building may be restricted or prohibited if a student does not meet the expectations of the building (see Appendix C).

## ACCEPTING CREDIT FOR CORRESPONDENCE COURSES

It is the philosophy of the Central Community Schools that correspondence courses are not equal to courses offered by the school; however, we believe that correspondence courses provide an option for students that may not be available within our regular curriculum. Therefore, credit will be acceptable under the following conditions:

1. All courses must be approved by the high school counselor and principal. Students must be enrolled at Central in order to have courses approved.
2. No more than two courses will apply toward graduation requirements.
3. Courses ordered through the school will be paid for in advance. All costs are paid by the student.

## EQUITY POLICY #6128

It is the policy of the Central Community School not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or physical disability in its education programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

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

## HIGH SCHOOL COURSE DESCRIPTIONS

### ENGLISH & LANGUAGE ARTS

**Course:** English I **#1**  
**Grade:** 9 **Credit:** 1 unit  
**Semester:** Year-Long Required  
**Prerequisite:** None  
**Description:** English 1 is the first in a series of required English courses. This course is a combination of writing and literature. The concentration is on literary elements

found in a variety of literature such as short stories, fiction, non-fiction, and poetry. Writing includes but is not limited to comparing and contrasting, narrative writing, literary analysis, identity, and informative writing. There is independent reading, daily writing prompts, and a non-fiction documentary.

**Course:** English II **#2**  
**Grade:** 10 **Credit:** 1 unit  
**Semester:** Year-Long Required  
**Prerequisite:** English 1  
**Description:** English 2 is the second in a series of required English courses. This course is a combination of writing and literature. The concentration is on speaking and listening skills, research skills, and literary & audio analysis. Writing units include persuasive writing, a research project, and many smaller pieces to reflect the learning during the literature units.

**Course:** English III **#3**  
**Grade:** 11 **Credit:** 1 unit  
**Semester:** Year-Long Required  
**Prerequisite:** English 1, English 2  
**Description:** English 3 is third in a series of required English courses. It concentrates on a thematic approach by unit, emphasizing both nonfiction and fiction literature, writing, vocabulary acquisition, and American Literature. The literature portion of this course includes reading strategies, matters of history, cultural growth, genre, and literary technique. Independent reading is included in the year as well as units in language and writing.

**Course:** English IV **#4**  
**Grade:** 12 **Credit:** 1 unit  
**Semester:** Year-Long Elective  
**Prerequisite:** English I, II, III  
**Description:** English IV builds on the skills addressed in English III. Students will read, discuss, and analyze a variety of British and world literary genres and relate the literature to historical and social contexts. The composition process (prewriting, mapping/outlining, drafting, revising, and peer editing) will be emphasized to prepare students for college-level writing. There will also be portions of the class that focus specifically on preparing for scholarship essays as well as other types of writing required in the college process.  
**This class is recommended for students who plan to attend a two- or four-year college.**

**Course: Foundations of Writing #5****Grades:** 9-10 **Credit:** ½ unit**Semester:** Fall **Elective****Prerequisite:** None

**Description:** This is a one-semester course in which students develop and demonstrate knowledge of fundamental writing processes by composing paragraphs and essays, mastering basic sentence types and construction, and using standard American English grammar, usage, and mechanics. This class will start with the basics of writing and sentence structures and progress to writing essays and other works.

**Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Central Tatler #6****Grade:** 9-12 **Credit:** ½ OR 1 unit**Semester:** Fall And/OR Spring **Elective****Prerequisite:** None

**Description:** This course enables students to understand the role of media in society and their place within that. Course content typically includes a variety of communication, such as interview skills and writing skills, including the use of the writing process as well as the creation of original products and online publication. The course may concentrate on a particular medium. You may take this course for a full year or for just one semester.

**Course: Film as Literature #7****Grades:** 11-12 **Credit:** ½ unit**Semester:** Not currently offered**Prerequisite:** None

**Description:** Students will investigate how ideas, values and concepts are connected and demonstrated through film. In analyzing film, students will examine thematic and cinematic characteristics. Class activities include viewing, listening, researching, and analyzing film. It is NOT just watching movies. **Note:** Course offering will be determined annually based on student interest.

**Course: Creative Writing #8****Grades:** 9-12 **Credit:** ½ unit**Semester:** Fall **Elective****Prerequisite:** None

**Description:** Creative Writing offers students the opportunity

to develop and improve their technique and individual style in multiple writing styles, primarily focusing on narrative and developing elements of narrative poetry, short story, drama, essays, and other forms of prose. The emphasis of the class is on writing, although exemplary representations and authors may be studied to provide a fuller appreciation of the form and craft.

**Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Literature Workshop #9****Grades:** 9-12 **Credit:** ½ unit**Semester:** Spring **Elective****Prerequisite:** None

**Description:** Literature Workshop is a student-centered class that allows students the opportunity to choose reading materials at their reading level, with the goal to improve reading comprehension and fluency. Content will be student-selected based on individual reading level. The emphasis of this class is on improving student reading abilities and incorporating writing skills in order to demonstrate competency and proficiency in the English Language Arts standards. **Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Fantasy and Fiction Literature #10****Grades:** 9-12 **Credit:** ½ unit**Semester:** Spring **Elective****Prerequisite:** None

**Description:** Fantasy and Fiction Literature is a course that enables students to trace the evolution of the genre by reading and analyzing key pieces from these genres as they have progressed. These works take many forms, ranging from classic “fairy tales” and their modernized versions to dystopian fantasy and more. The emphasis of this course is to explore these genres and how they have changed since their beginnings while also developing analytical writing skills.

**Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Language Arts I, II, III, IV #15, 16, 17, 18****Grade:** 9-12 **Credit:** 1 unit**Semester:** Year-Long**Prerequisite:** Teacher recommendation

**Description:** Students will work on skills in language arts

designed to meet their individual language needs. This course is intended to strengthen and improve students' skill in the language arts based on their individual needs.

## MATHEMATICS

**Course: Algebra 1 #21**

**Grades:** 8-12 **Credit:** 1 unit

**Semester:** Year-Long

**Prerequisite:** None

**Description:** Algebra 1 is the study of mathematics using variables for unknown quantities to describe patterns. Topics to be covered will include describing patterns, simplifying expressions, graphing and solving linear equations and inequalities, exploring properties of powers and roots and solving quadratic equations. Students will develop essential algebra skills through problem solving, communication, reasoning, making connections and constructing multiple connected representations. If a student plans on taking advanced mathematics, this course is a necessary requirement. The course is designed to conform to college requirements and to prepare a student for college or allow them to further their education beyond high school.

**Course: Geometry #22**

**Grades:** 9 - 12 **Credit:** 1 unit

**Semester:** Year-Long Honors

**Prerequisite:** Algebra 1

**Description:** Geometry is the study of the relationships existing between points, lines, and planes; relationships between congruent and similar triangles, parallel lines, polygons, circles, circles to other sets of points and special relationships within a right triangle. The course is proof oriented to develop the idea of logical reasoning. The course is designed to conform to college requirements to prepare a student for college or allow them to further their education beyond high school.

**Course: Algebra 2 #23**

**Grades:** 10 - 12 **Credit:** 1 unit

**Semester:** Year-Long Honors

**Prerequisite:** Algebra 1

**Description:** Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. Algebra 2 is a continuation of Algebra 1. Areas of

study are to include the following topics: systems of linear equations and inequalities, polynomials and factoring, rational numbers and expressions, relations and functions, irrational numbers and quadratic equations, matrices and conics. The course is designed for college bound students.

**Course: Pre-Calculus #24**

**Grades:** 11-12 **Credit:** 1 unit

**Semester:** Year-Long Honors

**Prerequisite:** Geometry, Algebra 2

**Description:** This course is designed to prepare students for calculus and other college level mathematics. Topics covered will include, but not limited to logic, analyzing functions, polynomials, rational functions, trigonometry, sequences, series, complex numbers, probability, and vectors.

**Course: Intro to Statistics #25**

**Grades:** 11-12 **Credit:** 1 unit

**Semester:** Year-Long

**Prerequisite:** Algebra 1, Geometry

**Description:** Introductory statistics course is intended to introduce basic methods of statistical reasoning and probability. Students will develop the ability to summarize and interpret data, and draw conclusions based on the data. Students may take this course before, after or in conjunction with precalculus.

**Course: Statistics #26**

**Grades:** 12 **Credit:** 1/2 unit

**Semester:** Spring

**Prerequisite:** Algebra 1, 2, Geometry, or, Intro to Statistics

**Description:** Advanced statistics course intended to build on the skills of statistical reasoning and probability, summarizing and interpreting data, and drawing conclusions based on the data. This course is intended to prepare students for college level statistics courses.

**Course: Calculus #27**

**Grade:** 12 **Credit:** 1/2 unit

**Semester:** Fall

**Prerequisite:** Pre-Calculus

**Description:** This course is designed to prepare students for calculus at the college level. Topics covered include functions and graphs, limits and continuity, derivatives, application of derivatives and integration.

**Course: Math I, II, III, IV #30, 31, 32, 33**

**Grade:** 9-12 **Credit:** 1 unit



Semester: Year-Long

Prerequisite: teacher recommendation

Description: Students will work on skills in mathematics designed to meet their individual mathematical needs. This course is intended to strengthen and improve students' skill in mathematics based on their individual needs.

## SCIENCE

Course: **General Science** #41

Grade: 10th Credit: 1 unit

Semester: Year-Long Required

Prerequisite: None

Description: The solving of everyday problems by the application and understanding of matter and energy, and their interactions. Other topics covered include: forces, motion, simple machines and basic chemistry.

Course: **Biology** #42

Grade: 9th Credit: 1 unit

Semester: Year-Long Required \*Students may take Agriculture Biology or Biology

Description: This course will fulfill the requirements for the science Biology course and will both include both Life Science and Earth Science standards. The history of planet earth and why diverse life forms can thrive on planet earth will be studied. Study of structure, function, and genetics will also be included. Lab activities will go with each unit including the dissection of prepared specimens.

Course: **Chemistry** #43

Grades: 11-12 Credit: 1 unit

Semester: Year-Long Elective, Honors

Prerequisite: 2 years of sequential math

Description: Chemistry provides the student with an experimental and intellectual challenge. From the study of this course, the student will begin to see how chemistry is vital for further career goals and how a background in chemistry will make them a more educated citizen. This course is the study of materials, their composition, structure, and the changes they undergo. The purpose of this course is to introduce the science of chemistry to students in Grades 11-12. This will be accomplished by providing the student with basic facts and concepts in the framework of laboratory experiments, text material, review and evaluation.

Course: **Global Science** #44

Grades: 11-12 Credit: 1 unit

Semester: Year-Long Elective

Prerequisite: General Science, Biology

Description: This integrated science class will expose students to aspects of life, earth and physical science and the connections between them. Students will focus on applying knowledge to real world problems. Topics may include issues that affect the environment such as population, resource management and pollution. Completion of projects and some writing assignments will be required.

Course: **Anatomy & Physiology** #45

Grades: 11-12 Credit: 1 unit

Semester: Year-Long Elective, Honors

Prerequisite: Biology

Description: This course is for the students that desire to pursue their interests in human anatomy and physiology. The following human systems are covered: biochemistry, skeletal, muscular, circulatory, respiratory, sensory, digestive, nervous, excretory, endocrine, and Reproductive. The course is lecture discussion with labs for each unit. Special individual projects are also required. Dissection of various animal organs is done to compare to human organs.

Course: **Physics** #46

Grade: 12 Credit: 1 unit

Semester: Year-Long Elective, Honors

Prerequisite: Algebra 2

Description: Of all sciences, physics shows us by a few simple and fundamental relationships how our universe operates. For example, how the space shuttle breaks into orbit can be explained from simple equations for acceleration and energy transfer. The primary goal of this course is to introduce how matter and energy are related through laboratory experiments and by means of a problem-solving approach. This physics course is essential for many occupations and is an important course of study to help us become more aware of how our high technological society operates.

Course: **Agricultural Biology** #57

Grade: 9th Credit: 1 unit

Semester: Year-Long Required \*Students may take Agriculture Biology or Biology

Description: This course will fulfill the requirements for the science Biology course and will both include both Life Science and Earth Science standards. This course begins with the

study of life at the cellular level then broadens into the study of living organisms and their interaction with the environment. Lab activities will go with each unit including the dissection of prepared specimens.

## SOCIAL STUDIES

### Course: **World Area Studies** **#61**

Grades: 9th Credit: 1/2 unit

Semester: Fall or Spring Required

Prerequisite: None class of 2024

Description: This course examines the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of the region, or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may focus on one particular country, rather than focusing on a region or continent.

### Course: **Early U.S. History** **#62**

Grade: 10th Credit: 1 unit

Semester: Year-Long Required

Prerequisite: None

Description: U.S. History to 1890 is a required course offered at the 10th grade level. The student will view our country's history from colonization to 1890. Through the use of maps, graphs, time lines, personality profiles, essays, and research, the student will better understand this period and how it continues to affect policies today.

### Course: **Modern U.S. History** **#63**

Grade: 11th Credit: 1 unit

Semester: Year-Long Required

Prerequisite: None

Description: The course Modern U.S. History (1890 to present) is not only the study of how the United States became a world power but how the world has also changed in the span of the 20th Century—starting with the U.S. influencing the Western Hemisphere up to present time.

### Course: **American Government** **#64**

Grade: 11 & 12 Credit: 1/2 unit

Semester: Fall or Spring Required

Prerequisite: None

Description: Government in the United States—at the national, state, and the local levels—is firmly based upon the concept of popular sovereignty. Quite obviously, a democratic government can succeed only to the extent to which its citizens participate and participate intelligently in the governing process. The course American Government is the study of the government of the United States, its development and functions, and the role of the citizen in his relationship to his government. This study includes government on the national, state, and local levels.

### Course: **Ancient World History** **#65**

Grades: 9 -12 Credit: 1/2 unit

Semester: Fall Elective

Prerequisite: None

Description: This is an elective course that deals with the study of humans from prehistoric times to Middle Ages. It covers the development of humans both historically and culturally while showing the importance of the environment in the shaping of man. Note: This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

### Course: **Modern World History** **#66**

Grades: 9 -12 Credit: 1/2 unit

Semester: Fall Elective

Prerequisite: None

Description: A continuation elective course of Ancient World History. Modern World History traces the evolution of western society from the Dark Ages through the 20th century. Note: This course will be offered every-other-year during school years that begin with an odd number (i.e. 2023-2024, 2025-2026)

### Course: **World Wars** **#67**

Grades: 9-12 Credit: ½ unit

Semester: Fall or Spring Elective

Prerequisite: None

Description: In this class, we will look at World War 1 & 2 and how these wars brought attention to the entire world. We will look at government policies that caused countries to get involved, main causes, and talk about effects of major events. We will be able to take a deeper look into battles, strategies, and outcomes of certain events in these conflicts. We will watch documentaries, do research, and work on writing

**Description:** This is an individually based course focused on lifetime fitness through physical activity. Group activities will be non-competitive and used for the purpose of exposing

students to fitness options. These options may include stretching, body weight exercises, circuit training, fitness planning, and more. During this class students will set individual fitness goals as part of an overall healthy lifestyle. Students will use class time to implement an action plan working toward these goals, measure their progress, and revise their goals or action plan.

**Course: Strength & Conditioning #83**

**Grades:** 9-12 **Credit:** 1/2 Unit

**Semester:** Fall and/or Spring

**Prerequisite:** None

**Description:** The focus of this course will be on building strength and improving overall conditioning through physical movement including bodyweight exercises and weightlifting. Students will learn functional movements that translate to any fitness arena. This course is for students of any fitness level.

**Course: Athletic Officiating #88**

**Grades:** 9-12 **Credit:** 1/2 Unit

**Semester:** Fall

**Prerequisite:** None

**Description:** This course will provide you an opportunity to learn how to officiate three different sports. The course would prepare you to take the sport specific certification test so you could (if you choose to) begin working as a certified athletic official.

**Course: Life Changes 1 #91**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** none

**Description:** Students will learn to evaluate and enhance their personal health using life skills, individual and group activities, technology, and speakers. Topics to be covered 1st semester may include: Dimensions of Wellness, Digestion and Nutrients, Body Images and Disorders, Fitness and Stress, Nutrition Through the Life Cycle, and Mental Health.

**Course: Life Changes 2 #92**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** none

**Description:** Students will learn to evaluate and enhance their personal health using life skills, individual and group activities,

technology, and speakers. Topics to be covered 2nd semester may include: Life Cycle, Hereditary and Genetics, Mental Health, Wellness, Goal Setting, Body Systems, Advocacy, and Healthy Relationships.

## ART

**Course: Art Fundamentals 1 #201**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** This course offers students an introduction to fundamental concepts of art. Students will explore the Elements of Art through lessons using problem solving skills in a variety of 2D media: drawing, painting, printmaking, collage, and recycled materials. Students will be expected to complete weekly sketchbook assignments and participate in a public display of work. Students will meet National and State Standards for Visual Art.

**Course: Art Fundamentals 2 #202**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course offers students an introduction to fundamental concepts of art. Students will explore the Principles of Design through lessons using problem solving skills in a variety of 2D and 3D media: drawing, painting, printmaking, collage, and recycled materials. Local artists will visit the classroom to provide and engage students with their artistic talents and skills. Students will be expected to complete weekly sketchbook assignments and participate in a public display of work. Students will meet National and State Standards for Visual Art.

**Course: Two Dimensional Art #203**

**Grades:** 10-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** Art Fundamentals 1 & 2

**Description:** This course offers students a variety of drawing, painting, crafting, and printmaking media to develop technical proficiency, observational skills, and personal style. Students will demonstrate an increasing art vocabulary through reflective and critical analysis of their own work and the work of others. Students will be expected to complete weekly sketchbook assignments and participate in a public display of

work. Students will meet National and State Standards for Visual Art.

**Course: Three Dimensional Art #204**

**Grades:** 10-12 **Credit:** 1/2 unit  
**Semester:** Spring Elective  
**Prerequisite:** Art Fundamentals 1 & 2, 2D Art  
**Description:** This course offers students a visual arts experience in the concepts of three-dimensional art. Students will build skills and creative ideas, while exploring a variety of media, including clay, plaster, wire, and recycled materials. Within each unit of study, various artists and art styles will be covered as well as different sculptural techniques. Students will be expected to complete weekly sketchbook assignments and participate in a public display of work. Students will meet National and State Standards for Visual Art.

**Course: Independent Art #205**

**Grades:** 11-12 **Credit:** 1/2 unit  
**Semester:** Fall and/or Spring Elective  
**Prerequisite:** Art Fundamentals 1 & 2, 2D and 3D Art  
**Description:** This course is offered to serious art students willing to perform at an advanced level in the Visual Arts. Students must have approval from the art teacher before registering for this course. An area of concentration will be determined based on experience and interest. The student will be required to complete written research and evaluation of one's own work and the work of others and regularly present their studies. The student must meet regularly with the teacher for review and critique of their artwork. Students will be expected to complete weekly sketchbook assignments and participate in a public display of work. Students will meet National and State Standards for Visual Art.

## FOREIGN LANGUAGE

**Course: Spanish 1 #241**

**Grades:** 9-12 **Credit:** 1 unit  
**Semester:** Year-Long Elective, Honors  
**Prerequisite:** None  
**Description:** Spanish I is a novice-level communicative language class. Students will spend the majority of their time interacting with the teacher using high-frequency language in conversation, stories, reading, etc.

**Course: Spanish 2 #242**

**Grades:** 10-12 **Credit:** 1 unit  
**Semester:** Year-Long Elective, Honors  
**Prerequisite:** Spanish 1

**Description:** Spanish II is a novice-level communicative language class. Students spend the majority of their time interacting with the teacher using high-frequency language in conversation, stories, reading, etc. Students read together as a group, and independently from self-selected books. Special attention is on Mexico and Central America, featuring a unit on contemporary immigration.

**Course: Spanish 3 #243**

**Grades:** 11-12 **Credit:** 1 unit  
**Semester:** Year-Long Elective  
**Prerequisite:** Spanish 2

**Description:** Spanish III is an intermediate-level communicative class. Students will spend the majority of their time interacting with the teacher using high-frequency language in conversation, stories, reading, etc. Students read together as a group, and independently from self-selected books. Students will focus on speaking about past events.]

**Course: Spanish 4 #244**

**Grade:** 12 **Credit:** 1 Unit  
**Semester:** Year-Long Elective  
**Prerequisite:** Spanish 3

**Description:** Spanish IV is an intermediate-level communicative class. Students will spend the majority of their time interacting with the teacher using high-frequency language in conversation, stories, reading, etc. Students read together as a group, and independently from self-selected books. Students will focus on speaking about past events and future events. Students will have the option to take the Seal of Biliteracy at the end of the Semester.

## MUSIC

**Course: Band #221**

**Grades:** 9-12 **Credit:** 1 unit  
**Semester:** Year-Long Elective  
**Prerequisite:** None

**Description:** The band course will include marching and concert band. The marching band's primary purpose will be to provide half-time entertainment for home football games and the homecoming parade which students are required to participate in. Students will also be expected to march in the Sweet Corn Days Parade. Students are expected to perform with the concert band for a winter concert, carnival

performance, solo and ensemble, spring concert, large group contest, and awards concert. The concert band's main function will be to develop the skills and techniques necessary for performance at these events. Students in High School Band will be expected to have one lesson per six-day cycle with the instructor. Students are also expected to perform with the pep band at assigned home basketball games.

**Course: Chorus #222**

**Grades:** 9-12 **Credit:** 1 unit

**Semester:** Year-Long **Elective**

**Prerequisite:** None

**Description:** The High School Choral Program will strengthen musical and performance skills through the use of the singing voice. Correct vocal production, choral technique, basic music theory, and ensemble performance will be taught. Students will have one lesson per cycle with the instructor. Performances will include a Fall Concert, the UIC Vocal Festival, a Winter Concert, Carnival, Large Group Contest, and the Spring Awards Concert. Students are also given the opportunity to participate in the State solo and ensemble contest which is held in the Spring. Various auditioned groups will also be available including: Winter Madrigal and Chamber Choir. Students may audition for selection into various honor choirs, including All-State.

## AGRICULTURE SCIENCE

**Course: Agriculture Business A #101**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of financials in agriculture. This course will focus on the following topics: Risk Management, Production Profile, Per Unit Expenses, Gross Expenses, Income and Profit Goals, Breakeven Price, Balance Sheet, Cash Flow, and Supply and Demand.

**Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Agriculture Business B #102**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of commodity marketing in agriculture. This course will focus on the following topics: Intro to Commodity Marketing, Cash and Forward Cash Contracts, Hedge to Arrive Contracts, Basis Contracts, Futures Contracts, Options Contracts, Crop Insurance, and Payments. **Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Agriculture Leadership A #103**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of leadership and how it is utilized in agriculture. This course will focus on the following topics: Leadership Styles, Personality Types, Learning Styles, Job Interview, Public Speaking, Event Organizing, Parliamentary Procedure, and Food for America Program. **Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Agriculture Leadership B #104**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of leadership and how it is utilized in agriculture. This course will focus on the following topics: Developing Leaders, Leading Teams and Groups, Communication Skills, Agricultural Sales, Event Organizing, Extemporaneous Speaking, Group Public Speaking, and Food for America Program. **Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Agronomy A #105**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:**

This course is designed to give students a basic understanding of various topics within crop management. This course will focus on the following topics: Crop Anatomy, Crop Physiology, Plant Breeding, Seed and Grain Quality, Crop Weeds, Crop Insects, and Crop Diseases. **Note:** This

course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Agronomy B #106**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of various topics within soil science. This course will focus on the following topics: Soil Origin and Development, Physical Properties of Soil, Soil Water, Soil Nutrition, Soil Fertility and Fertilization, Soil pH, and Soil and Water Conservation. **Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Animal Science A #107**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of various topics within animal science. This course will focus on the following topics: History and Use of Animals, Animal Nutrition, Animal Genetics, and Animal Health.

**Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Animal Science B #108**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of various topics within animal science. This course will focus on the following topics: Animal Handling and Safety, Animal Reproduction, Animal Products, Selection, and Marketing. **Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Agriculture Food Science A #109**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic

understanding of the science of food. This course will focus on the following topics: Chemistry of Food, Safety of Food, and Food Product Development. **Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Agriculture Food Science B #110**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of the science of food. This course will focus on the following topics: Product Preference and Availability, Food Health and Security, and Food Processing and Preservation. **Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Plant Science A #111**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of various topics within horticulture. The course will focus on the following topics: Mineral Soils, Plant Anatomy, Plant Taxonomy, Plant Growth Requirements, Environmental Factors, and Floriculture. **Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course: Plant Science B #112**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is designed to give students a basic understanding of various topics within horticulture. The course will focus on the following topics: Soilless Systems, Plant Physiology, Plant Taxonomy, Plant Reproduction, Plant Uses, and Nursery and Landscape.

**Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course: Independent Agriculture #113**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring or Fall **Elective**

**Prerequisite:** None

**Description:** This course is offered to students who can work independently on an agricultural project(s) individually, in partnership, or as a team. Students must have approval from the agricultural education teacher prior to registering for the course. The projects may include but are not limited to one that is based on community service, Supervised Agricultural Experience, leadership development, career development, agriscience research, school development, or FFA chapter development. Students may repeat this course once a year.

**Course:** **Agriculture Entrepreneurship #114**

**Grades:** 9-12 **Credit:** ½ unit

**Semester:** Spring or Fall **Elective**

**Prerequisite:** None

**Description:** This course is designed for students to learn about making a business plan, launching a business, managing, and growing a business.

**Course:** **Current Issues in Agriculture #115**

**Grades:** 9-12 **Credit:** ½ unit

**Semester:** Spring or Fall **Elective**

**Prerequisite:** None

**Description:** This course is designed to focus on issues currently facing the agricultural industry. Emphasis will be on researching and using sources of information, formulating ideas and opinions, and communicating using a variety of methods.

**Course:** **Principles of Agronomy / AGA 114 #116**

**Grades:** 9-12 **HS Credit:** ½ unit

**Semester:** Spring **NICC Credits:**

**Prerequisite:** None

**Description:** Provides a foundation course in agronomy. Applies crop, soil, and environmental sciences in understanding agricultural systems in the world. Introduces concepts of plant, soil, tillage, pest, environmental, and sustainable aspects of crop production. **Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

**Course:** **Fundamentals of Soil Science / AGA 154 #119**

**Grades:** 9-12 **HS Credit:** ½ unit

**Semester:** Spring **NICC Credits:** 3

**Prerequisite:** None

**Description:** Introduces physical, chemical and biological properties of soils, their formation, classification and distribution. Uses soil survey and other information sources in balancing agronomic, economic, and environmental concerns in soil management. **Note:** This course will be offered every-other-year during school years that begin with an off number (i.e., 2025-2026, 2027-2028)

**Course:** **Farm Business Management / AGB 330 #118**

**Grades:** 9-12 **HS Credit:** ½ unit

**Semester:** Fall **NICC Credits:**

**Prerequisite:** None

**Description:** During this course students will learn to apply business and economic principles of decision making and problem solving in the management of a farm business. Covers cash flow, partial, enterprise, and whole farm budgeting. Reviews information systems for farm accounting, analysis, and control. Examines obtaining and managing land, capital, and labor resources. Provides alternatives for farm business organization and risk management.

**Note:** This course will be offered every-other-year during school years that begin with an odd number (i.e., 2025-2026, 2027-2028)

**Course:** **Introduction to Agriculture Markets / AGB235 #117**

**Grades:** 9-12 **HS Credit:** ½ unit

**Semester:** Fall **NICC Credits:** 3

**Prerequisite:** None

**Description:** Presents basic concepts and economics principles related to markets for agricultural inputs and products. Reviews current marketing problems faced by farms and agribusinesses, farm and retail price behavior, structure of markets, food marketing channels, food quality and food safety, and the role of agriculture in the general economy. Analyzes the implications of consumer preferences at the farm level. Introduces hedging, futures, and other risk management tools. **Note:** This course will be offered every-other-year during school years that begin with an even number (i.e. 2026-2027, 2028-2029).

## BUSINESS/CAREER READINESS EDUCATION

**Course:** **General Computer Applications #121**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**



Prerequisite: None

Description: Designed for students interested in exploring the uses of computers for personal, educational, and career-ready purposes. This course provides experience in a wide range of applications, including (but not limited to) word processing, spreadsheets, and presentation programs. Course:

**Business Computer Applications #122**

Grades: 9-12 Credit: 1/2 unit

Semester: Spring Elective

Prerequisite: None

Description: This course provides advanced experience in word processing, spreadsheets, presentations,. Additionally, students will incorporate all these programs as they brainstorm and develop potential entrepreneurial opportunities.

**Course: Multimedia Productions #123**

Grades: 10-12 Credit: 1 unit

Semester: Year-Long Elective

Prerequisite: General Computer Applications

Description: This course introduces photo, video, web, 3D and game design to engage students as they work to create unique products based on their individual creativity. The coursework involves the planning and production of interactive multimedia projects that integrate text, graphics, and video in the digital environment.

**Course: Pre-Employment Strategies #124**

Grades : 11-12 HS Credit: ½ unit

Semester: Fall and Spring

Prerequisite: Driver's license Required

Description: This class presents practical strategies that prepare students to identify an appropriate career, conduct a successful job search, and build the foundation for successful career development. Job shadows are a key component of this course, along with participation in mock interviews.

**Course: Computer Science Principles #126**

Grades: 9-12 Credit: 1 unit

Semester: Year-Long Elective

Prerequisite: None

Description: Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and

approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

**Course: Personal Finance #131**

Grades: 10-12 Credit: 1/2 unit

Semester: Fall or Spring Required

Prerequisite: None

Description: Personal Finance introduces students to personal money management. Emphasis is placed on banking accounts (checking, savings, and money market accounts), loans, investments, budgeting, and income tax calculations. Additional emphasis is placed on consumer protection, credit cards, and insurance (health, auto, home and life insurance).

**Course: Clayton County BEST #132**

Grades: 11-12 (10th by teacher recommendation)

Credit: 1 unit

Semester: Year-Long Elective

Prerequisite:

Description: Clayton County Best is a STEM based initiative that solves authentic problems within our community. Clayton County Best gives students the opportunity to partner with local businesses and community organizations on projects that may be student or community generated. Students will work in a flexible setting with a curriculum built around Career Readiness skills such as communication, critical thinking, problem solving, collaboration, flexibility, adaptability, productivity, and accountability. Note: Students can earn 2-3 college credits from NICC by completing the requirements for WBL:140 Workplace Project Based Learning in this course.

**Course: Student Office Services (SOS) #133**

Grades: 9-12 Credit: 1/2 unit

Semester: Fall or Spring Elective

Prerequisite: None

Description: Designed to give the student a chance to refine basic office skills both involving the computer and technology and/or to give students an opportunity to explore an area of interest working as an assistant to school personnel. Recommended for those students wishing to explore the possibilities of careers in business, computer technology, or education. Students may take for more than one semester. The number of students allowed to take this course will be limited based on need. Pass/Fail grade.

**Course: On-the-Job Training/MOC #134****Grades:** 12 **Credit:** 1/2 unit**Semester:** Fall or Spring **Elective****Prerequisite:** None

**Description:** This course is intended to pair students with local businesses where students can work while receiving high school credit. There will be a classroom component to the course as well. Offering of this course is pending certified instructor and business partnerships. See Mrs. Imoehl for [more information](#).

**Course: Study Hall #136****Grades:** 9-12 **Credit:** None**Semester:** Fall or Spring**Prerequisite:** None

**Description:** This time is designated for students to work on academic coursework, college applications and scholarships, individual career planning, and the like. Students who do not use this time appropriately will lose the privilege of future study halls. Students will be limited to one study hall per day.

**Course: Learning Strategies #137****Grades:** 9-12 **Credit:** None**Semester:** Fall or Spring**Prerequisite:** None

**Description:** This time is designated for students to work on academic coursework, college applications and scholarships, individual career planning, and the like. Registration is limited to teacher recommendation.

**Course: Work Experience #138****Grades:** 9-12 **Credit:** None**Semester:** Fall or Spring**Prerequisite:** None

**Description:** This course is intended to pair students with local businesses where students can learn employment skills, work place expectations, and gain experience in workplace settings. Registration is limited to teacher recommendation.

**FAMILY CONSUMER SCIENCE****Course: Culinary Arts I #140****Grades:** 9-12 **Credit:** 1/2 unit**Semester:** Fall **Elective****Prerequisite:** None

**Description:** In this hands-on course, students will learn basic cooking skills and gain practical knowledge to be creative in the kitchen while understanding how food affects health. Topics include safety and sanitation practices, ingredient functions, and the preparation of breads, sauces, and soups.

**Course: Culinary Arts II #141****Grades:** 9-12 **Credit:** 1/2 unit**Semester:** Fall **Elective****Prerequisite:** None

**Description:** In this hands-on course, students will learn basic cooking skills and gain practical knowledge to be creative in the kitchen while understanding how food affects health. Topics include preparing meat, cakes, cookies, pies, and preserving fruits and vegetables.

**Course: Independent Living #142****Grades:** 9-12 **Credit:** 1/2 unit**Semester:** Spring **Elective****Prerequisite:** None

**Description:** This course prepares students for life after high school by teaching practical skills for living on their own. Topics include budgeting, banking, renting an apartment, meal planning, time management, and consumer decision-making. Students will explore real-world scenarios to build confidence and independence for adult life.

**Course: Sports Nutrition #143****Grades:** 9-12 **Credit:** 1/2 unit**Semester:** Spring **Elective****Prerequisite:** None

**Description:** This course explores how nutrition affects athletic performance and overall health. Students will learn about nutrients, hydration, supplements, and meal planning for active lifestyles. Ideal for student-athletes or anyone interested in fitness, health, or sports careers.

**Course: Housing & Interior Design #144****Grades:** 9-12 **Credit:** 1/2 unit**Semester:** Fall **Elective****Prerequisite:** None

**Description:** This course introduces students to the fundamentals of interior design and housing decisions. Topics include design elements and principles, color theory, floor planning, furniture arrangement, and sustainable design. Students will complete hands-on projects and explore career

paths in interior design, architecture, and related fields.

**Course: Apparel and Textiles #145**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** focuses on the development of textile products and their distribution and use in terms of the psychological, social, economic, and physical needs of consumers. Includes instruction in the production, distribution, marketing, and end use of various apparel and textile products.

**Course: Parenting and Child Development #146**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course covers child growth from birth through early childhood and the responsibilities of parenting. Topics include pregnancy, child care, and guidance strategies. Students will complete a hands-on infant simulation project to experience the challenges of caring for a baby. Great for those interested in education, health care, or human services.

**Course: Working with Children #147**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course introduces students to child development and early childhood education. Students will learn about guiding behavior, planning activities, and understanding developmental stages. The course includes observation hours at a local preschool, giving students hands-on experience working with young children. Ideal for those interested in teaching, child care, or human services careers.

## INDUSTRIAL TECHNOLOGY EDUCATION

**Course: Small Engines #161**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** Students will troubleshoot, disassemble, inspect, repair, and reassemble a small engine. Primary emphasis will be on the cooling, lubricating, air, fuel, and ignition systems of 4 stroke engines. Additional topics studied will include 2-stroke and diesel engine fundamentals, as well as career opportunities available within these fields.

**Course: Automotive Basics #162**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is designed to educate students in the basic responsibilities associated with owning a vehicle. Areas of study include costs associated with purchase, insurance, and basic preventative maintenance. Troubleshooting/repair and replacement of common wear items on personal vehicles will be performed in the lab. This course may have an enrollment cap based on tool and shop space availability at the time of offering. Students enrolled in this course will be expected to provide at least two practice application projects to be worked on in the school shop.

**Course: Introduction to Manufacturing #163**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Fall **Elective**

**Prerequisite:** None

**Description:** This course teaches students the basic skills needed for employment in the manufacturing industry. Activities include drafting/print reading, Wood and Metalworking machine operations and workplace safety. Projects will be provided for students to complete.

**Course: Manufacturing Processes #164**

**Grades:** 9-12 **Credit:** 1/2 unit

**Semester:** Spring **Elective**

**Prerequisite:** None

**Description:** This course is offered for students interested in designing and producing their own products/projects. The students will choose a product design, create a plan, and

manufacture that product. Areas of study include: product selection, product design, material estimation, and overall production cost.

**Course:** Mechanical CAD #165  
**Grades:** 9-12 **Credit:** 1/2 unit  
**Semester:** Spring Elective  
**Prerequisite:**

**Description:** This course is offered to students who are interested in acquiring the skills needed to read and produce drawings which are common in industry. Drafting concepts to be covered include: sketching, orthographic projection, pictorial views, dimensioning, section views, auxiliary views, and architectural floor plans. These drawings will be produced both manually, and with computer-aided design software. Students will be given the opportunity to design then produce a product using either the CNC Router, CNC Plasma Table, or 3D printer.

**Course:** Electricity #166  
**Grades:** 9-12 **Credit:** 1/2 unit  
**Semester:** Fall Elective  
**Prerequisite:**

**Description:** This course is offered to students who are interested in learning basic electrical concepts and the application of those concepts. Areas studied include electron theory, electrical properties, types of circuits, Ohm's law, magnetism, generators, motors, and residential wiring. Activities include wiring common 110 volt light/outlet circuits, assembling a DC motor, and various other labs.

**Course:** Welding Safety & Blueprint Reading #167 & \$168  
**Grades:** 9-12 **Credit:** 1/2 unit  
**Semester:** Fall & Spring Elective  
**Prerequisite:** None **NICC Credits:** 3

**Description:** This course introduces students to the concept and practice of blueprint interpretation as needed by welders in an industrial setting. Emphasis is on the basics of interpretation and application in specific situations. Students will also be oriented to the welding profession and will cover the basics of safety & health within the welding profession.  
**Note:** Students may earn up to 3 college credit hours from NICC by completing the requirements for WEL:228 Introduction to Welding, Safety, and Health of Welders (1 credit) and WEL:110 Welding Blueprint Reading (2 credits).

**Course:** Gas Metal Arc Welding #169  
**Grades:** 9-12 **Credit:** 1/2 unit  
**Semester:** Fall & Spring Elective  
**Prerequisite:** None **NICC Credits:** 3

**Description:** This course is a Welding (GMAW) Career Pathway Certificate through NICC. The program teaches the principles of interpreting manufacturing-part blueprints, the use of basic measuring tools and identification of welding symbols. Students will also learn Gas Metal Arc Welding (GMAW) processes, safe working habits, and familiarity with welding-related equipment. This program is designed to prepare students for employment or continuation in our extended welding diploma program. the basics of safety & health within the welding profession.

**Note:** This course will be a two period block. Students may earn a GMAW Certificate from NICC upon completion of program requirements.

## NICC HEALTH ACADEMY

**Course:** Medical Terminology / HSC:114 #181  
**Grades:** 11-12 **HS Credit:** ½ unit  
**Semester:** Spring or Fall **NICC Credits:** 3

**Prerequisite:** None **Description:** This college-level course involves the study of medical terminology as the language of medicine with emphasis on spelling, pronunciation, and usage. Will transfer into Radiologic Tech, Health Info Tech, Medical Lab Tech, Surgical Tech, Medical Assistant, Medical Transcription and is a support course for Respiratory Therapy, Nursing and Massage Therapy. This course is taught at Central by Nurse Meghan Bergan.

**Course:** Nurse Aide / HSC:172 #182  
**Grades:** 10-12 **HS Credit:** ½ unit  
**Semester:** Fall or Spring **NICC Credits:** 3

**Prerequisite:** 16 years of age by time of clinical experience and a placement score requirement. The placement requirement can be met with a high school cumulative GPA through sophomore year of 2.67 or higher, ACT reading score of 14, or Accuplacer Next Generation Reading score of 231 or higher. **Description:** This course is designed to provide the knowledge and practical skills necessary to provide care and service to residents in long-term care facilities by preparing individuals to become efficient, caring members of the health-care team. Thirty hours of theory will consist of classroom lecture regarding the care provided by a Certified

Nurse Aide. Fifteen hours in a laboratory setting will provide "hands on" experience of competencies prior to attending 30 hours in a clinical setting. The clinical experience provides students the opportunity to experience resident care in the long-term care environment. Upon successful completion of this course students will be eligible for state licensing. Required for Nursing at NICC. This course is taught via Zoom, with labs and clinical hours required at a hospital location.

**Course:** **Intro to Nutrition/ PNN 270** **#183**

**Grades:** 11-12 **HS Credit:** 1/2 Unit

**Semester:** Spring **NICC Credits:** 2

**Prerequisite:** None

**Description:** Nutrition emphasizes a practical knowledge of good nutrition and some knowledge of diet therapy. Includes a background of adequate and accurate information on basic nutritional needs of the body. Required for Nursing & Massage Therapy. This course is taught online.

**Course:** **Healthcare Compliance/HSC:200** **#186**

**Grades:** 12 **HS Credit:** ½ unit

**Semester:** Spring **NICC Credits:** 1

**Prerequisite:** No prerequisites, recommended to take spring of senior year.

**Course:** Spring **NICC Credits:** 1

**Prerequisite:** Placement score required. The placement score requirement can be met with a high school cumulative gpa through sophomore year of 2.67 higher, ACT Math score of 16, or ALEKS math score of 16 or higher.

**Description:**

**Dosage Calculations / PNN:200** **#184**

**Grades:** 11-12 **HS Credit:** 1/2 Unit

**Semester:** n: Dosage Calculations includes a review of fractions and decimals, conversions of metric, apothecary and integral part of this course. Required course for Nursing and household units and computations of drug dosages. The classification of drugs affecting each body system will be an EMT. This course is taught via Zoom over 2 periods.

**Course:** **Intro to Health Occupations** **#185**  
**HSC:110**

**Grade:** 10-12 **HS Credit:** 1/2 Unit

**Semester:** Fall **NICC Credits:** 3 Hours

**Description:** Course includes exploration of health career pathways in therapeutic, diagnostic, health informatics, and

support services. Course will emphasize the need for communication and teamwork as well as the technical skills necessary in the healthcare workforce. Support course for: Health Programs, Technical Elective. This course is taught via Zoom over 2 periods. **Description:** Designed to meet the compliance requirements for students entering nursing and allied health programs. This course is divided into units covering the compliance areas of Health Insurance Portability and Accountability Act (HIPAA), Blood borne Pathogens, Healthcare Provider CPR (Basic Life Support), Basic First Aid and Child and Dependent Adult Mandatory Reporter. Support course for: Allied Health Programs, Nursing. This course is taught via Zoom over 2 periods. This course is taught at Central by Nurse Meghan Bergan.

**Course:** **Medical Law & Ethics/MAP:401** **#187**

**Grades:** 11 - 12 **HS Credit:** ½ unit

**Semester:** Fall **NICC Credits:** 1

**Prerequisite:** None

**Description:** This online course will provide the student an introduction to the legal and ethical implications of practice in a medical setting. Issues covered will include scope of practice, confidentiality, HIPAA privacy and security requirements, legal terms and elements in the delivery of care, ethical guidelines of practice, and legal documentation requirements. Required course for: Medical Assistant. Support course for Allied Health and Nursing programs.

**Course:** **Human Body Health & Disease** **#188**  
**MAP:523**

**Grades:** 11 - 12 **HS Credit:** ½ unit

**Semester:** Spring **NICC Credits:** 3

**Prerequisite:** C- or better in HSC:114 (Medical Terminology) and C- or better in BIO:158, BIO:160 (Basic A&P and Lab), or BIO:157 (Human Biology) or BIO:168 (Human A&P I).

**Description:** The study of the human body relating to disease processes and treatment options. Includes an overview of drug categories in the treatment of diseases. Required course for: Health Information Technology, Medical Assistant. Support course for Allied Health and Nursing programs. This course is taught online.

## SENIOR YEAR PLUS:

### Earning college credit in High School

Through Senior Year Plus (SYP), school districts are provided with a variety of options to enhance students' high school

experience. Enacted by the legislature in 2008, SYP was created to provide increased and more equal access to college credit and advanced placement courses. Courses delivered through SYP provide students the opportunity to take a rigorous college curriculum and receive, in many cases, both high school and college credit concurrently. College credit opportunities help to bridge the gap between completing high school and starting college. Through joint enrollment, students are provided with the opportunity to supplement their high school curriculum with challenging college courses that would not otherwise be available. By taking these courses, students may be able to expedite their progress toward a degree and graduate from college earlier. Additionally, most college credit opportunities available are offered at little or no cost to students. Research shows joint enrollment opportunities ease the transition of students from secondary to postsecondary education. Students enroll and persist in postsecondary education in greater numbers because they enter college with a realistic understanding of the skills needed for success in higher education. There are 4 ways to earn college credit in high school: Advanced Placement, Concurrent courses, Career Academies, PSEO courses. See below for more details on each of these options.

### **Advanced Placement (AP)**

Advanced Placement is a program run by the College Board (the makers of the SAT) that allows students to take courses at their high school, which can earn them college credit and/or qualify them for more advanced classes when they begin college. They are designed to give students the experience of an intro-level college class while they are still in high school. In order to earn college credit, students must pass the AP exam at the end of the course. Students are responsible for the cost of the exam. Prerequisites for AP courses depend on the individual course. Students must demonstrate self-discipline and motivation and be able to handle the academic rigor of a college-level course. A good indicator of a student's potential success in an AP level course is his/her PSAT score.

### **Concurrent courses**

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career technical education (CTE) pursuits by providing opportunities for high school students to enroll part-time in

eligible nonsectarian courses at or through community colleges. Concurrent enrollment courses are offered through contractual agreements between community colleges and school districts. Through the program, community college courses are offered to classes of high school students in grades nine through twelve. The classes are college classes — even if they are held in a school district classroom. There are two types of concurrent courses: classes that are offered at the high school and are taught by high school teachers (often called contracted classes); and classes that you take online through the community college and are taught by college instructors (often called Placement in college credit, or PICC). Students interested in either of these options must apply to the community college to enroll in a course. As per Iowa Code, districts may not charge tuition of any of its students who participate in concurrent enrollment. The resident school district of the individual student may pay up to \$250 of the cost of a course taken by eligible students.

### *Eligibility Requirements:*

Central cares about student success and in order to ensure student success, the following are required for eligibility in concurrent enrollment:

- Students may not enroll in a college-credit course that is comparable to a course offered at the school district. For example, students may not take Intro to Psychology online in place of the Psychology course offered at Central.
- If a concurrent course is offered at the school district and is taught by district faculty, students may not take it online instead. For example, because Central offers Intro to Accounting with Central faculty, students may not take Intro to Accounting online instead.
- Students must complete all high school level courses in a subject before enrolling in a college credit course of that subject. For example, FLS-141 Elementary Spanish 1 can only be taken after completing Spanish 1-4 at the high school level.
- Students must demonstrate proficiency in math, reading, and science in order to be eligible for enrollment in concurrent courses. This may be determined by the student's most recent ISASP scores or a college approved alternative measure of proficiency (i.e. ACT, ALEKS, Accuplacer, etc). The exception to this rule is for students wishing to take CTE courses (Business, Industrial Tech, Family and

Consumer Sciences courses). Some courses may also require a placement test as a prerequisite as per the community college. For example, Composition 1 requires a passing score on the Accuplacer writing exam.

- Textbooks for courses offered by Central faculty and the Health Academy will be provided and paid for by the district. However, students enrolled in online PICC courses will be responsible for ordering and purchasing the required textbooks.
- Due to the nature of the enrollment process, **students must meet with the school counselor no later than one week prior to the start of each semester to register for concurrent college classes.**
- Dropping any course after the first two school days will result in a failing grade on students' high school transcripts (this is the same as all other Central classes). As per NICC policy, **dropping a course after the first 5 days of class will result in a "W" on the students' college transcripts. For 8-week Z degree courses, students have 3 days to drop without a "W" on their college transcripts.**
- Students who fail or drop a course will not be allowed to take a college course in the following semester. In the next semester the student will be eligible to take a maximum of one college course. After successful completion of that course, students will be eligible to take more than one course.
- Students who have been chronically absent (missing ten percent or more of school) may not be allowed to enroll in a college credit course the following semester.
- Students wishing to take online PICC courses may take up to two courses for the first semester. If students have shown they are successful taking online classes, they may request to take more than two in following semesters (cannot take more than 23 college credits in an academic year, though).

*Concurrent courses offered with Central faculty:*

- Welding Safety and Blueprint Reading
- GMAW
- Medical Terminology
- Intro to Health Occupations

### Career Academies

Career academies are programs of study offered to high school students through an agreement or contract between their high school and a community college. They bridge high school and community college career technical education (CTE) programs. The career academy is a program of study that is non-duplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work-based and work-site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field. The secondary portion of a career academy may consist of courses for high school credit only or may include contracted college credit courses. A career academy could include concurrent enrollment courses or courses used to meet CTE accreditation standards. The postsecondary portion consists of courses within a community college credit CTE program.

Central Community Schools has a contract with NICC for the Health Academy. The Health Academy courses are as follows:

- Introduction to Health Occupations
- Medical Terminology
- Intro to Nutrition
- Dosage Calculations
- Nurse Aide
- Healthcare Compliance
- Medical Law & Ethics
- Human Body Health & Disease

Students may be required to take placement exams in reading or math prior to enrolling in these courses, unless a student has a qualifying ACT score. Background checks are also required for participation in the Health Academy.

### Post-Secondary Enrollment Options (PSEO)

This program allows eleventh and twelfth grade students, as well as ninth and tenth grade students identified as gifted and talented by their local district, to enroll in college courses with a four-year postsecondary institution. Through the program, individual students may enroll in an eligible postsecondary course if a comparable course is not offered at their school. Successful completion of the course also generates high school credit and applies toward district subject area and graduation requirements. The school district pays the eligible postsecondary institution for the cost of the course or \$250, whichever is lower. If the student successfully completes the

course, it is provided free to the student (except possible equipment purchases). If a student fails to complete the course and is not eligible for a waiver, the student or his or her parent or guardian WILL be required to reimburse the district's cost. Students must demonstrate proficiency in math, reading, and science on their most recent ISASP scores in order to enroll in PSEO courses.

*Post Secondary Enrollment Options Act - Iowa Code 261C.2*

1. Student eligibility - part time in both high school/postsecondary institutions.
2. Postsecondary Institutions/Courses - regents, area schools and most private schools/nonsectarian courses.
3. Application and Enrollment Process for students - students are provided information by March 1; students should contact the counselor to arrange schedules and apply; student should inform the school district by normal registration time; parent/guardian/student signature is required; student must submit usual application materials to the postsecondary institution.
4. Type of credit - school district must grant high school units of credit which count toward graduation; after leaving high school the postsecondary institution/s shall award postsecondary credit.
5. Determination of High School Credits - students must know that the school district will award credit toward graduation that is consistent with board policy.
6. Eligible postsecondary Courses - Nonsectarian; course not

comparable to courses offered by the school district; credit - bearing courses that lead to an educational degree; courses in the discipline areas of math, science, social sciences, humanities, vocational-technical education and also the courses in career option programs offered by area schools.

7. Transportation - parent/guardian/student will furnish transportation.

8. Payment for courses - school district shall pay no more than \$250 per class.

9. School District Claims for Aid - Gifted funds may be used if the student has been enrolled in the gifted program.

**10. Code 604.10 Virtual/online Courses-** High school students may earn a maximum of 24 (twenty-four) credits to be applied toward graduation requirements by completing online courses offered through agencies approved by the board. Credit from an online or virtual course may be earned only in the following circumstances:

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

## Kuder Navigator and Your 4-year Plan

Kuder Navigator is a career planning system that helps you learn about yourself, careers, education, financial aid, and applying for jobs. It is available 24/7 from any place that has an internet connection. It offers a securely stored lifetime e-portfolio you can return to throughout your life. All students have access through Central for FREE!

Students take and retake 3 assessments: Career Interest Assessment, Skills Confidence Assessment and a Work Values Assessment. Each suggests a list of occupations for in-depth exploration; the system merges the lists into one. Kuder Navigator uses occupational information collected by the United States Department of Labor. It allows you to explore 1,000 occupations as well as get information about the specific occupations suggested by the results of the three assessments.



We use Kuder Navigator to help us plan your high school courses and teach you about various kinds of education you could pursue after high school. It allows you to save career clusters, occupations, schools, and more to your e-portfolio.

To edit your 4-Year Individual Career and Academic Plan (ICAP), use the following directions:

- ❖ Go to [www.clever.com/in/centralmshs](http://www.clever.com/in/centralmshs)
- ❖ Login with Google using your Central email address and password
- ❖ Click on the Kuder Navigator app icon
- ❖ Scroll down and click on “My Ed Plans” on the left hand side
- ❖ If your most recent plan has been submitted, you will not be able to edit it. You will need to go to “Actions” “Copy.” Then, you can click on “Actions” “Edit” and make any changes you want.

## SAMPLE PLANS OF STUDY

### 4-YEAR COLLEGE PREP PLAN

Students who plan to attend a four-year college after graduating from high school should use this plan as a general guide for planning their high school courses. Note that American Government, Personal Finance, and Pre-Employment Strategies are all required courses but there is some flexibility on when students can take those classes; this is just a sample plan to start from.

Fall	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
<b>English</b>	English 1	English 2	English 3	English 4
<b>Math</b>	Algebra 1	Geometry	Algebra 2	PreCalculus
<b>Science</b>	General Science	Biology	Chemistry	Physics
<b>Social Studies</b>	Ancient World History	Early US History	Modern US History	American Government
<b>Physical Education</b>	Personal Fitness	Personal Fitness	Personal Fitness	Personal Fitness
<b>Elective</b>	Spanish 1	Spanish 2	Spanish 3	Spanish 4
<b>Elective</b>	Chorus	Chorus	Chorus	Chorus
<b>Elective</b>	General Computer Apps	Life Changes 1	Psychology	Pre-Employment Strat.
Spring				
<b>English</b>	English 1	English 2	English 3	English 4

<b>Math</b>	Algebra 1	Geometry	Algebra 2	PreCalculus
<b>Science</b>	General Science	Biology	Chemistry	Physics
<b>Social Studies</b>	World Area Studies	Early US History	Modern US History	Economics
<b>PE</b>	General PE	General PE	General PE	General PE
<b>Elective</b>	Spanish 1	Spanish 2	Spanish 2	Spanish 3
<b>Elective</b>	Chorus	Chorus	Chorus	Chorus
<b>Elective</b>	Business Computer Apps	Sociology	Psych of HR	Personal finance

*Suggested electives: Sociology, Psychology, Life Changes, Computer Applications, Spanish 3 & 4, English 4, Chemistry, Physics, Band & Chorus*

### NURSING TRACK PLAN

This plan is a sample sequence of courses for students interested in pursuing a career in Nursing. This plan is based on NICC's Associate Degree in Nursing requirements and Healthy Academy course offerings; it will help students get a jump start on this program. Note that American Government, Personal Finance, and Pre-Employment Strategies are all required courses but there is some flexibility on when students can take those classes; this is just a sample plan to start from.

Fall	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
<b>English</b>	English 1	English 2	English 3	Comp 1 (NICC)
<b>Math</b>	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR PreCalculus	Statistics
<b>Science</b>	General Science/Biology	Biology/General Science	Chemistry	Human Anatomy & Physiology 1 (NICC)
<b>Social Studies</b>	World Area Studies	Early US History	Modern US History	American Government
<b>PE</b>	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness
<b>Elective</b>	Spanish 1	Spanish 2	Anatomy & Physiology	Medical Terminology (NICC)
<b>Elective</b>	Life Changes 1	Intro to Health Occupations (NICC)	Pre-Employment Strategies	Medical Law & Ethics (NICC)

<b>Elective</b>	English elective		Sociology	
Spring	-	-	-	-
<b>English</b>	English 1	English 2	English 3	Comp 2 (NICC)
<b>Math</b>	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR PreCalculus	Dosage Calculations (NICC)
<b>Science</b>	General Science/Biology	Biology/General Science	Chemistry	Human Anatomy & Physiology 2 (NICC)
<b>Social Studies</b>	Psychology	Early US History	Modern US History	Developmental Psychology (NICC)
<b>PE</b>	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness
<b>Elective</b>	Spanish 1	Spanish 2	Anatomy & Physiology	Human Body Health & Disease (NICC)
<b>Elective</b>	Life Changes 2	Nurse's Aid (NICC)	Intro to Nutrition (NICC)	Healthcare Compliance (NICC)
<b>Elective</b>	English elective	Intro to Psychology (NICC)	Intro to Sociology (NICC)	The College Experience (NICC)

### WELDING TRACK PLAN

This plan is a sample sequence of courses for students interested in pursuing a career in welding. This plan is based on NICC's Welding diploma program requirements and will help students get a jump start on this program. Note that American Government, Personal Finance, and Pre-Employment Strategies are all required courses but there is some flexibility on when students can take those classes; this is just a sample plan to start from.

Fall	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
<b>English</b>	<i>English 1</i>	<i>English 2</i>	<i>English 3</i>	Foundations of Writing
<b>Math</b>	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR PreCalculus	Statistics
<b>Science</b>	<i>General Science/Biology</i>	<i>Biology/General Science</i>	Global Science/CCB	Physics
<b>Social Studies</b>	World Area Studies	<i>Early US History</i>	<i>Modern US History</i>	American Government
<b>PE</b>	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness
<b>Elective</b>	General Computer Apps	Gas Metal Arc Welding (GMAW) *NICC	Pre-Employment Strategies	OJT

<b>Elective</b>	Electricity	Small Engines	Intro to Manufacturing	OJT
<b>Elective</b>				OJT
Spring				
<b>English</b>	<i>English 1</i>	<i>English 2</i>	<i>English 3</i>	Literature Workshop
<b>Math</b>	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR PreCalculus	Technical Math (NICC)
<b>Science</b>	General Science/Biology	Biology/General Science	Global Science/CCB	Physics
<b>Social Studies</b>	Psychology	<i>Early US History</i>	<i>Modern US History</i>	
<b>PE</b>	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness
<b>Elective</b>	Business Computer Apps	Personal Finance	Psychology of Human Relations (NICC)	OJT
<b>Elective</b>	Welding Safety/Blueprint Reading	Automotive Basics	Manufacturing Processes	OJT
<b>Elective</b>				OJT

## BUSINESS TRACK PLAN

This plan is a sample sequence of courses for students interested in pursuing a career in business. This plan is based on NICC's Business Specialist Associate of Applied Science degree and will help students get a jump start on this program. Note that American Government, Personal Finance, and Pre-Employment Strategies are all required courses but there is some flexibility on when students can take those classes; this is just a sample plan to start from.

Fall	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
<b>English</b>	English 1	English 2	English 3	English 4
<b>Math</b>	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR PreCalculus	PreCalculus OR Calculus
<b>Science</b>	General Science/Biology	Biology/General Science	Chemistry/Global Science	CCB
<b>Social Studies</b>	World Area Studies	Early US History	Modern US History	Macroeconomics (NICC)
<b>PE</b>	General PE/Strength & Conditioning/Personal	General PE/Strength & Conditioning/Personal	General PE/Strength & Conditioning/Personal	General PE/Strength & Conditioning/Personal

	Fitness	Fitness	Fitness	Fitness
<b>Elective</b>	Spanish 1	Spanish 2	Pre-Employment Strategies	Intro to Business (NICC)
<b>Elective</b>	General Computer Apps	Psychology of Human Relations	American Government	OJT
<b>Elective</b>			Public Speaking (NICC)	OJT
Spring				
<b>English</b>	English 1	English 2	English 3	English 4
<b>Math</b>	Algebra 1 OR Geometry	Geometry OR Algebra 2	Algebra 2 OR PreCalculus	PreCalculus OR Statistics
<b>Science</b>	General Science/Biology	Biology/General Science	Chemistry/Global Science	CCB
<b>Social Studies</b>	Psychology	Early US History	Modern US History	Microeconomics (NICC)
<b>PE</b>	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness	General PE/Strength & Conditioning/Personal Fitness
<b>Elective</b>	Spanish 1	Spanish 2	Economics	The College Experience (NICC)
<b>Elective</b>	Business Comp Apps	Personal Finance	Intro to Accounting	OJT
<b>Elective</b>			Intro to Computer Business Apps (NICC)	OJT

## Appendix A

**Senior Release**

Your child has indicated a desire for senior release during the 2025-2026 school year. In order for this agreement to be binding, the following guidelines must be followed or this agreement will be voided.

1. All parties involved with the signing of this agreement that the mentioned student will be released from the Central Community School District during the period(s) mentioned.
2. Senior release may be granted to students in the twelfth grade provided the student is in good academic standing.
3. Senior release will be granted for a maximum of two periods a day; 1st and 2nd period, or 8th and 9th period.
4. Students may be allowed to use the school building during their release periods with approval from the principal. Use of the building may be restricted or prohibited if a student does not meet the expectations of the building.

**Circle the Period(s) and Semester(s) you are requesting Senior Release.**

**Period 1 2 8 9**

**Semester 1 2**

Your signature indicates that you have read the above expectations and fully agree to all statements therein.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

[OJT Agreement Form](#)

## SOS (Student Office Services) Agreement

I, \_\_\_\_\_, agree to fulfill my teacher's expectations for my SOS job in his/her classroom. This is a Pass/Fail class that earns .5 credits. If my teacher terminates this agreement after the first 2 days of the semester, I will fail this class and it will negatively affect my GPA.

In my role as a SOS I will demonstrate the following:

Be on time and in the classroom the entire class period every day

Have good attendance (if I am not able to attend class on any given day I need to notify the teacher directly as soon as possible)

Work for my teacher (avoid working on my own homework and projects and stay off the cell phone)

Follow all my teacher's expectations of me

Show integrity in my work for my SOS teacher

Display good moral character

Have a strong work ethic

Be a good role model for my peers and younger students.

Please fill out and return this to Mrs. Bergan.

I will be a SOS for \_\_\_\_\_.

School year and semester \_\_\_\_\_.

The class is \_\_\_\_\_.

Period (please put the time of period) \_\_\_\_\_.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



The following checklist is intended to help you structure your SOS:

Checklist	Done?
1. Provide clear expectations of the tasks you want the SOS to do	_____
2. Set clear rules about the time the student will be in your classroom	_____
3. Let the student know that attendance in your class must be 100%	_____
If the student can't be in the classroom, they must talk with you directly ASAP!	
4. Complete the SOS evaluation mid-semester and at the end of the semester	_____

## Tips for the SOS Host

Be yourself

Communicate, communicate, communicate.

Make clear the student's role in your classroom (the tasks you want him/her to do).

If anything comes up that interferes with the SOS assignment, let the students know ASAP!

Find out some information about your student that will help you provide the best experience.