Lewis Central High School
Course Descriptions Handbook
2019-2020

Home of the Titans

Please note that the most current version of this document can be found on the Lewis Central High School webpage at http://lchs.lewiscentral.org/. Efforts will be made to notify students of any changes, but it is the student’s responsibility to respond and/or seek guidance for any changes.
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The Lewis Central Community School District does not discriminate on the basis of sex, race, religion, color, national origin, marital status, sexual orientation, gender identity, physical attributes or disability in its educational programs, services, or employment practices.

Inquiries concerning application of this statement should be addressed to Equity Coordinator, Laurie Thies, 4121 Harry Langdon Blvd., Council Bluffs, Iowa 51503 (712) 366-8311.
Letter to Parents and Students

Dear Students and Parents:

This course description book has been prepared to better acquaint you with the course offerings at Lewis Central High School and to provide information which may assist you in the selection of courses. Pre-registration for the next school year takes place each spring. It is very important that good class selections be made at this time. Although some of your courses are required for graduation, you will have many choices to make during your four years at Lewis Central. The courses you select should be guided in large part by your interests and plans after high school.

Are you planning a career in business? Will you continue your studies at a university, college, or technical school? Are you considering entering the military? Some students are fairly sure of their future plans; others are less sure. It is common for young people to change their minds about which career to choose. For this reason, it is important for you to plan as challenging a program as you can. If your career plans change, then it would not be as difficult to move into another program. Even though it may be tempting to choose less demanding courses, doing so may not adequately prepare you for your future.

Although scheduling is primarily your responsibility, you will have assistance from your counselor, your teachers, and your parents. It is important that you carefully read the course descriptions in this booklet so you don’t miss a graduation requirement, a prerequisite to an advanced course, a requirement for admission to college, or a deadline to enroll in postsecondary courses.

Parents and students who have questions about course registration should contact the high school at 712-366-8285 to make an appointment to discuss the matter.

Sincerely,

LCHS School Counseling
### Index of Classes

#### ART DEPARTMENT

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<td>Junior Standing – others with approval</td>
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<td>Web Design</td>
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<td>None</td>
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<td>IWCC Introduction to Computers</td>
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Concepts of 3D Assembly  1  Fund. of 3D Modeling or Mechanical Drafting A  30
Architectural Drafting A & B  2  Fund. of 3D Modeling, Mechanical Drafting B OR IED  31
Drafting Applications  1  Architectural Drafting B OR Concepts of 3D Assembly  31
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PLTW Principles of Engineering (POE) A & B  2  Introduction to Engineering Design  31
PLTW Digital Electronics (DE) A & B  2  Electronics & 1st-year Algebra, and Junior Standing OR Instructor Approval OR Principles of Engineering  31
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PLTW Computer Integrated Manufacturing (CIM) A & B  2  POE OR Funds. of 3D Modeling OR Residential Cabinet Construction  32
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LANGUAGE ARTS DEPARTMENT

(NOTE: Students who are accelerated in Language Arts must still take and pass at least eight credits of language arts while IN HIGH SCHOOL)

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<td>IWCC English Composition I and II</td>
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<td>Proficient on Iowa Assessments English 9, 10, &amp; 11 or Pre-AP Lit A-B and ACT English score of 18 or better (Comp II, must have received a C or better in Comp I)</td>
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**MATH DEPARTMENT**

*(NOTE: Students who are accelerated in mathematics must take and pass at least six credits of mathematics classes while IN HIGH SCHOOL.)*

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<td>Proficient on Iowa Assessments, 2 years Algebra, 1 year Geometry, and ACT Math score of 21 or better</td>
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<td>Calculus A &amp; IWCC Calculus I</td>
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<td>IWCC Statistics</td>
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<td>Proficient on Iowa Assessments, 1st-year and 2nd-year Algebra, and 1st-year Geometry</td>
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<td>Participation in Band/Marching Band OR previous band experience</td>
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<td>Intro to Personal Development</td>
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<td>Personal Development</td>
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<td>Intro to Prsnl Dvlpmnt or Teacher approval</td>
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<td>Health I</td>
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<td>Health II</td>
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<td>Health I</td>
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**SCIENCE DEPARTMENT**

(**NOTE:** Students who are accelerated in science must take and pass at least six credits of science classes while IN HIGH SCHOOL.)

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</tr>
<tr>
<td>Human Anatomy A</td>
<td>1</td>
<td>Biology A and B</td>
</tr>
<tr>
<td>Human Anatomy B</td>
<td>1</td>
<td>Human Anatomy A</td>
</tr>
<tr>
<td>Human Physiology</td>
<td>1</td>
<td>Human Anatomy A and B</td>
</tr>
<tr>
<td>Meteorology</td>
<td>1</td>
<td>Physical Science B recommended</td>
</tr>
<tr>
<td>Zoology</td>
<td>1</td>
<td>Biology A and B</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCE DEPARTMENT**

*(NOTE: Students who are accelerated in social studies must take and pass at least six credits of social science while IN HIGH SCHOOL.)*

<table>
<thead>
<tr>
<th>Course</th>
<th># of Terms</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History A and B</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>IWCC U.S. History Since 1877</td>
<td>1</td>
<td>Proficient on Iowa Assessments</td>
</tr>
<tr>
<td>World History A and B</td>
<td>2</td>
<td>U.S. History/IWCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History Since 1877</td>
</tr>
<tr>
<td>AP World History A and B:</td>
<td>2</td>
<td>U.S. History/IWCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History Since 1877 and completion of summer assignment</td>
</tr>
<tr>
<td>American Government A and B</td>
<td>2</td>
<td>World History and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History/IWCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History Since 1877</td>
</tr>
<tr>
<td>Current Issues</td>
<td>1</td>
<td>U.S. History/IWCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History Since 1877</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior-Senior Standing</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>Junior-Senior Standing</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>Junior-Senior Standing</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>Junior-Senior Standing</td>
</tr>
</tbody>
</table>
# ENGLISH LANGUAGE LEARNER CLASSES (ELL)

<table>
<thead>
<tr>
<th>COURSE</th>
<th># OF TERMS</th>
<th>PREREQUISITES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL)</td>
<td>1</td>
<td>ELL district testing</td>
<td>51</td>
</tr>
</tbody>
</table>

## GIFTED EDUCATION CLASSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th># OF TERMS</th>
<th>PREREQUISITES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG Seminar</td>
<td>1</td>
<td>TAG Identification</td>
<td>51</td>
</tr>
</tbody>
</table>

## SPECIAL EDUCATION CLASSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Biology</td>
<td>52</td>
</tr>
<tr>
<td>Basic Physical Science</td>
<td>52</td>
</tr>
<tr>
<td>Basic Ecology</td>
<td>52</td>
</tr>
<tr>
<td>Basic Reading A, B, and C</td>
<td>52</td>
</tr>
<tr>
<td>Basic English A, B, and C</td>
<td>52</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>52</td>
</tr>
<tr>
<td>Basic World History A</td>
<td>53</td>
</tr>
<tr>
<td>Basic World History B</td>
<td>53</td>
</tr>
<tr>
<td>Basic American Government A</td>
<td>53</td>
</tr>
<tr>
<td>Basic American Government B</td>
<td>53</td>
</tr>
<tr>
<td>Basic U.S. History A</td>
<td>53</td>
</tr>
<tr>
<td>Basic U.S. History B</td>
<td>53</td>
</tr>
<tr>
<td>Basic Math - A, B, and C</td>
<td>53</td>
</tr>
<tr>
<td>Basic Health</td>
<td>53</td>
</tr>
<tr>
<td>Life Essentials A, B, and C</td>
<td>53</td>
</tr>
<tr>
<td>Living Skills - A, B, and C</td>
<td>54</td>
</tr>
<tr>
<td>Recreation and Leisure</td>
<td>54</td>
</tr>
<tr>
<td>Cooperative Education/Work Experience</td>
<td>54</td>
</tr>
<tr>
<td>Community Work Experience</td>
<td>54</td>
</tr>
</tbody>
</table>
### OTHER COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th># OF TERMS</th>
<th>PREREQUISITES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Aide</td>
<td>1</td>
<td>Approval of Administrator &amp; Junior-Senior Standing</td>
<td>55</td>
</tr>
<tr>
<td>Elementary or High School Teacher Aide</td>
<td>1</td>
<td>Junior-Senior Standing</td>
<td>55</td>
</tr>
<tr>
<td>Connections to Graduation (CTG) or Credit Success Support (CSS)</td>
<td>1</td>
<td>Counselor Approval</td>
<td>55</td>
</tr>
<tr>
<td>Exploring Teaching A and B</td>
<td>2</td>
<td>Junior-Senior Standing</td>
<td>55</td>
</tr>
<tr>
<td>IWCC Strategies for Academic Success</td>
<td>1</td>
<td>Junior in Pottawattamie Promise</td>
<td>55</td>
</tr>
</tbody>
</table>
MINIMUM GRADUATION REQUIREMENTS

(Note: Students accelerated in language arts must take and pass at least **eight credits** of language arts while in high school, students accelerated in mathematics must take and pass at least **six credits** of mathematics while in high school, students accelerated in science must take and pass at least **six credits** of science while in high school, and students accelerated in social science must take and pass at least **six credits** of social science while in high school.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>8 credits</strong></td>
</tr>
<tr>
<td>English 9 A, B, C</td>
<td></td>
</tr>
<tr>
<td>English 10 A, B</td>
<td></td>
</tr>
<tr>
<td>English 11 A, B</td>
<td></td>
</tr>
<tr>
<td>Speech I</td>
<td></td>
</tr>
<tr>
<td>Other language arts classes may be substituted with administrative approval – eight credits required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>6 credits</strong></td>
</tr>
<tr>
<td>U.S. History A, B</td>
<td></td>
</tr>
<tr>
<td>World History A, B</td>
<td></td>
</tr>
<tr>
<td>American Government A, B</td>
<td></td>
</tr>
<tr>
<td>Other social science classes may be substituted with administrator approval – six credits required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td><strong>6 credits</strong></td>
</tr>
<tr>
<td>Biology A, B</td>
<td></td>
</tr>
<tr>
<td>Physical Science A, B</td>
<td></td>
</tr>
<tr>
<td>Science electives (Two Trimesters)</td>
<td></td>
</tr>
<tr>
<td>Other science classes may be substituted with administrative approval – six credits required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td><strong>6-8 credits</strong></td>
</tr>
<tr>
<td>Algebra 1, 2 or Algebra Concepts A, B, C</td>
<td>(depending on math sequence)</td>
</tr>
<tr>
<td>Geometry 1, 2 or Geometry Concepts A, B, C</td>
<td></td>
</tr>
<tr>
<td>Algebra 3, 4 or Transitional Algebra A, B</td>
<td></td>
</tr>
<tr>
<td>Other math classes may be substituted with administrative approval – six credits required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>4 credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
<td><strong>1 credit</strong></td>
</tr>
<tr>
<td>Health I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-Secondary Planning</strong></td>
<td><strong>1 credit</strong></td>
</tr>
<tr>
<td>Workplace Readiness OR College Readiness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Skills</strong></td>
<td><strong>3 credits</strong></td>
</tr>
<tr>
<td>Personal Finance</td>
<td></td>
</tr>
<tr>
<td>Parenting</td>
<td></td>
</tr>
<tr>
<td>One course from Technology and Engineering Dept.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine Arts</strong></td>
<td><strong>2 credits</strong></td>
</tr>
<tr>
<td>Must include one course from two different areas for A total of two credits: Music, Art, Drama, Humanities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Electives</strong></td>
<td><strong>16-18 credits</strong></td>
</tr>
<tr>
<td>(depending on math sequence)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>55 credits</strong></td>
</tr>
</tbody>
</table>
REGISTRATION GUIDELINES

1. All 9th-, 10th-, and 11th-graders will be registered in six classes each term. Seniors will be advised to register for five classes each term, unless they plan to enroll in courses off campus, such as CES classes.

2. Students must meet all prerequisites for a course.

3. Students participating in school activities must be in four (4) credit classes on the day of the event or the day preceding a weekend event in order to participate. Pre-arranged absences such as medical appointments can be an exception, approved by administration. Off-campus classes count as one class. Titan Times and Aides do not count.

CHANGING A SCHEDULE

When you complete your PowerSchool registration selections, consider it to be your final schedule. Should a serious need for a course change arise, consult your school counselor. All changes must be made before the end of the school year. When school starts next year, the only schedule changes will be based on inappropriate placements, changes necessary to balance classes, or a change to upgrade a schedule.

COLLEGE EARLY START OPTIONS ACT (CES)

In order to assist students and their parents or guardians in making knowledgeable decisions regarding participation in the CES program, the following guidelines are presented:

1. Students must be proficient on their Iowa Statewide Assessment of Student Progress (ISASP). Any students anticipating enrollment in a post-secondary course under this act must complete and submit an application form with the intent to enroll in said course for the ensuing school year. Summer school courses are not included in the program.

2. Students may enroll in any participating institution of higher learning under the control of the State Board of Regents, an area school, or an accredited private institution as defined in Section 261.0 subsection 5 of the Iowa Code.

3. Grades earned in courses taken from other institutions, such as IWCC, will be recorded on the transcript and be included when computing grade point averages.

4. Payment will be made by the Lewis Central School District to the post-secondary institution for tuition, textbooks, materials and fees upon successful completion of the course. Students will be required to purchase equipment, which becomes the property of the students.

5. Parents or guardians will be required to furnish transportation to and from the eligible post-secondary institution.

6. Support services in the form of counseling will be available to students at Lewis Central as well as the post-secondary institution. These services will include academic, social, and emotional counseling related to participation under this act.

7. The administration reserves the right to determine acceptability of courses as provided under this act and requires students to seek prior approval before enrolling in such courses.

8. The IWCC deadline for registering for fall CES classes is the last day of Trimester 3, while the deadline for registering for spring CES classes is December 15.
REGISTRATION GUIDELINES FOR COLLEGE EARLY START (CES)/
CONCURRENT ENROLLMENT

Students enrolling in an Iowa Western Community College class with a minimum ACT enrollment score must provide documentation of the qualifying score prior to enrolling in the course.

COLLEGE EARLY START courses are college credit courses that students take at IWCC on the college campus or online. Concurrent Enrollment classes are college credit courses offered and taken at LCHS. Lewis Central students who are eligible are able to take courses from both of these options.

Concurrent Enrollment classes must be taken for college credit through Iowa Western Community College. Those Iowa Western Community College courses offered on our campus are listed on the following pages.

### CONCURRENT ENROLLMENT COURSES
WITH COLLEGE CREDIT OFFERED THROUGH IWCC AT LCHS

<table>
<thead>
<tr>
<th>LCHS Course Name (# of HS credits)</th>
<th>IWCC Course Title</th>
<th>IWCC Course #</th>
<th>College Credits</th>
<th>Transfer Equivalent</th>
<th>Test Scores - Requirements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IWCC English Composition I (1)</td>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
<td>Gen Ed – Rhetoric or Composition /Writing</td>
<td>Proficient on Iowa Assessments and ACT English 18</td>
<td>Focuses on the rhetorical modes and the written expression of ideas. Students learn strategies to generate ideas, to revise for focus and organization and to edit for sentence structure, diction, and grammatical correctness. Paragraphs and essays involve literary analysis, informal personal writing, and formal expository writing.</td>
</tr>
<tr>
<td>IWCC English Composition II (1)</td>
<td>Composition II</td>
<td>ENG 106</td>
<td>3</td>
<td>Gen Ed – Rhetoric or Composition /Writing</td>
<td>A grade of “C” or better in Composition I</td>
<td>Composition II follows Composition I with advanced readings and practice in different kinds of writing, including exposition, argumentation, and critical analysis. The course includes library research and culminates in the presentation of a term paper.</td>
</tr>
<tr>
<td>IWCC Multicultural Literature (1)</td>
<td>Multicultural Literature</td>
<td>LIT 134</td>
<td>3</td>
<td>Gen Ed or Literature</td>
<td>Proficient on Iowa Assessments</td>
<td>Explores, through a variety of literary types, the cultural and ethnic voices that are an undeniable part of modern American life. Students read, discuss, and critique materials by authors representing a wide range of ethnic, racial, and other culturally diverse groups.</td>
</tr>
<tr>
<td>IWCC Public Speaking (1)</td>
<td>Public Speaking</td>
<td>SPC 112</td>
<td>3</td>
<td>English</td>
<td>Proficient on Iowa Assessments</td>
<td>Analyzes the fundamentals of oral communication, including lectures, readings, and applications of the six principal aspects of public speaking: the speaker, the audience, thought and content, organization, language, and delivery.</td>
</tr>
<tr>
<td>IWCC Strategies for Academic Success</td>
<td>Strategies for Academic Success</td>
<td>SDV 114</td>
<td>3</td>
<td>Gen Ed</td>
<td>Junior and accepted into Pottawattamie Promise</td>
<td>This course will help prepare students for success in high school and post-secondary education. This course is a requirement for those students who earn the Pottawattamie Promise Scholarship.</td>
</tr>
<tr>
<td>IWCC Principles of Accounting I</td>
<td>Principles of Accounting I</td>
<td>ACC 121</td>
<td>3</td>
<td>Business or Gen Ed</td>
<td>Proficient on Iowa Assessments and Accounting I A and B</td>
<td>Accounting fundamentals using the balance sheet approach and branches into journals, ledgers, financial statements and the accrual method of accounting</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------</td>
<td>--------</td>
<td>---</td>
<td>-------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IWCC U.S. History Since 1877 (1)</td>
<td>U.S. History Since 1877</td>
<td>HIS 152</td>
<td>3</td>
<td>History</td>
<td>Proficient on Iowa Assessments</td>
<td>Deals with the historical development of America from the end of the Reconstruction to the contemporary period. Topics include industrialization of America in the late 19th century, end of the frontier, Gilded Age, Progressive Era, World War I, Roaring Twenties, the Great Depression, World War II, and the contemporary period featuring the Vietnam War and Watergate.</td>
</tr>
<tr>
<td>Precalculus A and IWCC Precalculus (2)</td>
<td>Precalculus</td>
<td>MAT 129</td>
<td>5</td>
<td>Math</td>
<td>Proficient on Iowa Assessments and ACT Math 21</td>
<td>An intensive review of College Algebra and Trigonometry that prepares students for Calculus I. Topics include functions, logarithms, systems of equations, matrices, polynomials, conic sections, trigonometric functions, graphs, identities, equations, complex numbers, and polar coordinates.</td>
</tr>
<tr>
<td>Calculus A and IWCC Calculus (2)</td>
<td>Calculus I</td>
<td>MAT 211</td>
<td>5</td>
<td>Math</td>
<td>Completion of Precalculus (C or better) or ACT Math 27</td>
<td>Topics include limits, derivatives, extrema, concavity, curve sketching, and antidifferentiation. Applications includes rates, maxima, and minima.</td>
</tr>
<tr>
<td>IWCC Statistics</td>
<td>Statistics</td>
<td>MAT 157</td>
<td>4</td>
<td>Math</td>
<td>Proficient on Iowa Assessments, 1st- and 2nd-year Algebra, and 1st-year Geometry</td>
<td>Statistics introduces descriptive and inferential statistics. Topics include the binomial, normal, student-t and chi-square distributions, descriptive measures, probability, hypothesis testing, estimation and linear regression.</td>
</tr>
<tr>
<td>IWCC Intro to Computers (1)</td>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
<td>Career &amp; Tech or Elective</td>
<td>Proficient on Iowa Assessments</td>
<td>Consists of hands-on introduction to microcomputer hardware, operating systems, and application software. Students enter, modify, and manipulate data with word processing, presentation, and database programs. Students should be familiar with the standard keyboard.</td>
</tr>
</tbody>
</table>

**ARTICULATION**

Lewis Central High School and Iowa Western Community College have entered into an agreement whereby high school students are given the opportunity to earn college credits in the following areas: Career and Technical Education (CTE). Specific details are provided within the curricular listings of the Business, Family and Consumer Science, Technology and Engineering departments.
Project Lead the Way

Project Lead the Way (PLTW) classes offered on campus are listed in the following pages and MAY be awarded college credit through the University of Iowa and Iowa State University. College credit is awarded through successful passing of an end of the course exam and by completing required paperwork. Please consult with your school counselor if you have any questions.

<table>
<thead>
<tr>
<th>LCHS Course Name</th>
<th>Possible College Credits</th>
<th>Transfer Equivalent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLTW Introduction to Engineering Design (2)</td>
<td>3</td>
<td>Project Lead the Way CTE or A&amp;S credit (dependent on test score)</td>
<td>Teaches students to use a problem-solving model to improve existing products and invent new ones. Using three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.</td>
</tr>
<tr>
<td>PLTW Principles of Engineering (2)</td>
<td>3</td>
<td>Project Lead the Way CTE or A&amp;S credit (dependent on test score)</td>
<td>Explores the wide variety of careers in engineering and technology as well as various technology systems and manufacturing processes. Students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course also addresses concerns about social and political consequences of technological change.</td>
</tr>
<tr>
<td>PLTW Digital Electronics (2)</td>
<td>3</td>
<td>Project Lead the Way CTE or A&amp;S credit (dependent on test score)</td>
<td>This course in applied logic encompasses the application of electronic circuits and devices. Students use computer simulation software to design and test digital circuitry prior to the actual construction of circuits and devices.</td>
</tr>
<tr>
<td>PLTW Computer Integrated Manufacturing (2)</td>
<td>3</td>
<td>Project Lead the Way CTE or A&amp;S credit (dependent on test score)</td>
<td>Expands prior three dimensional modeling skills. Students use automation, control systems, sensing devices, computer programming, and robotics to efficiently mass produce products. Trouble-shooting is emphasized throughout this course.</td>
</tr>
<tr>
<td>PLTW Civil Engineering and Architecture (2)</td>
<td>3</td>
<td>Project Lead the Way CTE or A&amp;S credit (dependent on test score)</td>
<td>Provides an overview of these engineering areas, emphasizing the interrelationship and mutual dependence of both fields. Students use state-of-the-art software to solve real-world problems and apply knowledge to hands-on projects. By the end of the course, students are able to give a complete presentation to the client, including three-dimensional renderings of buildings and improvements, zoning and ordinance constraints, infrastructure requirements, and other essential project plans.</td>
</tr>
<tr>
<td>PLTW Computer Science Essentials (2)</td>
<td>3</td>
<td>Project Lead the Way CTE or A&amp;S credit (dependent on test score)</td>
<td>Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.</td>
</tr>
</tbody>
</table>
| PLTW Computer Science Principles (2)           | 3                        | Project Lead the Way CTE or A&S credit (dependent on test score) | Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student’s first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the
workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

PLTW Engineering Design and Development (2)

0 None

A capstone course where teams of students spend the year solving problems of their own choosing. The teams apply principles developed in the four preceding PLTW courses and are guided by a community mentor. They brainstorm possibilities, research current patents and regulations, construct a working model, test the model in real-life situations (or simulation), document their designs, and present and defend the design to a panel of experts.

| Additional Course Options/Formats: |

**SUMMER SCHOOL**

Summer school (online) courses are offered at Lewis Central High School each year for credit recovery. Information regarding these options is available in the School Counseling Office.

**ONLINE CLASSES**

Online learning opportunities provide a variety of courses for high school credit. This includes, but is not limited to, IOAPA and Odyssey. IOAPA course grades will count as a part of a student’s GPA the same as a course taken on site at the high school, while Odyssey classes are pass/fail only.

**AP CLASSES**

AP classes are another avenue for students to take advanced coursework and possibly obtain college credit through examination. AP classes are offered in two formats for students at LCHS. There are AP courses offered in a traditional format throughout the school day and taught by our teachers. Additionally, other AP offerings are available online.

**IOAPA (Iowa’s Online Advanced Placement Academy)**

IOAPA allows students who qualify for AP courses in Lewis Central High School’s Course Description Guide to enroll in online AP courses that Lewis Central High School does not offer or that the student simply cannot fit into his/her academic schedule. Both semester and year-long courses are offered through this program and include the following: AP Calculus AB, AP Chemistry, AP English Language and Composition, AP Literature and Composition, AP Physics B, AP Statistics, AP Economics, AP Psychology and AP U.S. History. Lewis Central is given a limited number of registrants and courses available vary from year to year. Students must meet due dates, which do not necessarily align with trimesters. The fee for dropping after a certain date or not completing the course may be assessed to the student.

Funds are also available for reimbursement for students who qualify for free and reduced lunch for any AP test offered at Lewis Central High School. Approval of the principal is required. Questions or more information can be directed to the Advanced Placement Coordinator. Grades for online courses are reported on student transcripts.
AP COLLEGE CREDIT POLICY

Students MAY obtain college credit or advanced placement in college into higher level courses through taking AP exams. To search your future college of choice and their AP credit policy, visit the following website: https://apstudent.collegeboard.org/creditandplacement/search-credit-policies.

TESTING OUT OF A COURSE

Students may attempt to test out of a course only if they have principal approval. The general criteria for testing would include students that are within the first three days of a term of their enrollment and have never attempted the course. To successfully test out of a course, a student must pass the final and/or test-out exam with a score of 80% or better. With a successful test-out, the student earns credit for the course and a “P” for Pass is entered on the transcript.

Students may not attempt to pass out of a class that is considered a “lower” level class than one they have taken and passed. Administrative approval would be required for any exception. Students should contact their school counselor for more information. Please note that all courses may not be eligible for testing out.

COLLEGE ADMISSION REQUIREMENTS

No one pattern of preparation will invariably meet admission requirements at all colleges. A four-year comprehensive and balanced program in the major academic subjects is strongly advised and will meet most college requirements and/or recommendations. The regent universities of Iowa have created the Regent Admissions Index (RAI) to help students calculate their admissions decision. To find out more about RAI or to to calculate your own admissions index, go to:

https://www.iowaregents.edu/institutions/higher-education-links/regent-admission-index/
So What's Your RAI Score?

(2 x ACT composite score)  
+ (1 x percentile high school rank)  
+ (20 x high school GPA)  
+ (5 x number of high school core courses)

Regent Admission Index Score

Effective fall semester 2009, if you wish to enter any of the Iowa Regent universities as a freshman, you must meet the new Regent Admission Index (RAI) requirement. If you meet the minimum high school course requirements listed below and you earn an RAI score of at least 245, you will automatically qualify for admission to any of the Iowa Regent universities. If you meet the minimum high school course requirements and you earn an RAI score below 245, you may still be considered for admission to any of the Regent universities on an individual basis.

The most effective way to increase your RAI score is to take additional core courses (i.e., college-prep courses offered by your high school in any of the following subject areas: English, math, science, social studies, or foreign language). It will not only enhance your chances for gaining admission, it will also increase your likelihood for academic success after you’ve entered college! If you have questions about which of your high school’s courses are considered core courses, just ask your guidance counselor.

Go to www2.state.ia.us/regents/rai/ to calculate your own RAI score.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Iowa State University</th>
<th>The University of Iowa</th>
<th>University of Northern Iowa</th>
<th>OPTIMUM PREPARATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years: emphasizing writing, speaking, reading, as well as understanding and appreciating literature</td>
<td>4 years: with an emphasis on the analysis and interpretation of literature, composition, and speech</td>
<td>4 years: including two years of composition, six years of humanistic studies, and a year in a foreign language</td>
<td>4 years: such emphasis in the communication skills of writing, reading, and listening, and the analysis and interpretation of literature, and six years of humanistic studies and world languages will be desirable.</td>
</tr>
<tr>
<td>Math</td>
<td>3 years: including one year each of algebra, geometry, and advanced algebra</td>
<td>3 years: including two years of algebra, one year each of geometry and trigonometry, and advanced algebra</td>
<td>3 years: including the equivalent of algebra, geometry, and advanced algebra</td>
<td>4 years: one year each of high school. While advanced courses like calculus and statistics are good, it is more important to take classes in mathematics and science.</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3 years: including one year each from any two of the following: biology, chemistry, or physics</td>
<td>3 years: including one year each from the following: biology, chemistry, or physics</td>
<td>3 years: including one year each in mathematics and physics for admission to the College of Engineering</td>
<td>4 years: one year each of high school. The ability to prepare, take at least one year each in biology, chemistry, and physics.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 years for admission to the College of Liberal Arts and Social Sciences, biological and social sciences, and history</td>
<td>2 years: with at least one year each in geography, government, history, psychology, or sociology</td>
<td>3 years: essential, but not a substitute. Take at least one year each of a foreign language.</td>
<td>Additional coursework in anthropology, economics, political science, psychology, and sociology provides an important understanding of politics, media and economic institutions.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 years of a single foreign language for admission to the College of Liberal Arts and Sciences or the College of Engineering</td>
<td>2 years: of a single foreign language for admission. However, two years of foreign language in high school will be more preferable for the first year of college and meet the University graduation requirement</td>
<td>3 years: of a single foreign language, or a total of at least four years of high school. An additional year may be beneficial.</td>
<td>4 years: a single foreign language, or a total of at least four years of high school. More than one year of high school.</td>
</tr>
</tbody>
</table>
ART DEPARTMENT

Art I (cannot be repeated for 2nd credit)
This course is based on the ELEMENTS (line, shape, value, color, and texture) of art and PRINCIPLES (unity, variety, balance, rhythm, movement, and proportion) of design. Students will be challenged to complete projects based on each of the units of design. Students will use a variety of media and other art supplies. Students will be expected to have their own basic supplies (art pencils and case). They will also be expected to bring in additional items to be used as still life items during the term.

Prerequisites: None
Credits: 1

Art II
During the first trimester the students will be challenged by the concept of space in proportional drawing. Students will complete units dealing with proportion, one-point perspective and two-point perspective. Perspective drawing will be used in other multimedia design projects students will complete.

The second trimester will introduce watercolor as a transparent painting media. Color theory, realistic painting and abstract painting will be explored this term. Students will complete a variety of painting projects both realistic and abstract in design.

Prerequisites: Art I
Duration: 2 terms
Credits: 2

Advanced Art (MAY BE REPEATED FOR CREDIT)
The curriculum content for this upper-level class will rotate on an every-other-year basis. On even-numbered school years, the emphasis will be on PRINTMAKING. On odd numbered years, the emphasis will be on ACRYLIC PAINTING. Students will be expected to have their own basic art supplies. A list will be provided.

EVEN YEAR: PRINTMAKING will be the challenge for students. The emphasis will be on silk screening, mono printing, lino block, woodcuts, and embossing. Students will complete other advanced drawing projects.

ODD YEAR: ACRYLIC PAINTING will be the challenge for students. The emphasis will be on acrylic painting techniques, composition styles and methods. Students will need their own basic starter set of Liquitex brand of acrylic paints. A list will be provided. Students will complete other advanced drawing projects.

Prerequisites: Art I and Art II
Duration: 2 terms
Credits: 2

Introduction to Pottery
This course is designed as an entry-level class for all high school students who would like to work in clay. A variety of basic production methods, pinch, coil, and slab methods of construction will be explored. Methods of decoration of pottery: additive, subtractive and impressed designs will be explored. The mixing of glazes and the glazing and firing of work will be completed.

Prerequisites: None
Credits: 1
**Advanced Pottery** (MAY BE REPEATED FOR CREDIT)
This course is designed for an upper-level, high school student who would like an advanced clay experience. A variety of moderate-to-difficult problems will be completed, utilizing pinch coil, slab, wheel and combination methods of construction. Methods of decoration will include additive, subtractive and impressed designs along with a variety of colored engobes. The mixing of glazes, glaze research, the loading of kilns and the firing of work will also be completed. This course allows upper-level advanced pottery students to write their own curriculum in conjunction with the instructors. Prerequisites must have a passing grade.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Introduction to Pottery</th>
<th>Duration:</th>
<th>1 term</th>
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</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>1</td>
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</table>

**Advanced Art Projects** (MAY BE REPEATED FOR CREDIT)
Students will choose one of the three areas of art: drawing, painting, or pottery. The student will consult with the instructor as to the theme and area of the advanced art projects. This is class is for the intrinsically motivated student to venture into new problems, procedures, media, and concepts that one may encounter in an advanced class.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Advanced Art</th>
<th>Duration:</th>
<th>1 term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>1</td>
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</table>
BUSINESS DEPARTMENT

Introduction to Business
This course is designed to give students a basic understanding of business and of our economic environment. The student will develop an understanding of the role that government, business and consumers play in our economic system, as well as the concept of the basic business plan and its application.

Prerequisites: None
Credits: 1
Duration: 1 term

Business Law
This course will cover topics such as crimes, torts, law enforcement, court procedure, laws for minors, contracts, employment laws, property laws, landlord and tenant agreements and more. Students will analyze actual cases and predict the court's decisions.

Prerequisites: None
Credits: 1
Duration: 1 term

Accounting I A and B
This course will cover the complete accounting cycle, which includes preparing journals, ledgers, worksheets and financial statements for service and merchandising businesses. Students will complete a simulation set that has the student performing the accounting tasks in a small business situation.

Prerequisites: None
Credits: 2
Duration: 2 terms

IWCC Principles of Accounting I (College Credit)
This course introduces accounting fundamentals using the balance sheet approach and branches into journals, ledgers, financial statements and the accrual method of accounting. Topics include inventory valuation and cost of goods sold, plants and equipment, internal control, current and long-term liabilities, receivables, interest and payroll. Students must be enrolled for college credit in order to take this course.

Prerequisites: Accounting I and proficient on Iowa Assessments
Credits: 1 (3 college)
Duration: 1 term

Personal Finance (Required)
This course covers topics that are essential for survival in today's economy. Units will include Basic Economic Literacy, Banking, Payroll, Budgeting, Savings, Investing, Housing, Consumer Protection, Payroll, Credit, and Insurance (auto, life, health, homeowners, etc.)

Prerequisites: Junior Standing
Credits: 1
Duration: 1 term
**College Readiness** (Option for Required Credit)
This course focuses on post-secondary education at a 4-year college or university, so students will explore and thoroughly plan and prepare for life after high school. Students will begin the reflective process of questioning, searching, and classifying the best post-secondary options for themselves. Students will participate in every phase of college preparation and planning: researching and matching with institutions that will prepare them for their chosen career areas. This will include writing personal statements, how to submit application and financial aid forms, applying for scholarships, and exploring careers and other post-secondary options. In addition, the course would also focus on strategies to equip students with skills to improve their scores on college entrance exams.

Prerequisites: Junior standing or with approval  
Duration: 1 term  
Credits: 1

**Workplace Readiness** (Option for Required Credit)
This course is designed to prepare students in the many skills involved in pursuing a degree at a community college, in a trade program, through an apprenticeship, in the military, or getting and keeping a job. Some of the topics include teamwork, problem solving, self-management, career exploration/planning, self-assessment, resume writing, job interviewing. Students will build a post-secondary portfolio.

Prerequisites: Junior Standing  
Duration: 1 term  
Credits: 1

**Internship A and B**
This course is open to any senior wishing to gain on-the-job experience in a selected career area. The students gain exposure and experience in all aspects of a specific career area. Students can take this course one or two terms.

Prerequisites: Senior Standing or Instructor approval  
Duration: 1-2 terms  
Credits: 2-4

**Principles of Marketing**
This course emphasizes the role of marketing in business. The primary objective is to provide awareness and an understanding of the marketing process. We will utilize learned marketing concepts and apply them to a variety of marketing based projects.

Prerequisites: None  
Duration: 1 term  
Credits: 1

**Web Design**
Comprehensive Web Page Design Software teaches students how to develop web pages. Basic design construction, and maintenance of the web page are covered. Students learn how to set up a web page using current web page design software and tools.

Prerequisites: None  
Duration: 1 term  
Credits: 1

Credits: 1
IWCC Introduction to Computers (College Credit)
This is a course designed to teach computer literacy. We will emphasize speed and accuracy, and performance of various tasks by using Microsoft Word, Access, Excel, and Powerpoint. Students must be enrolled for college credit in order to take this course and must successfully complete BOTH A and B to earn college credit.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Duration:</th>
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</thead>
<tbody>
<tr>
<td>Sophomore Standing or</td>
<td>1 term</td>
</tr>
<tr>
<td>TAG identified or Teacher approval</td>
<td></td>
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</tbody>
</table>

| Credits: | 1 (3 college) |
FAMILY AND CONSUMER SCIENCES

Introduction to Food and Nutrition
Students will explore the Culinary Arts Industry through hands-on learning opportunities. Students will learn fundamental cooking skills and simple recipes for products, including pancakes, eggs, pizza, pasta, meats, and cookies. As students learn about specific food items and how to prepare them, they will look at the nutritional impact of those foods on their body.

Prerequisites: None
Credits: 1

Culinary Arts I
This class takes students through an in-depth look at the principles of baking. Students will learn the functions of each ingredient and will use that knowledge to create a variety of baked goods. These foods include cakes, breads, biscuits, pies, and candy.

Prerequisites: Introduction to Food and Nutrition
Credits: 1

Culinary Arts II
Students will practice advanced culinary techniques while learning about various food types. Ethnic cuisine will be a focus as students learn to make hors d’oeuvres, salads, salad dressings, soups, stocks, and meat cookery. As students create these dishes they will learn to plate and style food in order to create an appetizing presentation.

Prerequisites: Culinary Arts I
Credits: 1

Child Development
Child Development addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus of the course is to provide learning experiences which help students to know and understand about the physical, cognitive, and psychosocial development of children from birth to adolescence. Research-based curriculum, including brain development research, that support positive development of children will be used throughout the course. Information on careers related to children will be utilized throughout the course. Students will explore opportunities in human services and education-related careers. FCCLA may be an integral part of the course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisites: Junior-Senior Standing
Credits: 1

Housing and Interior Design
This course studies housing and its effects upon family members. The course also focuses on housing trends for the 21st century. Students will evaluate floor plans as well as design a floor plan and select interior furnishings. Consumer education and home maintenance is included. This course is recommended for anyone studying design and/or interior decorating.

Prerequisites: None
Credits: 1
Interpersonal Relationships
This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include in-depth investigation into the Family Life Cycle, which includes the following: Individual, Marriage/Commitment, Childbearing, Parenting, Launching, Middle Years and Senior Years. Topics include: self-awareness, decision-making skills, communication skills, dating, family living, household and money management, crisis management, and the individual’s roles and responsibilities within the family and community. Emphasis will be placed upon the uniqueness, needs, and interests of individuals and families. FCCLA may be an integral part of the course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisites: None
Credits: 1

Parenting (Required)
Throughout this course, students will research various stages of parenthood, the importance of caring, guiding and nurturing children throughout their lifespan as well as learning how to manage common parenting concerns. Students have the opportunity to practice techniques with a computerized baby that will simulate the parenting experience. Students will also learn more about themselves and how children will play a role in their lives in the future.

Prerequisites: Junior-Senior standing
Credits: 1

Introduction to Fashion Construction
Introduction to Fashion Construction students will explore the world of fashion and textiles. Students will use the principles and elements of design to create projects using commercial patterns and supplies. Students will be involved in flat pattern measuring, fitting methods, and sewing techniques. Students are required to purchase supplies for this class; therefore, students will incur individual costs for projects. Are you interested in careers in clothing and textiles? Do you want to learn how to sew and develop your creative skills with fabrics? Then this is the course for you! FCCLA may be an integral part of the course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisites: None
Credits: 1

Advanced Fashion Construction (MAY BE REPEATED FOR CREDIT)
Advanced Fashion Construction will provide students with the principles of fashion and personal wardrobe planning both through study of fashion, its elements, and advanced textile construction techniques. The student will be expected to perfect learned skills from a foundation learned in its prerequisite course, Intro to Fashion Construction. Students will use advanced construction techniques, learn how to use and interpret more difficult pattern instructions, and learn how to handle fibers and fabrics that require special handling, such as silk, organza, tulle, overlock knits and plaids. The importance of quality work is stressed extensively. Students will become aware of the elements of design, shape, space, line and texture as they apply to personal expression of clothing, and the principles of design, balance, proportion, emphasis and harmony as they explore enhancements specific to body types. In addition to enhancing the student’s personal clothing image, Advanced Fashion Construction will provide a sound foundation for entry into the future study of fashion design, merchandising, and textile engineering. FCCLA may be an integral part of the course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisites: Introduction to Fashion Construction
Credits: 1
Fashion Design & Merchandising
Fashion Design & Merchandising is a one-trimester course designed to offer an overview of the fashion industry. It provides a foundation for entry into the future study of fashion design, merchandising, and textile engineering and the wide range of careers available in the different levels of the fashion industry. Emphasis is given to historical development, textiles, manufacturers, merchandising, domestic and foreign markets, accessories, and retailing. Students will examine clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Skills in art, communication, mathematics, science, and technology are reinforced in this course. FCCLA may be an integral part of the course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Prerequisites: Advanced Fashion Construction
Duration: 1 term
Credits: 1

Fashion Couture (MAY BE REPEATED FOR CREDIT)
Students will apply couture techniques when constructing projects. Patterns will be adjusted/ altered to create one-of-a-kind projects. All projects must be approved by the instructor. Each project will incorporate increasingly more detailed designs and techniques.

Prerequisites: Fashion Design & Merchandising
Duration: 1 term
Credits: 1
FOREIGN LANGUAGE DEPARTMENT

**Spanish I A and B**
The focus of this course will be on developing communicative skills, grammar skills, and an understanding of Hispanic culture.

Prerequisites: None  
Credits: 2  
Duration: 2 terms

**Spanish II A and B**
Students will expand their ability to read, write, and communicate orally in Spanish. The emphasis of the class will be on improving communicative and grammar skills as well as increasing understanding of Hispanic culture.

Prerequisites: Spanish I  
Credits: 2  
Duration: 2 terms

**Spanish III A and B**
The student will thoroughly review all the major grammar concepts presented in Spanish I and II in a fresh context featuring new vocabulary. The student’s listening and speaking skills will be cultivated and the importance of proper pronunciation will be stressed. Emphasis will be on further development of all four language skills: listening, speaking, reading, and writing, as well as the enhancement of the student’s understanding of Hispanic civilization.

Prerequisites: Spanish II  
Credits: 2  
Duration: 2 terms

**Spanish IV A and B**
Having studied all major grammar concepts, the student will aim for conversational fluency (formal and informal) and better reading and expository writing skills. The student’s vocabulary will be greatly expanded as well as his/her understanding of the Hispanic culture. Students may choose to earn college credit by taking the AP exam at their own expense at the end of IV B.

Prerequisites: Spanish III  
Credits: 2  
Duration: 2 terms
### Intro to Building Techniques
This course will provide students an introduction into the building environment. Emphasis will be on safe and proper use and care of layout tools, hand tools and power equipment. Career opportunities will be explored. Safety will be emphasized, as the development of safe and efficient work habits is critical to the building environment. Hands-on activities will give students a realistic experience of what takes place in the building environment.

**Prerequisites:** None  
**Duration:** 1 term  
**Credits:** 1

### Residential Cabinet Construction
The cabinet making industry is a model of efficiency and integrated technology. Students will experience how a cabinet shop operates. Cabinet parts will be machined on a CNC (computer numerically controlled) router. Raised panel doors are created on shapers, finished on the wide belt sander, and hinge boring machines are used to install hardware. Pneumatic tools are used to assemble parts. Students will learn about the layout of cabinetry through print reading and how the finish work enhances the beauty and style of a home.

**Prerequisites:** Intro to Building Techniques  
**Duration:** 1 term  
**Credits:** 1

### Advanced Woodworking (May be repeated for credit)
This class is for accomplished Woods students to build heirloom worthy cabinet and furniture projects. The expectation is to work independently on more difficult projects. Craftsmanship, concepts of design, technical skills and self-initiative will be highly important in this class. Higher level techniques will be taught and incorporated into project work such as wood bending, veneer, inlay, CNC machines, router machines (Legacy), joinery and finishing techniques. Students will choose a pre-printed plan and incorporate at least three advanced techniques. Projects must be pre-approved by the instructor. Size and duration of projects will depend on terms enrolled. Cost will be determined by the type and quantity of materials used.

**Prerequisites:** Sophomore standing and Residential Cabinet Construction  
**Duration:** 1 term  
**Credits:** 1

### Principles of Building Construction A and B
This is an advanced-level course that enhances the learner’s skills in using all tools and power equipment of the residential building trades. Classroom organization and activities emphasize consumerism and career activities based on the learner’s personal strengths and weaknesses. Activities will include equipment practice exercises and residential construction projects. Students will have the opportunity to practice these skills in authentic, relevant situations through work on construction projects.

**Prerequisites:** Residential Cabinet Construction or Arch Drafting A  
**Duration:** 2 terms  
**Credits:** 2
Residential Interiors and Finishes A and B
This course will include training in the fundamentals of construction, as well as the use of hand and power tools and equipment. The focus will be on interior finishing, blueprint reading, construction cost estimation, and building permits and codes. Students will concentrate on rough-in and finish electrical work, plumbing, insulation, door and cabinet installation, drywall hanging, principles of drywall finishing, interior trim, and floor coverings.

Prerequisites:  
Principles of Building Construction A & B  
Duration:  
2 terms

Credits:  
2

Home and Car Care
Students will learn how to diagnose, replace and assemble residential house wiring circuits and basic home plumbing, as well as to evaluate rental situations based upon landlord-tenant laws. During the car portion, students will learn to perform basic maintenance procedures. Lewis Central does not provide vehicles for students to use.

Prerequisites:  
Junior or Senior standing  
Duration:  
1 term

Credits:  
1

Electronics
Have you ever wondered how your computer, video games, or stereo works? Are you interested in learning how a circuit board works? This one-term course will give you the opportunity to discover direct current electricity. You will learn about various components such as resistors, capacitors, diodes, LED, transistors, and more. You will learn how to calculate voltage, current, and resistance using Ohm’s law. You will create your own circuit board using components and solder.

Prerequisites:  
1st-Year Algebra Recommended  
Duration:  
1 term

Credits:  
1

Fundamentals of 3D Modeling
3D Solid Modeling will be taught using a 3D CAD software drawing program. Using the computer, students will be introduced to CAD 3D modeling techniques. A series of exercises will help students become familiar with the basic vocabulary and concepts of three-dimensional modeling and its software applications. This course provides each student with a concept of drafting and prepares them for future courses in the drafting technology curriculum. It is also offered as a related course for other technology programs, engineering-bound students, and those who developed an interest in a related technical area.

Prerequisites:  
None  
Duration:  
1 term

Credits:  
1

Concepts of 3D Assembly
Concepts of 3D Assembly covers how to create, edit, and take apart 3D models using industry standard 3D modeling software. This course explores elements of the 3D development of objects, environments and animations. Topics include the creation and modification of 3D geometric shapes, and rendering techniques. Students will also explore use of camera light sources and texture. Students will be given an overview in the use of laser printing and 3D rapid-prototyping equipment through a class project.

Prerequisites:  
Fundamentals of 3D Modeling  
Duration:  
1 term

Credits:  
1
Architectural Drafting A and B
Students will learn how to create architectural sketches and use architectural CAD software. They will also learn basic residential house design, construction and styles. Students will create a set of working drawings for houses of their design.

Prerequisites: Fundamentals of 3D Modeling or Intro to Engineering & Design B
Credits: 2
Duration: 2 terms

Drafting Applications
This course allows students to explore different drafting careers through individualized projects. With teacher approval, students will select their own projects to create and set their own timeline. Students will log their daily progression on their projects.

Prerequisites: Architectural Drafting B or Concepts of 3D Assembly
Credits: 1
Duration: 1 term

*PLTW Introduction to Engineering Design A and B (Project Lead the Way)
This is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software (Inventor ®).

Prerequisites: None
Credits: 2
Duration: 2 terms

*PLTW Principles of Engineering A and B (Project Lead the Way)
This is a course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes will help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Prerequisites: Introduction to Engineering Design
Credits: 2
Duration: 2 terms

*PLTW Digital Electronics A and B (Project Lead the Way: Specialization Course)
This is a specialization course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Prerequisites: Electronics and Algebra 1 & 2 and Junior standing or Instructor approval or Principles of Engineering
Credits: 2
Duration: 2 terms

*PLTW Civil Engineering and Architecture A and B (Project Lead the Way: Specialization Course)
This specialization course provides an overview of the fields of civil engineering and architecture while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: the roles of civil engineers and architects, site planning, building design, and project documentation and presentation.

Prerequisites: Principles of Engineering or Architectural Drafting B
Credits: 2
Duration: 2 terms
**PLTW Computer Integrated Manufacturing A and B (Project Lead the Way: Specialization Course)**
This specialization course uses a three-dimensional model. Students employ automation, control systems, sensing devices, computer programming, and robotics to efficiently mass produce a product. Troubleshooting is emphasized throughout the course.

**Prerequisites:** Principles of Engineering or Fundamentals of 3D Modeling or Residential Cabinet Construction  
**Duration:** 2 terms  
**Credits:** 2

**PLTW Computer Science Essentials A and B (CSE-PLTW)**
Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

**Prerequisites:** None  
**Duration:** 2 terms  
**Credits:** 2

**PLTW Computer Science Principles A and B (CSE-PLTW)**
Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student’s first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP’s offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

**Prerequisites:** Computer Science Essentials or Principles of Engineering  
**Duration:** 2 terms  
**Credits:** 2

**PLTW Engineering Design and Development A and B (Project Lead the Way: Capstone Course)**
This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

**Prerequisites:** Must have completed: Introduction to Engineering Design, and Principles of Engineering, and 1 Specialization Course  
**Duration:** 2 terms  
**Credits:** 2

*PLTW – Project Lead the Way is a nationally recognized curriculum.*
College credit may be earned based on test scores. See your school counselor for more details.
LANGUAGE ARTS DEPARTMENT

(NOTE: Students accelerated in language arts must take and pass at least eight credits of language arts while in high school.)

English 9 A, B, C (Required)
This is a full-year class which involves the study of literature through a variety of genres including short stories, both fiction and nonfiction, poetry, a novel, and at least one play. Students will study and practice expository and creative writing, mostly relating to the literature. Students will also deepen understanding of standard English conventions according to the needs of each particular class. In addition, students will improve research skills and learn strategies to avoid plagiarism. Finally, the ninth-grade counselor will work with students throughout the year on high school transition and career exploration activities.

Prerequisites: None
Credits: 3
Duration: 3 terms

English 10 A & B (Required)
English 10 is divided into two sections. English 10A is mostly literature-based with a variety of thematic units and genres. A novel is included in this class. The course focuses on an introduction to literary analysis along with reading comprehension strategies. They will complete a variety of summative assessments with a focus on using textual evidence. English 10B is an argumentative based course and is an introduction to rhetorical analysis. The course allows students to read and analyze a variety of texts that include themes of justice and freedom, including a Shakespearean play. Summative assessments will be argument based.

Prerequisites: English 9
Credits: 2
Duration: 2 terms

Pre-AP Literature Course A and B
Pre-AP Literature is a two-trimester course aimed at students who are highly motivated, advanced readers and writers who have a love of English/Language Arts. Upon completion of a Pre AP Literature study, students will be able to: form a solid literary analysis, with evidence, and participate in deep discussion/argument; have a range of literary tools readily usable--critical theory, literary terminology, imagery and symbolism; formulate unique interpretations--personally significant but also relevant to the academic community--supported by textual evidence; write well on demand; employ a range of writing tools--crafting analytical theses, outlining, vocabulary development, using background knowledge (culture, history, psychology, economics, religion as they apply to literature); thrive in a variety of discussion-based learning experiences with greater independence; and struggle successfully in rigorous classes--build resilience and risk-taking behaviors and supports.

Prerequisites: English 9 A, B, C
Credits: 2
Duration: 2 terms

English 11 American Literature A and B (Required)
Students in English 11 A and B will study a variety of literary genres in American literature. English 11A will focus on seminal American documents and American ideals from the colonial era to about 1900. English 11B will focus on a changing American identity from the Roaring 20’s to current day. These classes focus on essential questions such as: How does history influence literature? What identity of Americans is revealed through literature? Who determines American Identity? Students will read a variety of works that include poems, short stories, speeches, novels, drama, and other works of fiction and nonfiction. Additionally, students will respond to their reading through various kinds of writing.

Prerequisites: English 10 OR OR Pre-AP Lit A-B
Credits: 2
Duration: 2 terms
AP Literature and Composition A and B
(If English 11 has been taken, this course also may serve as elective credit in the departments of English and Fine Arts.)

AP English Literature and Composition is designed to engage students in the careful reading and critical analysis of literature. Students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students will read nonfiction in this class in addition to fiction, involving literary criticism and the historical time period of authors and their works. This class is weighted and runs two trimesters in length. Taking the AP exam upon the completion of this course is strongly encouraged. This course counts toward two trimesters/one year of English graduation credit.

**Prerequisites:** English 9 and 10 OR Pre-AP Lit  
**Credits:** 2  
**Duration:** 2 terms

**Speech I (Required)**
Speech I students study and develop practical and transferable skills in effective interpersonal communication, improved listening, successful message construction, meaningful audience analysis, and the “best practices” in the presentation and delivery of speeches. Students demonstrate their understanding of these skills and concepts by completing a variety of speeches and other “hands-on” learning activities. Speech I students also gain practical experience and build their skills in interviewing, appropriately asserting themselves, understanding the communication process, and effectively evaluating and creating speeches. Throughout the term students gather, evaluate and effectively organize information prior to presenting several types of speeches for a live audience of their peers.

**Prerequisites:** None  
**Credits:** 1  
**Duration:** 1 term

**IWCC Public Speaking (May satisfy Speech requirement, college credit)**
Public Speaking analyzes the fundamentals of oral communication. It covers lectures, readings, and applications of the six principal aspects of public speaking: the speaker, the audience, thought and content, organization, language, and delivery. It also examines the basic principles of small group communication: leadership, the decision-making process, and individual participation in a small group.

**Prerequisites:** Proficient on Iowa Assessments  
**Credits:** 1 (3 College Credits)  
**Duration:** 1 term

**Speech II**
Speech II builds on those skills learned in Speech I. Students can expect a wide variety of speaking experiences such as podcasts, short film, tv/radio news broadcasting, a radio broadcast, oral interpretation of poetry-prose, after-dinner speaking, public address, and spontaneous speaking. Students are allowed to choose the types of speaking experiences that interest them most. The skills learned in this class are directly applicable to Large Group and Individual Events participation in Iowa High School Speech Association competitions. A student may receive credit for Speech II for more than one year, since projects and speeches can vary from year to year.

**Prerequisites:** Speech I or IWCC Public Speaking  
**Credits:** 1  
**Duration:** 1 term
Drama I
This drama appreciation surveys many aspects of drama through “hands on” learning experiences and activities. Students are slowly transitioned from large group exercises (where the entire class performs at once) to performances for small groups and, finally, individual performances for a large group. Students encounter the study of (1) theatre & group cohesion games; (2) types of improvisation; (3) effective auditioning; (4) storytelling; (5) an understanding of comedy and drama in their daily lives; (6) production and stage crafts; (7) acting; and (8) how to view and evaluate a dramatic performance. All of these experiences will work to improve the student’s appreciation of drama, the student’s self-confidence, the student’s communication skills, and the student's ability to express personal opinions concerning performances that they view throughout life. This exploration also emphasizes how each student’s own talents and skills might be best used in the production of a high school, community, church or even a commercial play. Interested students who excel in any of the learning units are then nominated (if they choose to be considered) by their peers to perform or assist in producing in the Drama I Talent Showcase for the public at the end of each year.

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<thead>
<tr>
<th>Prerequisites:</th>
<th>None</th>
<th>Duration:</th>
<th>1 term</th>
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<tr>
<td>Credits:</td>
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Drama II
Drama II builds on those skills learned in Drama I and fosters an advanced appreciation of drama through a conservatory-style, “hands on” approach. Drama II students will participate in selecting or designing a class performance for the public (a series of scenes, a one-act play, a children’s play, a short full-length script, a reader’s theatre, etc.). Each student will participate in production through an on-stage performance for a live audience, work on a production team position behind the scenes for the production, or both. Ideal for busy students, this production rehearses almost entirely during the school day. This class emphasizes the advanced study of (1) improvisation, (2) script writing, (3) storytelling, (3) analyzing and building characters, (4) acting, (5) production, design & stage crafts, and (6) critiquing dramatic performances. Students will audition; collaborate with peers; rehearse; serve on a production team; and view, read and analyze a variety of scenes, plays, musicals, or other types of drama. A student may receive credit for Drama II for more than one year. However, the student’s responsibilities may change from year to year.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Drama I &amp; Audition, Teacher permission or invitation</th>
<th>Duration:</th>
<th>1 term</th>
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<tr>
<td>Credits:</td>
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IWCC English Composition I and II (College credit)
This course will emphasize the writing process: prewriting, drafting, revising, and editing. Students will express themselves using description, narration, exposition, analysis, and persuasion in essays, which will be shared in class groups for peer response and editing. The course will end with a full-length documented research paper. Students must be enrolled for college credit in order to take this course.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Proficient on Iowa Assessments, English 9, 10 &amp; 11, and ACT English score of 18 or better Comp II --Must have a C or better in Comp I</th>
<th>Duration:</th>
<th>2 terms</th>
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<tr>
<td>Credits:</td>
<td>2 (6 College Credits)</td>
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</table>
AP English Language and Composition A and B
AP Language and Composition is designed to build and refine the reading, writing, and thinking skills that students need in order to succeed and excel in college-level academic work. Along with a close and rigorous study of rhetoric, formal conventions, and various writing processes, the course aims to develop students’ senses of civic engagement, intellectual curiosity, and cultural awareness through a consistent focus on the question of why things are the way they are. This class is weighted and runs two trimesters in length. Taking the AP exam upon the completion of this course is strongly encouraged. This course counts toward two trimesters/one year of English graduation credit.

Prerequisites: English 10 A&B or Pre-AP Lit A&B  Duration: 2 terms
Teacher permission or invitation
Credits: 1 per term

IWCC Multicultural Literature/Multicultural Literature (Offered every-other year; college credit)
Multicultural Literature explores through a variety of literary types the cultural and ethnic voices that are an undeniable part of modern American life. Students read, discuss, and critique materials by both American and world authors representing a wide range of ethnic, racial, and other culturally diverse groups. Emphasis centers on the assessment and appreciation of the strengths and values that cultural diversity brings to contemporary society. This counts toward elective credit for LCHS and meets the Iowa Western Diversity Requirement for graduation.

Prerequisites: Proficient on Iowa Assessments  Duration: 1 term
Credits: 1 (3 College Credits)

Exploring Literature
Exploring Literature is a class specifically designed to help students raise their reading levels. Students in this class will develop the skills and strategies necessary to understand any type of reading better. This will be accomplished through extensive individual reading, discussions about what is being read, and weekly Read Aloud/Think Aloud activities. Weekly vocabulary lists and accompanying activities are also a part of this class.

Prerequisites: Teacher Recommendation  Duration: 3 terms
Credits: 3

Advancing Literacy A, B, C
Advancing Literacy is a reading intervention, targeting students who are experiencing difficulty with reading and who score between the 6th and 8th grade level on a standardized reading test. The course is designed to improve reading skills, test scores, and grades in other classes. Students take the course for three consecutive terms and receive three elective credits.

Prerequisites: Teacher Recommendation  Duration: 3 terms
Credits: 3

Writing with a Purpose: Introduction to Journalism
This class is a prerequisite for students who would like to work on The Wire newspaper, or the Titan Yearbook. The introductory course presents an overview of the world of desktop publishing, newspaper coverage, yearbook production and photojournalism. At the end of the course, students are eligible to apply for a yearbook or newspaper position. Both staffs need students that are eager to explore, write about, and photograph the school and the people in it.

Prerequisites: None  Duration: 1 term
Credits: 1
Media Production
Students on the media production staff are responsible for writing and producing student publications and media. Student responsibilities include content creation, writing, design, and photography. Students will gain skills in public relations, creativity, leadership, communication, ethics, videography, web design, interviewing, fact gathering, marketing, and sales. Students may receive credit for media production more than one year, but the student’s responsibilities may change from year to year.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None</th>
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<tbody>
<tr>
<td>Duration:</td>
<td>1 term</td>
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<tr>
<td>Credits:</td>
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Yearbook
Students on the yearbook staff are responsible for designing and producing the LC Titan yearbook. Student responsibilities include layout and design, photography, and public relations. Students may receive credit for yearbook more than one year, but the student’s responsibilities may change from year to year.

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<tr>
<th>Prerequisites:</th>
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<tr>
<td>Duration:</td>
<td>1 term</td>
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<td>Credits:</td>
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Creative Writing
Creative Writing is a one-term course designed to allow students to explore the type of writing in which they are interested. This may include poetry, short story, nonfiction, novel, journal and playwriting. Students will be expected to write and/or read on a daily basis; however, the students may choose the subject matter. Students will also participate in writing workshop to discuss writing samples and offer suggestions for editing and revision. At the end of the term, students will publish their writing in the form of contest entries, a literary magazine and portfolio. Students who receive a “B” or better may take Creative Writing more than once with the instructor’s permission.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>English 9 (Instructor permission for students who wish to take the course more than once)</th>
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<tr>
<td>Duration:</td>
<td>1 term</td>
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<td>Credits:</td>
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MATHEMATICS DEPARTMENT

(NOTE: Students accelerated in mathematics must take and pass at least six credits of mathematics while in high school.)

Algebra Concepts A, B, and C
Algebra Concepts is a class designed for the student needing a slower-paced algebra course. Topics include solving equations and inequalities, functions, graphing linear relationships, systems of linear equations and inequalities, exponents, polynomial operations, factoring and graphing quadratic functions, radicals, and probability and statistics. The class is designed over a three-term time period and will fulfill the graduation requirement for first-year Algebra. Although the material is presented at a slower pace than Algebra 1-2, it is the same curriculum. The student must successfully complete each trimester of the course to advance to the next term. Students need a basic scientific calculator to be successful in this class; a TI 30XIIS is recommended.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None</th>
<th>Duration:</th>
<th>3 terms</th>
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<td>Credits:</td>
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Algebra 1-2
Topics include solving equations and inequalities, functions, graphing linear relationships, systems of linear equations and inequalities, exponents, polynomial operations, factoring and graphing quadratic functions, radicals, and probability and statistics. The class is designed over a two-term time period and will fulfill the graduation requirement for first-year Algebra. The student must successfully complete each trimester of the course to advance to the next term. Students need a basic scientific calculator to be successful in this class; a TI 30XIIS is recommended.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None</th>
<th>Duration:</th>
<th>2 terms</th>
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<tr>
<td>Credits:</td>
<td>1 per term</td>
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Geometry Concepts A, B, and C
Geometry Concepts is a class designed for the student needing a slower-paced geometry course. Topics include the basics of geometry, geometric proofs, properties of triangles and quadrilaterals, similarity and congruency, right triangle relationships, circles, transformations, and measurement in two-dimensional and three-dimensional figures. In conjunction with these Geometric topics, students will be applying their knowledge of first-year Algebra skills throughout the course. The class is designed over a three-term time period and will fulfill the graduation requirement for geometry. Although the material is presented at a slower pace than Geometry 1-2, it is the same curriculum. The student must successfully complete each trimester of the course to advance to the next term. Students need a basic scientific calculator to be successful in this class; a TI 30 XIIS is recommended.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>1st-year Algebra</th>
<th>Duration:</th>
<th>3 terms</th>
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<td>Credits:</td>
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</table>

Geometry 1-2
Topics include the basics of Geometry, geometric proofs, properties of triangles and quadrilaterals, similarity and congruency, right triangle relationships, circles, transformations, and measurement in two-dimensional and three-dimensional figures. In conjunction with these Geometric topics, students will be applying their knowledge of first-year Algebra skills throughout the course. The class is designed over a two-term time period and will fulfill the graduation requirement for Geometry. The student must successfully complete each trimester of the course to advance to the next term. Students need a basic scientific calculator to be successful in this class; a TI 30 XIXIS is recommended.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>1st-year Algebra</th>
<th>Duration:</th>
<th>2 terms</th>
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<tr>
<td>Credits:</td>
<td>1 per term</td>
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</table>
Algebra 3-4
Algebra 3-4 is a class designed for the student intending to pursue mathematics courses beyond what is required for high school graduation requirements whether it is a fourth-year of math at high school or at a postsecondary institution. This course is open to students who have successfully completed first-year algebra. Topics include exponential functions, irrational and complex numbers, polynomial functions, rational functions and equations, arithmetic and geometric sequences, an introduction to radian measure and the unit circle, matrices, graphing functions and properties of functions. The class is designed over a two-term time period and will fulfill the graduation requirement for second-year algebra. Students need a basic scientific calculator to be successful in this class; a TI 30 XIIS is recommended.

Prerequisites: 1st-year Algebra  Duration: 2 terms
Credits: 1 per term

Transitional Algebra A-B
Transitional Algebra A-B is a class designed for the student intending to simply fulfill the mathematics requirements for high school graduation. This course is open to students who have successfully completed first-year algebra. Topics include exponential functions, irrational and complex numbers, polynomial functions, rational functions and equations, arithmetic and geometric sequences, an introduction to radian measure and the unit circle, graphing functions and properties of functions. The class is designed over a two-term time period and will fulfill the graduation requirement for second-year algebra. Although the material is similar in nature to Algebra 3-4, Transitional Algebra will offer a more fundamental approach to the topics covered, while Algebra 3-4 will pursue the topics in more detail. Students need a basic scientific calculator to be successful in this class; a TI 30 XIIS is recommended.

Prerequisites: 1st-year Algebra  Duration: 2 terms
Credits: 1 per term

Precalculus A/IWCC Precalculus/ (College credit)
This course is an Iowa Western course class offered on our campus. This is a course that will require a strong commitment with respect to time spent studying outside of class. It is offered to those students who have successfully completed Geometry and two years of Algebra. Those students who plan to attend a postsecondary institution would be well advised to take this class. Topics covered are right and oblique triangles, trigonometric identities, graphing trigonometric functions, solving trigonometric equations, exponential and logarithmic functions, polynomial and rational functions, conic sections, and matrices. It is recommended that students purchase a TI-84 calculator for use in this class. Per IWCC policies, TI-89 calculators may NOT be used in this class. Students must be enrolled for college credit in order to take this course and must successfully complete BOTH trimesters to earn college credit.

Prerequisites: 2 years of Algebra, 1 year of Geometry, and ACT Math score of 21 or better  Duration: 2 terms
Credits: 1 per term (5 college credits)

Calculus 1A/IWCC Calculus I (College credit)
This course is a college-level calculus class offered on campus to the LC students. This intense course will require a strong commitment with respect to time spent studying outside of class. It is equivalent to the first semester of college Calculus taught over 2 terms. Topics discussed include limits, differentiation techniques, applications of the derivative, integration techniques and applications of integration. The student must successfully complete the first term of the course to advance to the next term. It is recommended that students purchase a TI-84 calculator for use in this class. Per IWCC policies, TI-89 calculators may NOT be used in this class. Students must be enrolled for college credit in order to take this course and must successfully complete BOTH trimesters to earn college credit.

Prerequisites: IWCC Precalculus  Duration: 2 terms
Credits: 1 per term (5 college credits)
IWCC Statistics (College credit)
Statistics introduces descriptive and inferential statistics. Topics include the binomial, normal, student-t and chi-square distributions, descriptive measures, probability, hypothesis testing, estimation and linear regression.

**Prerequisites:** Proficient on Iowa Assessments, 1st and 2nd-year Algebra, and Geometry

**Credits:** 1 per term

**Duration:** 1 term

AP Statistics A and B (Possible college credit through examination)
The AP Statistics course is an introductory, non-calculus-based course of statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. (See course description for Probability and Statistics above for some of the major concepts.) There are four themes in AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inferences. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This course may be taken concurrently with Algebra 3-4 with teacher recommendation or separately during a fourth year of math, but it will **not** satisfy mathematics graduation requirements. The course will offer elective credit for mathematics. It is highly recommended that students purchase a graphing calculator for this course; a TI-84 calculator is recommended.

**Prerequisites:** 1st-Year Algebra and Geometry

**Credits:** 1 per term

**Duration:** 2 terms

PLTW Computer Science Principles A and B (CSE-PLTW)
Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student’s first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP’s offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

**Prerequisites:** Computer Science Essentials

**Credits:** 2

**Duration:** 2 terms

OR Principles of Engineering

Calculus 2
This course is a continued discussion of the topics addressed in Calculus 1. Students who are going into a math-related field would find this course beneficial at the next level. Topics include more applications of the integral and extended techniques of integration.

**Prerequisites:** Calculus 1

**Credits:** 1

**Duration:** 1 term
MUSIC DEPARTMENT

Bass Clef Choir
Bass Clef Choir is open to any ninth-grade student who likes to sing. It is offered fall, winter, and spring terms. Course requirements include taking two voice lessons per term and performing in one concert each term as well as additional special performances.

Prerequisites: None  Duration: 3 terms
Credits: 1 each term

Treble Clef Choir
Treble Clef Choir is open to any ninth grade student who likes to sing. It is offered fall, winter, and spring terms. Course requirements include taking two voice lessons per term and performing in one concert each term as well as additional performing opportunities.

Prerequisites: None  Duration: 3 terms
Credits: 1 each term

Concert Choir
Concert choir is open to any sophomore through senior student who likes to sing. It is offered fall, winter, and spring terms. Course requirements include taking two voice lessons per term and performing in one concert each term as well as additional performing opportunities.

Prerequisites: 10th-12th Grades  Duration: 3 terms
Credits: 1 each term

Varsity Treble Choir (Bella Voce)
Bella Voce is a select vocal ensemble and is open to any sophomore through senior female student who passes an audition. Students are expected to be enrolled all three terms. Course requirements include taking two voice lessons per term and performing in one concert each term plus additional special performances.

Prerequisites: Pass Audition  Duration: 3 terms
Credits: 1 each term

Chamber Choir
Chamber Choir is a select vocal ensemble and is open to any sophomore through senior student who passes an audition. This is the premier vocal ensemble at Lewis Central and students will learn, study, and perform the Iowa High School All-State music each fall. Students are required to be enrolled all three terms. Course requirements include taking two voice lessons per term and performing in one concert each term plus additional performance opportunities.

Prerequisites: Pass Audition  Duration: 3 terms
Credits: 1 Each term

Lewis Corporation
Lewis Corporation is the premier show choir at Lewis Central. Students are accepted through audition held in the spring. Students in this ensemble perform in one of the five curricular choirs that meet during the school day. Students will participate in local, state, and regional festivals held throughout the show choir season, as well as additional special performances. Rehearsals will begin in the summer and take place outside of the school day as assigned by the directors.

Prerequisites: Pass Audition  Duration: 1st & 2nd Tri
Credits: .25 each Term
Lewis Company
Lewis Company is the second show choir at Lewis Central. Students are accepted through audition held in the spring. Students in this ensemble perform in one of the five curricular choirs that meet during the school day. Students will participate in local, state, and regional festivals held throughout the show choir season, as well as additional special performances. Rehearsals will begin in the summer and take place outside of the school day as assigned by the directors.

Prerequisites: Pass Audition
Credits: .25 Each Term
Duration: 1st & 2nd Tri

Band/Marching Band
Band/Marching Band is a first trimester course open to all instrumental students who pass the audition requirements. During the first nine weeks of school, the band will meet as a 9-12 marching band before school, and continue rehearsal during the scheduled period for 9-12th grade students. Students will participate in one weekly evening rehearsal held at the LC Stadium. The Marching Band performs at all home football games and several state and regional marching competitions. At the completion of marching band season, the band prepares for All-State auditions and begins concert season. Students will be highly encouraged to audition for the All-State Band and Orchestra and are expected to be enrolled for all three terms. Fees required: band camp, marching shoes, uniform cleaning fee, school instrument rental if applicable.

Prerequisites: None
Credits: 1
Duration: 1 term

Concert Band
The Concert Band will consist of participants primarily in their first or second year in the program. Students will perform with the marching band during first trimester and move into concert literature grade 2 to 4 for second and third trimester. The Concert band will perform on 2 concerts, the IHSMA State Large Group Contest and at Commencement. Concert band students will be encouraged to participate at IHSMA Solo/Small Ensemble Contest, Basketball Band and at honor bands. See Band/Marching Band.

Prerequisites: Participate in Marching Band
OR previous band experience
Credits: 1 Each term
Duration: 2 terms

Symphonic Band
The Symphonic Band will be the premier instrumental ensemble at LCHS with members who are primarily in their second through fourth year in the program. Special considerations may be given to younger students who demonstrate the ability to perform with this group through director audition. Students will perform with the marching band during first trimester and move into performing concert literature grade 3 to 5. This ensemble will perform in two concerts second and third trimesters, Commencement, and the IHSMA Large Group Contest. Students in Symphonic Band will be encouraged to participate at the IHSMA Solo/Small Ensemble Contest, Basketball, and several state and regional honor bands.

Prerequisites: Participate in Marching Band
OR previous band experience; Audition
Credits: 1 each term
Duration: 2 terms
**Jazz Band**
This ensemble will perform on two concerts second trimester, and at several local, state and regional competitions. Curriculum covered in this class will include, but not be limited to improvisation, listening, jazz literature, and jazz history. Students in the Jazz Band will be encouraged to participate in a Combo Group and the All State Jazz Band. Students will be eligible to audition using the standard jazz instrumentation of rhythm instruments, trumpet, trombone or saxophone.

**Prerequisites:** Participation in Concert Band OR Symphonic Band
Audition with Band Directors

**Duration:** Trimester 2 only

**Credits:** 1 per term

**Jazz Orchestra**
The Jazz Orchestra will be the premier Jazz Ensemble at LCHS. This ensemble will perform in two concerts second trimester, and at several local, state, and regional competitions, including the Iowa Jazz Championships. Curriculum covered in this class will include, but not be limited to, improvisation, advanced listening, jazz literature, and jazz history. Students in the Jazz Orchestra will be encouraged to participate in a Combo Group and the All State Jazz Band. Rehearsals will take place after school as assigned by the director, with weekly sectionals held for winds and percussion. Students will be eligible to audition using the standard jazz instrumentation of rhythm instruments, trumpet, trombone, or saxophone.

**Prerequisites:** Participation in Concert Band OR Symphonic Band
Audition with Band Directors

**Duration:** Nov. to March or the Iowa Jazz Championships

**Credits:** .25 each term

**Music Appreciation**
This is a general music course that covers a broad range of musical styles and concepts that advance the appreciation of music for future consumers and performers of music. Students will be asked to present class presentations through computer research, read and become familiar with music vocabulary and terminology, write responsively to music examples played in class, and take quizzes and tests that focus around class text. No formal musical experience or training is required.

**Prerequisites:** None

**Duration:** 1 term

**Credits:** 1

**Advanced Music Theory**
This is an advanced level music class for students looking to study the specifics of music theory on an advanced or college preparatory level. Knowledge of basic computer (Noteflight, Finale) skills, along with participation in Band and/or Choir is required. Students in grades 11-12 are eligible, 10th by instructor approval.

**Prerequisites:** Participation in Band or Choir

**Duration:** 1 term

**Credits:** 1

**Humanities I**
Humanities I will cover music, philosophy, architecture and art from 1400 to the present. Students will develop appreciation of the visual arts (2D, 3D) and music from these periods.

**Prerequisites:** Completion of American AND World History

**Duration:** 1 term

**Credits:** 1
PHYSICAL EDUCATION DEPARTMENT
(Students may take only one physical education course per trimester.)

Team Activities
This required course is designed to promote physical fitness skills, active participation and human relations skills. Team activities could include basketball, volleyball, softball, flag football, soccer, lead-up skill games, and innovative team activity games.

Prerequisites: None
Credits: 1
Duration: 1 term

Wellness for Life
This required course is offered in the fall and spring only. This required course is designed to promote participation in activities throughout an individual’s lifetime. The lifetime activities include personal fitness, tennis, and recreational games.

Prerequisites: None
Credits: 1
Duration: 1 term

Intro to Personal Development
Intro to Personal Development is designed for freshman students who want to participate in a strength and conditioning course for the first time. The class is designed to help improve muscular strength and cardiovascular endurance through proper strength/lifting routines and exercise techniques. Safety procedures and the importance of proper nutrition will be included as will goal setting. The skills and techniques taught in this class will lead to overall physical improvement and provide a base knowledge of information that will be built upon in the more advanced version of personal development class that students will be able to take upon successful completion of this course.

Prerequisites: None
Credits: 1
Duration: 1 term

Personal Development
This course will include basic training in personal strength and fitness. Students will obtain an understanding of different training strategies/techniques. This is a very active class.

Prerequisites: Intro to Prsnl Dvlpmnt or Teacher Approval
Credits: 1
Duration: 1 term

Health I (Required)
Health I is a course which provides current facts about the human reproductive system, sexually-transmitted diseases including HIV AIDS, teen pregnancy prevention including abstinence education, tobacco, alcohol, drug education, personal health and safety, and CPR. Students learn to differentiate between healthful and harmful behaviors and recognize the effects of the behaviors they choose.

Prerequisites: None
Credits: 1
Duration: 1 term

Health II
Health II is a course which provides current facts about mental health disorders, family health, choosing health care, health professions, cancer, heart disease, physical and mental disabilities, community and environmental health. Students learn to differentiate between healthful and harmful behaviors and recognize the effects of the behaviors they choose.

Prerequisites: Health I
Credits: 1
Duration: 1 term
Senior-Year Physical Education Waiver Criteria and Guidelines

Students must complete a PE Waiver Request form (available from Activities Director) and meet all of the following conditions:

1. Must have been enrolled in six periods (allowing no time for PE) during their entire four years of high school. This includes classes that are taken through Iowa Western. Students must have also successfully taken and received three credits from various physical education classes prior to their senior year (based on their graduation year). To ensure this, PE Waivers will not be reviewed until the beginning of second trimester, senior year.

2. Students must have successfully completed two full high school seasons of eligible activities (all levels of IAHSAA approved interscholastic athletics, marching band, show choir, dance, and cheerleading) to receive a waiver to meet ONE of their Physical Education graduation requirements.

3. Successful completion of the full season will be determined and certified by the coach, director, or advisor and approved by the Activities Director. Completion is not based on actual playing time; it is based on being on the team and being present for practices and games as identified on the coach’s first eligibility list of the season as well as the final awards list as approved by the head coach and Activities Director. If injured, students must continue to attend practice and participate in appropriate physical conditioning as allowable according to the injury and attend remaining games/performances.
SCIENCE DEPARTMENT

(NOTE: Students accelerated in science must take and pass at least six credits of science while in high school.)

Biology A and B (Required)
Biology is a two-term course which covers many of the topics common to all of biology. The first term (Biology A) will concentrate on the nature of life, biology as a science, tools of biology, the cell, classification, respiration, photosynthesis, mitosis, and concepts in ecology. A student must pass Biology A before enrolling in Biology B. Biology B includes meiosis and the study of genetics. Genetics topics to be studied include Mendelian genetics, modern genetics and biotechnology and the evolutionary process.

Prerequisites: none
Credits: 2
Duration: 2 terms

Physical Science A and B (Required)
This is a two-term course that covers concepts in physical science. Term one includes the scientific process and an overview of basic physics principles. Term two is an overview of chemistry and earth/geology/astronomy.

Prerequisites: Biology A and B
Credits: 2
Duration: 2 terms

AP Biology A, B, and C (May be offered every-other year)
AP Biology is a fast-paced, intensive elective science course for students who are highly motivated and have a strong interest in science. Major topics of study include biochemistry, cells, cellular energetics, genetics, evolution, organism structure/function, and ecology. As in a college biology course, this course has lecture and lab components. At the completion of this course, students are expected to take the College Board’s scheduled Biology exam in May. Some students will earn college credit if they achieve high enough marks on this exam. To assist students in their preparation for this test, the format of assessments used throughout this course are similar to the AP Biology exam assessments.

Prerequisites: Teacher Recommendation
Successful completion of Biology A-B
Junior-Senior Standing
Credits: 3
Duration: 3 terms

Chemistry A and B
This two-term course will cover only basic concepts of chemistry and the application of those topics. There will be some theory, but more emphasis will be place on the basic mathematics of chemistry, along with laboratory work to reinforce these concepts. The first term, Chemistry A, will study the nature and tools of chemistry, the properties and structure of matter, the periodic table and periodic trends, writing chemical formulas and balanced equations. The term finishes with the mole concept. Chemistry B studies stoichiometry, solutions, thermochemistry, and reversible chemical reactions and entropy. Many four-year colleges require chemistry and/or physics; certain scholarships, such as those in engineering, require both.

Prerequisites: Biology A and B;
1st-year Algebra
Credits: 2
Duration: 2 terms
General Physics A and B (May be offered every-other year)

General physics is a two-term course that will introduce students to many of the main principles of physics. Physics serves as a basis for all other sciences. This class will take both a mathematical as well as laboratory approach to covering the material. Term A will focus on the properties of motion and the forces which cause motion. It will conclude by covering work and energy. Term B will focus primarily on the properties of matter, wave motion, and examples of these found in nature such as sound and light. Many four-year colleges require chemistry and/or physics; certain scholarships, such as those in engineering, require both.

Prerequisites: Physical Science A-B
Duration: 2 terms

Credits: 2

Earth and Space Science

Earth and Space Science is a one-term course investigating the geology, plate tectonics, and atmosphere of Earth as well as the composition and mechanics of bodies in the solar system, stars, galaxies, and the structure of the universe.

Prerequisites: Physical Science B recommended
Duration: 1 term

Credits: 1

Ecology

Ecology is the study of various aspects of our environment and the life within it. Ecology attempts to answer environmental concerns: What are the impacts of water pollution or habitat destruction? How can recycling help the environment? What keeps an ecosystem healthy? Ecosystems, biodiversity, and population growth will be covered as well as complex issues facing our environment, including human impacts and pollution.

Prerequisites: Biology A and B
Duration: 1 term

Credits: 1

Human Anatomy A

This course will concentrate on the anatomy (structure) of the human body. Particular emphasis will be placed on body tissues, skin, the skeletal system, and anatomy terminology. This course is meant for those with an interest in the human body or considering a healthcare profession.

Prerequisites: Biology A and B
Duration: 1 term

Credits: 1

Human Anatomy B

This course will build on the content from Human Anatomy A. Material covered will include muscles, nervous system, anatomy terminology, and further discussion on the healthcare professions.

Prerequisites: Human Anatomy A
Duration: 1 term

Credits: 1

Human Physiology

This course studies how the human body functions. Particular emphasis will be placed on the digestive and respiratory system and the blood and cardiovascular system. Further discussions of career opportunities in the healthcare professions will be discussed.

Prerequisites: Human Anatomy A and B
Duration: 1 term

Credits: 1
**Meteorology**
Meteorology is the study of the Earth’s atmosphere. This is a one-term course covering the fundamental principles of weather, including heat transfer, relative humidity, and the transfer of matter between sources and sinks. Cyclogenesis, air masses, and fronts will be studied to understand weather patterns and storms.

**Prerequisites:** Physical Science B recommended  
**Credits:** 1

**Zoology**
This course is the study of animals. There are four units to zoology: 1) Introduction to Animals; 2) Animal Evolution and Diversity; 3) Animal Systems; and 4) Animal Behavior. This course includes the dissection of some specimens as a course requirement.

**Prerequisites:** Biology A and B  
**Credits:** 1
SOCIAL SCIENCE DEPARTMENT

(NOTE: Students accelerated in science must take and pass at least six credits of social science while in high school.)

U.S. History A and B (Required)
This course traces American History from the early 1900’s to the contemporary era. Significant political, economic, and social issues which affected the development and growth of the United States will be studied. American foreign policy issues are also included in the course of study. Students are encouraged to recognize the influence that these events have had on our nation and its people today.

Prerequisites: none  Duration: 2 terms
Credits: 2

IWCC U.S. History Since 1877 (Satisfies Requirement, college credit)
This course deals with the historical development of the United States from the end of Reconstruction to the Contemporary period. This intense college credit course will require a strong student commitment to time spent in preparation and research outside of class. Students will read from a variety of texts and an emphasis is placed on the analysis of primary source documents.

Prerequisites: Proficient on Iowa Assessments  Duration: 1 term
Credits: 1 (3 college credits)

World History A and B (Required)
This is a 2-term course that traces significant cultural, political, and social issues which have affected the development of the world. World History includes the study of various civilizations and significant world events that have impacted current global dynamics.

Prerequisites: U.S. History OR
IWCC U.S. History Since 1877  Duration: 2 terms
Credits: 2

AP World History: Modern (Satisfies World History requirement, possible college credit through examination)
AP World History is a fast paced course with a challenging curriculum that follows the requirements prescribed by the College Board. This course is designed for students who are passionate about World History and that are very motivated learners wishing to earn potential college credit. Students enrolled in the course will use five themes to study five major geographical regions during six periods of time dating from 8000 BCE to the present. In doing so, they will be reading large volumes of information, analyzing primary and secondary sources, making historical comparisons, and practicing skills such as chronological reasoning and argumentation. Students will also practice writing short answers and essays centered around Document Based Questions, Change and Continuity Over Time, Causation, Periodization, and Comparison. Students are expected to take the the AP World History Exam in May.

Prerequisite: U.S. History OR
IWCC U.S. History Since 1877 AND completion of summer assignment  Duration: 2 terms
Credits: 2

American Government A and B (Required)
There are eight units in American Government. The following topics are explored: (1) development of liberal and conservative attitudes, (2) the United States Constitution, (3) the national legislature, (4) the national executive, (5) the national judiciary, (6) American foreign policy, (7) parties and politics, and (8) Iowa government.

Prerequisites: World History and U.S. History  Duration: 2 terms
Credits: 2
**Current Issues (May take 2 terms for credit)**
Students will learn about issues currently confronting the United States and the world. Students will be expected to analyze, evaluate and develop their own opinions on important domestic and foreign issues facing the nation and the world.

Prerequisites: Junior-Senior Standing
American History
Duration: 1 term
Credits: 1

**Economics**
Economics is a one-term elective, which deals with basic micro and macro economic issues. The major topics are (1) economics systems and decision making, (2) supply and demand, (3) competition and market structure, (4) pricing, (5) employment, labor and wages, and (6) competition and the role of government.

Prerequisites: Junior-Senior Standing
AND Algebra 3 & 4
Duration: 1 term
Credits: 1

**Psychology**
Psychology is a course in which students study theories of human behavior. Topics studied may include research methodology, human developmental and cognitive theories, biological psychology, and sociocultural concerns.

Prerequisites: Junior-Senior Standing
Duration: 1 term
Credits: 1

**Sociology**
This course deals with people in their relationships to others within their own culture and other cultures. Topics studied may include culture, deviance, social structure, stereotyping, prejudice, criminal behavior and diversity.

Prerequisites: Junior-Senior Standing
Duration: 1 term
Credits: 1
ELL CLASSES

ESL English as a Second Language (9-12) (MAY BE REPEATED FOR CREDIT)
This course introduces students to the basic structures and vocabulary of the English language through reading, writing, speaking, and listening. Students are taught strategies to assist in the advancement of their reading, and listening and pronunciation skills in English. EL's will expand their oral comprehension, practice writing complete sentences, a standard paragraph, and develop English vocabulary through instruction that is embedded in content. They will also utilize level-appropriate conventions of grammar and punctuation within their writing.

Prerequisite: Entrance into the Lewis Central ELL program is determined by the results of the district’s intake exam. At registration, all families are given a home language survey. If a language other than English is spoken in the home, the EL instructor will administer the intake assessment to the student.

Credits: 1 Duration: 1 term

GIFTED EDUCATION CLASSES

TAG Seminar (9-12) (MAY BE REPEATED FOR CREDIT)
TAG Seminar affords gifted identified students a self-directed learning experience. Students complete an independent investigation in an area of personal interest with the support of the gifted facilitator and a mentor. A final project and presentation is required. Students will contract on an individual basis for project activities. Options for investigations include but are not limited to the following: creating a service project to address a community problem or need; completing research and a project for a competition or academic program; completing a course not offered through our district through the use of online learning; completing advanced level study of a subject at an accelerated pace; or completing a mentorship/internship project with the assistance of a community professional. Students wishing to take TAG Seminar must submit an application and proposal prior to enrollment, outlining the area of investigation, resources, learning experiences, and project plan. TAG Seminar enrollment and projects will be subject to gifted facilitator and administrator approval. Applications and proposals are accepted throughout the academic year. For more information, see the high school gifted facilitator.

Prerequisites: TAG identification in PowerSchool Application and Project Proposal Duration: 1 term

Credits: 1 per term
SPECIAL EDUCATION CLASSES

Special education teachers teach the classes listed below to students identified as eligible individuals by an extended evaluation team. These students have Individualized Education Programs (IEP’s) with goals that specify what they are working on and where that work happens -- in general education classes listed in this booklet or the special education classes listed below.

Enrollment in these classes comes from staffing team decisions based on the needs identified in the student’s IEP.

**Basic Biology A and B**
Based on IEP goals, adaptations and modifications, students will explore various life science topics. Those included are: life functions, growth, reproduction, cells, classification, plants, animals, ecology, energy, adaptation environment, conservation, and nature’s energy and fuels.

**Basic Physical Science A and B**
Based on IEP goals, adaptations and modifications, students will explore various physical science topics. Those included are earth and solar system, inside earth, climate and weather, conservation, simple physics and machines, electricity, nature’s energy and fuels, sound and light, future energy, magnetism, and the metric system.

**Basic Ecology A and B**
Based on IEP goals, adaptations and modifications, students will explore ecosystems and biomes, interactions within ecosystems, and human impact on ecosystems.

**Basic Reading A, B, C**
In this class students will be expected to read orally in a group and independently. Students will complete various comprehension and vocabulary exercises. Students will be expected to come to class with sustained silent reading material.

**Basic English A**
This class will cover the three basic levels of sentences, writing a basic sentence and paragraph, vocabulary, spelling skills, punctuation and the parts of speech. Students will be required to read one book.

**Basic English B**
This course will expand use of three basic levels of sentences to usage in paragraphs. Students will write two three-paragraph papers. They will learn identification of subjects, verbs, adjectives and prepositional phrases, use of topic, detail and concluding sentences and the use of transitional phrases. Students will read selected texts and complete various comprehension exercises. Students will continue to work on vocabulary and spelling skills.

**Basic English C**
This course is based on writing, spelling, grammar, and reading. Students will be concentrating on developing and increasing vocabulary skills. Students will read selected short stories and complete various comprehension exercises. Students will continue to work on vocabulary spelling skills and written language. Paragraph writing will be expanded.

**Learning Strategies**
Students are placed in this class based on an IEP team determination. Students who have academic goal areas that are not being addressed in the general education classroom setting or need additional instruction for specific academic goal areas would benefit from this class.
Basic World History A and B
Students will work on reading, written language, and behavior goals while learning about various time periods to include colonial America to the present day and the significant political, economic, and social issues that affected the development and growth of the United States. American foreign policy issues are also included in the course of study.

Basic American Government A and B
Students will work on reading, written language, and behavior goals while learning about federal and state government. Units will include the three branches of national government, roles and limits of government, roles of American citizens, the power of democracy, and the independence of the fifty states.

Basic U.S. History A and B
Students will work on reading, written language, and behavior goals while learning about various time periods to include colonial America to the present day and the significant political, economic, and social issues that affected the development and growth of the United States. American foreign policy issues are also included in the course of study.

Basic Math A
This course will cover the basics of order of operations, solving one-step equations, and solving two-step equations.

Basic Math B
This course will cover the basics of inequalities, coordinate systems, exponents, and polynomial arithmetic.

Basic Math C
This course will cover the basics of radicals, probability, statistics, and geometry.

Basic Health
Basic Health covers topics found in Health 1, such as the human reproductive system; sexually transmitted diseases, including HIV/AIDS; teen pregnancy prevention, including abstinence education; tobacco, alcohol, and drug education; and adult CPR training. This course is designed for students who have their core courses in the special education setting or are placed in the class by an IEP team decision.

Life Essentials A, B, and C
Life Essentials A covers topics found in Personal Finance such as checkbooks, housing, budgeting and insurance. Life Essentials B covers topics found in Parenting such as prenatal development, child care and development and family dynamics. Life Essentials C covers topics found in Workplace Readiness such as resumes, job applications and job interviews. This course is designed for students who have their core courses in the special education setting or are placed in the class by an IEP team decision.

The following series of courses are designed to assist students to gain the necessary skills for independent, semi-independent, or supported living.

Living Skills – A, B, C
This course is three terms in length; individualized curriculum concentrates on IEP goals, concerning basic living skills of everyday life. Included are housekeeping, grocery shopping, cooking, laundry, social skills, using transportation services, understanding maps, possible housing opportunities and knowledge of businesses around our community. This course is designed for students with significant developmental delays.

Recreation and Leisure
The focus of this course is to expose students to a variety of recreation and leisure activities. Students will develop lifelong activities to promote physical well-being. Using a variety of activities, students will explore personal interests and develop appropriate social skills and skills needed for successful integration into the community. This course is designed for students with significant developmental delays.
**Cooperative Education/Work Experience**
This course is the prerequisite for all special education students who are candidates for community work experience. Students will learn job-seeking and job-keeping skills.

**Community Work Experience**
This course is for special education students who have been identified as students that will need some assistance in their transition to the world of work. The objective is to place students in an environment where they can learn job-keeping and then to assist them in work placement in the community or within the school district. This involves job-placement monitoring.
OTHER COURSES

Office Aide
High school aides will assist with routine clerical tasks as assigned by office personnel.

Prerequisites: Approval of Administrator, Junior-Senior Standing

Duration: 1 term

Credits: 1/4 (.25)

Elementary or High School Teacher Aide
Elementary aides will primarily work with teachers as student aides in reading; they will also assist staff members in completing other routine tasks. Applicants for this class must be in good academic standing and be dependable, or they will be dropped from the class.

Prerequisites: Junior-Senior Standing

Duration: 1 term

Credits: 1/4 (.25)

Connections to Graduation (CTG) or Credit Success Support (CSS)
Students eligible for this class in the high school exhibit behaviors that may lead to dropping out of school. Helping students graduate on time has always been the goal for Lewis Central staff and administration. Connections to Graduation/Credit Success Support class will help students achieve this goal through continued monitoring of grades as well as academic and graduation progress. Time will be spent setting goals, journaling, and learning strategies for academic success. Additionally, students have the opportunity to work one-on-one with a teacher or peer tutor during this class. The criteria used to determine enrollment eligibility include attendance, no connections to school, lack of credit accrual/progressing in school, and low achievement in reading or math. The students’ discipline/truancy records are also taken into account as well as a teacher interview to determine motivation, barriers, and goals.

Prerequisites: Counselor approval

Duration: 1 term

Credits: 1 (repeatable for credit)

Exploring Teaching A and B
As part of the Education Academy, this course provides students with the opportunity to explore the teaching profession through discussion, reflection, and participation in K-12 classrooms. The components of the class include the following: the role of schools and educators in communities and society at large; the process of developing an understanding of how students learn, combining that with strategies for meeting educational goals; the important role of communication, collaboration and decision-making within the teaching profession; and the use of technology. The course will also include a variety of field experiences and the opportunity to participate in a professional organization. Upon the successful completion of the one-year course, students, age 18 years or older, will be eligible to apply for the Iowa Paraeducator Generalist Certificate.

Prerequisites: Junior-Senior Standing

Duration: 2 terms

Credits: 2

IWCC Strategies for Academic Success
This course will help prepare students for success in high school and post-secondary education. The student is exposed to learning strategies focused on the classroom (test-taking, note-taking, time management, etc.) and beyond (changing habits, personal responsibility, etc.). The student is introduced to tools which will help him/her grow academically, personally, and professionally. This course is a requirement for those students who earn the Pottawattamie Promise Scholarship.

Prerequisites: Junior Standing and acceptance into the Pottawattamie Promise Scholarship

Duration: 1 term

Credits: 1
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<tr>
<th>Grade 9</th>
<th>English 9A</th>
<th>English 9B</th>
<th>English 9C</th>
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<td>Speech I</td>
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<td>Biology A</td>
<td>Biology B</td>
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<td>Health I</td>
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<td>World History B</td>
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<td>Fine Art</td>
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<td>Geometry A</td>
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<td>Physical Science A</td>
<td>Physical Science B</td>
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**My Total Credits**
# LCHS Graduation Requirements

## English
- 9A  
- 9B  
- 9C  
- 10A  
- 10B  
- 11A  
- 11B

## Social Studies
- U.S. History A  
- U.S. History B  
- World History A  
- World History B  
- American Govt. A  
- American Govt. B

## Science
- Biology A  
- Biology B  
- Physical Science A  
- Physical Science B  
- Science elective #1  
- Science elective #2

## Math
- Algebra 1  
- Algebra 2  
- OR  
- Alg. Concepts A  
- Alg. Concepts B  
- Alg. Concepts C  
- Geometry 1  
- Geometry 2  
- OR  
- Geom. Conc. A  
- Geom. Conc. B  
- Geom. Conc. C  
- Algebra 3  
- Algebra 4  
- OR  
- Transitional Alg. A  
- Transitional Alg. B

## Physical Education
- Class #1  
- Class #2  
- Class #3  
- Class #4

## Health
- Health I

## Post-Secondary Planning
- Workplace Readiness  
- OR  
- College Readiness

## Life Skills
- Personal Finance  
- Parenting  
- One course from Technology Ed. Dept.

## Fine Arts (Must include two credits from two different areas)
- Music
- Drama  
- Humanities  
- Art

## Total Credit Summary (including electives)

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A minimum of 55 credits is required to graduate.