Durant High School



Student Course Description Guide Handbook

Course Description Guide Handbook

Durant Students and Parents

Welcome to the next step in your educational career!

Durant High School has been rich in tradition, academics, fine arts, and athletics since the school opened its doors in the spring of 1858. In the following pages the outline of courses has been laid out to help your son or daughter get the most out of their path in excellence of education at Durant. It is an honor to walk with your son or daughter on their path of excellence and I look forward to watching them reach their goals in all aspects of their educational experience at Durant. If you have any questions or concerns please feel free to contact me.

The staff is excited to work with you as you take an incredible journey over the next four years. We are here to help guide you in your journey. Our staff is dedicated, friendly, and always willing to help you. The next few years are critical in determining what your post-secondary options will be. It is important that you take the correct courses that will set you up for success in the future. Beyond taking the right courses, the effort you put into each and every class will greatly determine the amount of success you will have both here at Durant and when you take your next step. This handbook is meant to be a guide to help you and your family, decide what choices are right for you during your high school years. It is very important that you choose the most appropriate courses that you will need in the future, and not take courses that you think will be easy or avoid courses that you believe to be too hard. Mrs. Badtram, your Advisor, and myself are always willing to help you decide which courses are right for you.

Go Wildcats!

Joel Diederichs

Durant High School Principal

**Registration**

**Students are responsible for the following:**

1. Meeting requirements for graduation and are advised to check on their academic progress at intervals in the school careers.

2. Selecting high school courses that meet college entrance requirements for their college choices.

3. Making up credit due to not successfully passing a class.

**Classes**

1. All classes will be given a letter grade

2. There will be 8 period of classes during a normal day of school. Students will be required to take ***7 classes*** each semester. Students may elect to not take a study hall and take eight classes instead.

3. Students must successfully pass classes they are enrolled in to earn credits. This includes any con-Current Enrollment, AP, or PSEO classes.

4. Grade point average and class rank will be determined using semester grades earned in high school.

Grade point averages will be rounded to the hundredths decimal place. Any and all

College/Concurrent/PSEO classes **will** count towards a student’s Grade Point Average.

**Scheduling**

Students are allowed to change classes during the ***first 2 days*** of school in a semester. Only those changes that are necessary will be considered. Drop/Add slips must be signed by the appropriate people to consider the change.

**Rules for Course Changes**

1. Students may drop or add a course to their schedules, provided the course is not full, during the **first two (2) days** of each semester.
2. Students may apply for schedule changes at the counselor’s office. Approvals for schedule changes will be given on the merit of each individual case and will NOT automatically be granted. The principal must approve schedule adjustments after the first TWO days.
3. Students making schedule changes must have all necessary paperwork in order before starting their new class or stopping their “dropped” class.

**Seminar Guidelines**

**High School Seminar**:

Seminar is facilitated by the supervisor(s) to be constructive for students.  Students are expected to conduct themselves as they would in a regular academic class.  The following guidelines are to be followed during Seminar:

***2:55-3:15pm (Wednesday ONLY)***

1. During afternoon Seminar, students will have an opportunity to work with teachers in their individual classrooms.

2. Teachers may also request students with whom they would like to work.

3. Students are expected to check their email and report to the correct location.

4. Students are expected to be in the assigned location with all of their materials at the start of Seminar.

5. Assigned seats will be given by the supervisor(s).

6. Supervisor(s) will not issue passes for a student to leave Seminar.

7. The classroom atmosphere must be quiet for students to study or read.

8. Any group work or student discussion must be approved by the supervisor(s).

9. All student handbook rules apply (including “no pop, candy, or other food items”, “no hats”, and so on).

**Make Up Work**

It is the responsibility of each student to contact their teachers to obtain any assignments or notes that were given on the day of the absence. Students must be held accountable and learn to be self-advocates as part of the learning process.

**Excused Absences**

For all excused absences, work is to be made up by the student. A reasonable time frame, not to be less than one day per each day absent and no more than the number of days missed plus one will be set for completion of missed assignments and work. If a student has much work to be made up, he/she needs to communicate this to his/her teachers so the teachers do not establish the same deadline. If the student is absent on the day of an exam or large project, the student is expected to make it up or turn it in the very next day of attendance (regardless of A or B day). The classroom teacher will take any extenuating circumstances into consideration. Please note that in the event a student is absent on the day a test is taken the student is required to take the test the day they return to class and the teacher is encouraged to administer and an alternate exam.

**Unexcused Absences**

Students will receive 0 points for daily work that was due on the date of the unexcused absence. Any daily work that was missed on the day of the unexcused absence must be turned in by 3:50 the day the student returns for full credit or the student will receive 0 points. Summative assessments that were missed for an unexcused absence will need to be taken the day the student returns to school for up to 60% of the original point value. An alternate form of the summative assessment may be administered. Any student who is absent unexcused from school will not be allowed to attend or participate in any school-sponsored activities that day. Any student who accumulates five unexcused absences for a course may be administratively withdrawn and receive no credit for the course. Any student who accumulates 5 unexcused absences in one school year will be banned from any school dances.

\*\*Regardless of Excused or Unexcused Absences, and excessive amount will result in letters to parents, multiple meeting request, and/or possible documentation for reason of absences. Ultimately information can be sent to the Cedar County Attorney for students under the Compulsory Education Age. Students above the Compulsory Education Age can be referred to the School Board to be dropped from school.

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**Concurrent Enrollment Options Act**

The Concurrent/Postsecondary Enrollment Options Act, [**Iowa Code**](http://search.legis.state.ia.us/NXT/gateway.dll/IowaState/ISLRoot/code.htm?f=templates&fn=default.htm) **section 261C** was enacted in 1987 to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling eleventh and twelfth grade students to enroll part time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. A ninth or tenth grade student who is identified as a gifted and talented student according to the school district's criteria and procedures may now participate under this Act. **Post-secondary courses are those that are not comparable to the courses offered at Durant High School. A student pursuing a Concurrent/PSEO class must select a class that is not offered at DHS.** Student’s, who successfully completes and passes a Concurrent/PSEO class, will receive credit that may be applied toward high school graduation.

\***PSEO ONLY COURSES:** **The district will pay up to $250 for the cost of the class. Any student not successfully passing a PSEO class will be required to reimburse the district the cost of the class. \***

The parent or guardian shall furnish transportation to and from the post-secondary institution for the student enrolling. More information regarding Concurrent/PSEO coursework and requirements may be obtained from the high school principal or guidance counselor.

**\*\*PLEASE NOTE that these guidelines apply to ALL dual credit options:**

1. It is not DHS responsibility to provide any technology outside of the designated devise already offered to every student ie: iPad.
2. Students who receives an **F** for a Concurrent/PSEO college course will **NO** longer be allowed to take further courses unless the following is completed: Students will have the opportunity to retake the course and **ONLY** the course for which they failed. The student must receive a grade no lower than a C in order to be allowed to take other courses. This will also affect eligibility in sports and co-curricular programs.
3. College semester hours will be converted to DHS units according to this ratio: 3 MCC semester hours=1.0 DHS credits.
4. ***Students enrolling in all dual credit courses must demonstrate proficiency in math, reading and science through Iowa’s ISAP test. Students enrolling in all dual credit courses must have at least a 2.75 cumulative GPA and qualifying scores on the ALEKS test and/or ACT.***
5. All textbooks must be kept clean and in good condition and will be returned to the high school at the end of the course or the student & parent will be billed the replacement cost of the textbook(s).
6. All students will be responsible for any costs charged by the college not covered by the Senior Year Plus legislation.
7. Students enrolling in a Current/PSEO courses must have a GPA of 2.75.
8. Students may NOT take any Current/PSEO without taking the same corresponding course at Durant first.
9. The deadlines for registration for Concurrent/PSEO courses are as follows: Fall semester: June 1st, Spring Semester December 19th. ALL paperwork must be completed accurately and submitted to Mrs. Badtram before or on these deadlines.
10. Academy courses are offered at the community college, consist of a combination of concentrated courses in one vocational area. This program will occupy ½ of a student’s daily schedule. Please see the School Counselor for further details

## CREDITS FOR GRADUATION

DURANT COMMUNITY SCHOOL DISTRICT offers classes in the areas of language arts, mathematics, social sciences, natural sciences, vocational, visual art, fine arts, foreign language, and physical education. Special education services are provided to those students who qualify. We also provide advanced and post-secondary options for those students who meet the requirements for these programs.

Students will be required to successfully complete 52 credits. *A credit is equivalent to one semester of successful course work*. A student’s program of study in high school must include the following (see web-site for specifics on course requirements):

**8 credits-Language Arts (English 9)**

**6 credits-Science (Biology, Earth and Physical required)**

**6 credits-Social Studies (American History-2 credits, Government & Economics required)**

**6 credits-Mathematics**

**4 credits-Physical Education**

\*These total **31** required credits, **21** additional elective credits are necessary for graduation.

\*Please refer to Graduation Requirements, Board Policy No. 505.6.

\*Every student is enrolled in physical education each year unless they are exempt as outlined by the Healthy Kids Act waiver form.

**College visits**- Are options available to juniors (1-day limit) and seniors (2 day limit unless otherwise approved by the principal). Prearranged absence forms **MUST** be filed in the Guidance Office in accordance with the policy for prearranged absences in order for the absence to be excused. Failure to submit a pre-arranged slip may result in the absence being unexcused.

**Open Period/Block-*Any Senior who is in good standing, has a cumulative GPA of 2.0 or higher, and is on track to graduate may petition for an open period during either 1st , 2nd or 7th, 8th periods.*** A senior who qualifies for open period may only have morning or afternoon. No other blocks will be used for Open Period status. ***Students will need to report to Seminar on Wednesday if they are part of a school organization such as Student Council, National Honor Society, and attend Class Meetings***. Open period may be denied and the student placed in study hall if they are no longer in ***good standing***. Open Period petitions must be completed when scheduling courses or within the two-days course-change period. ***Students must follow the Athletic Student Handbook to participate in sporting events.***

**Early Graduation**

Code No.  505.7

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises and prom.

**Graduation Requirements**

**Durant Community High School**

Graduation from Durant Community High School is by accumulation of credits. Each course meets every other (AB block schedule) day for the entire semester. ***52 credits*** are required for graduation.

**Course Offerings in Required Content Areas**

**English – 8 credits Mathematics – 6 credits**

Dystopian Literature Algebra 1

American Dream Literature Geometry

Creative Writing Algebra II

Classic English Algebra II Concepts

College Writing Pre-Calculus

English 9 Statistics

Death/Dying Literature Calculus

English at Work Algebra 1 Concepts

Sports Literature

War Literature **Physical Education – 4 credits**

Western Literature Physical Education

Adventure Literature Weights/Fitness

Mystery Literature Competitive PE

Intro to Print Media Girls Weights

Plague Literature

Journalism

Gothic Literature

Women’s Voices in Literature **Social Studies – 6 credits**

**Science – 6 credits** American History

Anatomy & Physiology Contemporary World History

Biology Sociology

Chemistry Government

Earth Science Economics

Environmental Psychology

Physical Science Social Problems

Physics World Geography

Advance Biology Character and Leadership

Ancient History

Modern History

Law & Policy

**Electives – 22 credits**

**Family Consumer Science Art**

Adult Living Creative Art **Industrial Tech**

Family Consumer Science Comp Assisted Art Advanced Tech

Foods Art Foundations Architectural Modeling

Interior Design Pottery Intro. To ACE

Advance Foods Photography Construction Material Proc

Advance Drawing Residential Construction

Drawing Construction Technology

**Fine Arts** **Foreign Language** **Physical Education**

Band Spanish I Health Concepts-**Elective ONLY**

Choir Spanish II

Chamber Choir Spanish III **Computer Programming**

Intro to Music Dram Spanish IV Programming I/II

Robotics

**Agriculture & Business**

Share with Wilton CSD. See Guidance Counselor for class options.

## FOUR-YEAR PLAN

The following course of study will allow students to fulfill the graduation requirements at Durant High School. This course of study will meet minimum requirements only. Most students would benefit from a more challenging course of study, which would more adequately prepare them for entry into the job market. Students who plan on some form of post-secondary education should consider a more rigorous course of study such as the college preparation core suggested by ACT.

FRESHMAN YEAR

PE

English 9

History elective but ***NOT*** required

Physical/Earth Science

Math Elective (See math course descriptions.)

Elective (Course from the student’s area of interest)

SOPHOMORE YEAR

PE

Language Art elective

History Elective (World History, World Geography, Social Problem, Sociology or Psychology)

Biology

Math Elective (See math course descriptions.)

Electives (Courses from the student’s area of interest)

JUNIOR YEAR

PE

Language Art elective

American History

Math Elective (See math course descriptions)

Science Elective (See science course descriptions)

(Additional electives needed to meet the 6-subject registration requirement)

SENIOR YEAR

PE

U.S. Government and Economics

Language Art Elective

Senior Life Skills Class

(Additional electives needed to meet the 6-subject registration requirement)

**PLEASE TAKE NOTE OF THE GENERAL REQUIREMENTS FOR GRADUATION, WHICH ALL STUDENTS MUST MEET.**

**GRADING**

At the end of each semester students will receive a final grade in each course. Only the final grade will become a part of the student’s high school transcript and only the final grade will be used to compute the student’s Cumulative Grade Point Average (GPA).

The student’s GPA is computed on a 4.0 scale: A+ & A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, “F” = 0.0. An example of a GPA computation is given below.

Class Grade Points

English 9 C 2

Algebra 1 B 3

World History C 2

Physical Science A 4

Spanish 1 B 3

Physical Education A 4

Total: 18 points

GPA = 18 points divided by the number of solid courses = 18/6 =3.0 GPA

\* Driver Education counts as credits toward graduation but is ***not*** used for computing GPA.

**Grade Scale:**

A+ 97-100

A 94-96

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 64-66

D- 60-63

F 59 and below

**STANDARDIZED ASSESSMENTS**

**IOWA ASSESSMENTS:**

The Iowa Assessments are high school achievement tests that measure student performance in reading, vocabulary, math, social studies and science. Student scores are established as a national percentile rank (NPR) and a national standardized score (NSS). The purpose of the NPR score is to compare each student with students across the nation. Students must score at the 41st percentile or above to be considered “proficient” in the State of Iowa. Being proficient in the areas of reading, math and science is required to be eligible for most concurrent credit opportunities. The purpose of the NSS is to provide an indication of growth for each student. This assessment will be given at the high school shortly after the holiday break to freshman, sophomores, and juniors.

**ACT: \*\*\*TEST OPTIONAL\*\*\***

Four-year colleges and universities for admission and college course placement purposes use the American College Test (ACT). It measures the skills necessary for college work in English, math, reading and science reasoning. The ACT is an *optiona*l test offered seven times throughout the year at off site locations. Students are responsible for their own registration available online at [www.actstudent.org](http://www.actstudent.org). This website also has information about college planning and test preparation. It is recommended students take the ACT in the spring of their junior year. This gives students the opportunity to re-take the exam in the fall of their senior year if they choose. Either the ACT or the SAT is required for admission to most four-year colleges.

**ALEKS PLACEMENT:**

The ALEKS Placement test is a complete solution for math placement and course preparedness. This exam combines a research-based, accurate placement assessment. This is a computerized test where students will be presented with 20-30 questions in the areas of Basic Math up to Calculus 1. Assessment questions are adaptive and precisely identify the student’s knowledge from a comprehensive standard curriculum. The ALEKS finds out which concepts the student has mastered and what the student is ready to learn. There are no time limits for this assessment.

**NCAA REQUIREMENTS**

NCAA News - Change in Eligibility Requirements for Freshmen Entering D-I and D-II Schools.

The NCAA eligibility rules for freshmen entering a Division I or Division II School, effective in August 1, 2023 and after. The change is an increase in the number of high school core courses, detailed as follows:

* College-bound student-athletes planning to compete at an NCAA Division I or II school are still required to have a 2.3 (DI)/2.2 (DII) grade-point average in 16 NCAA-approved core-course units and provide proof of high school graduation.
* One of the additional courses must be in math. The new breakdown of the 16 cores courses is as follows:
  + 4 English courses
  + 3 Math (Algebra 1 or higher) courses
  + 2 Natural/Physical Science courses (one must include a lab)
  + 2 Social Science courses
  + 1 additional approved course in English, math, or science
  + 4 additional core courses from any listed above or from foreign language, non-doctrinal religion, or philosophy

For more information, visit [www.ncaa.or](http://www.ncaa.or)g or www.ncaaclearinghouse.net.

Appropriate academic preparation in high school for post-secondary education is extremely important. Students planning some form of education after high school are urged to take the college preparation core. American College Testing (ACT) defines the college preparation core as follows:

ENGLISH -- Four years or more

MATHEMATICS -- Three years or more

One year each of Algebra I, Geometry, Algebra II/Trig,

One semester each of Trigonometry, Calculus, other courses beyond Algebra II/Trig, or

Computer Science courses

SOCIAL STUDIES -- Three years or more

One year each of U.S. History, World History, U.S. Government,

One semester each of Economics, Geography, Psychology or other History courses

NATURAL SCIENCES -- Three years or more

One year each of General/Physical/Earth Science, Biology, Chemistry, Physics



## Board of Regents, State of Iowa

Freshman Admission Requirements to the Regent Universities

Admission of freshmen who wish to enroll at any of the Iowa Regent universities beginning fall of 2009 and beyond will be based on the Regent Admission Index (RAI) equation described below. In addition, applicants must meet the minimum high school course requirements for the university they wish to enter.

( 3 x ACT composite score)

+( 30 x high school GPA)

+ ( 5 x number of high school core courses)

**Regent Admission Index Score**

*Note: for purpose of calculating the RAI, SAT scores will be converted to ACT composite equivalents, 99% is the top value for high school rank, 4.00 is the top value for GPA, and the number of high school core courses completed is expressed in terms of years or fractions of year (e.g. one semester equals 0.5 year) \**

Freshman applicants from Iowa high school who achieve at least a 245 RAI score and who meet the minimum number of high school courses required by the Regent universities will qualify for automatic admission to any of the three Regent universities. Freshman applicants who achieve less than a 245 RAI score may also be admitted to a specific Regent university; however, each Regent university will review these applications on an individual basis and the admission decision will be specific to each institution.

The Regent universities recognize that the traditional measures of academic performance do not adequately describe some students’ potential for success. Therefore, the Regent universities strongly encourage all interested students to apply for admission. Applicants who feel their academic record is not an accurate reflection of their potential for success are encouraged to provide supplemental information explaining their circumstances in addition to the application, academic transcripts, and test scores



**Minimum course Requirements for Admissions**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Iowa State University** | **The University of Iowa** | **University of Northern Iowa** |
| English/Language Arts | Four years of English/Language Arts emphasizing writing, speaking, reading, as well as an understanding and appreciation of literature. | Four years, with an emphasis on the analysis and interpretation of literature, composition, and speech. | Four years, including one year of composition; also may include one year of speech, communication, or journalism. |
| Math | Three years, including one year each of algebra, geometry, and advanced algebra. | Three years, including two years of algebra and one year of geometry, for admission to the College of Liberal Arts and Sciences. Four years, including two years of algebra, one year of geometry, and one year of higher mathematics (trigonometry, analysis, or calculus), for admission to the College of Engineering. | Three years, including the equivalent of algebra, geometry, and advanced algebra. |
| Natural Science | Three years, including one year each from any two of the following: biology, chemistry, and physics. | Three years, including one year each from any two of the following: biology, chemistry, and physics for admission to the College of Liberal Arts and Sciences. Three years, including at least one year of chemistry and one year of physics, for admission to the College of Engineering. | Three years, including courses in general science, biology, chemistry, earth science, or physics; laboratory experience highly recommended. |
| Social Science | Two years for admission to the Colleges of Agriculture, Business, Design, Human Sciences, and Engineering. Three years for admission to the College of Liberal Arts and Sciences. | Three years, with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. Two years, with U.S. history and world history recommended, for admission to the College of Engineering. | Three years, including courses in anthropology, economics, geography, government, history, psychology, or sociology. |
| Foreign Language | Two years of a single foreign language for admission to the College of Liberal Arts and Sciences and the College of Engineering. Foreign language courses are not required for admission to the Colleges of Agriculture, Business, Design, or Human Sciences. | Two years of a single foreign language. | Foreign language courses are not required for admission. However, two years of a foreign language in high school with a C- or above in the last term will meet the university graduation requirement. |
| Other Courses | Specific elective courses are not required for admission to Iowa State University. | Specific elective courses are not required for admission to The University of Iowa. | Two years of additional courses from the required subject areas, foreign languages, or fine arts. |

**Graduation Requirements, NCAA and ACT Core Curriculum Requirements, RAI Index Qualifiers *by High School Course***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE NAME** | **DHS Graduation Requirements** | **DHS**  **Core Curriculum** | **NCAA Core Courses** | **ACT Core Curriculum** | **IA Regents Entrance Requirements** |
|  |  |  |  |  |  |
| **ENGLISH** |  |  |  |  |  |
| English 9 | Yes | Yes | Yes | Yes | Yes |
| Adventure Lit | Yes | Yes | Yes | Yes | Yes |
| American Dream Lit | Yes | Yes | Yes | Yes | Yes |
| Creative Writing | Yes | Yes | Yes | Yes | Yes |
| Communications | Yes | Yes | Yes | Yes | Yes |
| Classic English | Yes | Yes | Yes | Yes | Yes |
| College Writing | Yes | Yes | Yes | Yes | Yes |
| English at Work | Yes | Yes | **NO** | **NO** | Yes |
| Dearth/Dying Lit | Yes | Yes | Yes | Yes | Yes |
| Dystopian Lit | Yes | Yes | Yes | Yes | Yes |
| Intro to Print Media | Yes | Yes | **NO** | **NO** | Yes |
| Mystery Lit | Yes | Yes | Yes | Yes | Yes |
| Sports Lit | Yes | Yes | Yes | Yes | Yes |
| War Lit | Yes | Yes | Yes | Yes | Yes |
| Western Lit | Yes | Yes | Yes | Yes | Yes |
| Plague Lit | Yes | Yes | Yes | Yes | Yes |
| Journalism | Yes | Yes | **NO** | Yes | Yes |
| Gothic Lit | Yes | Yes | Yes | Yes | Yes |
| Women’s Voices in Lit | Yes | Yes | Yes | Yes | Yes |
| **MATHEMATICS** |  |  |  |  |  |
| Algebra I | Yes | Yes | Yes | Yes | Yes |
| Algebra I Concepts | Yes | Yes | **NO** | **NO** | Yes |
| Algebra II | Yes | Yes | Yes | Yes | Yes |
| Algebra II Concepts | Yes | Yes | **NO** | **NO** | Yes |
| Geometry | Yes | Yes | Yes | Yes | Yes |
| Pre-Calculus | Yes | Yes | Yes | Yes | Yes |
| Statistics | Yes | Yes | Yes | Yes | Yes |
| Honors Calculus | Yes | Yes | Yes | Yes | Yes |
|  |  |  |  |  |  |
| **SCIENCES** |  |  |  |  |  |
| Physical | Yes | Yes | Yes | Yes | Yes |
| Earth | Yes | Yes | Yes | Yes | Yes |
| Biology | Yes | Yes | Yes | Yes | Yes |
| Chemistry | Yes | Yes | Yes | Yes | Yes |
| Advance Biology | Yes | Yes | Yes | Yes | Yes |
| Anatomy | Yes | Yes | Yes | Yes | Yes |
| Environmental | Yes | Yes | Yes | Yes | Yes |
| Physics | Yes | Yes | Yes | Yes | Yes |
| Astronomy | Yes | Yes | Yes | **Y**es | Yes |
|  |  |  |  |  |  |
| **Social Sciences** |  |  |  |  |  |
| American History | Yes | Yes | Yes | Yes | Yes |
| World History | Yes | Yes | Yes | Yes | Yes |
| Modern U.S. History | Yes | Yes | Yes | Yes | Yes |
| Economics | Yes | Yes | Yes | Yes | Yes |
| Sociology | Yes | Yes | Yes | Yes | Yes |
| Psychology | Yes | Yes | Yes | Yes | Yes |
| Amer. Government | Yes | Yes | Yes | Yes | Yes |
| Psychology | Yes | Yes | Yes | Yes | Yes |
| Social Problems | Yes | Yes | Yes | Yes | Yes |
| Ancient History | Yes | Yes | Yes | Yes | Yes |
| Contemporary History | Yes | Yes | Yes | Yes | Yes |
| World Geography | Yes | Yes | Yes | Yes | Yes |
| Char & Leadership | Yes | Yes | **NO** | **NO** | Yes |
| Law & Policy | Yes | Yes | Yes | Yes | Yes |
|  |  |  |  |  |  |
| **World Languages** |  |  |  |  |  |
| Spanish | Elective Credit |  | Yes |  | Minimum 2 yrs |

**Course Description Guide**

**English Education**

**English 9 Required**

**Instructor: Pearlman/Sands**  **2 Credits**

**Year Long Year: 9**

This course builds upon students’ prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, with writing exercises often linked to reading selections; writing narratives, expository essays, research, and informative compositions. Reading assignments will include *Romeo and Juliet, Of Mice and Men*, and *To Kill a Mockingbird,* plus a selection of short stories. ***\*APPROVED BY***

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**Creative Writing Elective**

**Instructor: Sands 1 Credit**

**One Semester Year: 10, 11, 12**

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the course is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft***. \*APPROVED BY***

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 **Journalism Elective**

**Instructor: Sands 2 Credits**

**Year Long Year: 10,11,12,**

Students will be responsible for monthly production of ***The WILDCAT CHRONICLES*** . The students will also be responsible for selling ads to finance the paper. Because this course is writing intensive students will be instructor approved. You cannot sign up for this class without Mr. Sands approval. *This class can only be used for 1 year of English credit, after that the class will be consider an elective credit course.***\**NOT NCAA APPROVED COURSE\* \*APPROVED BY***

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**Death & Grief Elective**

**Instructor: Sands 1 Credit**

**One Semester Year: 11, 12**

Death and Grief course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature. Continuing to develop their language arts skills. Using a mixture of literature and poetry, this course will look at questions surrounding love and relationships and death and dying. Written assignments will include three essays and a variety of free writings. Reading assignments will include several classic poems; two plays, *A Doll’s House and Our Town;* a popular best seller, *Tuesdays with Morrie. S*tudents also will review elements of a research paper, including the use of MLA style and proper mechanics. ***\*APPROVED BY***

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**Classic English Elective**

**Instructor: Sands 2 Credits**

**Year Long Year: 10,11, 12**

This two-semester course integrates reading, writing, speaking and listening skills. Novels and plays will be read and analyzed. Students will explore the process of writing through expository and persuasive writing. Structured vocabulary and grammar study is included. The course will focus on the theme of power in the first semester as students read *Julius Caesar* by Williams Shakespeare and *1984* by George Orwell. In the second semester, the theme of oppression will be examined through two novels, *The Adventures of Huckleberry Finn* by Mark Twain and *When the Legends Die* by Hal Borland. This course is recommended for juniors who are seeking post-secondary education. ***\*APPROVED BY***

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**English At Work Elective**

**Instructor: Pearlman 1 Credit**

**One Semester Year: 10,11,12**

In this semester long class, students will learn about and practice writing documents for the “real” world. This class does not focus on reading fictional texts, but rather focuses on reference material. Instruction may also include units on grammar/punctuation/sentence structure, the First Amendment, libel, and plagiarism. **\**NOT NCAA APPROVED COURSE\* \*APPROVED BY***

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**College Writing** **Elective**

**Instructor: Pearlman 2 Credit**

**Year Long Year: 11,12**

College Writing courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. This is not a for college credit, but it is to prepare you for the rigors of college writing. Students will read primary sources as well as fiction. Emphases are on writing highly academic documents, expanding vocabulary (some from ACT and SAT lists), structuring quotations, punctuation and grammar, citing sources, and formatting different types of college writing assignments using MLA. Examples that students might write in this class are author compare and contrast, writing styles compare and contrast, book review, instructional text, literary explication (poetry or short story), research paper and narratives. Literature will come from notable American authors, a short unit on British literature, two novels of choice, and other cultural or historical literary texts. ***\*APPROVED BY***

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**Western Literature Elective**

**Instructor: Sands 1 Credit**

**One Semester Year: 10,11,12**

This one-semester course looks at literature through a western perspective and integrates reading, writing, speaking and listening skills. The first quarter will examine the role of the gunfighter, one of the iconic figures in western literature, through two stories, "The Man Who Shot Liberty Valance" and *Shane*. Students will write an essay comparing the major characters of Bert Barricune and Shane in both stories. In the second quarter, students will read *Hondo* and study the relationship between Native Americans and settlers who often opposed each other in a quest for land. Students will wrap up the study of *Hondo* with a personal narrative about the Code of the West. ***\*APPROVED BY***

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**Sports Literature Elective**

**Instructor: Sands 1 Credit**

**One Semester Year: 10,11,12**

Sport Literature is dedicated to sports fans and includes two main components. The second part of the course involves studying sports related texts. The two major ones are the novel *Shoeless Joe* and *Friday Night Lights.* ***\*APPROVED BY***

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**War Literature Elective**

**Instructor: Sands 1 Credit**

**One Semester Year: 10,11,12**

This one-semester course looks at literature through a military perspective and integrates reading, writing, speaking and listening skills. The first quarter will take a birds-eye view of war as students read *The Killer Angels,* a historical novel about the battle of Gettysburg, a definitive turning point in the Civil War. Students will then write an essay connected to the battle. The second quarter will shift focus and study the experience of the individual combat soldier. For this perspective, students will read *A Rumor of War*, the highly acclaimed memoir of the Vietnam War written by Philip Caputo. Afterwards, students will write an argumentative essay connected to the outcome of the memoir.***\*APPROVED BY***

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**American Dream Elective**

**Instructor: Pearlman 1 Credit**

**One Semester Year:10,11,12**

In this semester long class, students read texts to explore the American Dream. Students will make connections between the different characters and plot devices within the texts as well as working on writing skills, making connections, reading for comprehension, and collaboration. Texts and authors include but are not limited to the following: *The Catcher in the Rye, The Great Gatsby,* Langston Hughes, Martin Luther King, Jr., Maya Angelou, President Barack Obama, and President John F. Kennedy. ***\*APPROVED BY***

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**Mystery Literature Elective**

**Instructor: Pearlman 1 Credit**

**One Semester Year: 10,11,12**

**Mystery Literature:**  course will look at different mystery writers from three different recent centuries, exploring their stories, biographies, and styles. Students will write their own narrative mystery as well as a short research paper. Lessons in grammar, writing, and punctuation are also a part of this course. Authors may include but are not limited to the following: Edgar Allan Poe, Agatha Christie, and Jeffrey Archer. ***\*APPROVED BY***

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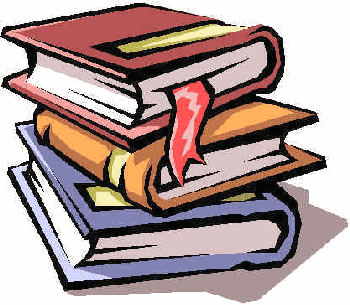
**Dystopian Literature Elective**

**Instructor: Sands 1 Credit**

**One Semester Year: 10,11,12**

If you like The Hunger Games, The Maze Runner or Divergent, you are a fan of dystopian novels. These fictional stories often imagine repressive societies where individual free will has been trumped by powerful governments. In Dystopian Literature, we look at two of the classic works in this genre, the 1932 novel Brave New World by Aldous Huxley and the 1953 novel Fahrenheit 451 by Rad Bradbury. You will also pick one dystopian novel from a selected list to read on your own. ***\*APPROVED BY***

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**Plague Literature Elective**  **Instructor: Sands 1 Credits**

**One Semester Year:10, 11, 12**

Plague Literature looks at literature in the era of COVID-19 using two different novels*: I Am Legend* (1954) by Richard Matheson and *World War Z* (2006) by Max Brooks. In both novels, the world is devastated by a pandemic that creates legions of the undead. *I Am Legend* and *World War Z* amplifies that experience by introducing the undead as an even more sinister by-product of the plague. This supernatural plot development allows my students to distance themselves somewhat from COVID-19 as they read the novels but still appreciate how the literary plagues mirror their own personal experiences since March of 2020. **\*APRROVED BY**

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**Gothic Literature Elective**

**Instructor: Pearlman 1 Credit**

**One Semester Year 10,11,12**

This course will explore the mystery and horror genre through several different pieces of literature. Students will read several short stories, as well as novels, throughout the semester that help us gain understanding of the foundations of the genre itself and how it has developed throughout history. Students will be required to read, interpret, respond in writing, and participate in class discussions regarding each piece of literature. Readings include works by authors such as Edgar Allen Poe, Stephen King, Richard Matheson and many others.

**Women’s Voices in Literature**

**Instructor: Pearlman Elective**

**Year Long (2 Credits) Year: 10,11,12**

Women’s Voices in Literature explores issues of identity, gender roles, representation, power dynamics, and relationships through literature composed strictly by female writers. Students will have opportunities to practice critical thinking and civil discourse through presentations and both whole class and small group discussions. Analysis skills of author style and purpose, characterization, figurative language, and textual evidence to compare/contrast, argue, and determine main ideas and themes are important components of this year-long course. Writing assignments will include creative projects and poetry, as well as personal reflections and essays. Reading assignments may include but are not limited to selections from novelists Angelou, Atwood, Austen, the Bronte sisters, Larson, and Tan. Poetry and short stories may include but are not limited to selections from writers Dickenson, Plath, Kaur, Grimes, and Gorman as well as Hurston, Le Guin, Butler, and Woodson. **\*APRROVED BY**

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**Intro Print Media Elective**

**Instructor: Sands 1 Credits**

**One Semester Year: 10,11,12**

Intro to Print Media course will cover the basics of news reporting and writing, including how to write in journalistic style, how to prepare for and carry out an in-person interview, how to structure a story in the inverted pyramid format, and how to compose a concise and clearly written lead. Student will write different types of journalistic articles, including news, features, and opinion. In addition, the class will cover the basics of new production such as writing headlines and photo captions and laying out a story on a news page using Adobe InDesign software. Other units include a brief history of journalism in the United State and legal issues surrounding journalism. The class will conclude with the 1976 movie *All the President’s Men*, the story of two Washington Post reporters whose investigative reporting helped to uncover the Watergate scandal of President Richard Nixon.**\**NOT NCAA APPROVED COURSE\* \*APPROVED BY***

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**Adventure Literature Elective**

**Instructor: Pearlman 2 Credits**

**Year Long Year: 11, 12**

Adventure Literature is a yearlong course that will take you on daring adventures of both historical fictional characters and contemporary nonfiction individuals and anything in between. Emphases are on writing analytical essays, compare and contrast, reflective writing, research, and other types of writing, all using respected and significant literature. Adventure Lit will incorporate the use of novels: *The Odyssey*, by Homer; a survival unit reading historical authors Ernest Hemingway, *The Old Man and the Sea,* Jack London, Stephen Crane, and contemporary authors John Krakauer, *Intro the Wild,* Sebastian Junger, *The Perfect Storm* and Lewis Carroll, *Alice’s Adventures in Wonderland****. \*APPROVED BY***

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**Math Education**

Durant High School Math Sequence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Adv. Track | College Track | Track 1 | Track 2 | Track 3 |
| 9th | Geometry | Algebra 1 | Algebra 1 | Algebra 1 | Algebra 1 Concepts |
| 10th | Algebra II | Geometry | Geometry | Geometry | Geometry |
| 11th | Pre-Calculus | Algebra II | Algebra II | Algebra II Concepts | Algebra II Concepts |
| 12th | Honors Calc | Stats or Pre-Calculus | Stats or Pre-Calculus | Stats or Pre-Calculus | Stats or Pre-Calculus |

**Algebra 1**

**Instructor: Kramer 2 Credits**

**Year Long Year: 9, 10**

Algebra provides a formal development of the algebraic skills and concepts necessary to succeed in advanced courses. In particular, this course teaches the use of algebraic skills in wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations. ***\*APPROVED BY***

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**Geometry**

**Instructor: A. Straube 2 Credits**

**Year Long Year: 10, 11**

Geometry examines the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) point, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids. ***. \*APPROVED BY***

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**Algebra II**

**Instructor: A.Straube 2 Credits**

**Year Long Year: 10,11, 12**

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and includes an introduction of trigonometric functions. It also introduces matrices and their properties. ***. \*APPROVED BY***

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**Pre-Calculus**

**Instructor: Kramer 1 Credits**

**One Semeter Year: 11,12**

***Pre-requisite must have Algebra II***

Pre-Calculus course emphasize the teaching of mathematics as problem solving, communication, and reasoning and emphasize the connections among mathematical topics and between mathematics and other disciplines.  ***\*APPROVED BY***

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**Algebra 1 Concepts**

**Instructor: Ahrens 1 Credits**

**Year Long Year: 9, 10**

***Instructor approval***

Algebra 1 Concepts provides a formal development of the algebraic skills and concepts necessary to succeed in advanced courses *This course is taught at a slower pace than Algebra 1*. In particular, this course teaches the use of algebraic skills in wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.**This class can only be taken by recommendation of a teacher**.

***\*APPROVED BY***

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**Algebra II Concepts**

**Instructor: A. Straube 2 Credits**

**Year Long Year: 11,12**

***Instructor approval***

Algebra II Concepts courses review and extend algebra and geometry concepts. . This class can only be taken by recommendation of a teacher. This course will include topics in properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first-degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; algebraic fractions, and nonlinear equations. ***\*APPROVED BY***

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**Statistics**

**Instructor: Kramer 1 Credits**

**One Semester Year: 11,12**

***Pre-requisite must have Algebra II/Concepts***

This course will give students an opportunity to learn about a wide variety of situations involving statistical reasoning (including many basic statistical distributions and working up to hypothesis testing). Many of the problems are “real world” based and some will require data collection done outside of class. We will be using TI-83 graphing calculators and Desmos to aide in computation and graphical displays. Topics typically include event probability, normal probability distribution, collection and description of data, frequency tables and graphs, measures of central tendency and variability, random variables, and random sampling. ***. \*APPROVED BY***

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**AP Calculus**

**Instructor: Mr. Kramer 2 Credits**

**Year Long Year: 12**

Following the College Board’s suggested curriculum designed. To parallel college-level calculus courses. AP Calculus provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and

continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including ant derivatives and the definite integral). **Must have completed Pre-Calculus or Statistics. *\*APPROVED BY***

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Science Education

**Physical Science Required**

**Instructor: VanWetzinga 1 Credit**

**One Semester Year: 9**

Physical Science courses involve study of the structures and states of matter. Typically offered as introductory survey courses, they may include such topics as forms of energy, and physical and chemical interactions. This course begins to lay a strong foundation for further study in chemistry if that is the student’s choice. ***\*APPROVED BY***

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**Earth Science** **Required**

**Instructor: VanWetzinga 1 Credit**

**One Semester Year: 9**

Earth Science courses offer insight into the environment on earth and the earth’s environment in space. While presenting the concepts and principles essential to students’ understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography. ***\*APPROVED BY***

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**Biology** **Required**

**Instructor: Strunk 2Credits**

**Year Long Year: 10**

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. ***\*APPROVED BY***

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**Environmental Science Elective**

**Instructor: Strunk 2 Credit**

**One Semester Year: 11,12**

***Pre-requisite: Physical/Earth/Biology***

Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources. (**Must have earned credit in Physical/Earth. Can be taken concurrent with Biology) *\*APPROVED BY***

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**Anatomy and Physiology Elective**

**Instructor: Strunk 2 Credits**

**One Semester Year: 11,12**

***Pre-requisite: Physical/Earth/Biology***

Anatomy and Physiology is usually taken after a comprehensive initial study of biology. Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and may dissect mammals.***\*APPROVED BY***

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**Chemistry**  **Elective**

**Instructor: VanWetzinga 2 Credits**

**Year Long Year: 11,12**

***Pre-requisite: Physical/Earth/Biology***

Chemistry courses involve studying the composition, properties, and reactions of

Substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas, equations and nuclear reactions are also studied. Chemistry is not a course for all students. Seek information on college requirements before registering for this course.  ***\*APPROVED BY***

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**Physics** **Elective**

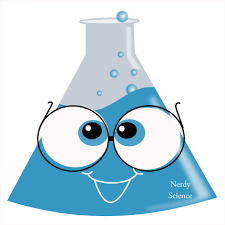
**Instructor: VanWetzinga 2 Credits**

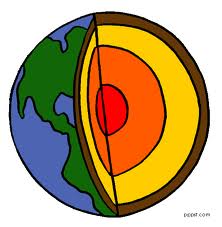
**Year Long Year 11,12**

***Pre-requisite: Pre-Calculus or Statistics***

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena ***\*APPROVED BY***

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**Advance Biology Elective**

**Instructor: Strunk 2 Credits**

**Year Long Year: 11,12**

***Pre-requisite: Biology & Chemistry***

Advance Biology is the study of the diversity of life.  In Advanced Biology students will engage in activities, research, reading scientific literature, journal entries, note taking, presentations, group work, assessments and projects to better learn the complexities of life and our natural world. Proposed topics include Mitosis, Homeostasis, Structure and Function of living things, Genetics, Evolution, and Ecology.

***\*APPROVED BY***

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**Social Studies Education**

**World Geography** **Elective**

**Instructor: Knipfel 1 Credits**

**One Semester Year: 9,10,11,12**

World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. ***\*APPROVED BY***

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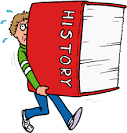
**Contemporary History** **Elective**

**Instructor: Knipfel 1 Credits**

**One Semester Year: 10,11,12**

In this class, students will explore and discover what life was like in America and around the World in the late 20th century (1970s - 1990s) and early 21st century (2000 - today). Students will analyze how recent decades have played an important role in the development of the modern world. This course will require students to be familiar with a broad spectrum of social studies topics, such as: government, economics, history, and geography. Course content will include topics such as: Vietnam era culture, the Cold War and fall of the Berlin Wall, evolution of technology and the Information age, Pop Culture (music, fashion, sports, T.V.), contemporary politics and economics, and the role of globalization in today’s world. ***\*APPROVED BY***

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**Social Problems** **Elective**

**Instructor: Straube 1 Credit**

**One Semester Year: 10,11,12**

Social Problems course enables students to study political, economic, and social

issues facing the world. This course may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions. ***\*APPROVED BY***

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**Ancient World History Elective**

**Instructor: Knipfel 1 Credit**

**One Semester Year: 10, 11, 12**

Ancient History course combines a study of ancient civilizations; beginning with the civilizations of the ancient Middle East and continuing through the late Middle Ages in Europe. ***\*APPROVED BY***

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**Modern World History Elective**

**Instructor: Knipfel 1 Credit**

**One Semester Year: 10,11,12**

Modern World History courses provide an overview of the history of human society in the past few centuries-from the Renaissance period, or later, to the contemporary period-exploring political, economic, social, religious, military, scientific, and cultural developments. ***\*APPROVED BY***

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**American History** **Required**

**Instructor: Knipfel 2 Credits**

**Year Long Year: 11**

American History courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement. ***\*APPROVED BY***

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**Government** **Required**

**Instructor: Straube 1 Credit**

**One Semester Year: 12**

Government provides an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics. ***\*APPROVED BY***

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**Character & Leadership Elective**

**Instructor: Knipfel 1 Credit**

**One Semester Year: 11,12**

In this course, students will be immersed in the study of 18 commonly valued character traits through a variety of different learning styles. Through the use of reading, writing, video clips, lectures, small and large group discussions, and peer learning and technology. Students will improve character and leadership traits while also honing their reading, writing, public speaking, and higher-order thinking skills. Personal responsibility will be stressed throughout this course, and students will be given ample opportunities to practice the skills and character traits they are studying in class as they leave the classroom and are out in the “real world” of their day-to-day lives.

***\*NOT NCAA APPROVED COURSE\* \*APPROVED BY***

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**Economics Require**

**Instructor: Straube 1 Credit**

**One Semester Year:11,12**

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both. ***\*APPROVED BY***

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**Sociology Elective**

**Instructor: Straube 1 Credit**

**One Semester Year: 10, 11,12**

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society. . ***\*APPROVED BY***

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**Law & Policy Elective**

**Instructor: Ables 2 Credit**

**Year Long Year:9,101,11,12**

Law & Policy course will examine the working of the U.S criminal and civil justice systems, including providing an understanding of civil and criminal law and the legal process, the structure and procedures of courts and the role of various legal or judicial agencies. This course will also cover the history and foundation of the U.S law, Constitution, statues, and precedents. ***\*APPROVED BY***

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**Psychology Elective**

**Instructor: Knipfel 1 Credit**

**One Semester Year: 10,11,12**

Psychology courses introduce students to the study of individual human behavior. Course

content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology. ***\*APPROVED BY***

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**Art Education**

**Creative Art –Comprehensive**

**Instructor: D. Houk 1 Credit**

**One Semester Year: 9,10,11,12**

***Prerequisite for all other art classes!***

Creative Art course provide students with the knowledge and opportunity to explore an art form and to create individual works of art. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles.

**Computer Art** **Elective**

**Instructor: D. Houk 1 Credit**

**One Semester Year: 9,10,11,12**

Computer-Assisted Art courses enable students to discover and explore how the computer can be used to create or to assist in producing various forms of artwork. Computer-Assisted Art courses provide the opportunity to become more adept in both the art form and in the use of the computer.

**Painting Elective**

**Instructor: D. Houk 1 Credit**

**One Semester Year: 10,11,12**

Painting course cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

**Sculpture Elective**

**Instructor: D. Houk 1 Credit**

**One Semester Year: 10,11, 12**

Sculpture course cover the same topics as other art classes, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, woods, medals, textiles, and so on), but some courses may focus on one medium.

**Drawing Elective**

**Instructor: D. Houk 1 Credit**

**One Semester Year: 10,11,12**

This class will help you focus on your current drawing ability and give you skills to improve your technique or style. Pencil, pastel, watercolor, and acrylics are the main mediums you will use. We try to do as much work for real life as possible, including figure drawing, still life, landscape, and portraits. Values and composition are emphasized while preparing students for college level drawing classes.



**Pottery Elective**

**Instructor: D. Houk 1 Credit**

**One Semester Year: 10,11,12**

Ceramics/Pottery course covers the same topics as other art classes, but focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

**Art Foundations Elective**

**Instructor: D. Houk 2 Credits**

**Year Long Year: 9,10,11,12**

Art foundations is an introductory course where students will explore a variety of art making processes including drawing, painting, printmaking, digital art and sculpture. Students will communicate their ideas and feelings by creating from memory, imagination and observation.  Through this course, students will gain an appreciation of art while developing problem solving skills through experimentation and hands-on learning.

**Advance Drawing Elective**

**Instructor: D. Houk 1 Credit**

**One Semester Year:11,12**

***Pre-requisite: Drawing***

Advance Drawing course further explores the use of traditional drawing materials, along with use of some non-traditional materials. This course will emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of drawing. Students explore representation, abstraction, and experimentation with a variety of drawing materials.

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**Photography Elective**

**Instructor: D. Houk 1 Credit**

**One Semester Year: 10,11,12**

Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. The course may also cover major photographers, art movements, and styles

**Computer Programming**

**Programming I/II Elective**

**Instructor: Kramer 2 Credits**

**One Semester  *Year: 10,11,12***

Computer Programming I will present a conceptual and practical introduction to object oriented programming in a C++ environment.  We will cover ideas such as variables, functions, if-else statements, and loops.  Throughout the course, students will write and troubleshoot their own programs to address and solve a variety of problems.  By the end of the course, students should be self-sufficient and able to write a program to support experimentation, simulation, and exploration into further programming-related fields.

**Programming II:**

Computer Programming II will present a conceptual and practical extension into object-oriented programming in a C++ environment.  We will cover ideas such as classes, searching algorithms, pointers, and inheritance.  Throughout the course, students will write and troubleshoot their own programs to address and solve a variety of problems (these will generally be self-selected).  By the end of the course, students should be self-sufficient and able to write a program to support experimentation, simulation, and exploration into further programming-related fields.

**Robotics Elective**

**Instructor: Kramer 2 Credits**

**Year Long Year: 10,11,12**

***Pre-requisite: Programming I***

This course will start with parts and create a working robot. We will be creating engineering drawings, putting together accurate mock-ups of ideas, and building the machine itself. Additionally, we will be programming the robot to do all routines (including tan autonomous mode) using Android Studio or Applnventor. Finally, we will be designing and maintaining a media center (including the creation of an engineering notebook, interviewing team members and other teams during competitions, creating visual presentations, and other similar types of activities).



**Family & Consumer Science Education**

**Family and Consumer Science**

**Instructor: Feuerbach 2 Credits**

**Year Long Year: 9,10,11,12**

***Pre-requisite for all FCS Education***

Family and Consumer Science courses are inclusive studies of the knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.

**Foods Elective**

**Instructor: Feuerbach 2 Credits**

**Year Long Year: 10,11,12**

Food courses provide students with an understanding of food’s role in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and background on the nutritional needs and requirements for healthy living. Some classes place a heavier emphasis on the nutritional components of a balanced diet, while others concentrate on specific types of food preparation. Although these courses may present career opportunities in the



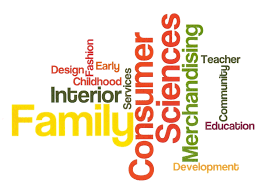
**Interior Design Elective**

**Instructor: Feuerbach 1 Credit**

**One Semester Year: 10,11,12**

Housing and Interior Design is a project-based course that provides the student an opportunity to evaluate the responsibilities of an interior designer to make a realistic career decision. Students will be introduced to housing needs and styles and contemporary trends in housing and interior design. There will be project opportunities to create floor plans, create a room design board, and upcycle or restore an item or piece of furniture.

food service industry, their emphasis is not career-related.

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**Advance Foods Elective**

**Instructor: Feuerbach 2 Credit**

**Year Long Year: 11,12**

This class is designed for students who have already taken the foundational class “Foods”. Building upon fundamental culinary skills, this course is designed for students who have a passion for food and are eager to expand their culinary knowledge and proficiency. Throughout the semester, students will use their creativity and critical thinking skills through recipe development and menu planning exercises. Students will engage in experiential learning activities such as field trips to local restaurants and food markets. Guest chefs and industry professionals will also be invited to share their expertise and provide valuable insights into the culinary world.

Industrial Technology Education

**Intro to ACE Elective**

**Instructor: Rouse 2 Credit**

**Year Long Year: 9,10,11,12**

***Pre-requisite for all Industrial Technology***

Industrial Arts courses expose students to the tools and machines that they may encounter in manufacturing-related occupations and enable them to develop the skills they need to use these tools in various applications. Course topics typically include (but are not limited to) drawing and

planning, electricity, graphic arts, woodwork, leatherwork, metalwork, plastics, and power technology. These courses typically cover general safety and career exploration as well.



**Const. Material Proc. Elective**

**Instructor: Rouse 1 Credit**

**One Semester Year: 10,11,12**

Cabinet making courses provide students with experience in constructing cases, cabinets, counters, and other interior woodwork. Students learn to distinguish between various types of furniture construction and their appropriate applications, and how to use various wood working machines and power tools for cutting and shaping wood. Cabinetmaking courses cover the different

methods of joining pieces of wood, how to use mechanical fasteners, and how to attach hardware. Initial topics may resemble those taught in Woodworking courses; more advanced topics may include how to install plastic laminates on surfaces and how to apply spray finishes.

**Advanced Tech Elective**

**Instructor: Rouse 1 Credit**

**One Semester Year: 10,11,12**

Advanced Tech course introduces students to the qualities and applications of various metals and the tools used to manipulate and form metal into products. Through one or more projects involving metals, students develop planning, layout, and measurement skills; gain experience in cutting, bending, forging, casting, and/or welding metal; complete projects according to blueprints or other specifications; and may also learn to polish and finish metals. Correct use of metalworking tools and equipment is stressed.

**Architectural Modeling Elective**

**Instructor: Rouse 2 Credit**

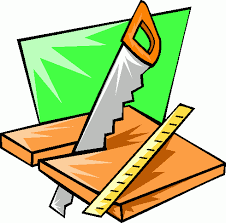
**Year Long Year: 10,11,12**

Architectural Drawing courses introduce students to and help them refine the

technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from industrial applications. These courses are intended to help students develop

general drafting skills but place a particular emphasis on sectioning, auxiliary views, revolutions, and surface development. In these courses, students typically learn basic machining and fabrication processes as they draw schematic diagrams featuring cams, gears, linkages, levers, pulleys, and so on.

CAD (Computer Aided Design) is a course offered as an intermediary step to more advanced drafting courses (or as a concurrent course), CAD courses introduce students to the computer-aided drafting systems available in the industry.

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**Residential Const. Elective**

**Instructor: Rouse 2 Credits**

**Year Long Year: 11,12**

Carpentry courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door

jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect

buildings from construction lumber, perform finish work inside of buildings, and do limited cabinetwork. Carpentry courses may also include career exploration, good work habits, and employability skills.

**2nd Semester: Modern Construction**

Framing Carpentry courses provide students with much of the same knowledge as general carpentry courses (knowledge of various types and grades of woods, proper and safe use of hand and power tools, and site selection and preparation), but place a special emphasis on construction

methods applicable to floor, wall, roof, and/or stair framing. Course content may also include insulation installation and painting.

**Construction Technology Elective**

**Instructor: Rouse 1 Credit**

**One Semester Year: 10,11,12**

Construction Technology course provides students an introduction to the basic building, materials, components, and methods of residential construction. It is designed to give students basic entry level skills in construction and related trades along with an overview of the career opportunities available. Emphasis is placed on safety and the proper use of both hand and power tools.

**Foreign Language Education**

**Spanish I Elective**

**Instructor: Meincke 2 Credits**

**Year Long Year: 9,10,11,12**

***Pre-requisite for all Foreign Language***

Spanish I is designed to introduce students to Spanish language and culture, Spanish I emphasize the basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people. Students should have strong reading comprehension skills and a strong work ethic when considering registering for any foreign language. ***NCAA APPROVED COURSE***

**Spanish II Elective**

**Instructor: Trask 2 Credits**

**Year Long Year: 10,11,12**

Spanish II courses build upon skills developed in Spanish I, extending students’ ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the

language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s). Successful completion of Spanish I grade of at least a 69.5%). ***NCAA APPROVED COURSE***



**Spanish III Elective**

**Instructor: Trask 2 Credits**

**Year Long Year: 11,12**

Spanish III courses focus on having student’s express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at

normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. (Pre-requisite: Spanish II grade of at least a 69.5%). ***NCAA APPROVED COURSE***

**Spanish VI Elective**

**Instructor: Trask 2 Credits**

**Year Long Year: 12**

Spanish IV courses focus on advancing students’ skills and abilities to read, write, speak. Understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken

at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. (Pre-requisite: Spanish III grade of at least a 69.5%). ***NCAA APPROVED COURSE VI ONLY!***

**Music Education**

**Band Elective**

**Instructor: Mundt 2 Credits**

**Year Long Year: 9,10,11,12**

Band courses develop students’ technique for playing brass, woodwind, and percussion instruments and cover a variety of no specified band literature styles (concert, marching, orchestral, and modern styles).

**Choir Elective**

**Instructor: Link 1 Credit**

**Year Long Year: 9,10,11,12**

Chorus courses provide the opportunity to sing a variety of choral literature styles for

men’s and/or women’s voices and are designed to develop vocal techniques and the ability.

**Intro to Music Drama Elective**

**Instructor: Link 1 Credits**

**One Semester Year: 9, 10,11,12**

Intended to promote students’ experience and skill development in theatrical production, by acting and performance skills. This course will also develop experience in theatrical production, such as lighting, costuming, set construction, makeup, and stage management. This course helps to increase participation in public productions.

**Chamber Choir Elective**

**Instructor: Link 1 Credit**

**Year Long Year: 10,11,12**

Chamber Choir courses are intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. Course goals may include the development of solo singing ability and may emphasize one or several ensemble literature styles to sing parts.



**Physical Education**

**Physical Education Elective**

**Instructor: Wille 1 Credit**

**One Semester Year: 9,10,11,12**

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

**Fitness/Weight Training Elective**

**Instructor: Strub & Wille 1 Credit**

**One Semester Year: 9,10,11,12**

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning. This course also emphasizes conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.



**Health Concepts Elective**

**Instructor: Strub 2 Credits**

**Year Long Year: 9,10,11,12**

***Students must have approval by Instructor***

***\*\* NOT A PE CREDIT ONLY ELECTIVE\*\****

Wellness and Health courses emphasize acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management, and consumer issues. Students may develop and implement a personal fitness plan.

**2nd Semester: Health**

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and /or community resources.

**Competitive PE** **Elective**

**Instructor: Wille 1 Credit**

**One Semester Year: 9,10,11,12**

Competitive PE is a team sports course that provides students with knowledge, experience, and an opportunity to develop skills in more than one team sport such as volleyball, basketball, soccer, and others. In this program these activities will increase in intensity and competitiveness.

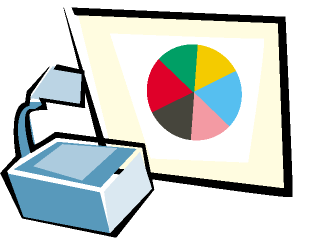
**Business & Computer Education**

**Computer Applications I Elective**

**Instructor: Gast 1 Credit**

**One Semester Year: 9,10,11,12**

Focus will begin with learning the keyboard and proper typing technique to improve both speed and accuracy when typing. We will then move to creating and formatting letters, memos, and reports using Microsoft Word, along with using other features offered by Microsoft Word. The class will finish with a unit using Microsoft Excel, learning how to create spreadsheets and use formulas in this program.



**Introduction to Business Elective**

**Instructor: Gast 1 Credit**

**One Semester Year: 10,11,12**

This class provides an introduction to the business world and an understanding of our economic environment. Emphasis is placed on consumer needs, rights, and responsibilities. Areas of study include our market economic system our roles as consumers and producers, international business concepts, basic marketing and entrepreneurship concepts, and management concepts.

**Accounting Elective**

**Instructor: Gast 1 Credit**

**One Semester Year: 11,12**

Accounting course will prepare one for an accounting or related position, or it can provide skills for one’s own personal use. Major objectives of the course are to become familiar with accounting concepts used by businesses, to become familiar with various transactions common to business activities, to recognize factors involving profit or loss for the business and to be able to complete the accounting cycle for a business using appropriate forms and financial statement.

**Agricultural Education**

**\**Students must enroll in at least ONE Agricultural Education Class each academic year to be a member of the FFA.\****

**Agricultural Ed. I Elective**

**Instructor: Day, Sippy 2 Credits**

**Year Long Year:9, 10**

***\*\*\*Pre-requisite for ALL Ag.Ed classes\*\*\****

Ag. Ed. I is the study of all phases of livestock production agricultural safety, agricultural entrepreneurism, FFA and supervised agricultural experience records. Membership in the FFA is strongly encouraged.

**Natural Resources Elective**

**Instructor: Day 1 Credit**

**One Semester Year: 10,11,12**

This course will include units on soils and erosion control and wildlife resources and management. Students will work on the management of the WHS Wildlife Education Area.

**Crop Production Elective**

**Instructor: Day 1 Credit**

**One Semester Year: 10,11,12**

This course will include units on corn and soybean production , and GPS & GIS applications in agriculture. Students will work on the management of the WHS Wildlife Education Area.

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**Agri Sc-Animal Elective**

**Instructor: Sippy 1 Credit**

**One Semester Year: 10,11,12**

***\*\*\*Pre-requisite for ALL Ag.Ed classes\*\*\****

Do you enjoy working with animals? Would you like to know more about animal behavior, anatomy and health? Gain foundational knowledge and skills through the *Principles of Agricultural Science-Animal (ASA)* course to prepare for a career working with animals. Spending the year investigating how animals and humans are dependent upon each other. Investigate how animals were domesticated by humans. Evaluate the management practices used by human to keep animals safe and healthy. Design an animal facility for your favorite species of animal and build a model. Develop an animal care plan and perform routine healthcare practices. Brainstorm a business plan related to animals. Throughout the year, you will complete all of this and much more through the ASA course. In addition to animal science, develop the necessary technical communication skills and learn the common mathematics functions used in the animal industry and in taking care of personal companion animals. During class, expand your portfolio of career exploration and leadership development opportunities discovered along the way.

**Ag. Work Experience Elective**

**Instructor: Day, Sippy 1 Credit**

**One Semester Year: 12**

This course provides students with the opportunity to gain work experience in an agriculture-related career. Students will meet at the beginning and end of each semester as well as periodically throughout the course. During that time, they will complete resumes, cover letters, and job interviews for the agriculture-related job of their choice. A record book system will be introduced to students for their use throughout the course to track their work experience. Lastly, students will set and achieve SMART goals as they pertain to their specific work experience.

Prerequisites:

* 12th grade, 16 years of age, 2.0 GPA, 2.5 Course related GPA
* Completion of Program Pathway, six Ag Education Courses, or Instructor Approval
* Attendance will be reviewed prior to approval into the program
* Students should have a local business in mind when signing up
* Students must have their own reliable transportation along with a valid driver’s license
* Must turn in the completed work permit application, training agreement, and the information sheet before beginning the work experience

**Agricultural Mechanics Elective**

**Instructor: Day 1 Credit**

**One Semester Year: 11,12**

This course will consist of the following: machinery management, concrete, ag construction, electrical wiring, and other projects at the FFA farm. Hands-on activates and individual projects will be the emphasis of this course.

**Equine Science Elective**

**Instructor: Sippy 1 Credit**

**One Semester Year: 10, 11,12**

This class is all about the Horse! Students will learn about the different breeds, uses, history, and careers that are directly and indirectly related to horses. We also look at nutrition, care, digestive system, competitions, horse judging and more.

** Horticulture Elective**

**Instructor: Day 2 Credit**

**One Semester Year: 11,12**

***The Fall Horticulture course*** will consist of Landscaping and Landscape Design, Hydroponics, Pruning, fall care of a garden, composting, floral design, and special projects.

***The Spring Horticulture course*** will consist of Plant Physiology, and both indoor and outdoor plants, greenhouse production of plants, plant propagation, and special projects.

**Small Animal Management Elective**

**Instructor: Sippy 1 Credit**

**One Semester Year: 10,11,12**

In this class we will learn all about managing small animals, mostly pets. We look at their uses and what are the best fit for a person on a pet. We also look at careers, trends, how to choose wisely a pet for you be a responsible owner.

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**Ag Tech Application Elective**

**Instructor: Day 1 Credit**

**One Semester Year: 10,11,12**

***Prerequisite: Ag 1***

Technical Application in Agriculture is a specialization-level course designed to provide students with the skill needed to enter the agricultural technician career field. Throughout the course, students develop technological competencies through rigorous hands-on experiences in the classroom. Students will learn how electrical, fluid, diesel, precision , and mechanical system functions. Then they will use their mechanical skills to identify and communicate the cause and correction of equipment failures. The course will expose students to the newest agricultural technologies that support equipment industries while connecting them with future employers.

The Technical Applications in Ag. Course includes the following topics;

\*Mechanical System Design

\*Safety

\*Drivetrains

\*Electrical Systems

\*Precision Agriculture

\*Fluid Power

\*Diesel Technology

\*Machine and Equipment Maintenance

\*Repair and Work Order Completion

\*Customer Service

**Food Science Elective**

**Instructor: Sippy 1 Credits**

**One Semester Year: 10, 11,12**

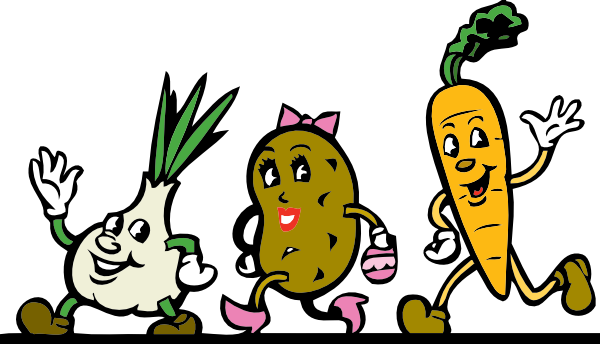
***Prerequisite: Ag 1***

Food Science and Safety is a specialization course in the CASE Program of Study. Students will compete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing.

Students will maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will explore connections between the Food Science and Safety lesson, Supervised Agricultural Experience, and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving

problems, and communicating solutions to their peers and members of the professional community.

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**ONLINE AND CREDIT RECOVERY OPTIONS**

Durant School District offers several different options for students who would like to take courses online. The programs that are used include: **Kirkwood High School Distant Learning.**

**Kirkwood High School Distant Learning**

This is a packet program that costs $175 per class. Please go to [www.kirkwood.edu](http://www.kirkwood.edu) for addition information. Possible $60 book fee.

\*If you would like further information on these programs please contact the Student Service Office.