



## Adel DeSoto Minburn

801 Nile Kinnick Drive S., Adel, Iowa 50003  
515-993-4283

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

TO: Board of Directors  
FROM: Greg Dufoe, Superintendent  
SUBJECT: Memorandum for February 14, 2011

We have a scheduled 5:00 p.m. Budget Work Session prior to our regular Board meeting. Included in your packet is a PowerPoint presentation (Exhibit 1) prepared by Nancy Gee. Nancy will lead us through the presentation as we talk details of our 2011-12 budget.

Our regular Board meeting will start with a chance to hear from Steve and Jessica Gomke, residents of DeSoto. They recently donated AEDs to both Adel Elementary and DeSoto Intermediate. I thought it appropriate to thank them on behalf of the Board of Education. Steve and Jessica will share their story of their son John and the charity they operate in his memory.

### **Honoring Excellence:**

Liz Severidt will be this month's Honoring Excellence recipient. Liz is so widely respected in our district and throughout the area for her ability as our Food Service Director. Kim Timmerman will introduce her to the Board and say a few words from her nomination letter.

### **Personnel contracts:**

I recommend the following resignations/terminations:  
Julie Carpenter, HS teacher associate, effective 1/27/11  
Kelly Lawrence, AE teacher associate, effective 1/24/11

I recommend the following new contract:  
Josh Barnes, ass't. golf coach, step 1

I announce the following transfer:  
Kim Sandquist from DS Media Associate to HS Teacher Associate, effective 2/7/11

Pending resignations:  
None

### **Physical reimbursement:**

We recommend increasing our reimbursement amount for bus driver physicals from \$60 to \$65. We are to keep the Board informed of changes to this amount. Larry Donahue has agreed to do the physicals here in Adel for \$65. This helps us control our costs as we were seeing the cost of physicals going up.

### **First reading of 100 Series Board policies (Exhibit 2):**

Policy 100	"Legal Status Of The School District"	No changes
Policy 101	"Educational Philosophy Of The School District"	No changes
Policy 101.1	"Missions And Values"	We have updated this policy with our new mission, vision and value statements.

***"Experiencing Success Today, Achieving Dreams Tomorrow"***



Policy 102	"School District Instructional Organization"	We have updated this policy with our current school buildings in operation.
Policy 103	"Equal Educational Opportunity"	No changes
Policy 103.R1	"Grievance Procedure"	No changes
Policy 103.E1	"Notice of Nondiscrimination"	No changes
Policy 103.E2	"Grievance Form For Complaints..."	No changes
Policy 103.E3	"Grievance Documentation"	No changes
Policy 103.E4	"Section 504 Student And Parental Rights"	No changes
Policy 104	"The People And Their School District"	No changes
Policy 105	"Educational And Operational Planning"	No changes
Policy 106	"Long-Range Needs Assessment"	No changes

"Consent Agenda"

This review of Board policies is the beginning of our systematic review of policies. All Board policies (Series 100 - 900) were reviewed in 2007-2008, the year before I arrived. All Board policies are required to be reviewed every five years. We are beginning with Series 100 and will continue to review/revise Board policies over the coming months. We will have a rotation that keeps us from having to do all policies in a short timeframe. We will also have some series reviewed by legal counsel to ensure we are current and accurate.

**First reading of 403.15 "Employee Use of Cell Phones" and 403.15R1 "Employee Use of Cell Phones Regulation" (Exhibit 3):**

We are bringing 403.15 and 403.15R for first reading. We do have district-provided cell phones for our maintenance technician and school resource officer.

**Teacher Quality Committee Administrator Membership:**

We are required to have Board approval of the administrative representatives on our Teacher Quality Committee, established in response to Iowa Chapter 284. We must have equal representation of administrators and teachers. The teachers are assigned by the ADMEA.

I recommend approval of Greg Dufoe, Carole Erickson, Jodi Banse, and Carole Schlapkohl as the administrative representatives on the Teacher Quality Committee.

**BUDGET GUARANTEE RESOLUTION**

Districts that are eligible for the regular program budget guarantee must adopt a local school board resolution. The Department of Management calculates the budget guarantee amount along with the basis for regular district revenues, through the aid and levy process of the certified budget. The amount of the budget guarantee varies depending on the allowable growth rate set by the legislature. If the allowable growth rate is set below 2%, our District becomes eligible for the budget guarantee. At 1% the amount is \$3,023 and at 0% the amount is \$86,119.

**BUDGET GUARANTEE RESOLUTION**

RESOLVED, that the Board of Directors of Adel DeSoto Minburn Community School District, will levy property tax for fiscal year 2011-2012 for the regular program budget adjustment as allowed under section 257.14 Code of Iowa.



**2011-12 CALENDAR (Exhibit 4)**

I recommend approval of the enclosed 2011-2012 Calendar. This calendar has a start date of August 17 with the semester ending on December 22. Our last day would be May 22. Our primary reasons for this recommendation are as follows:

1. Commitment to have high school semester finals completed prior to Christmas break.
2. Finals prior to semester break eliminate the need for lengthy review upon returning from break.
3. Allows snow days to be added to end of year and not push deep into June.
4. Overall preference by school personnel.
5. Quality of education on days prior to Memorial Day.
6. This calendar does not conflict with the Iowa State Fair eight of the 11 Fair days.

**HIGH SCHOOL COURSE OFFERINGS HANDBOOK (Exhibit 5)**

Lee Griebel will take time to review the High School Course Catalog. Lee will detail parts of the Course Catalog dealing with Advanced Placement courses and the weighted grading approach. Lee will also share the communication plan for students and parents that has been developed regarding AP and weighted grades through working with the AP Committee.

I recommend approval of the 2011-2012 High School Course Catalog. This will allow the high school to begin the registration process for next year, a lengthy and complex process.

**ADMINISTRATIVE REPORTS – Discussion Items**

**ACT PLAN TEST Results (Exhibit 6):**

Enclosed in your packet is information Lee will share regarding the ACT PLAN test given to all 10<sup>th</sup> grade students this year. The ACT PLAN is part of our assessment plan because we feel it provides students with an ACT-like exam that provides detailed information on their strengths and weaknesses prior to taking the actual ACT as juniors and seniors.

**Special Education DE File Review Results (Exhibit 7):**

I will spend a few minutes reviewing our Special Education File Review results. On January 26, our special education staff reviewed selected IEPs for compliance with special education law. The IEPs reviewed were selected by the Department of Education. Our teachers reviewed the IEPs with a representative from the AEA. Our overall results were outstanding. We met the percentage required in all "cluster areas" so there are no systemic non-compliance issues to resolve. We did have 11 incidents of individual IEP non-compliance. We are already working on correcting these and will be done by May, long before the 365 days that are allowed to make the corrections.

**Professional Development Update:**

Carole Erickson will provide the Board with an update on the written language professional development at both the PK-5 and 6-12 level. I truly feel this work is cutting edge and will be a model for all districts in Iowa. Carole has invested a tremendous amount of time and energy in leading these two groups. Carole will also discuss the professional speakers we are contracting with to come to ADM in June 2012.



**Open Enrollment in for 2010-11**

Aubrey Branchcomb, 1<sup>st</sup> grade, from Perry to ADM (good cause)  
Sadie Colburn, 9<sup>th</sup> grade, from Earlham to ADM (good cause)  
Autumn Six, 3<sup>rd</sup> grade, from Perry to ADM (good cause)

**Open Enrollment out for 2010-11**

Samuel Hawthorne, K, from ADM to DCG (continuation)  
Alexander Hawthorne, 5<sup>th</sup> grade, from ADM to DCG (continuation)

**Open Enrollment In for 2011-12**

Cole Bennett, 7<sup>th</sup> grade, from Perry to ADM (met timeline)  
Jesse Bennett, 10<sup>th</sup> grade, from Perry to ADM (met timeline)  
Elizabeth Hawbaker, K, from WCV to ADM (met timeline)  
Sydney Kuhse, K, from DCG to ADM (met timeline)  
Maddison Powers, 10<sup>th</sup> grade, from Waukee to ADM (met timeline)  
Dillion Rogers, 9<sup>th</sup> grade, from Waukee to ADM (met timeline)  
Emma Schippers, K, from VM to ADM (met timeline)  
Kaylee Smith, K, from Earlham to ADM (met timeline)  
Aaron Spencer, 8<sup>th</sup> grade, from Waukee to ADM (met timeline)

**Open Enrollment out for 2011-12**

Lillian Severson, K, from ~~W~~ADM to Waukee (met timeline)  
Rachel Suarez, 6<sup>th</sup> grade, from ADM to WDM (met timeline)

**Important dates:**

February 18	No School K-12 Teacher Professional Development – TQ Day
February 23	Dismiss 1:00 PM; Professional Development meetings
March 4	End 3 <sup>rd</sup> Quarter
March 8	Dismiss 1:00 PM; K-12 P/T Conf. 2:00-8:30 PM
March 11	Dismiss 1:00 PM; K-12 P/T Conf. 2:00-8:30 PM
March 14-18	Spring Break

*March 7<sup>th</sup>  
Board  
Meeting*



**"Experiencing Success Today, Achieving Dreams Tomorrow"**

NOTICE OF PUBLIC MEETING

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District will meet at 6:00 p.m. on the 14th day of February 2011, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA  
DISTRICT BOARD ROOM

February 14, 2011  
6:00 P.M.

5:00 P.M. Budget Work Session

OPENING:

6:00 P.M. Call to order  
Roll call  
Emergency additions and adoption of agenda  
Honoring Excellence

6:20 Consent agenda  
Approval of minutes  
Approval of bills/claims and transfers  
Secretary/Treasurer financial reports  
Personnel contracts  
Physical reimbursement  
First reading of Board policies:  
100 Series  
403.15 "Employee Use of Cell Phones"  
403.15R1 "Employee Use of Cell Phones Regulation"  
Teacher Quality Committee Administrator Membership  
Welcome of visitors and open forum

ACTION ITEMS:

6:30 Budget Guarantee Resolution  
6:40 2011-12 Calendar  
6:55 High School Course Offerings Handbook

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS

7:20 ACT PLAN Test Results  
7:35 Special Education DE File Review Results  
7:45 Professional Development Update  
8:00 Open Enrollment  
8:05 Adjournment

**Negotiation strategy session to follow meeting.**

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT  
801 Nile Kinnick Drive S.  
Adel, Iowa 50003  
(515) 993-4283

Nancy Gee  
Secretary  
Board of Directors



## SCHOOL DISTRICT

### SERIES 100

- 100            Legal Status of the School District
- 101            Educational Philosophy of the School District
  - 101.1            Mission and ~~Beliefs~~ *Values*
- 102            School District Instructional Organization
- 103            Equal Educational Opportunity
  - 103.R1            Grievance Procedure
  - 103.E1            Notice of Nondiscrimination
  - 103.E2            Grievance Form for Complaints of Discrimination or Non-Compliance with Federal or State Regulations Requiring Non-Discrimination
  - 103.E3            Grievance Documentation
  - 103.E4            Section 504 Student and Parental Rights
- 104            The People and Their School District
- 105            Educational and Operational Planning
- 106            Long-Range Needs Assessment



## LEGAL STATUS OF THE SCHOOL DISTRICT

All powers not specifically granted to the federal government are reserved to the states. Iowa's Constitution authorizes the creation of a Common Schools System. As part of this Common Schools System, this school district is a school corporation created and organized under Iowa law. This school district shall be known as the Adel DeSoto Minburn Community School District.

This school corporation is located in Dallas and Madison counties and locally elected school officials, the Adel DeSoto Minburn Community School District Board of Directors, conduct its affairs. This school corporation has exclusive jurisdiction over school matters in its territory.

Approved 7/1/93

Reviewed 3/14/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



## EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

The ultimate purpose of education is to help students become effective citizens of a democracy. As a school corporation of Iowa, the Adel DeSoto Minburn Community School District, acting through its board of directors, is dedicated to promoting equal opportunity for a quality public education to enrolled students. Students of this community have the privilege of participating in formal education utilizing the students' present understandings to help them grow in the present and prepare for a lifetime in our rapidly changing society.

The Adel DeSoto Minburn Community School District exists to develop and improve the academic instruction, curriculum and facilities so that every individual student will be provided with the opportunity to perceive and develop their potential for the benefit of self and society. A variety of education experiences will be provided for the individual student in order to develop a positive self-concept and become more fully aware of the needs of a complex society. These experiences will encourage the development of students' abilities and identify their interests and goals in life. Each student will develop the ability to read with understanding, write with clarity, communicate with verbal effectiveness, and to think and solve problems. An environment will be created within which students will be encouraged to be honest, responsible, respectful, trustworthy, fair, caring, demonstrate good citizenship, and be productive citizens in our democratic society.

An advisory committee of representatives of the school district community and the school district shall be appointed to make recommendations for the district's school improvement goals. The goals of the school district shall be designed to achieve the philosophy statement of the school district. The board shall establish short-term and long-term objectives for the education program annually. These objectives shall reflect the results of the needs assessment, recommendations of the advisory committee, recommendations from the superintendent, and changes in the law.

Approved 7/1/93

Reviewed 3/14/11

Revised 6/11/07



## MISSION AND BELIEFS VALUES

### MISSION STATEMENT

~~Our mission is to enable all students to master the skills, acquire the knowledge, and develop the social skills necessary for them to reach their full potential as citizens who can successfully meet the challenges of society.~~

*ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.*

### VISION STATEMENT

*"Experiencing Success Today, Achieving Dreams Tomorrow"*

*By 2014 ADM Schools Will Prepare Students for a Changing Global Society By Becoming a State Leader In:*

- *Improving Student Achievement*
- *Implementing Curriculum, Instruction and Assessment*
- *Increasing the Graduation Rate*
- *Establishing Financial Stability Through Increased Enrollment and Efficient Use of Resources*
- *Involving Students in School and Community*

### BELIEF-VALUE STATEMENTS

We believe:

- ~~Our school exists for the purpose of providing all students with the opportunity to acquire knowledge and master the skills essential to their future success and wellbeing as learners and as citizens.~~
- ~~All students can learn.~~
- ~~Students learn best when supported by parents, school, and community.~~
- ~~Students are entitled to expanded opportunities to master what is ultimately expected of them.~~
- ~~Students should be required to demonstrate that they can apply the knowledge they have acquired.~~
- ~~Students should be consistently held to high standards of performance.~~

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



## MISSION AND BELIEFS VALUES

- ~~• Our school's effectiveness is maximized when students, staff and community support a shared vision of success.~~
- ~~• Seeking and using the best available professional development driven by data to guide our ongoing planning, decision-making, and program delivery can continuously improve our school.~~
- All faculty and staff will grow professionally.*
- The school will prepare students to achieve their highest potential.*
- The students will have opportunities to develop their individual talents.*
- Student effort, teacher commitment, parent involvement, and community support results in improved student achievement.*
- The school and community will foster educational advancement for students in an environment of respect and inclusiveness.*
- ADM will provide a challenging, rewarding, and compassionate learning environment that meets the needs of all students.*

Approved 7/1/93

Reviewed 3/14/11

Revised 3/14/11

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

## SCHOOL DISTRICT INSTRUCTIONAL ORGANIZATION

The Adel DeSoto Minburn Community School District offers an educational program for grades preschool through twelve (12). The following levels organize the levels of instruction:

Grades preschool through two (2) attend Adel DeSoto Minburn Elementary School at 1608 Grove Street in Adel.

Grades three (3) through five (5) attend Adel DeSoto Minburn Intermediate School at 317 Spruce Street in DeSoto.

~~Grades kindergarten (K) through five (5) attend Adel DeSoto Minburn Elementary School at 618 5th Street in Minburn.~~

~~Grades six (6) through seven (7) attend Adel DeSoto Minburn Middle School at 215 N. 11th Street in Adel.~~

Grades ~~eight (8) through nine (9)~~ *six (6) through eight (8)* attend Adel DeSoto Minburn Middle School at 801 Nile Kinnick Drive South in Adel.

Grades nine (9) through twelve (12) attend Adel DeSoto Minburn Senior High School at 801 Nile Kinnick Drive South in Adel.

Each school building will have a principal responsible for the administration and management of the school building, the school building personnel and educational program. The principals shall work closely with the superintendent, who shall oversee the administration and management of the school district.

Approved 7/1/93

Reviewed 3/14/11

Revised 3/14/11

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



## EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, national origin, religion, sex, disability, sexual orientation, gender identity, or marital status.

The board requires all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules, and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, religion, sex, marital status, national origin, sexual orientation, gender identity, or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Approved 7/1/96

Reviewed 3/14/11

Revised 9/17/07



## GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or  
Personnel Contact Person (Informal and  
(Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity, or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity, or disability are encouraged to first discuss it with the personnel contact person. This paragraph is for employees and "marital status" isn't a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, religion, marital status, sexual orientation, gender identity, or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

### Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

### Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. The superintendent will render a decision within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.



## GRIEVANCE PROCEDURE

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights <http://www.state.ia.us/government/crc/index.html> or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

### Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:

Nancy Gee, Business Manager

801 Nile Kinnick Drive S., Adel, IA 50003

(515) 993-4283

Office hours: 8:00 a.m. – 4:30 p.m. Monday through Friday

Approved 7/1/96

Reviewed 3/14/11

Revised 10/11/10



## NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Adel DeSoto Minburn Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), religion, national origin, sex, marital status, sexual orientation, gender identity, or disability in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, sex, sexual orientation, gender identity, or disability in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 is directed to contact:

Nancy Gee, Business Manager  
District Office  
(515) 993-4283

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and *Iowa Code* § 280.3 (2007).



GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION  
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS  
REQUIRING NON-DISCRIMINATION

I, \_\_\_\_\_, am filing this grievance because

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(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

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(Attach additional sheets if necessary)

Signature\_\_\_\_\_

Address\_\_\_\_\_

Phone Number\_\_\_\_\_

If student, name \_\_\_\_\_ Grade Level\_\_\_\_\_

Attendance center\_\_\_\_\_

GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance

Name\_\_\_\_\_

Grievance Date\_\_\_\_\_

State the nature of the complaint and the remedy requested.

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Indicate Principal's or Supervisor's response or action to above complaint.

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Signature of Principal or Supervisor\_\_\_\_\_



## SECTION 504 STUDENT AND PARENTAL RIGHTS

The Adel DeSoto Minburn Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 should be directed to:

Business Manager Nancy Gee  
801 Nile Kinnick Drive S., Adel, IA 5000  
(515) 993-4283

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and *Iowa Code* § 280.3. (2005)



## THE PEOPLE AND THEIR SCHOOL DISTRICT

The board recognizes the value of interaction and participation with the citizens of the district community for the school district's education and operations. Popular control of public education is one of the cornerstones of a free society. The people exercise that control through their board of directors. The board will cooperate, whenever possible, with the district community to participate in the district community while carrying out its elected responsibilities.

There are two (2) major ways in which the will of the community shall influence the development of board policy:

1. Board members themselves will remain mindful that they are elected to represent the people of the district.
2. All citizens of the district will be encouraged to express ideas, concerns and judgments about school programs through such means as:
  - a. written suggestions or proposals;
  - b. presentations at hearings;
  - c. responses to surveys made through interviews, written instruments or other means;
  - d. comments at meetings of the board;
  - e. service on citizens advisory committees.

It shall be the responsibility of the superintendent to keep the board apprised of opportunities for involvement with the district community.

Approved 7/1/93

Reviewed 3/14/11

Revised 2/9/98



## EDUCATIONAL AND OPERATIONAL PLANNING

At least every five (5) years the board shall conduct an in-depth needs assessment, soliciting information from business, industry, labor, higher education, and community members regarding their expectations for adequate student preparation. One purpose of this assessment is to assist the board in developing and evaluating a statement of philosophy for the school district. The second purpose of this assessment is to determine the area of student performance, knowledge and attitudes and the areas of school district operations that are judged to be most crucial in meeting school or district goals.

In conjunction with the in-depth needs assessment of the school district, the board shall authorize the appointment of a committee, representing school district personnel, parents, students and community members to make recommendations and assist the board in determining the priorities of the school district in addition to the basic skills areas of the educational program.

It shall be the responsibility of the superintendent to ensure the school district community is apprised of the board's policies, programs and goals and has an opportunity to express their thoughts and suggestions for the operation of the school district. The superintendent shall report annually to the board about the means used to keep the community informed.

Approved 7/1/93

Reviewed 3/14/11

Revised 2/9/98

## LONG-RANGE NEEDS ASSESSMENT

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectations of students and determines how well students are meeting student-learning goals. The board shall conduct ongoing and in-depth needs assessment, soliciting information from business, labor, industry, higher education and community members, regarding their expectations for adequate student preparation as responsible citizens and successful wage earners.

In conjunction with the in-depth needs assessment of the school district, the board shall authorize the appointment of a committee, representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school district in addition to the basic skills areas of the education program. It shall be the responsibility of the superintendent to ensure the school district community is informed of students' progress on state and locally determined indicators. The superintendent shall report annually to the board about the means used to keep the community informed.

As a result of the board and committee's work, the board shall determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Iowa Department of Education.

Approved 5/8/00Reviewed 3/14/11Revised 5/8/00



## EMPLOYEE USE OF CELL PHONES

The use of cell phones and other communication devices may be appropriate to provide for the effective and efficient operation of the school district and to help ensure safety and security of people and property while on school district property or engaged in school-sponsored activities.

The Board authorizes the purchase and employee use of cell phones as deemed appropriate by the superintendent. School district-owned cell phones shall be used for authorized school district business purposes, consistent with the school district's mission and goals. Personal use of cell phones is prohibited except in emergency situations. Any expenses incurred for such personal use shall be reimbursed to the school district.

Use of cell phones in violation of Board policies, administrative regulations, and/or state/federal laws will result in discipline, up to and including dismissal, and referral to law enforcement officials, as appropriate.

The superintendent is directed to develop administrative regulations for the implementation of this policy, including a uniform and controlled system for identifying employee cell phone needs, monitoring use and reimbursement. Provisions may also be included for staff use of privately owned cell phone for authorized school district business.

Employees may possess and use cell phones during the school day as outlined in this policy. Employees should not use cell phones for personal business while on-duty, including staff development times, parent-teacher conferences, etc., except in the case of an emergency or during prep time or break/lunch times. Employees, except for bus drivers, see below, are prohibited from using cell phones while driving except in the case of an emergency.

Cell phones are not to be used for conversations involving confidential information. School district-provided cell phones devices are not to be loaned to others.

School bus drivers are prohibited from using any communication device while operating the bus except in the case of an emergency, or to call for assistance, after the vehicle has been stopped.

Employees violating the policy will be subject to discipline, up to and including, discharge. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Approved 3/14/11

Revised 3/14/11

Reviewed 3/14/11



## EMPLOYEE USE OF CELL PHONES REGULATION

Cell phone usage

1. Cell phones shall be used in a manner that does not disrupt instruction and should not be used during school-sponsored programs, meetings, in-services, or other events where there exists a reasonable expectation of quiet attentiveness unless there is a reason of personal health or safety involved.
2. Cell phones should not be used to transmit confidential information either verbally or written.
3. Employees are prohibited from using a cell phone while driving, unless in the case of an emergency, unless the vehicle has come to a complete stop.
4. Cell phones are provided specifically to carry out official school district business when other means of communications are not readily available. These devices may not be used for routine personal communications except in emergencies.
5. Personal use of school district-provided cell phones is limited to making or receiving calls for family emergency purposes, including contacting a family member or child care provider to advise that the employee is going to be late arriving home or picking up children for a reason directly related to his/her official school district duties, i.e., a meeting which runs later than expected or a last minute schedule change. Whenever possible, such calls should be made or received on school district or other public telephones.
6. Employees issued a cell phone are responsible for its safekeeping at all times. Defective, lost or stolen cell phones are to be reported immediately to the superintendent who will in turn notify the service provider. Reckless or irresponsible use of school district equipment, resulting in loss or damage may result in the employee having to reimburse the school district for any associated costs of replacement or repair.
7. Cell phones and any other school district issued communication equipment issued for employees are to be returned to the board secretary at the conclusion of the school year, activity or as otherwise specified or immediately upon request.

Cell phone authorization – School district-provided cell phones may be purchased and authorized for staff use in accordance with the following guidelines:

Cell phones may be assigned or made available on a temporary basis, by the superintendent, when it is determined:



## EMPLOYEE USE OF CELL PHONES REGULATION

1. The assignment of a cell phone device to the employee is a prudent use of school district resources;
2. The employee's job responsibilities require the ability to communicate frequently and access to a school district or public telephone is not readily available.
3. The employee's job involves situations where immediate communication is necessary to ensure the safety of individuals and security of school district property.

Cell phone business procedures

School district employees may be reimbursed for use of privately owned cell phones to conduct school district business in accordance with board policy and this regulation, with prior approval of the superintendent.

1. Requests for reimbursement for authorized use of employee owned cell phones are to be submitted on school district provided forms accompanied by a copy of the billing statement with the school district business related calls highlighted. A notation for each highlighted entry, indicating the nature of the call is required. The employee's immediate supervisor must sign-off on the billing statement verifying the calls were school district business related. School district reimbursement for authorized use of employee owned cell phones will be made in conformance with school district payment procedures. Requests for reimbursement, including the highlighted billing statement must be submitted within thirty (30) days of the end of the time period for which reimbursement is requested. Requests submitted after the reimbursement deadline has passed will be denied.
2. On a monthly basis all personal calls on a district-provided cell phone are to be highlighted on the billing statement by the user. A notation for each highlighted entry indicating the nature of the call is required. The cost of all personal calls made/received by an employee are to be totaled and a check written for the amount to the school district. Requests for reimbursement, including the highlighted billing statement must be submitted within thirty (30) days of the end of the time period for which reimbursement is requested. Requests submitted after the reimbursement deadline has passed will be denied.

Approved 3/14/11Revised 3/14/11Reviewed 3/14/11

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT  
2011-12 SCHOOL CALENDAR  
RECOMMENDED FOR APPROVAL 2/14/11

Classroom Days	M	Tu	W	Th	F	
11	July					July-Aug.
	Aug.	8	(9)	(10)	(11)	Aug. 9 & 10
		15	16	17	18	Aug. 11, 12, 15, 16
		22	23	24	25	Aug. 17
		29	30	(31)		Aug. 18
						Aug. 31
20	Sept.			1	2	Sept. 5
		5	6	7	8	Sept. 13
		12	13	(14)	15	Sept. 14
		19	20	21	22	Sept. 26
		(26)	27	28	29	
20	Oct.	3	4	5	6	Oct. 12
		10	11	(12)	13	Oct. 21
		17	18	19	20	Oct. 24
		(24)	(25)	26	(27)	Oct. 25
		31				Oct. 27
19	Nov.		1	2	3	Nov. 9
		7	8	(9)	10	Nov. 23
		14	15	16	17	Nov. 24-25
		21	22	23	24	
		28	29	30		
16	Dec.			1	2	Dec. 7
		5	6	(7)	8	
		12	13	14	15	Dec. 22
		19	20	21	22	Dec. 23-Jan.1
		26	27	28	29	
20	Jan.					Jan. 1
		(2)	3	4	5	Jan. 2
		9	10	11	12	Jan. 3
		(16)	17	18	19	Jan. 9-13
		23	24	25	26	Jan. 16
		30	31			
20	Feb.			(1)	2	Feb. 1
		6	7	8	9	
		13	14	15	16	Feb. 17
		20	21	(22)	23	Feb. 22
		27	28	29		
16	Mar.				1	Mar. 2
		5	(6)	7	(8)	Mar. 6
		12	13	14	15	Mar. 8
		19	20	(21)	22	Mar. 9
		26	27	28	29	Mar. 12-16
						Mar. 21
						Mar. 26-30
20	Apr.	2	3	4	5	April 9
		(9)	10	11	12	April 18
		16	17	(18)	19	
		23	24	25	26	
		30				
16	May		1	2	3	May 9
		7	8	(9)	10	May 13
		14	15	16	17	May 22
		21	22	23	24	
		(28)	29	30	31	
						May 28
178	June				1	
		4	5	6	7	

Snow days will be added to the end of the year.

This calendar may be altered, including spring break, if excessive snow days occur.

PD Day or Workday ( )  
Early Dismissal —  
Vacation/Holidays □  
P/T Conferences ○  
Begin School —  
End Quarter/Semester —

Classroom Days  
P/T Conf. Allowance  
Inservice/Workdays  
Professional Dev.  
Sub Total  
Teacher Quality PD  
New Teacher PD  
1:00 Dismissal - PD

178  
2 11/23 and 3/9  
5 8/11 8/12 8/15 10/24 1/2  
4 8/16 9/26 1/16 4/9  
189  
1 2/17  
2 8/9 8/10  
10 8/31 9/14 10/12 11/9 12/7 2/1 2/22 3/21 4/18 5/9

Additional Days  
Classified/Inservice  
New Teacher Orientation  
Curriculum Writing  
Guidance Extended Contract



## 2011-2012 Course Handbook Changes

### Page

- 2 Graduation Requirements: under required courses we added: See #3 in additional information to guide students to the required math credit if they score below the 40th percentile in math on the ITED test.
- 2 Clarified the Honors diploma criteria. Corrected the course names to match what we were offering. World Literature is changed to English Literature and Composition to match how AP labels the course.
- 3 Additional Information: #3... it was clarified that if a student scores below the 40th percentile on the Math Concepts and Problems section during their *junior* year.....
- 3 Added Early Graduation procedures.
- 4 Schedule changes: deleted the numerous reasons for schedule changes and reduced it to a simple, well written paragraph that is better for students and parents.
- 6 Clearly defined the requirements to take college credit courses.
- 6 Added: 9th and 10th grade students are eligible to take Career Academy courses, but must meet ADM requirements first and provide their own transportation. School permits do not work.
- 7 Added: weighted grading scale.
- 8 Added a statement that AP weighting will count towards a students class rank. Weighted grades will be listed on a students report card and transcripts.
- 8 Added: AP courses transferred in will be weighted only if the courses were taken during the time ADM weighted their AP classes.
- 9 Concurrent enrollment courses, Statistics: Added that this course will be considered AP if approved by the College Board and will be weighted under the same guidelines as our other AP courses.
- 9 Central Campus: a statement was added that requires students to take DMACC courses at the Perry center if the courses are similar to those at Central Campus.
- 9 Added: Transcripts will have both weighted and unweighted grades as well as weighted and unweighted class ranks.
- 10 Art Fundamentals: combined 9th grade and 10th through 12th grade classes as one.
- 10 Ceramics I: deleted the porcelain experience for students at this level Deleted the course Photography. This was the dark room photography Digital Photography will still be offered.
- 10 Digital Photography: added that students need to own a flash drive for this course.
- 11 Jewelry: deleted the use of pewter as a choice of metal.
- 12 Changing AP Computer Programing to Advanced Computer Programming because we have not had the syllabus approved by the College Board. This course will not be weighted.
- 15 Added: a course description for Introduction to Engineering (PLTW).
- 17 CAD 3 and 4 will not be offered during the 2012-2013 school year with the implementation of the Principles of Engineering course.
- 18 Added: under the Strategic Reading courses, it clearly states how students qualify for these classes.

- 18 Added: Course description for Strategic Reading 2, Strategic Reading 3, along with adjusted the grade levels that can take these courses.
- 20 Deleted the AP English Literature and Composition II course and made AP English Literature and Composition a year long course.
- 21 Communications and Publications course descriptions the following was added: Most colleges do not recognize this course for satisfaction of admissions requirements.
- 21 Changed course name to reflect what College Board calls the AP English Literature and Composition course.
- 25 Added: AP Chemistry (with the approval from the College Board).
- 25 Chemistry: Added that students need to pass the first semester with a C- or above to move to second semester.
- 25 AP Chem: informing students that labs must be completed outside of the traditional school day due to the length and time requirements of these labs.
- 25 Biology: Deleted that students will dissect animals on the computer.
- 26 Physics: Added that this course may be considered concurrent enrollment with the approval of the course from DMACC.
- 26 Physics: Added that students need to pass the first semester with a C- or above to move to second semester.
- 27 Added: AP Government meets the requirement for American Gov.
- 29 Removed towel fee under P.E. and BFS.
- 30 Basic Living Peer Helper course has been changed to a graded course.
- 33 Added: Extra curricular activities listing.
- 39 Added: Parent acknowledgement of receipt of ADM Course Handbook form added.



# **Adel DeSoto Minburn**

## **High School**



## **Course Catalog**

### **2011-2012**

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## ADEL DESOTO MINBURN HIGH SCHOOL 2011-2012 REGISTRATION MATERIALS

### EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, AND MULTICULTURAL NONSEXIST GUIDELINES

Adel DeSoto Minburn High School does not discriminate in its educational programs and activities on the basis of race, national origin, color, religion, sex, age, or disability. The District has adopted a grievance policy and procedure for any alleged violation. The equity coordinator is: Nancy Gee, Business Manager, 801 Nile Kinnick Dr. S., Adel, IA 50003. Phone number: 993-4283. Office hours: 8 a.m. to 4:30 p.m., Monday through Friday.

### GRADUATION REQUIREMENTS

Students of Adel DeSoto Minburn High School must earn 44 credits to graduate. One credit is earned for successfully completing one subject one semester. The following credits are required:

Area	Credits	Required Courses
Mathematics	6	<b><i>See #3 in Additional Information</i></b>
Science	6	Physical Science and Biology
English	8	English I, English II, Composition, and Speech
Social Studies	7	Geography, World History, American History, Government, and Economics
Computers	1	Courses that count toward this credit are any computer course, Automated Advanced Accounting, Communications, and any drafting course. Students entering ADM High School beyond the 9 <sup>th</sup> grade will be required to take a computer class other than Data Processing.
Physical Education	1	Students must pass 8 semesters of PE (.125 credit per semester).

The remaining credits are electives.

Seniors are required to serve 6 hours of community service prior to graduation.

During ITED testing, seniors have the option of doing 6 hours of community service or reporting to a study hall. (See Mr. Buchman for more details.)

### HONORS DIPLOMA

Students attempting to earn an ADM Honors Diploma must meet the following criteria:

Required to successfully complete the following courses:

- Physics
- AP English Literature and Composition I or 2
- American Literature
- 4 years of Math
- 3 years of a foreign language, 4 years strongly encouraged
- Overall grade point average of at least a 3.5
- Earn 52 credits



## **ALTERNATIVE PROGRAMMING**

Students pursuing any type of alternative programming must apply through the counseling office to be considered for an alternative program. Students are required to meet the following criteria: Students must take 6 credits at ADM High School prior to being considered for alternative programming. Students must earn 34 credits to earn a level II diploma, completing all core requirements. Students who have been approved for an alternative program and attend the DMACC high school completion center, will be required to work towards an ADM Level II diploma. These students will only be eligible to participate in graduation ceremonies and prom at ADM.

## **ADDITIONAL INFORMATION**

1. Students are required to carry at least 6 academic credits plus P.E. each semester. Neither P.E. nor Driver Education counts as 1 of the 6.
2. IT IS THE STUDENT'S OBLIGATION TO SIGN UP FOR THE PROPER COURSES TO MEET GRADUATION REQUIREMENTS. IF A STUDENT HAS FAILED A REQUIRED COURSE, IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE UP THE DEFICIENCY AS SOON AS POSSIBLE. Students should plan to promptly reschedule a failed course, which is required for graduation. This course should be scheduled in the proper sequence (example – English I before English II).
3. Any students who score at the 40<sup>th</sup> percentile or below on the ITED Math Concepts and Problems section during their Junior year ITED test, will be required to take a math course the following year, whether or not they have met or exceeded graduation requirements in math. If a student is required to take a math course because of a low ITED score, the course will be chosen by an agreement between the student, parents, counselor, and math teacher.
4. Any 9<sup>th</sup> and 10<sup>th</sup> grade students scoring below the 50<sup>th</sup> percentile on the ITED Reading Comprehension test will be required to take the Strategic Reading course. Students will continue to qualify for this course based on their ITED scores each year.
5. Students may take only one studio art course per semester; unless there is teacher permission.
6. Transportation is offered from DeSoto and Minburn for Driver Education on Tuesdays and Wednesdays during the school year. Students in other early bird classes may ride the Driver Education bus on those days, until the class ends near the end of each semester.
7. PSEO and all college level course grades are included in the students overall GPA. These courses are not weighted. Students are responsible for providing their own transportation to and from these courses.

## **GRADUATING EARLY**

A student may qualify for early graduation if he/she has completed the minimum high school requirements. The student must have approval of their parents, the principal, the superintendent, and the Board of Education. Students planning on graduating at the end of the first semester of their senior year should contact the guidance office by the end of the first semester of their junior year. This will help ensure that all course work required for graduation can be scheduled during the remaining two semesters. Students who graduate early become alumni of the school district and are not allowed participation in school activities, including senior activities, except for prom and graduation ceremonies. The approval of the Board of Education shall be necessary to qualify.



## **REGISTRATION PROCEDURES/and SCHEDULE CHANGES**

A great deal of planning is done based on your 4-year plan. We ask that you register carefully for your classes. Please include two alternate course requests in the event the first choices do not work into your schedule. You and your parent/guardian need to sign your plan before turning it in to your advisor. Students may change their schedule the first week of school (five school days). Students must have parent permission to make the change. Some possible required schedule changes include (but not limited to): Failure in first or second semester course(s), special education placement, failure to meet course prerequisite, shortage of credits in required courses for graduation. 4-year plans will be reviewed each year. During this process students are encouraged to evaluate the courses they have chosen and make changes as necessary based on new interests or future plans. Parents will be required to sign off on these plans each year. In essence, the 4-year plan is a one year plan with potential courses for the future.

## **RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE ADMISSION**

4-year colleges vary in their requirements, but generally speaking they strongly recommend the following high school background:

English:	4 years, with emphasis on writing and literature courses
Math:	3-4 years, including Algebra I, Geometry, and Algebra II
Science:	2-4 years
Social Studies:	3 years
Foreign Language:	2-4 years

If you take less than the colleges recommend, you will be at a disadvantage because the Iowa Board of Regents has established the Regent Admission Index (RAI). Each freshman admission applicant will have an RAI score that will be based on the following equation:

ACT composite score	x	2
+ Percentile class rank	x	1
+ Cumulative High School GPA	x	20
+ Number of core courses completed	x	5
= RAI score		

Students who have an RAI score of 245 or greater and the required core subject area courses, will be eligible for automatic admission to any of the Regent schools, [www2.state.ia.us/regent/rai](http://www2.state.ia.us/regent/rai).

### **ADM Core Courses for RAI Calculations**

(Regents Schools: ISU, U of I, & UNI)

#### **Language Arts**

English I  
English II  
Honors English II  
American Literature  
Speech  
Contemporary Literature  
Composition  
AP English Language Composition  
Creative Writing  
AP Literature and Composition  
Strategic Reading

I & II

#### **Math**

Algebra I  
Geometry  
Algebra I  
Advanced Math  
AP Calculus  
Statistics  
**Foreign Language**  
French I, II, III & IV  
Spanish I, II, III & IV

#### **Science**

Physical Science  
Biology  
Chemistry  
Physics  
Environmental Science  
Physiology  
CC Marine Biology  
AP Chemistry

#### **Social Science**

Geography  
World History  
AP World History  
American History  
AP American History  
American Government  
Economics  
Psychology  
AP Psychology  
Sociology  
AP Government



### Iowa State University

Most students going to I.S.U. first enroll in the College of Liberal Arts and Sciences. (The other colleges are Agriculture, Business, Design, Education, Engineering, and Family and Consumer Sciences.) Following are entrance requirements for the College of Liberal Arts and Sciences:

1. RAI score of 245 or greater
2. Complete the following high school courses:
  - English: 4 years (Applied Communications, Communications, Publications, and Reading for Life will not count.)
  - Math: 3 years (Alg. I, Geometry, Alg. II) – Pre-Algebra will not count.
  - Science: 3 years (2 years must be from biology, chemistry, or physics)
  - Social Studies: 3 years
  - Foreign Language: 2 years of a single language (3 years to satisfy L.A.S. graduation requirement)

### University of Iowa

Freshmen are admitted to either the college of Liberal Arts or the College of Engineering. Following are entrance requirements for the College of Liberal Arts:

1. RAI score of 245 or greater
2. Complete the following high school courses:
  - English: 4 years (The following will not count: Communications, Publications, Adv. Communications, Applied Communications, Reading for Life.) Must include one year of composition. May include one year of speech, communications and/or journalism.
  - Math: 3 years (Alg. I, Geometry, Alg. II) – Pre-Algebra will not count.
  - Science: 3 years (2 must be from biology, chemistry, or physics)
  - Social studies: 3 years
  - Foreign language: 2 years of a single language (4 years to satisfy U of I graduation requirement)

Not required, but strongly recommended, are courses in the arts and humanities, a computer course, and additional study in math and foreign languages.

### University of Northern Iowa

1. RAI score of 245 or greater
2. Complete the following high school courses:
  - English: 4 years (Applied Communications, Publications, Communications, Advanced Communications and Reading for Life do not count.) Must include one year of composition. May include one year of speech, communications and/or journalism.
  - Math: 3 years (Alg. I, Geometry, Alg. II) – Pre-Algebra will not count.
  - Science: 3 years
  - Social Studies: 3 years
  - Foreign Language: Students must complete 2 college semesters of a single foreign language to graduate from U.N.I. This requirement may be met with 2 years of the same language in high school, but a C or better must be earned in the last course.
  - Electives: 2 years (Additional courses from subject areas above are acceptable; may include foreign language and/or fine arts.)



## NCAA CORE COURSES

Athletes who plan to participate in sports at the Division I or II level must earn a qualifying high school grade point average in 16 core courses. The "NCAA Guide for the College-Bound Student-Athlete," which contains the rules and regulations, can be obtained online.

### ENGLISH

AP Literature and Composition  
AP Language and Composition  
American Literature  
English Literature and Composition  
Composition  
Contemporary Literature  
Creative Writing

English I  
English II  
Honors English II  
Intro to Speech  
Speech

### MATHEMATICS

Advanced Math  
Algebra I  
Algebra II  
AP Calculus  
Geometry  
Statistics

### SOCIAL SCIENCE

American Government  
AP Government

American History  
AP American History  
AP Psychology  
AP World History  
Psychology  
AP Psychology  
Sociology  
World History

### NATURAL/PHYSICAL SCIENCE

Biology (Lab)  
Chemistry (Lab)  
AP Chemistry (Lab)  
Environmental Science  
Human Physiology I (Lab)  
Human Physiology II (Lab)  
Physical Science (Lab)  
Physics (Lab)

### ADDITIONAL CORE COURSES

Computer Programming  
French I, French II, French III,  
French IV  
Spanish I, Spanish II, Spanish III,  
Spanish I

## COLLEGE CREDIT OPPORTUNITIES

### PSEO, Career Advantage DMACC Course Requirements

- a. All students MUST meet the following criteria to take a PSEO or Concurrent enrollment course; (including our Statistics course)
  - i. Students must be proficient, at the 41<sup>st</sup> percentile, in Math, Reading and Science on the latest ITED tests.
  - ii. Students must meet college requirements to take the course. Some courses have GPA requirements and others have a level that needs to be met. (DMACC could require a student to take the Compass test to determine this level).
  - iii. ONLY 11<sup>th</sup> and 12<sup>th</sup> grade students are eligible UNLESS a 9<sup>th</sup> or 10<sup>th</sup> grade student is identified GATE and has it in their PEP.
- b. Career Academy Courses (Perry Center)
  - i. DMACC Perry campus will offer college credit courses available to our students, if students meet enrollment requirements.
  - ii. Students must be proficient, at the 41<sup>st</sup> percentile, in Math, Reading and Science on the latest ITED tests.
  - iii. Students must meet college requirements to take the course. Some courses have GPA requirements and others have a level that needs to be met. (DMACC could require a student to take the Compass test to determine this level).
  - iv. 9<sup>th</sup> and 10<sup>th</sup> grade students are eligible to take these classes but need to realize they must take the ADM required courses at their grade level and have 3 periods open to be able to take a course off campus. They are also responsible for their own transportation (school permits will not work for these courses).



Courses offered through PSEO, Career Advantage, on-line cannot supplant, which means that a college class has SUBSTANTIALLY the same concepts and skills as the high school class. Students would be required to take the ADM course.

## **ADM Advanced Placement (AP) Courses**

Students who are interested in taking AP courses need to have the motivation and perseverance to complete college-level work. The ultimate goal is successful completion of the AP exam offered in May by the College Board. This allows students the potential to earn three or more college credits per class.

Students at Adel Desoto Minburn High School may enroll in Advanced Placement classes at the high school. The curriculum is equivalent to a first year college course. This accelerated pace course requires students to gain teacher and parental approval. The student is encouraged to take a post-test (at their expense) to also qualify for college credit for the course. Students who qualify for college credit will be reimbursed a portion of the test expense.

All AP courses will be graded, count into the students GPA and affect a students class rank. Students who take the AP examine receive a weighting of one quality point on their GPA. Students who do not take the AP exam will not receive a weighted grade. We report these weighted and unweighted grades on report cards and transcripts. Along with the grades we report weighted and unweighted class rank on a students transcripts.

Percentage	Grade	Non-weighted Quality Points	Weighted Quality Points
100%	A+	4.0	5.0
95%	A	4.0	5.0
93%	A-	3.67	4.67
91%	B+	3.33	4.33
87%	B	3.0	4.0
85%	B-	2.67	3.67
83%	C+	2.33	3.33
80%	C	2.0	3.0
78%	C-	1.67	2.67
76%	D+	1.33	2.33
72%	D	1.0	2.0
70%	D-	.67	1.67
Below	F	0.0	0.0

### **AP Courses offered AT ADM High School:**

Calculus  
 Chemistry (with College Board approval)  
 English Language and Composition  
 English Literature and Composition  
 Government and Politics: United States  
 Music Theory  
 Psychology  
 Statistics (with College Board approval)  
 United States History  
 World History

AP classes **NOT OFFERED AT ADM HIGH SCHOOL** may be taken on-line. These courses will be weighted on the same method that our in-house AP courses are weighted, one point if the AP exam is taken.



## TRANSFER IN COURSES including AP

Students that transfer into ADM will have their transcripts evaluated by the principal or designee. Student grades will be converted to the ADM grading scale; for example if the student earned a B in the previous district, that B will be converted to ADM's grading scale for grade point average. Student's class rank will be assigned based on their ADM GPA.

Students transferring in to ADM High School with Advanced Placement courses will be allowed to have these AP courses weighted on the same scale as ADM's AP course under these conditions: The AP course must have been taken during or following the 2010-2011 school year. AP courses taken prior to when ADM started weighting AP courses, will not be weighted. Students must show proof that they took the AP end of course exam. Academic recognitions by the ADM Community School District will include both weighted and non-weighted grading systems. (i.e. grad point averages, class rank, graduation honors, etc.)

## CONCURRENT ENROLLMENT CLASSES

Concurrent enrollment classes automatically count as college credit and high school credit upon successful completion of the course. These courses are not weighted and will be on the 4.0 scale. Dual enrollment courses offered at ADM High School:

Statistics

(this course will also be an AP course if the College Board approves this offering. If it is approved the course will be weighted as with all other ADM AP courses if a student takes the AP exam.)

## CAREER ADVANTAGE AND ACADEMIES

Career Advantage classes are high school sections of college classes and are, except for career academy classes, taught by high school teachers certified as DMACC teachers. Students can earn college credit in both Career Advantage and Career Academy classes. Career Academy courses are multiple courses in a content area bundled together. Students must register for all of the courses in a bundle. Career Academy courses are a set of integrated courses in a number of vocational areas, the classes would involve the student spending a block of the day at a DMACC campus and half a day at ADM. ***The student would be responsible for transportation*** and the high school would pay the cost for all successfully completed classes. Applications for this course work are available in the counseling office.

<u>Programs</u>	<u>College Credit Hours Available</u>
Agriculture	16
Automotive Collision	27
Automotive Technology	27 (ADM Pre requisite: Small Engines)
Criminal Justice	16
Culinary Arts	25
Diesel	21
Health Occupations	14
Information Technology/	14
Business Applications	6 or more (ADM Pre requisite: 1 year Accounting)
Building Trades	21 (ADM Pre requisite: Introduction to Construction, Finish Carpentry, ABC Electrical 1 & 2, CAD 1-IV )
Fashion Design	6 or more
Teacher Academy	8
Visual Communications	12
Welding	9 (ADM Pre requisite: General Metals)



Course descriptions for all AP courses are found below in the ADM Course Information section. Students can find course descriptions for Career Academy and Dual Enrollment courses through the high school counseling office. Please read the descriptions carefully to be sure you are meeting all the prerequisites and are at the correct grade level to take the course.

## **CENTRAL CAMPUS/CENTRAL ACADEMY CLASSES**

Des Moines Independent Community Schools offers over 30 vocational and advanced classes at their central campus. Juniors and seniors may enroll in these classes on a half-day basis. A wide variety of advanced curriculum courses are offered at Central Academy. A listing of classes available is listed at [www.dmps.k12.ia.us/schools/3CentralCampus/caindex.htm](http://www.dmps.k12.ia.us/schools/3CentralCampus/caindex.htm).

**If similar courses are offered through the DMACC Perry center, students will be required to take those courses rather than Central Campus courses.**

**Three credit classes are recommended to justify the periods used to travel to Central Campus.** In order to be eligible to take these advanced classes, students must take all the courses ADM offers in that area first. In addition, students must fulfill core requirements at ADM to be eligible to either take or continue with these courses. Students need to fill-out an application for consideration to this program. ***Transportation to Central Campus (1600 Grand) is the responsibility of the student.*** Scheduling for graduation requirements take priority. See counselor for classes offered and deadlines for registration.

### **Areas of study at Central Campus:**

Aviation Technology, Commercial Photography, Computer Tech & Networking  
Early Childhood Careers, JROTC Army, Marine Biology  
Adv. Broadcast and film

Students need to sign up for at least a three-credit hour class, or combination of classes, to justify the time needed away from ADM.

## **TRANSCRIPTS**

Student transcripts generated by ADM will include both non-weighted and weighted grade point averages as well as both non-weighted and weighted class ranks. Students trying to qualify for any academic recognition will be able to use the scale that provides the best opportunity for them to qualify.

# **ADM Course Information**

## **ART**

**ART FUNDAMENTALS** (1 year) Elective Grades 9 - 12

Prerequisite to all other art classes, but may be waived based on written exam and portfolio.

This course is a survey of the basic art areas: drawing, ceramics, print-making, painting and mixed media. The elements of design and principles of composition will be reviewed and applied to each unit studied. Originality and self-expression are encouraged. The course should enable the student to find his/her own artistic strengths and to help in the selection of advanced art classes.

**ART II: MIXED MEDIA** (1 semester) Elective Grades 10 - 12

This class is designed for the student who has completed Art Fundamentals (Basic Art I) and wishes to continue working in a variety of media/creative combinations of media. The student



will continue to develop technical skills and original expression. Sophomore level students are encouraged to consider this course.

### **CERAMICS I**

(Semester 1)

Elective

Grades 10 - 12

This class explores the various techniques of clay: hand-built and thrown pottery, ceramic sculpture, and glazing and decorating techniques. The student will have the opportunity to work with earthenware, stoneware, and raku clay. Special emphasis on outdoor firings, including Indian blackware and Japanese raku, is featured.

### **CERAMICS II**

(Semester 2)

Elective

Grades 10 - 12

Students in this course will continue work in the techniques introduced in Ceramics I, advancing their skills. Ceramics II students have more opportunities to explore independent projects and will have more time to develop throwing skills on the potter's wheel. Students who have not taken Ceramics I may still take Ceramics II; a "two-track" system exists in this class, with Ceramics I students following the basic assignments while Ceramics II students follow a more advanced track. All students will take part in the fall and spring raku firings.

### **PAINTING AND DRAWING**

(1 semester)

Elective

Grades 10 - 12

This class is for the student who enjoys working in two-dimensional media, primarily drawing and painting. The student will use a variety of drawing media: graphite, charcoal, pastel, and ink. Painting media will include ink, watercolor, tempera, acrylic, and oils. Special projects may include printing and mixed media techniques. Emphasize will be developing technical skill, creative expression and exposure to Art history

### **DESIGN**

(Semester 2)

Elective

Grades 10 - 12

Design students will explore the elements and principles of design as they create a variety of two and three-dimensional artworks. Observation of both the natural and human-made environment, as well as the student's own imagination will be encouraged. Students will use drawing, painting and some 3-D materials as well as learn about graphic art.

### **DIGITAL PHOTO/COMPUTER GRAPHICS**

(1 semester)

Elective

Grades 10 - 12

Students will learn how to use a digital camera as an art tool, applying the principles of design to their work. Photos may be altered and enhanced through the use of software programs such as Adobe Photoshop. The art department has three digital cameras available for students to check out. However, it is strongly encouraged that the student owns his/her own camera. Students will need to own their own flash drive for this course.

### **JEWELRY**

(1 semester)

Elective

Grades 10 - 12

This course will explore various metals and mixed media as an expressive 3-D art form. Skills learned will include sawing, forming, etching, soldering, and stone setting. Students will have the opportunity to learn about metal enameling, gravity and centrifugal casting as well as an exploration of glass bead-making. A variety of metals will be available for use such as sterling silver, brass, copper, and nickel silver. There will be charges for some of the metals and stones.

### **JUNIOR-SENIOR ART STUDIO**

(1 semester)

Elective

Grades 11, 12

This class is for the upper-level high school artist who has a good background in a variety of media. It is suggested that the student have 3-5 previous semesters of art. A wide range of projects will be assigned, emphasizing individual freedom in the interpretation of the assignment. Problem-solving will be a major goal of this class. Individual projects will allow the student to expand on his/her area of strength. This class is for the serious art student with initiative.



## **BUSINESS EDUCATION**

### **GENERAL BUSINESS** (1 semester) Elective Grades 9 -12

The purpose of this course is to prepare students to more effectively handle the business problems that confront them daily, as well as to have a more complete understanding of how to be an effective consumer in today's society. Areas of study include consumer rights & responsibilities, banking, insurance, use of credit, budgeting, and investments.

### **BUSINESS LAW** (1 semester) Elective Grades 10 - 12

The purpose of this course is to familiarize the student with his or her legal rights and responsibilities as they apply to daily life. Among the areas covered are the constitution, crimes, torts, laws for special groups (minors, families, consumers), and contract law.

### **MARKETING** (1 year) Elective Grades 10 - 12

The purpose of this course is to introduce students to the important role marketing plays in the business world. Marketing will expose students to the basic marketing functions. These include seven marketing core functions that define all the aspects and career areas related to marketing: channel management, marketing information management, market planning, pricing, product/service management, promotion, and selling (entrepreneurship).

### **ACCOUNTING** (1 year) Elective Grades 10 - 12

The purpose of this course is to familiarize students with accounting procedures and forms. The complete accounting cycle is covered. This includes recording transactions in the journal, sorting and summarizing (posting) in the ledger, the work sheet, and making financial statements.

### **AUTOMATED ADVANCED ACCOUNTING** (1 semester) Elective Grades 11,12

Prerequisite: able to demonstrate mastery of the competencies studied in Accounting

The students will use the computer to record, analyze, and print statements related to the accounting cycle. This course will build on the beginning accounting principles and go into great detail on additional principles such as departmentalized, partnership, corporation, management, and cost accounting.

## **Computers**

### **DATA PROCESSING** (1 semester) Required Grade 9 only

This course will teach students software applications that employees might eventually see on their workplace computers: **Microsoft Office**. This will include Word (word processing), Excel (spreadsheets), and Powerpoint (presentations). In addition an introduction to data bases using FileMaker Pro will be provided. The Internet will also be explored as a source of information and research for class projects. The word processing includes basic formatting for reports, letters, stories, outlines, and other typed projects. Also included will be the use of tools to create graphics, clip art, and Word Art. Students will design business cards, letterheads, newsletters, and travel brochures. The spreadsheet unit will cover calculation formulas for additions, multiplication, and division to be used for budgets, car payments, stock market investment values, and interest earned. The presentation unit covers designing projects that may be used



for class research presentations, including use of graphics, audio and video files, clip art, tables, and organizational charts.

**COMPUTER PROGRAMMING** (1 year) Elective Grades 10 - 12  
Prerequisite: Algebra I

This course will introduce problem solving and using the True Basic language. It will introduce fundamental structured programming techniques such as algorithms, drawing flow charts, and developing programs that include loops and subroutines. Programs that use sorts and math topics such as matrices will be written.

**Advanced PROGRAMMING** (1 year) Elective Grades 11, 12  
Prerequisite: Successful completion of Computer Programming

This class will take students who have successfully completed Computer Programming and expose them to more advanced ideas and uses for programs. Students will continue to work with basic programming algorithms and structures but with the Object Oriented Programming language to create programs. They will also learn to create applets that can be used with web pages.

**INTRODUCTION TO WEB PAGE DESIGN** (1 semester) Elective Grades 9 - 12

The focus of this class is web page development. Students will be expected to learn principles of good web page design. The class will use Dreamweaver as the design program. Time will also be spent to understanding and using HTML and the history and development of the internet/web. Another important aspect of the class will be to work with computer graphics using the program Photoshop Elements, digital cameras, scanners, and/or clip art as necessary.

**COMPUTER MULTIMEDIA** (1 semester) Elective Grades 10 - 12

The focus of this class will be multimedia presentations other than the Internet. Programs used will be iMovie, iDVD, Garage Band and other programs as necessary. Students will learn to use the unique characteristics of these programs to create meaningful and informational presentations. Students will have opportunities to work with digital cameras, scanners, and video equipment to create, edit and produce audio and video products.

## **FAMILY AND CONSUMER SCIENCE**

**FAMILY & CONSUMER SCIENCE I** (1 semester) Elective Grades 9 - 12  
(Prerequisite for Foods and Adv. Foods)

The 10-12 week foods unit is comprised of studies in the areas of nutrition, eggs, meat, fruits and vegetables, bread, cakes, and pies. A short holiday-baking unit is included near the winter holiday season, as time permits. The housing unit includes a study of housing choices and interior design. The unit concludes with an individual floor plan design.

**FAMILY & CONSUMER SCIENCE II** (1 semester) Elective Grades 9 - 12

The 9-week clothing unit focuses on perfecting basic sewing skills and learning new techniques that can then be utilized in a sewing project. The child development segment begins with a human sexuality and birth control section. This is followed by a thorough study of infants and their care.



**FOODS**

(1 semester) Elective Grades 10 - 12

Prerequisite: Successful completion of Family & Consumer Science I or mastery of a written and practical exam (Completion of Exploratory Family & Consumer Science does **NOT** qualify.)

This course begins with food preservation and canning. Other units covered are grains, cereals and rice, as well as fruits and vegetables. A baking unit includes cookies, cakes and pies. Nutrition, meal planning, and consumer buying are integrated throughout this class. This course expands and perfects basic kitchen skills such as measurement, safety and sanitation skills taught in Exploratory and Family & Consumer Science I.

**ADVANCED FOODS**

(1 semester) Elective Grades 10 - 12

Prerequisite: Successful completion of Foods or mastery of a written and practical exam

Units included in the class are meat cookery, milk and dairy products, and cheese and egg cookery. Also included is a lengthy unit in learning about and preparing the foods of other cultures, and the year concludes with perfecting skills in cake decorating. Integrated throughout the semester is food safety and cleanliness and nutrition. Students utilize and expand cooking skills learned previously in Foods and Family & Consumer Science I.

**CHILD DEVELOPMENT**

(1 semester) Elective Grades 11, 12

The responsibilities and rewards of parenthood will be emphasized throughout this course. Meeting the special needs of children will be included with the study of the physical, mental, social and emotional development of children. Students will be given as many opportunities as possible to actually work with and observe children. Baby simulators provide students with realistic baby-tending needs. Field trips to a birthing center and a special needs children's center are part of this class.

**FAMILY LIVING**

(1 semester) Elective Grades 11, 12

This course is designed to study the social dynamics of family life. Topics studied are: history, functions and structures of families, communication, problem-solving, mate selection, marriage, life-styles, marital adjustments, family economics, family law, divorce, aging, death and dying. Guest speakers and field trips are part of this class.

**FOREIGN LANGUAGE****FRENCH I**

(1 year) Elective Grades 9 – 12

Prerequisite: Completion of current English class with a **C- or above, score 42% or above** on the Language Arts Test on ITBS or ITED (National)

In French I, students learn the basic grammatical structures and vocabulary for simple communication in French. Emphasis is on the spoken language, which is practiced in small groups, pairs, and individually. Listening, reading, and writing are also emphasized as a means to acquire fluency. The culture, civilization and geography of French-speaking countries will be introduced, including a study of festivals and holidays. Many everyday situations, which one would encounter as a traveler in French-speaking countries, provide material for study. Realia from Francophone countries, the Internet, literature, film clips, and authentic cooking projects provide a cultural context for the student.

Students must pass the first semester to continue to second semester. To enroll in French II, student's in French I must pass the first and second semester with a **C- or higher or teacher recommendation.**



## **FRENCH II**

(1 year) Elective Grades 10 - 12

Prerequisite: Must pass French I the first and second semester with a **C- or higher or teacher recommendation**.

French II builds on the skills and concepts learned in French I. Students will explore the French and Francophone world more in depth, including a study of the regions of France. Oral and written activities provide practice in speaking, listening, writing, reading, and cultural understanding both in-group and individual settings. Emphasis is on the spoken language and students are expected to speak in French when possible. Realia from Francophone countries, the Internet, literature, film clips, and authentic cooking projects provide a cultural context for the student.

Students must pass first semester with a grade of **C- or higher** to continue to second semester. Students must pass second semester with a **C or higher** to continue on to French III.

## **FRENCH III**

(1 year) Elective Grades 11 - 12

Prerequisite: French II second semester grade of **C or higher**

With a course-long emphasis on oral communication, French III begins with a review of grammar previously studied in French II. Students are expected to participate as much as possible in French and the class is conducted in French. In addition to advanced grammar study, students will embark on the study of the French history and architecture. Realia from Francophone countries, the Internet, literature, film clips and authentic cooking projects provide a cultural context for the student.

Students must pass first semester with a grade of **C or higher** to continue to second semester. Students must pass second semester with a **C or higher** to continue on to French IV.

## **FRENCH IV**

(1 year) Elective Grade 12

Prerequisite: French III second semester grade of **C or higher**

Grammar and vocabulary previously learned is reviewed, used in a contextualized manner and expanded. Oral proficiency is emphasized and students are expected to participate fully in French. Students will read French literature excerpts and continue the study of French history and architecture. Topics relating to current world issues involving Francophone countries will be discussed. Francophone Realia, art, film clips, and authentic cooking projects are used to supplement cultural studies. Class discussions will be held in French.

## **SPANISH I**

(1 year) Elective Grades 9 – 12

Prerequisite: Completion of current English class with a **C- or above, score 42% or above** on the Language Arts Test on ITBS or ITED (National)

Students learn the basic grammatical structures and vocabulary for simple communication in Spanish. Studies include an introduction to customs and geography of the Hispanic countries of the world. Speaking, listening, reading and writing are emphasized as a means to acquire fluency.

Students must pass the first semester to continue to second semester. To enroll in Spanish II, students in Spanish I must pass the first and second semester with a **C- or higher or teacher recommendation**.

## **SPANISH II**

(1year) Elective Grades 10 - 12

Prerequisite: Must pass Spanish I the first and second semester with a **C- or higher or teacher recommendation**

Spanish II builds on the skills and concepts learned in Spanish I, and emphasizes improved communication, writing, and reading skills through the study of more advanced grammatical



structures and vocabulary. Vocabulary and grammar are incorporated into thematic units. Students are expected to use Spanish in the classroom every day.

Students must pass first semester with a grade of **C- or higher** to continue to second semester. Students must pass second semester with a **C or higher** to continue on to level III.

### **SPANISH III**

(1 year) Elective Grades 11 - 12

Prerequisite: Spanish II second semester grade of **C or higher**

In this course the skills learned in Spanish I and II will be expanded and applied to reading, understanding the spoken language, and speaking more fluently. There is an emphasis to express self correctly. Advanced grammar structures are introduced as well as Spanish Literature. Students are expected to speak in Spanish when possible.

Students must pass first semester with a grade of **C or higher** to continue to second semester. Students must pass second semester with a **C or higher** to continue on to level IV.

### **SPANISH IV**

(1 year) Elective Grade 12

Prerequisite: Spanish III second semester grade of **C or higher**

Students will refine their communication skills and work to improve their ability to reason and explain their own thoughts and views in Spanish. Studies include Spanish Literature, an in-depth view of Spain and Mexico, and using advanced grammatical structures accurately. Students are expected to use Spanish.

## **INDUSTRIAL TECHNOLOGY**

### **Introduction to Engineering Design (PLTW)**

(1 year)

Elective

Grades 9-12

Prerequisites: Successful completion of or Concurrent Enrollment in Algebra or Geometry

Ever tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or, have you wondered how someone designed that new MP3 player or sleek new phone? Then Introduction to Engineering Design TM is the course for you. The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. For example, after learning about the different techniques engineers use in determining how to design a product, you and your teacher will have the flexibility to explore the design and engineering processes to solve problems that are of interest to you.

### **GENERAL METALS**

(1 semester)

Elective

Grades 10 - 12

Recommended: CAD I

Students who enroll in this course will have the opportunity to be informed of occupations in the metals industry, develop an appreciation of good design and craftsmanship, develop good safety and health practices and enjoy valuable experiences with metalworking tools, materials, and processes. The specific areas involved will be heat-treating foundry, forging, bench metal, sheet metal, and welding.

### **CABINETRY**

(1 semester)

Elective

Grades 10 - 12

Recommended: Introduction to Construction

This course will develop skills needed in the making of furniture, cabinets, and other items related to construction. The focus will be on skills needed in the construction industry.



**INTRODUCTION TO CONSTRUCTION** (1<sup>st</sup> Semester Only ) Elective Grades 9 - 12  
**This is a required first class for the ABC Carpentry and ABC Electricity programs.**

This class utilizes ABC's curriculum of safety, basic math, hand tools, power tools, blueprint reading, basic rigging, and beginning construction used as an entry level course. The course will give the student a transcript of skills which can be forwarded to ABC, Inc., a nationwide accredited educational institute.

One must pass this class with a **C or higher** and must pass the final exam with a **C or higher** to continue on to ABC Electrical Wiring I or ABC Carpentry I.

**ABC ELECTRICAL WIRING I** (1 semester) Elective Grades 9 - 12  
**2<sup>nd</sup> Semester Only (Not offered every semester, check with instructor)**

Prerequisite: Ability to demonstrate mastery of the competencies studied in Introduction to Construction (Pre-Apprenticeship)

The class covers basic residential wiring. Students will learn electrical safety, codes, and techniques of residential wiring. This course will count as on-the-job training for certification and is designed for the student who is interested in the construction industry as a career.

**ABC ELECTRICAL WIRING II** (1 semester) Elective Grades 10 - 12  
**(Not offered every semester, check with instructor)**

Prerequisite: Ability to demonstrate mastery of the competencies studied in Introduction to Construction (Pre-Apprenticeship)

Second level of ABC Electricity apprenticeship program. The class covers an in depth study of residential and commercial wiring systems. This course will count as on-the-job training for certification and is designed for the student who is interested in the construction industry as a career.

**ABC CARPENTRY I Early Bird Class** (1<sup>st</sup> Semester Only) Elective Grades 9 - 12

Prerequisite: Ability to demonstrate mastery of the competencies studied in Introduction to Construction (Pre-Apprenticeship)

This class covers basic construction of residential, industrial, and commercial wood frame buildings. This course also covers hand tools, power tools, fasteners, and building techniques. This course will count as on-the-job training for certification and is designed for the student who is interested in the construction industry as a career.

**ABC CARPENTRY II** (2<sup>nd</sup> Semester Only) Elective Grades 9 - 12

Prerequisite: Ability to demonstrate mastery of the competencies studied in ABC Carpentry I (Pre-Apprenticeship)

This class covers basic construction of residential, industrial, and commercial wood frame buildings. This course also covers hand tools, power tools, fasteners, and building techniques. This course will count as on-the-job training for certification and is designed for the student who is interested in the construction industry as a career.

**CAD I and II:**

Students interested in taking a computer aided drafting introductory course need to sign up for Introduction to Engineering Design, listed above.



**CAD III**

(1 semester) Elective Grades 10 - 12

Prerequisites: CAD I and II

This course expands to additional CAD programs and will include machine type drafting and blueprint lay-out of manufacturing parts. Extensive modeling and 3-D work is required. This course may not be offered in the 2012-2013 school year after the addition of Principles of Engineering.

**CAD IV**

(1 semester) Elective Grades 10 - 12

Prerequisite: CAD III

Complete advanced working drawings for either architectural or machine type drafting as well as actual machine production of components. This course is designed to prepare the student for entry-level skills. This course may not be offered in the 2012-2013 school year after the addition of Principles of Engineering.

**CAD V**

(1 semester) Elective Grades 10 - 12

Prerequisite: CAD IV

Extensive 3D Modeling and Animation, group projects, project management, storyboards, and animated sequences are part of the class.

**CAD VI**

(1 semester) Elective Grades 10 - 12

Prerequisite: CAD V

3D solid modeling, advanced machining with solid shape, animation computer hardware, software and troubleshooting.

**SMALL ENGINE FUNDAMENTALS**

(1 semester) Elective Grades 10 - 12

The course will provide the student with knowledge of the basic fundamentals of the various types of engines. It will provide hands-on experiences with safety in a small engine workshop, engine construction, tools and techniques for small engine repair, 2-cycle engines, 4-cycle engines, fuel and emission control systems, carburetion, ignition systems, cooling systems, piston service and more. It will also provide the student with information to choose the correct engine for a particular job.

**ADVANCED SMALL ENGINES**

(1 semester) Elective Grades 10 - 12

Prerequisite: To have successfully demonstrated the competencies in Small Engine Fundamentals

This class will include a detailed study and repair of small gasoline engines.

**LANGUAGE ARTS****GENERAL READING**

1 Year English credit Grades 9-12

Prerequisites: Teacher permission

General Reading is a class that works on reading skills at the reading level of the individual student. Students are in this class by permission of the teacher only. The class focuses on reading comprehension strategies, vocabulary, re-teaching opportunities, developing an interest in reading. Students earn an English credit toward graduation.



**STRATEGIC READING 1 \***1<sup>st</sup> Semester English Elective Credit 9

Prerequisites: ITED Scores

Strategic Reading is designed for students needing to further develop specific reading skills and strategies relevant to successful textbook reading, reading for pleasure, and/or reading on standardized tests. Students will study two whole-class books (one fiction, one non-fiction) to practice these skills and strategies. Small groups will study other texts together for additional practice. They will also progress through a series of independently read books, chosen from our classroom library, working to apply skills and strategies continually and in many different contexts. Success in the class depends on the student's classroom participation and a dedication to continual practice and improvement. This course will count as an elective credit; it does fulfill an English requirement towards graduation. **8<sup>th</sup> grade students scoring below the 45<sup>th</sup> percentile on the ITED reading comprehension test will be required to add this course.** This course does meet the English requirements for all three regent schools.

***\*Approval by administration is required to register for this course.***

**STRATEGIC READING 2 \***

Semester English Elective Credit Grades 10,11

Prerequisites: ITED Scores

Strategic Reading 2 is a continuation of Strategic Reading 1. It is designed for students needing to further develop specific reading skills and strategies relevant to successful textbook reading, reading for pleasure, and/or reading on standardized tests. Students will study two whole-class books (one fiction, one non-fiction) to practice these skills and strategies. Small groups will study other texts together for additional practice. They will also progress through a series of independently read books, chosen from our classroom library, working to apply skills and strategies continually and in many different contexts. Success in the class depends on the student's classroom participation and a dedication to continual practice and improvement. This course will count as an elective credit; it does fulfill an English requirement towards graduation. **9<sup>th</sup> and 10<sup>th</sup> grade students scoring below the 45<sup>th</sup> percentile on the ITED reading comprehension test will be required to add this course.** This course does meet the English requirements for all three regent schools.

***\*Approval by administration is required to register for this course.***

**STRATEGIC READING 3 \***

Semester English Elective Credit Grades 10,11

Prerequisites: ITED Scores

Strategic Reading 3 is a continuation of Strategic Reading 2. This elective English course is designed for students needing to further develop specific reading skills and strategies relevant to successful textbook reading, reading for pleasure, and/or reading on standardized tests. As in Strategic Reading 1, students will study whole-class novels, engage in small-group study, and read a series of independent books. The course differs from Strategic Reading 1 in the texts to be read, reading expectations, and the rigor of assessments to be used. This course will count as an elective credit; it does not fulfill an English requirement towards graduation but does fulfill an elective credit towards graduation. **10<sup>th</sup> grade students scoring below the 50<sup>th</sup> percentile on the ITED reading comprehension test will be required to add this course. 9<sup>th</sup> and 10<sup>th</sup> grade students scoring below the 45<sup>th</sup> percentile on the ITED reading comprehension test will be required to add this course.** This course does meet the English requirements for all three regent schools.

***\*Approval by administration is required to register for this course.***



**APPLIED COMMUNICATIONS**

(1 semester)

Elective

Grades 11, 12

Students will practice a variety of practical verbal communication skills and written communication forms. Verbal communication includes persuasive presentation, business meeting reports, debate, and interviews. Written communication forms include business letters, e-mails, research reports, persuasive appeals, and project proposals. Students will also engage in a series of group projects, all based on practical situations from the business world. A cumulative review of job-related portfolio documents will help students prepare to enter the workforce after graduation. Student-scheduled speakers will provide career-focused presentations throughout the semester. Not recommended for college-bound students.

**ENGLISH I**

(1 year) Required Grade 9

English I is designed to broaden the students' knowledge of the English language and to increase their ability to share worthwhile ideas with others. Stress is placed upon writing, literature, reading comprehension, vocabulary, and effective verbal and nonverbal communication skills. Students are urged to use correctness of expression in both the spoken and the written word. The class is primarily divided into the two major areas of reading and writing. In the writing unit, the mastery of mechanics is integrated with the expression of one's well-supported opinions. In the reading unit, students will focus on the short story, the play, and the novel.

**ENGLISH II**

(1 year) Required Grade 10

Prerequisite: Successful completion of English I

English II is a year-long course designed to develop the students' writing, reading, thinking and literary analysis ability. The writing strand of the course involves styles of paragraph writing and essay composition with a goal of understanding the basic concepts. Within the literature strand of this course, students explore the short story, essay, novel, play, and poetry with a goal of understanding literary terms and using these to analyze the literature genre. The mastery of the mechanics of the language is integrated within the writing process.

**Honors ENGLISH II**

(1 year) Elective Grade 10

Prerequisite: Successful completion of English I

Honors English II is a year-long course designed to develop the students' writing, reading, thinking, and literary analysis ability. The writing strand of the course involves styles of paragraph writing and essay composition with a goal of understanding the basic concepts. The literature strand explores five different genre. Mastery of correctness in writing is integrated. This course differs from regular English II sections in that materials and expectations will encourage higher order thinking. Expectations for writing, reading and selection of reading material, and thinking will be higher. This section will be capped at 22 students. Selection will be based on standardized test scores and teacher recommendation.

**AMERICAN LITERATURE**

(1 semester) Elective Grades 11, 12

Prerequisite: Successful completion of Composition or teacher approval

Strong reading and writing skills recommended

Study begins with an exploration of the major themes of American literature and continues with an anthology of American writings arranged chronologically from the seventeenth century up to the Civil War. Throughout the course, study is made of American literature in five different genres: the short story, the essay, the novel, the play and the poem. The writer and his/her



philosophy, the people and their lifestyle, and literary and artistic and historical periods are studied.

### **CONTEMPORARY LITERATURE**

(1 semester) Elective Grades 11, 12

Prerequisite: Successful completion of Composition or teacher approval

Strong reading and writing skills recommended

This course explores the major themes of American literature from the 1930s to the present. It includes extensive reading in a variety of genres and writing in response to the reading. The historical context, the individual writers and their philosophies, and the literary/artistic periods are discussed.

### **READING FOR LIFE**

(1 semester) Elective Grades 11, 12

Students will read a variety of fiction and nonfiction texts of their choice en route to reaching the 1000 page semester reading goal. All students will be engaged in reading strategies that, if used, will make them stronger, more efficient readers. An individual conference with the teacher or a written book report will follow the completion of each text. Weekly progress monitoring and use of daily reading time are factors in student grades. Most colleges do not recognize this course for satisfaction of admissions requirements.

### **AP ENGLISH LITERATURE AND COMPOSITION**

(1 year) Elective Grade 12

Recommendation: Successful completion of Composition or teacher approval

AP English Literature and Composition offers the capable English student an opportunity to study different genres of literature by various authors and to develop an understanding of morals, ideals, and values as they are preserved in a literary heritage. Literature will include contemporary selections as well as traditionally studied works and translations. All units will maintain a focus on the humanities and how they affect both writers and readers. Special attention will be paid to elements, including history, religion, philosophy, art, music, etc., that create a culture and world view. A study of Greek mythology introduces cultural development and provides an understanding for allusions in later literature. Chronologically, authors and writing through the Renaissance will be augmented with thematic literature from America, Europe, and Asia during this semester of study. Another facet of the course incorporates college-level writing of analytical and research papers based on individual thought as well as careful research. MLA documentation will be used though comparisons will be made to APA style. Taking this course should prepare students to take the AP Literature and Composition test. This is a weighted class if the student takes the AP exam.

### **SPEECH**

(1 semester) Required Grades 11

This one semester course is a study of the basic concepts of communication. Emphasis will be placed on the communication process, researching topics, outlining, writing speeches, and delivery techniques. During the course of the semester, students will be required to write and deliver a number of different speeches including informative, persuasive, and demonstration speeches.

### **PUBLICATIONS**

(1 year) Elective Grade 12

Prerequisite: Successful completion of Composition or teacher approval

Publications is basically a lab class for yearbook production. Instruction in organization and production of a book, theme development, graphics and design, and copywriting will be approached from a journalistic view. Since this qualifies as an English credit, writing and editing will be emphasized, with all students developing and honing those skills. Students assume business responsibility for selling advertising space, selling and distributing books, and



maintaining a balanced budget and account. The course emphasizes the use of computer technology in publishing. Two to four junior students will be admitted to Publications upon filing an application and being approved by the teacher. They will be expected to become editors. Second-year Publications students guide and direct the first-year students in all areas of development as well as accept leadership and managerial responsibilities. This course will not be accepted by Iowa State University, the University of Iowa, or the University of Northern Iowa as completed high school English credit. In addition, the NCAA will not accept it for participation at Division I or Division II schools. Other schools in Iowa (private colleges and community colleges) will accept it. Students should take additional English classes if they are affected. Students should also check with out-of-state schools if they are considering attendance there.

### **COMMUNICATIONS**

(1 year) Elective Grades 11, 12

Prerequisite: Demonstrate mastery of the competencies studied in English II

Communications composes the monthly issue of the school newspaper, Tiger Times, the school newsletter, Tiger Tribune, and other publications. Objectives of the course include interviewing, reporting, and writing news, feature, editorial, and sports articles. Students will discuss the responsibility of the press to accurately cover all newsworthy events related to the Adel DeSoto Minburn Community School District as well as examine press ethics and laws. Students will demonstrate copy, editing skills. Computer skills concerned with printing are also mastered. Students continuing the course in the second year will hone and perfect acquired writing skills from the previous year as well as assume managerial, business, and editorial positions. In addition, the advanced students will guide and direct the first-year students in all areas of development. This course will not be accepted by Iowa State University, the University of Iowa, or the University of Northern Iowa as completed high school English credit. In addition, the NCAA will not accept it for participation at Division I or Division II schools. Other schools in Iowa (private colleges and community colleges) will accept it. Students should take additional English classes if they are affected. They should also check with out-of-state schools if they are considering attendance there.

### **CREATIVE WRITING**

(1 semester) Elective Grades 11, 12

Prerequisite: **At least a 2.5 GPA** in all previous Language Arts classes

This course combines the study of different forms of creative writing. Students will have a variety of writing experiences in the areas of prose, poetry, drama, and analysis. It is designed for the student interested in exploring writing and discovering his/her own unique style. Students should not enroll in Creative Writing, Composition or Advanced Composition classes in the same semester.

### **COMPOSITION**

(1 semester) Required Grades 11, 12

Prerequisite: Demonstrate mastery of the competencies studied in English II

The main objective of this course is to help students improve their writing styles--developing the skills needed to communicate effectively--through the medium of the essay. The goals of the course are to develop a thorough understanding of the basic elements of the essay and to develop the ability to write with clarity, economy, and grace. Strongest emphasis is placed upon developing the skills of a rational and logical process of thought, but grammar, usage and mechanics will also be stressed. Students may not opt out of the semester test in this course.

### **AP English Language Composition**

(1 year) Elective Grades 12

Recommended: **At least a 2.5 GPA** in all prior English courses.

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students



aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This is a weighted class if the student takes the AP exam.

## **MATHEMATICS**

**Students may not enroll for a lower level math course, unless authorized by their Grade Level Team, Building Assistance Team or IEP. Students failing a course will re-enroll for that course to meet graduation requirements.**

### **INTEGRATED MATH I**

(1 year) Grade 9

This course is available by teacher recommendation only.

This course addresses critical math skills in an integrated design. The course provides a review of key math skills and concepts and then applies them to real-life situations. In Integrated Math I, the topics include statistics and probability (data analysis), number systems, number concepts (fractions, decimals, percents, integers), geometry (2-D and 3-D shapes), and algebra (patterns, tables, graphs, variables, expressions).

### **INTEGRATED MATH II**

(1 year) Grade 10

This course is available by teacher recommendation only.

This course addresses critical math skills in an integrated design. The course provides a review of key math skills and concepts and then applies them to real-life situations. In Integrated Math II, the topics include statistics and probability (chance), number concepts (percents, signs, roots, primes, budgeting, spreadsheets), measurement (rate, ratio, proportion), geometry (triangles, polygons, circles, house design, rules and arguments), and algebra (equations, inequalities, graphing equations, patterns).

### **INTEGRATED MATH III**

(1 year) Grade 11

This course is available by teacher recommendation only.

This course addresses critical math skills in an integrated design. The course provides a review of key math skills and concepts and then applies them to real-life situations. In Integrated Math III, the topics include statistics and probability (statistical measures, scatter plots, correlations, probability, combinations, permutations), measurement (estimating, distance, graphs, ratios), geometry (graphs to solve problems, cubes, prisms, cylinders, solids with points, slope, right triangles, direct and inverse variation, linear functions), and algebra (growth sequences, expressions, solving equations, quadratic functions, exponential functions).

### **PRE-ALGEBRA**

(1 year) Grades 9, 10

Prerequisite: Completion of 8th grade Math (**C or above**) and **20% - 50% math score** on I.T.B.S. or I.T.E.D. math section (national %)

This course is designed for those students who wish to take a first-year algebra course but would have difficulty maintaining the pace of a standard one-year course. Students will review and practice topics such as integers, fractional numbers, factors, and multiples. The emphasis in this course is on a gradual, thorough approach to first-year algebra.

### **ALGEBRA I**

(1 year) Grades 9 - 12

Prerequisite: Completion of 8th grade math (**B or above**) for 9th graders, or completion of Intermediate Algebra I (**C or above**) for 10th-12th graders, and **50% or above math score** on I.T.B.S. or I.T.E.D. math section (national %)



Algebra I is designed to give students a solid foundation in algebra concepts and skills. The course covers laws of mathematics, operations with signed numbers, concepts of sets, solutions of equations and inequalities, factoring, functions, and real numbers. The course spends a great deal of time on various types of word problems. Algebra I is recommended for students who plan to attend college.

### GEOMETRY

(1 year) Grades 9 - 12

Prerequisite: Algebra I (**C or above**), and **50% or above** math score on I.T.E.D. math section (national %)

Geometry is designed to help students develop their logical thinking and problem solving skills. It includes the study of points, lines, triangles, polygons, and circles in a plane. Students develop their inductive and deductive reasoning skills through formal and informal proofs. Surface area, volume, coordinates and trigonometry are also studied. Geometry is recommended for students who plan to attend college, and is a prerequisite for Algebra II.

### ALGEBRA II

(1 year) Elective Grades 9 - 12

Prerequisite - Minimum grade of **C** in Algebra I and/or Geometry and a score of **50% or above** on the math section of I.T.E.D. (national %)

The concepts covered include a review and extension of factoring, exponents, polynomials, quadratic equations and inequalities, operations with radicals, an introduction to complex numbers, the analytical geometry of straight lines, circle, and other conic sections, arithmetic and geometric progressions, and an introduction to trigonometric functions and graphs. The graphic calculator (TI-84 plus) will be used in as many areas as possible. The student will need to know many formulas and how to use them. Algebra II is recommended for students who plan to attend college.

### ADVANCED MATH

(1 year) Elective Grades 10 - 12

Prerequisite: Minimum grade of **C** in Algebra I and II, and Geometry, and a **score of 50% or above** on the math section of I.T.E.D. (national %)

This course lays the ground-work for further study of mathematics at the college level. Pre-calculus concepts, Trigonometric concepts and discrete mathematics are covered. The student will obtain the skills necessary for working with functions (linear, quadratic, and polynomial), graphs of these functions, use of exponents and logarithms as well as the analytic geometry skills. The trigonometry concepts will include trig functions, equations, their application, using the trigonometry triangle, addition formulas, working with polar coordinates and complex numbers. The discrete math will focus on sequences and series, matrices, probability and statistics. All students need access to a scientific calculator. The student will learn how to use a graphic calculator (TI-84 plus) as it is used extensively in the course. These graphic calculators can be provided for the student to use in class.

### AP CALCULUS

(1 year) Elective Grades 11,12

Recommended: Due to the rigorous nature of this course it is highly recommended that students have scored the following in previous math course: Advanced Math (**C or above**) or co-enrollment in Advanced Math while **maintaining a B and a score above 50% on the math section** of the I.T.E.D. (national %)

This is an introduction to college calculus and could be taken as an AP class (optional). Calculus makes extensive use of plane geometry and algebra. The first semester will be dedicated to functions, limits and derivatives. The second semester will be dedicated to integration and inverse functions. This is a weighted class if the student takes the AP exam.



**AP PROBABILITY AND STATISTICS (Dual Enrollment)** (1 year) Elective Grades 11, 12

Prerequisite: Minimum grade of **C** in Algebra II

This course provides a non-theoretical introduction to statistics. Probability provides a framework for dealing with uncertainty and for interpreting predictions based on uncertainty. Statistics is utilized for the collecting, representing, and processing of important data. Students will learn to apply statistical techniques to solve problems and represent results. Use of technology will enhance the learning in this course. This course offers both high school and DMACC college credit upon successful completion.

## **SCIENCE**

### **PHYSICAL SCIENCE**

(1 year) Required Grade 9

Physical Science is a study of matter and energy. The approach of this course emphasizes everyday applications of physical laws. The course provides an adequate balance between basic physics and chemistry principles. Course content includes the following topics: properties of matter, force and motion, simple machines, elements and compounds, organic and solution chemistry, chemical reactions, light, and heat energy. Class work includes lectures, discussions, demonstrations, laboratory work, films, and worksheets.

### **BIOLOGY**

(1 year) Required Grade 10

The prime objectives in Biology are that the students 1) learn biological principles and theories, 2) be able to recognize the relationship of biology to themselves and the world around them, 3) learn basic laboratory techniques. Class work includes textbook questions and worksheets, videos, notes, discussions, and labs. Homework requires about 2-3 hours per chapter. Content includes life processes, cell structure and function, genetics, plant form and function, animals, and human systems.

### **ENVIRONMENTAL SCIENCE**

(1 year) Elective Grades 11, 12

Recommended: Minimum of **C-** in Biology

Environmental Science studies the following topics: 1) The planet Earth and what makes up the Biosphere, 2) Ecological Interactions and Biomes, 3) The impact of people in the global ecosystem and how to manage this, 4) Energy resources and resources in the biosphere including the impact of pollution. Students are expected to work independently and with one another on various in class assignments. They are also required to research outside topics, which are scientific and environmentally important.

### **HUMAN PHYSIOLOGY I**

(Semester 1 only) Elective Grades 11, 12

Recommended: Minimum of **C** in Physical Science and Biology

Human Physiology I is an in-depth study of the human body with emphasis on the structure and function of the major organ systems. The course provides an adequate balance between the physical and chemical nature of the human body. Class work includes lectures, demonstrations, labs, films, discussions, assignments, and projects. Topics covered in Human Physiology I include: 1) Human body orientation, 2) Cells and Tissues, 3) DNA and Protein synthesis, 4) Basic chemistry of the human body, and 5) Skeletal system.

### **HUMAN PHYSIOLOGY II**

(Semester 2 only) Elective Grades 11, 12

Recommended: Minimum of **C** in Physical Science and Biology

Human Physiology II is an in-depth study of the human body with emphasis on the structure and function of the major organ systems. The course provides an adequate balance between the



physical and chemical nature of the human body. Class work includes lectures, demonstrations, labs, films, discussion, assignments, and projects. Topics covered in Human Physiology II include: 1) Skeletal muscular system, 2) Blood, 3) Cardiovascular system, 4) Respiratory system, and 5) Digestive system.

### **CHEMISTRY**

(1 year) Elective Grades 10 - 12

Prerequisite: Algebra II with a **C- or higher** or concurrent enrollment in Algebra II

This is an applied mathematics course dealing with the structure and function of matter. The laws and relationships governing the properties of matter and chemical reactions are presented in lecture and supported by appropriate problems and laboratories. You must pass the first semester with a C- or higher to continue in the course. This course is highly recommended for college bound students.

### **AP CHEMISTRY**

(1 year) Elective Grades 10-12

Recommendation: Due to the rigorous nature of this course, students should have taken Chemistry and Algebra II prior to being in AP Chemistry. Students who have not had these two courses will find it very difficult to be successful.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for 25 other courses. AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the student's abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. *Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. Due to time constraints during the school day, lab experiments will be performed after school or on weekend times agreed upon by the students and teacher.* This is a weighted class if the student takes the AP exam.

**PHYSICS** (Concurrent Enrollment: this course will possibly be considered concurrent enrollment depending on DMACC approval)

(1 year) Elective Grades 10 - 12

Prerequisite: Geometry and Algebra II or concurrent enrollment in Algebra II or Advanced Math

Physics is a course of applied mathematics. The quantitative relationships between matter and energy are studied in terms of governing laws and problem-solving. Laboratories demonstrating the real-world relationship to these laws are an integral part of the course. This class is a fundamental science course for students preparing for college math, computers, science, engineering, architecture, pharmacy, and a number of other fields including medicine and physical therapy. You must pass the first semester with a C- or above to continue in the course. This course is highly recommended for college bound students.



## **SOCIAL STUDIES**

### **GEOGRAPHY**

(1 semester) Required Grade 9

In ninth grade geography students will examine a number of complex human issues from a geographic perspective. The regional focus of this class will be the Middle East. During the year students will study physical and human features of the Middle East such as climate, land and water forms, population, culture, languages, religions, economics, demographics, politics, and resources. They will need to acquire and interpret information from many different sources such as maps, charts, tables, diagrams, readings, and photographs in both traditional and electronic formats. Students will demonstrate their learning in a variety of assessments including projects, written assignments, tests, map quizzes and daily homework.

### **GENERAL WORLD HISTORY**

(1 year) Social Studies Credit Grade 10

Prerequisites: Teacher permission

### **WORLD HISTORY**

(1 year) Required Grade 10

This is a study of the growth of civilization from the beginning of history to the present day. The main emphasis is on developments since 1500 A.D. Pupils will study the successes and failures of nations and civilizations. This course will show the relationships of past civilizations and cultures to modern nations, institutions and cultures. A comparative study will be made of present-day economic and political systems.

### **AP WORLD HISTORY**

(1 year) Elective Grade 10

Recommended: Due to the rigorous nature of this courses it is highly recommended that students have scored a 90% or higher on the ITED Social Studies assessment and an 85% or higher on the ITED Reading Comprehension assessment.

This is a comprehensive study of the growth of civilizations from the beginning of history to the present. This in depth study of the development of nations will challenge the top students. The political, social, cultural, and religious events will be the focus for this exploration into World History. Students who successfully complete this course are encouraged to take the Advanced Placement test for college credit. This is a weighted class if the student takes the AP exam.

### **GENERAL AMERICAN HISTORY**

(1 year) Social Studies Credit Grade 10

Prerequisites: Teacher permission

### **AMERICAN HISTORY**

(1 year) Required Grade 11

This is a study of the founding and development of the United States. It begins with the start of the twentieth century and continues to the present day. The chief aim of the course is to help pupils understand current political, economic, and social problems and to appreciate the American association with western civilization. There is not a test out option for this course.

### **AP AMERICAN HISTORY**

(1 year) Elective Grade 11

Recommended: Due to the rigorous nature of this course, it is highly recommended that a student score at least a B average in all previous social studies courses and have earned an 85% or higher on the ITED reading comprehension test.

Honors American History is a survey course beginning with the formation of our American government and proceeding through the Vietnam War. Students will acquire skills to assess historical materials, their relevance to a given problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. The course will



assist students in developing skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons/evidence clearly and persuasively in essay format. Students will have the option of completing the Advanced Placement exam for three college credits. AP American History fulfills the requirement for 11<sup>th</sup> grade American History. The honors course may also be taken as a social studies elective for those who have already completed American History. This is a weighted class if the student takes the AP exam.

### **AMERICAN GOVERNMENT**

(1 semester) Required Grade 12

This is a study of the American government from the beginning to the present with a special emphasis on each department and its basic functions. The Constitution is studied along with laws and the legal system. Political party organization and development is included in the course.

### **AP U.S. GOVERNMENT & POLITICS**

(1 semester) Elective Grade 12

Recommended: Due to the rigorous nature of this courses it is highly recommended that students have scored a 90% or higher on the ITED Social Studies assessment and an 85% or higher on the ITED Reading Comprehension assessment.

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics that this course includes are generally covered in college courses. This course fulfills the American Government requirement. This is a weighted class if the student takes the AP exam.

### **ECONOMICS**

(1 semester) Required Grade 12

This course is designed as an introduction to the United States economic system. Areas such as supply and demand, banking, stocks and bonds, and comparative systems are studied. Emphasis is given to current issues in the United States and how economics applies to everyday life. An extensive consumer economics unit is covered to coordinate financial literacy core requirements.

### **PSYCHOLOGY**

(1 semester) Elective Grades 11, 12

This course presents a general survey of basic psychological principles and concepts. The primary objective is to help students learn to deal more effectively with others and to understand various factors which motivate behavior. Some of the topics studied are: 1) personality, 2) mental health and mental illness, 3) intelligence, and 4) planning your career. Emphasis is placed on psychological terms which are frequently used in newspapers, magazines, books, etc.

### **AP PSYCHOLOGY**

(1 semester) Elective Grades 11, 12

Recommended: Due to the rigorous nature of this course, it is highly recommended that a student score at least a B- in Psychology to be successful in AP Psychology.

The purpose of the Honors course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Upon completion of the course, the student will be encouraged to take the AP exam. Upon completing the exam with a high enough grade, the student will have qualified for college credit in psychology at a large number of colleges nationwide. The exam grade is



outside the course and has no effect on the student's high school class grade. The student pays for the test and is reimbursed if a 3, 4, or 5 is received. This is a weighted class if the student takes the AP exam.

### **SOCIOLOGY**

(1 semester) Elective Grades 11, 12

This course will study the interaction of groups and institutions in society. The class will open with a discussion of the theoretical aspects of sociology and then move into a discussion of concepts such as social stratification, collective behavior, elements of culture, social change and the impact of technology upon society. Current topics such as criminality, mental illness, deviance, the elderly, the media, and drug abuse will also be discussed. Classroom participation is crucial to the course.

## **MUSIC (INSTRUMENTAL AND VOCAL)**

### **BAND**

(1 year) Elective Grades 9 - 12

Band is offered as a credit course for those students who desire to continue the study of instrumental music. The student will participate in marching band, pep band, concert band and state contests. He/she will also travel with the band to special events. State solo and ensemble contest is optional, and jazz band is by audition only. In order to participate in any of the optional groups, the student must be enrolled in, and participate in, concert band. Daily attendance and participation in all concerts/contests is required.

### **INSTRUMENTAL METHODS**

(1 semester) Elective Grades 10 - 12

Instrumental Methods is offered 2<sup>nd</sup> semester each year. Students must be in Band to sign up for this elective. Students will have beginner lessons and learn basic history on each concert band instrument. This could also be scheduled through independent study.

### **CHORUS**

(1 year) Elective Grades 9 - 12

Rehearsal is held during the regular school day. A student must be a part of this class in order to be eligible for other vocal ensembles, which are offered. By membership in this mixed chorus, students are also eligible for participation in contests and festivals, which are sponsored and sanctioned by the Iowa High School Music Association. Students are expected to attend rehearsals, memorize all musical numbers to be performed, and must participate in all scheduled performances, except in cases of emergency. Students will also increase their knowledge of the fundamentals of music reading, musical styles, and advance in their skill of correct vocal technique for proper tone production. Students will receive credit for their participation in this course.

### **AP MUSIC THEORY**

(1 year) Elective Grades 11, 12

Prerequisite: Must be a junior or senior.

Recommended: with some type of musical background. May be musical instrument or vocal.

AP Music Theory is an in-depth study and analysis of music composition techniques. These techniques are used to analyze and study important works as well as compose original music. It is suggested that a basic knowledge of notes and rhythms be learned before acceptance in this class. Ear training and sight-singing are essential learnings of AP Theory and will be practiced often through the duration of the course. This course is designed to teach the first year of theory at a college level. This is a weighted class if the student takes the AP exam.



## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION – Graded 9**

Required Grade 9

(Students must provide their own towel if they want to shower)

Physical Education is required by the State of Iowa to graduate. Physical fitness is the major objective, along with introducing different lifetime activities, team sports, and recreational activities that can be done individually or in small groups for years to come. Students will be graded based on classroom participation and dressing out for class.

### **PHYSICAL EDUCATION – Grades 10, 11, and 12**

Required Grades 10 – 12

(Students must provide their own towel if they want to shower)

Physical Education is required by the State of Iowa to graduate. Physical fitness is the major objective, and it is incorporated in the class throughout the year. Lifetime activities are introduced to students. Team sports and recreational activities are continued at a higher level. Physical Education meets twice a week for all students. CPR is taught to all grades every two years. Presidential Fitness testing will be tested during class time once each semester. Grading is Pass/Fail and is based on attendance, participation, and dressing out for class. Students are required at the beginning of the school year to fill out the "Healthy Kids ACT" form.

### **BIGGER FASTER STRONGER (BFS)**

(1 or 2 semesters)

Elective Grades 10 -12

(Students must provide their own towel if they want to shower)

This course is a five-day one-semester PE alternative. The lifting part of the program consists of a 4- day workout. The core lifts will be the bench press, parallel squat, power clean and snatch. The other day will be devoted to flexibility, agility, ply metrics and speed training. Proper nutrition will be addressed during this course. Each student will be tested in a pre test and post test in the following, 10 yd dash, Vertical jump, pro agility, bench press, parallel squat, power clean and snatch.

Grading (letter grade) will be based on attaining individual goals, attendance, work ethic and individual improvement. Workouts will be personalized based on information from pre-test. CPR is taught to all grades every two years. Presidential Fitness testing will be tested during class time once each semester. Students are required at the beginning of the school year to fill out the "Healthy Kids ACT" form.

## **OTHER COURSE OFFERINGS**

### **AGRICULTURE**

(Semesters vary)

Electives Grades 10 - 12

ADM High School offers the opportunity to take agriculture classes, including FFA, through the Earlham Community School District. Any 10-12<sup>th</sup> grade student interested in taking agriculture classes must have counselor and principal permission prior to registration. Courses include: Agricultural Metals, Agricultural Electricity, Agricultural Power 1 & 2, Horticulture, Animal Science.

DMACC Career Advantage courses offer Agriculture class in Adel, located at the County Care Facility. If students are interested in Agriculture classes that do not include FFA, this program is a career advancement opportunity.

### **BASIC LIVING PEER HELPER**

(1 semester)

Elective Grades 10 - 12

Instructor permission required



This class meets every day for one semester. The course is designed for students who have a desire to work with students who have special needs. Peers will work with special needs students on the following skills: filling out basic job applications, social skills, interviewing skills, finding information on the internet, making a budget, using credit cards, preparing meals, general banking information, home care, managing time, and reading maps. This course will also include weekly or bi-weekly trips to the grocery store followed by cooking instruction the following day in class.

### **DRIVER EDUCATION**

(1 semester) Elective Grades 9 - 12

Driver Education is a course that is required by the State of Iowa to obtain an Iowa driver's license before the age of 18. It is comprised of two parts: 30 hours in the classroom and 6 behind the wheel, which is the state requirement. Both are designed to make the person a safer and more responsible driver. The class meets twice a week, Tuesday and Wednesday, at 7:00 a.m., and is available each semester. Driving is offered in the morning from 6:00 to 8:00 and evenings from 3:30 to 5:30. A student must have an Iowa instruction permit by the date the class begins. The course will also be offered during the summer for approximately 6 weeks and begins the first Monday after school is out. Class will be 9:00 – 10:00 a.m. (M-F). Driving will be 7:00 – 9:00 a.m., 10:00 – noon, or noon to 2:00 p.m., usually once a week. There is a fee associated with this course. This course is pass/fail, and does not count for GPA. Students receive 1 credit for successful completion.

### **HEALTH I**

1<sup>st</sup> Semester Only Elective Grades 9 - 12

Topics for this class include mental health and stress, food and nutrition, the digestive system, consumer health, family life, emotional and social health, and exercise and recreation.

### **HEALTH II**

2<sup>nd</sup> Semester Only Elective Grades 9 - 12

Topics for this class include various body systems (skeletal, muscular, nervous, respiratory, and cardiovascular), reproduction/pregnancy and birth, substance abuse and nonuse, environmental health, and prevention and control of disease, including sexually transmitted diseases.

### **WORK EXPERIENCE**

(1 semester) Elective Grades 11, 12

Prerequisite: Student must be a first-semester senior or second-semester junior

This one-semester course is designed to provide students with the practical knowledge and skills to succeed in the workplace. It includes career exploration, practice in basic skills, thinking skills, personal skills, resource skills, interpersonal skills, information skills, systems skills, and technology skills, and learning about various aspects of industry. Upon successfully completing the course with a 79% minimum average for the semester, and a 90% attendance record, students will be able to enroll in the Work Experience Practicum.

### **WORK EXPERIENCE PRACTICUM**

(1 semester) Elective Grade 12

Prerequisite: Successful completion of Work Experience

This course provides students with on-the-job experience through job shadowing, internships, unpaid work, and/or paid work. Students will receive two elective credits during a semester, based on the number of hours worked per/week, 2 hours per day, 5 days a week – Total of 10 hours per week.

### **INDEPENDENT STUDY**

Independent study is a course designed for the student who has completed all courses in a curriculum area and desires to seek additional advanced level information in the same curriculum area OR for the student who has a FULL academic course load preventing the



student from scheduling. Counselor and Administrative permission is required. Permission to enroll in independent study must be approved by a teacher and by the principal because the course becomes an additional load for the teacher. The teacher and the student will develop an outline for the course and clearly identify the expected outcomes. Student-teacher contact time is also clearly detailed to enable ample opportunity for the student to interact with the teacher as needed throughout the semester. This plan will be submitted to the counseling office **PRIOR** to starting the course.

### **PERFORMANCE TESTING FOR CLASSROOM CREDIT**

Credit may be granted to students through performance testing for course work which is included in the school curriculum. The testing must be done by the end of the first week of the semester in question. This generally includes taking the semester test for the course and achieving a score of at least 78%. However, teachers may require the student to submit a portfolio of sample performances as part of the assessment for granting course credit.

Students are responsible for checking with teachers regarding specific course requirements for performance testing for classroom credit. Courses that offer an honors or AP level are not open to testing out unless the student is classified as a GATE student and the Personal Education Plan team agrees that this is the most appropriate option for the student. This information should be secured in time to complete the requirements by the time the credit is desired. It is recommended that students begin this process at least a semester prior to attempting to receive the credit. **Courses that offer an Honors Section will not be available for testing out, unless the student is an identified GATE student and testing out of a course allows for an upper level course to be taken that relates to the student's intended career path.**

### **AUDITING COURSES**

Occasionally students may find it desirable to audit a course. This means that the student is enrolled in the course, but will receive no grade and no credit. Teachers for the course will establish expectations for the level of participation required of the student in order to remain enrolled under audit status. This may include completing all assignments and taking all tests.

### **\*VOCATIONAL EDUCATION ARTICULATION AGREEMENTS**

The Adel DeSoto Minburn School District has developed articulation agreements with the Des Moines Area Community College (DMACC), the American Institute of Business (AIB) and Iowa Community Colleges in the area of vocational education. Articulation refers to the process of receiving DMACC, AIB, or community college credit for specific classes taken at ADM High School. Certain conditions must be met before credit can be awarded. Check with your vocational education instructor for more information.

#### **ADM High School courses that could articulate with DMACC courses:**

Accounting -----	Fundamentals of Accounting
(Mr. Severidt)	(ACCT 30)

### **EXTRA CURRICULAR ACTIVITIES**

The following is a comprehensive list of non-athletic extra curricular activities that ADM has to offer students. We encourage all students to be involved with an extra curricular activity while in high school. Studies have shown that students involved in athletics or non-athletic extra curricular activities do better in school.

### **BIG BROTHER/SISTER**



Junior and Senior students may sign up to be a big brother/sister to a younger student in our district. The volunteers spend time being a mentor, tutor, and a friend to the student as directed by the classroom teacher. Sign ups are at the beginning of each semester and the student will attend once per week during their study hall period.

#### **THESPIANS** (Local Chapter: Troupe 6603)

Students showing interest and dedication in any aspect of theatrical production can earn the right to join our local chapter of the International Thespian Society. "Thespis" the Greek god of theater, gives the society its name. Induction into the troupe requires 10 theater "points," earned by playing a role in a fall or spring production, or helping with any of the following aspects of production: set construction, backstage crew, lighting, makeup, sound, and costuming. Students must be involved in at least two productions to become eligible. Benefits of joining the group include eligibility for scholarships, leadership opportunities, trips to theater workshops, a subscription to Dramatics magazine, and the honor of being part of an international group dedicated to promoting theater.

#### **FALL AND SPRING PLAYS**

ADM's drama department produces two plays each year--one in November and one in April. Auditions for the Fall Show are held in August. Auditions for the Spring Show are held in January. Any student in grades 9-12 is welcome to audition, regardless of prior acting experience. Students may become involved in these productions by helping with set construction, makeup, lighting, sound, costuming, and backstage crews, without going through the audition process. Students interested in auditioning or participating in any production crew should watch for announcements about audition times and informational meetings in August and January.

#### **STUDENT COUNCIL**

Student Council is a student run organization that is responsible for voicing the opinions of the student body, enhancing school spirit and organizing school functions. Student's peers elect individuals to the executive body each spring. Additional positions are available such as Advisory Representative.

#### **SPEECH**

Competitive speech is a chance to work on your communication skills, either as an individual or as a group, and compete against other high school students from around Iowa. There are a variety of categories, such as reviewing, choral reading, and storytelling, to choose from. There's something for everyone!

#### **ACADEMIC DECATHLON**

Academic Decathlon is a national competition for high school students. Teams consist of nine students, three from three different grade point categories. Each year a time period for literary, economics, music, art, and history study are chosen. A field of science is selected as well. Preparation consists of study practices, which the students lead. Students take seven written tests (one for each area), present a prepared and impromptu speech, participate in an interview, and write an essay during a day and a half of competition. Students find this interesting and challenging. ADM has sent two teams and several alternates to regional competition for the past few years and also qualified for state competition. It is open to all grades although sophomores and freshmen are more likely to be alternates.

#### **MOCK TRIAL**

Mock Trial is a highly challenging experience for students. A team of 7 to 10 students



study a case provided by the Drake University Law College and then present it at competitions organized by the Iowa State Bar Association. The cases are civil and criminal on alternating years. Students take the parts of witnesses and lawyers, learn about objections and questioning, and master the general protocol of the courtroom. The case arrives in December, and the competition is usually the first week in March.

### **KNOWLEDGE BOWL**

Knowledge Bowl is an informal competition. Each grade may field a team. Practice is done on computer and the first round is held in the home school on computer. A specified number of teams advance to regional's. The format there uses buzzers, and competition is against teams from other schools.

### **SADD**

(Students Against Destructive Decisions) is dedicated to keeping students informed about the dangers of drug, alcohol, and cigarette use and to helping students make positive choices. The group has four general goals at ADM: 1) to provide a peer group for students who want to make healthy decisions, 2) to inform the general high school population about drugs, alcohol, and cigarette use, 3) to assist with programs designed for younger students (like DARE), 4) to provide alternative drug-free

### **VOCAL MUSIC ACTIVITIES**

#### **JAZZ CHOIR**

Available to choir students only, by audition, in the spring semester for the following school year. 12 singing members, plus 3 instruments. This group rehearses every Monday evening (unless conflicts abound). They perform on every choir concert and attend several Jazz Festivals in the spring semester, including the IHSMA Jazz Choir Festival.

#### **POPS CONCERT SOLOIST**

Available to choir students only, by audition, in January for a solo spot on the High School Pops Concert.

#### **SMALL GROUP FESTIVAL**

Available to choir students. Students sing solos or in a small group on a recital or comments, then for a judge at IHSMA Festival to receive a rating.

### **INSTRUMENTAL MUSIC ACTIVITIES**

#### **COLORGUARD**

Colorguard is an extra curricular activity that meets regularly during Semester 1 of every year. This group auditions in the spring and performs with the marching band at home football games, and competitions. This group also has the option of performing winter guard, which occurs at the end of semester 1. Students, with the help of a coach, make up routines to music using flags and other props.

#### **JAZZ BAND**

Jazz Band is an extra curricular activity that meets throughout the year. A student must be in Band to play in the Jazz Band. This group meets before school and plays jazz music. They also travel to three competitions every year.

#### **PEP BAND**

Pep Band is an extra curricular activity that performs at home events. Teacher permission is required to be part of Pep Band. The type of music usually



performed is rock and roll.

#### **ENVIRONMENTAL CLUB:**

This club meets to discuss issues in the environment that are of interest to the members. Students who may be interested in State and National competitions can possible participate through their projects. Members also work on local public service tasks such as trail clean up, webworm eradication, and prairie restoration. Activities are guided by participant interest.

#### **TECHNOLOGY STUDENTS**

The Adel DeSoto Minburn High School Chapter of the Technology Student Association, known as TSA, is available to any high school student who wishes to explore technology. It is an extra-curricular activity that meets outside of the normal school day. There is a wide variety of events that involve numerous ways of incorporating today's technology. They range from computer graphics, video production and radio controlled vehicles to architectural drafting and projects built by the students. These events involve the members in competition at the local, state and national levels. Meetings are arranged around student's needs and are conducted by the members. Students may join TSA at any time during their high school enrollment.

#### **PEER HELPERS**

Peer Helpers serve as support to high school students. They help incoming freshmen, sophomores and new students during orientation, the week before school starts in the fall. Students have to apply and get faculty member signatures in order to be nominated.

## **CAREER TECHNICAL EDUCATION PLANS OF STUDY**

### **Human Services: Family and Community Services**

#### **Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty**

*This Career Pathway Plan of Study (based on the Family and Community Services Pathway of the Human Services Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Family and Community Services Pathway	SAMPLE Occupations Relating to This Pathway

*Interest Inventory Administered and Plan of Study Initiated for all Learners*



SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	Geography	1 Credit of Computers 1 Credit of Physical Ed. Sociology Psychology Biology Chemistry Art Fundamentals	Family Living Semester 1 Child Development Semester 2	<b>Occupations Requiring Less Than Baccalaureate Degree</b> ► Adult Day Care Coordinator ► Adult Day Care Worker ► Child Life Educator ► Community Housing Service Worker ► Community Service Director ► Coordinator of Volunteers ► Director, Religious Activities/ Education Programs ► Emergency and Relief Worker ► Geriatric Services Worker ► Human Services Worker ► Leisure Activities Coordinator ► Religious Leader ► Residential Advisor ► Social and Human Services Assistant ► Social Services Worker <b>Occupations Requiring Baccalaureate Degree</b> ► Career Counselor ► Child Life Specialist ► Dietician ► Employment Counselor ► Licensed Professional Counselor ► Marriage and Family Counselor ► Social Worker ► Vocational Rehabilitation Counselor
	10	English/ Language Arts II	Geometry	Biology	World History		Foods Semester 1 Advanced Foods Semester 2	
	11	English/ Language Arts III	Algebra II	Chemistry	American History		Family and Consumer Science I Family and Consumer Science II	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	2 Credits of English Electives			Government and Economics			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	Fund. of Oral Communication, Any Core English	Applied Math		Human Relations in Business	Pre-employment Strategies	Courses in area of specialization	
	Year 14							
	Year 15	Continue courses in the area of specialization.						
	Year 16							



# Business, Management and Administration: Business Financial Management and Accounting

## Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Business Financial Management and Accounting Pathway of the Business, Management and Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Business Financial Management and Accounting Pathway	SAMPLE Occupations Relating to This Pathway	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9	English/ Language Arts I	Algebra I	Physical Science	Geography	1 credit of Computers 1 credit of Physical Ed. Data Processing Applied Communications Probability and Statistics Foreign Language/Spanish	General Business Semester 1 Accounting	<ul style="list-style-type: none"> <li>► Accountant</li> <li>► Accounting Clerk</li> <li>► Accounting Supervisor</li> <li>► Accounts Receivable Clerk</li> <li>► Adjuster</li> <li>► Adjustment Clerk</li> <li>► Assistant Treasurer</li> <li>► Auditor</li> <li>► Billing Clerk</li> <li>► Billing Supervisor</li> <li>► Bookkeeper</li> <li>► Budget Analyst</li> <li>► Budget Manager</li> <li>► Cash Manager</li> <li>► Certified Public Accountant</li> <li>► Chief Financial Officer</li> <li>► Collections Executive</li> <li>► Controller</li> <li>► Cost Accountant</li> <li>► Finance Director</li> <li>► Financial Accountant</li> <li>► Investment Executive</li> <li>► Merger and Acquisitions Manager</li> <li>► Payroll Accounting Clerk</li> <li>► Price Analyst</li> <li>► Treasurer</li> </ul>	
	10	English/ Language Arts II	Geometry	Biology	World History		Business Law Semester 2 General Business Semester 2		
	11	Composition and Speech	Algebra II	Chemistry	U.S. History		Auto Advanced Accounting Semester 1 Marketing		
	College Placement Assessments-Academic/Career Advisement Provided								
	12	2 additional English electives			Government and Economics				
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	Comp I and II or Business Eng and Technical Writing				Intro to Computers Business Law	Courses in Area of Specialization		
	Year 14	Speech			Intro to Psych				
	Year 15	Continue courses in the area of specialization.							
	Year 16								



## Architecture and Construction: Drafting and Design

### Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teacher/Faculty

This Career Pathway Plan of Study (based on the Design/Pre-Construction Pathway of the Architecture and Construction Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Design/Pre- Construction Pathway	SAMPLE Occupations Relating to This Pathway	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9	English/ Language Arts I	Algebra I	Physical Science	Geography	1 credit of Computers 1 credit of Physical Ed.	*CAD I Semester 1 *CAD I Semester 2 *CAD II Semester 1 *CAD II Semester 2 *CAD III *CAD IV *CAD V *CAD VI	► Architect ► Building Code Official ► Building Designer ► Civil Engineer ► Code Official ► Cost Estimator ► Drafter ► Electrical Engineer ► Electronic Engineer ► Environmental Designer ► Environmental Engineer ► Fire Prevention and Protection Engineer ► Industrial Engineer ► Interior Designer ► Landscape Architect ► Materials Engineer ► Mechanical Engineer ► Regional and Urban Planner/ Designer ► Safety Director ► Specification Writer ► Structural Engineer ► Surveying and Mapping Technician	
	10	English/ Language Arts II	Geometry	Biology	World History				
	11	English/ Composition and Speech	Algebra II	Chemistry	American History				
	College Placement Assessments-Academic/Career Advisement Provided								
	12	2 credits of English Electives	Advanced Math or Calculus	Physics	Government and Economics				
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	Comp I	Applied Math I and II		Human and Work Relations		Courses in the area of specialization.		
	Year 14	Technical Writing							
	Year 15	Continue courses in the area of specialization.							
	Year 16								



**2011-2012 ADM Course Catalog**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

**I have received a copy of the ADM Course Catalog and understand that these policies apply to all ADM High School Students.**

**Parent Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_