

## COURSE DESCRIPTIONS

### **COMPUTER AND INFORMATION SCIENCE**

BASIC Programming .....	16
Advanced Programming.....	16
Computer Literacy.....	16
Word Processing .....	16

### **FOREIGN LANGUAGE**

Spanish I.....	17
Spanish II .....	17
Spanish III.....	17
Spanish IV.....	17

### **LANGUAGE ARTS**

Critical Skills.....	18
English 9.....	18
English 10.....	18
Language (LA!).....	18
Junior and Senior Course Requirements .....	18-19

#### **Literature**

American Literature .....	19
Contemporary Literature .....	19
World Literature.....	19
Great Novels.....	19

#### **Composition**

Writing Skills .....	20
Research/Essay Writing .....	20
Creative Writing.....	20
Contemporary Writing .....	20

#### **Communications**

Speech .....	20
Mass Media Communication.....	20

### **MATHEMATICS**

Pre-Integrated Math I .....	21
Integrated Math I.....	21
Pre-Integrated Math II .....	21
Integrated Math II.....	22
Integrated Math III .....	22
Consumer Math.....	22
Introductory Analysis .....	22
Calculus I .....	22
Statistics .....	22
General Math 1 and 2.....	23
Post-Test – Pre-Test .....	23

### **PHYSICAL EDUCATION**

Foundations of Physical Fitness .....	24
Personal Fitness.....	24
Strength Training and Conditioning.....	24
Walking Fitness.....	24
Lifetime Sports Activities .....	24
Advanced Team Sports .....	24
Requirements.....	24

### **SCIENCE**

Science Research.....	25
General Science: Research .....	25
General Science: Research I, II & III .....	25
Biology.....	25
Anatomy & Physiology I & II.....	25
Chemistry .....	25
Physics.....	26

**SOCIAL STUDIES**

World History.....26  
World Issues.....26  
United States History: 1881 to the Present..... 26-27  
Government.....27  
Advanced Placement Government .....27  
Economics .....27  
Sociology.....27  
Directed Readings Course .....27

**CAREER AND TECHNICAL EDUCATION**

**Agriculture**

Mission of Agricultural Education .....28  
Introduction to Agriscience .....28  
Welding/Ag Mechanics .....28  
Advanced Welding.....28  
Animal Science .....29  
Introduction to Pre-Veterinary Science .....29  
Agri-Business Management .....29  
Horticulture/Plant Science.....29  
Natural Resources Management.....29  
Ag Science Research .....30  
Agricultural Issues/Technologies .....30  
Farm Management Lab .....30

**Business**

Word Processing .....30  
Accounting .....30  
Advanced Accounting .....31  
Introduction to Business.....31  
Business Law.....31  
Entrepreneurship .....31  
Marketing .....31

**Family and Consumer Science**

Food & Nutrition I.....31  
Food & Nutrition II .....31  
Child Development: Parenting and Child Development .....31  
Textile & Design I.....32  
Textiles & Design II.....32  
Life Skills I.....32  
Life Skills II.....32  
Housing: Homes For Today, Tomorrow, and the Future .....32

**Health Occupations**

Introduction to Health Sciences.....32  
Medical Terminology .....32  
Pharmacology.....33  
Emergency Medical Technician I.....33  
Career Pathways II .....33  
Anatomy and Physiology I & II .....33  
Certified Nurses Aid.....33  
Emergency Medical Technician II .....33

**Industrial Technology**

Building Trades .....34  
Fabrication and Mass Production .....34  
Advanced Woodworking.....34  
Basic Electricity .....34  
Architectural Drafting .....34  
Technical Drafting.....34  
Mechanical Drafting.....34  
CAD .....35  
Power Technology.....35  
Principles of Technology.....35

Basic Metalworking .....	35
<b>PERFORMING AND VISUAL ARTS</b>	
<b>Performing Arts</b>	
Theatre.....	35
<b>Instrumental Music</b>	
Concert Band.....	35
Marching Band: Flags .....	36
Jazz Band .....	36
<b>Vocal Music</b>	
Mixed Chorus.....	36
Concert Choir.....	36
Show Choir.....	36
Music Appreciation .....	36
Music Theory .....	36
<b>Visual Arts</b>	
Painting .....	36
Drawing.....	37
Intro. to Art.....	37
Pottery .....	37
Printmaking .....	37
Fundamentals of Design.....	37
Advanced Art I and II.....	37
Art for Enjoyment .....	37
 <b>OTHER OPPORTUNITIES</b>	
Community Service.....	38
Career Pathways I .....	38
Driver's Education .....	39
Foreign Exchange Student .....	39
 <b>CO-CURRICULAR ACTIVITIES AND CLUBS</b>	
Co-Curricular Activities & Clubs .....	39-41
 <b>REGISTRATION WORKSHEET .....</b>	<b>42</b>

“The **mission** of the Sheldon Community School District is to prepare all learners to achieve goals and be productive citizens.”

**High School Motto**

Respect for. . .

Teaching to. . .

Learning from. . .

Caring about. . .

**EVERYONE**

**Right To the Last Child**

**GRADUATION REQUIREMENTS**

The following requirements have been established for graduation from Sheldon High School:

**I. Requirements:**

- A. Students must earn 28 credits in grades 9 – 12.
- B. Students in band AND choir must earn 28 credits in grades 9 – 12.
- C. Students in band OR choir must earn 26 credits in grades 9-12. Students must take band or choir for 3 ½ years to stay at 26 credits.
- D. Graduation requirements for Special Needs students may be modified through the Individual Education program. (This may include Special Education, 504, TAG, and/or others.)

**II. What constitutes a Credit?**

.5 credit is earned by satisfactorily completing the critical skills for one term to the satisfaction of the instructor and meets the rules of Chapter 12 of the Iowa Code. **Students receive .5 credit per term for classes that meet one full period. Students receive .25 credit per term for classes that meet one half of a period.**

**III. Graduation Requirements:**

**A. Language Arts - (4 credits)**

English 9	1 credit
English 10	1 credit
Literature	.5 credit
Composition	.5 credit
Speech	.5 credit
Elective	.5 credit

**B. Mathematics - (2 credits) (3 credits for the Class of 2011 and beyond.)**

**Grade 9 - (1 credit) – Integrated Math I or Pre-Integrated Math I (Instructor or Administrator Approval).**

Each student is required to take 1 additional credit and is encouraged to take more. (For the class of 2011 and beyond, each student is required to take 2 additional credits. An additional year beyond the minimum will be required if students have not taken Pre-Integrated Math II. Consumer Math will fulfill this requirement.)

**C. Science - (2 credits) (3 credits for the class of 2011 and beyond.)**

**Grade 9 - (1 credit) - General Science Research or General Science I (Instructor or Administrator Approval).**

Each student is required to take 1 additional credit and is encouraged to take more (For the class of 2011 and beyond, each student is required to take 2 additional credits. An additional year beyond the minimum will be required if students have not taken General Science Research.)

- D. **Social Studies** - (3 credits)
- |                                      |           |
|--------------------------------------|-----------|
| 1. United States History (grade 10)  | 1 credit  |
| 2. World History (grade 11)          | 1 credit  |
| 3. Government (grade 12)             | .5 credit |
| 4. Sociology or Economics (grade 12) | .5 credit |
- (This requirement may be satisfied by taking Introduction to Psychology at NCC)

E. **Computer Education** - (.5 credits)  
 Required of all students.  
 Computer Literacy, Word Processing, or BASIC Programming

F. **Physical Education** – (2 credits)  
 Required of all students unless excused.

G. **Health: Life Skills I** – (.5 credit)  
 Required of all freshmen.

H. **Health: Life Skills II** – (.5 credit)  
 Required in the junior or senior year.

<b>(Class of 2011 and beyond)</b>		<b>(Class of 2009-10)</b>	
Total Required credits	16.5 credits	Total Required credits	14.5
Total Elective credits	<u>11.5 credits</u>	Total Elective credits	<u>13.5</u>
Total Graduation credits	28.0 credits	Total Graduation credits	28.0

### **Academic Eligibility**

**In order for a student to participate in public appearances sponsored through co-curricular activities, a student must be academically eligible. This means that in order for a student to participate in ANY activity, a student must pass ALL subjects.**

## **COURSE REGISTRATION**

Registration for courses for the next school year is held annually during second semester. At the time of registration, students are required to select courses for all four terms of the succeeding year.

**PRIOR TO THE TIME THE REGISTRATION BLANKS ARE DUE, STUDENTS SHOULD HAVE READ THIS HANDBOOK, CONSULTED WITH ADVISORS, COUNSELOR, FACULTY AND PARENTS, AND HAVE GIVEN MUCH THOUGHT TO FINAL COURSE CHOICES. REGISTRATION IS A VERY IMPORTANT PHASE OF HIGH SCHOOL PLANNING AND SHOULD BE TREATED SERIOUSLY. CAREFUL EDUCATIONAL PLANNING, WITH GOALS DETERMINED EARLY, PERMITS THE STUDENT TO GO AHEAD WITH CONFIDENCE AND EFFICIENCY THROUGH HIGH SCHOOL.**

Registration will be handled by the student's homeroom advisor, and students should discuss their plans with their parent(s), advisor, teachers, or the counselor. Students should feel free to refer questions to the counselor, classroom teacher, or the principal.

As each student plans his/her registration, it is important to keep the following items in mind:

1. **KNOW** the number of credits that will be earned by the end of the current year. By carrying a normal load and successfully completing all required and elective courses, a student will have sufficient credits to graduate at the end of the senior year. Check with the counselor if you have any questions regarding the number of credits you have earned.
2. **KNOW** which subjects are required for graduation.
3. **KNOW** the number of credits required for graduation.
4. **STUDY CAREFULLY** the course offerings which are available at the next grade level and at each succeeding grade level. Determine if there are any prerequisites for courses you wish to take. (A prerequisite is a course that must be completed satisfactorily in order to register for an advanced course in the same area.)
5. **FAILED** required courses must be repeated. These courses may be repeated at Sheldon High School or with permission at the Learning Center at NCC.
6. **REALIZE** that all freshmen, sophomores, and juniors must carry a minimum load of four subjects. Seniors may have senior release one term each semester. Band, choir, or flags may be counted as one of the three classes.
7. **PLAN AHEAD** – a tentative 4-year planning sheet is provided at the back of this booklet. Students may find it helpful to fill this out and visit with the counselor or advisor regarding future plans.
8. **REGISTRATION** – Complete the registration and planning worksheet at the back of the booklet. The worksheet must be brought to your third term conference for registration. For eighth grade students it must be brought to second semester conferences.
9. **DROP AND ADD REQUESTS**
  - A. Students will not be allowed to add a new subject to their schedule after the first two days of the term.
  - B. Students may be allowed to drop courses without penalty, provided the established drop procedure is followed and they still have the required number of courses. Students will not be allowed to drop after the first two days of the term.
  - C. Drop and add requests are initiated from the counselor's office.

## CLASS RANK AND GRADE POINT AVERAGES

In determining the cumulative grade point average and class rank for each student, grades are first assigned the following numerical values: A = 4.0; A- = 3.667; B+ = 3.333; B = 3.0; B- = 2.667; C+ = 2.333; C = 2.0; C- = 1.667; D+ = 1.333; D = 1.0, D- = .667, and F = 0. The grade points for each of the courses are added together each term and divided by the number of credits attempted. The cumulative grade point average is computed each term. The grade point averages are put in rank order and are used to determine each student's class rank.

Although P.E., Band, and Choir may be graded under the conventional letter grading system, such grades are not computed into grade point averages. Likewise, "full credit" courses which are graded on a Pass/Fail basis are not computed into grade point averages or class rank as long as the student receives a grade of "P". **(If a student fails a pass/fail course, the "F" will be computed into the grade point average.)**

### Class Rank and GPA

Example:

English 9	B	3.0
Physical Science	A	4.0
Choir	A	-
P.E.	C	-
		7.00 / 2 = 3.50 g.p.a.

## GRADING SCALE

The following grading scale will be used in all courses beginning in the 2006-2007 school year:

A	100-93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## PASS/FAIL GRADING

Students may choose to take one **elective** course per term on a Pass/Fail basis. The following procedure must be followed: The student must pick up a form from the guidance office and

1. have it approved by the counselor,
2. have it approved by a parent or guardian,
3. take the form to the instructor for his/her approval, and
4. return it to the guidance office.

Subjects taken for a letter grade may not be changed to a Pass/Fail status after the completion of the term. **Pass/Fail status must be declared by the end of week five (mid-term).**

**\*\*Reminder: Even if a class is taken on a Pass/Fail basis and a failing grade is earned, this falls under the "No Pass, No Play" policy.**

## CREDIT BY EXAMINATION

Students may complete a course by examination if approved by the Principal and department chairperson. An exam will be administered to the student after the instructor is assured that critical skills/standards have been mastered by the student. The student will meet with the instructor at the convenience of both parties, i.e. prep time, lunch time, before and after school.

## ALTERNATIVE PROGRAMS

### **I. POST SECONDARY ENROLLMENT OPTIONS PROGRAM**

The Post Secondary Enrollment Options Act is intended to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling eleventh and twelfth grade students to enroll part time in nonsectarian courses in eligible post-secondary institutions of higher learning in Iowa. The following information states the requirements a student must follow to be eligible.

- A. Juniors and seniors are eligible. Identified “Talented and Gifted” students are eligible as freshmen and sophomores.
- B. Students must meet the entrance requirements of the post-secondary educational institution.
- C. Sheldon Community School District will pay up to a maximum of \$250 per course in accordance with the Post Secondary Enrollment Option State Legislation guidelines (IA Code 261 C).
- D. Students may register as a part-time student (eleven hours or less) at a post-secondary institution and only during the school year.
- E. Students may not enroll in a course at a post-secondary institution if a comparable course is available in the high school.
- F. Parent/Guardian or student must furnish transportation.
- G. To enroll a student must:
  - a. Notify the Sheldon High School counselor by 3<sup>rd</sup> quarter conferences (**students may not add college courses after this time**).
  - b. Apply at the post-secondary institution, and
  - c. Complete the “Notice of Student Registration.”
- H. Students may not register for courses at a post-secondary institution which conflict with their schedule at the Sheldon High School.
- I. Grades earned from college courses will be included in the high school transcript and calculated in the cumulative grade point average. However, students are given the option to have their grades recorded on a Pass/Fail basis in regard to high school records. All college grades and credits earned through the Post Secondary Enrollment Option Act must be transferred to the college or university the student attends after graduation from high school.
- J. All Post-Secondary Enrollment Option courses must have departmental approval, counselor approval and administrative approval prior to Post Secondary Enrollment Option registration.
- K. If a student fails a college course(s), the student and/or family must reimburse the Sheldon Community School District for the cost of tuition, fees, and book(s).
- L. **Online courses taken by Freshmen, Sophomores and Juniors, may only be taken as a fifth class. This means the student will not be given a class period during the school day to complete the course, unless administrative approval is granted.**
- M. No online course will be allowed that is similar to any jointly-administered course or course offered by the Sheldon Community School District.

## II. JOINTLY ADMINISTERED COURSES WITH NCC

Sheldon High School and Northwest Iowa Community College have entered into an agreement allowing students to take a variety of courses and receive dual credit.

Students must meet the entrance requirements of the post-secondary educational institution. Parent/Guardian or student must furnish transportation. To enroll, a student should notify the Sheldon High School counselor by 3<sup>rd</sup> quarter conferences. Students may not register for courses at a post-secondary institution which conflict with their schedule at the Sheldon High School. Grades earned from college courses will be included in the high school transcript and calculated in the cumulative grade point average. However, students are given the option to have their grades recorded on a Pass/Fail basis in regard to high school records. All college grades and credits earned must be transferred to the college or university the student plans to attend upon graduation from high school.

The following courses/programs are included but not limited to:

<u>Course Name</u>	<u>High School Credit</u>	<u>College Credit</u>
Advanced Database	.50	4 cr.
Advertising	.25	3 cr.
Anatomy & Physiology I with lab	.50	4 cr. (offered at SHS)
Anatomy & Physiology II with lab	.50	4 cr. (offered at SHS)
Auto Mechanics		
Calculus I	.50	4 cr.
Calculus II	.50	4 cr.
CNA (through Continuing Education)	.50 per term	3 cr.
Computer Programming	.50	4 cr.
Computer Repair & Maintenance	.25	3 cr.
EMT I	.25	3 cr.
EMT II	.25	3 cr.
Entreprep	.25	3 cr.
Ethics	.25	3 cr.
Foundations of Education	.25	3 cr.
Graphics Design	.25	3 cr.
Industrial Instrumentation and Control		
Intro. to Auto Body		
Intro. to Biotechnology		
Intro. to Philosophy	.25	3 cr.
JAVA I	.50	4 cr.
JAVA II	.50	4 cr.
Machining		
Medical Terminology	.50	2 cr. (offered at SHS)
Nutrition	.25	3 cr.
Pharmacology	.50	1 cr. (offered at SHS)
Programming Logic and Design	.25	3 cr.
Psychology -		
Abnormal Psychology	.25	3 cr.
Developmental Psychology	.25	3 cr.
Intro. to Psychology	.25	3 cr.
Spanish III	.50 per term	3 cr. per term (offered at SHS)
Spanish IV	.50 per term	3 cr. per term (offered at SHS)
Statistics	.50	3 cr. (offered at SHS)
Welding		
Western Civilization: Ancient (I)	.25	3 cr.
Western Civilization: Modern (II)	.25	3 cr.
World Literature	.50	3 cr. (offered at SHS)
World Religions	.25	3 cr.

**III. STUDENTS ARE NOT ELIGIBLE TO TAKE 7 X 7 COURSES THROUGH PSEO.** As they are currently scheduled, 7 x 7's interfere with Sheldon High School's schedule.

#### **IV. 5<sup>TH</sup> YEAR OPTION**

Students who are 5 or more credits behind their class on the date of graduation may apply for a 5<sup>th</sup> year.

- A. Credits may be completed at Sheldon High School in the regular education program or in combination with the NCC Learning Center. Students may attend the Alternative School at NCC if they receive permission from the principal.
- B. Students must contact the Learning Center personnel in August at NCC for courses available.
- C. NCC Learning Center fees will be paid by the student.
- D. Sheldon Community School reserves the right to be notified of student progress at the Learning Center to be considered for graduation. Students have six months to complete a Learning Center course to be considered for graduation.
- E. Students receiving Learning Center credits may receive their diplomas from Sheldon Community Schools and may participate in commencement exercises after all credits HAVE BEEN EARNED and approved. Students attending the alternative school and earning a Sheldon High School diploma may participate in Sheldon High School's commencement exercises.

#### **V. LEARNING CENTER OPTION**

Students who have failed a class, or are three or more credits behind, and are full-time Sheldon High School students may enroll in the Learning Center with administrative approval. Tuition and fees are the responsibility of the student. Once the course work is completed, the grade and credit will be transferred to the student's transcript.

#### **VI. NORTHWEST IOWA ALTERNATIVE HIGH SCHOOL OPTION**

The Alternative High School is intended for individuals not in regular attendance at their local high school. Admission to the Alternative High School is limited to individuals who are referred by their local school district.

#### **VII. EARLY GRADUATION**

- A. Usually, students will be expected to attend high school for four years, grades 9, 10, 11, and 12. In the best interest of the social, as well as the intellectual well-being of the pupil, the number of courses and activities which each student carries each year should be determined on the basis of his/her needs and capacity. It is advisable that they have four years of experience in a four year high school. In some cases, pupils may be allowed to graduate in less than the recommended time, provided that sound guidance procedures have been followed and that all requirements have been met.
- B. Administrative Procedures for Early Graduation  
The following are the requirements for early graduation from the Sheldon Community High School:
  - 1. Students applying for "Early Graduation" must have completed the required number of graduation credits and all department requirements.
  - 2. Written approval must be presented to the principal from the head of household by December 1 of the **calendar year** preceding graduation.
  - 3. Students and parents/guardians must meet with the counselor to discuss the advantages and disadvantages of early graduation.
  - 4. Diplomas are awarded only at the conclusion of the fourth term. In order for a student to participate in graduation ceremonies, the student must have a signed application on file by the end of the term preceding the graduation date.

#### **VIII. WHAT HAPPENS IF A STUDENT DOES NOT HAVE ENOUGH CREDITS TO GRADUATE?**

Students must meet all requirements that have been established for graduation from the Sheldon High School. When students are unable to meet these requirements, the following special provisions will be in effect:

- A. Students losing credits through the first term of the senior year may earn credits through approved correspondence schools, learning centers, and other educational institutions arranged and approved by the Sheldon High School. These students would be allowed to graduate and receive their diplomas at the regular graduation exercises if those credits are completed sixteen (16) calendar days prior to graduation.
- B. Students who are expelled or drop out of school and then return to complete their high school education may earn credits as explained in paragraphs A and B. The maximum number of credits that can be earned under these conditions and transferred to the Sheldon High School is five (5).
- C. Students who fail to meet the graduation requirements, drop out, or are expelled, may request to have their high school credits transferred to the Alternative High School held at NCC in order to work toward graduation requirements. The Adult high school diploma would be issued by the Alternative School, not by Sheldon High School.

### **POST-SECONDARY PLANNING**

All high school students should be concerned about the skills they will need to meet the training requirements of their chosen career. Regardless of whether students terminate their education with completion of high school or continue by going to college, vocational-technical school, or the armed forces, they should always be conscious of the fact that there may be special requirements for what they have planned to do. With this in mind, each student should read the following carefully:

**College or University** - Students who plan to enter college should be aware that admission requirements are higher than the requirements for high school graduation. Certain additional courses are required, depending on your choice of college and the area of study you expect to follow. Check the catalog of the college of your choice and discuss the matter with the counselor to determine special requirements. Also, in addition to special course requirements, admission is often based on rank in the class, grade point average, the results of a college entrance exam, and sometimes recommendations from counselors, teachers, and other persons acquainted with the applicant. Following are some general requirements a student should possess if planning to enter college:

1. **LANGUAGE ARTS:** Eight terms of integrated studies in literature, writing and grammatical usage and speech. It is highly recommended that four-year college bound students take one term of American Literature and one additional term of World Literature. One term of Research/Essay Writing is required by many colleges. Some colleges require a minimum grade of "C" in language arts courses.
2. **MATHEMATICS:** It is recommended that college-bound students take six terms of mathematics and students planning to enter a field where mathematics is emphasized should take as much college prep math as possible. Students who do not follow these recommendations find that their limited mathematical preparation may prohibit them from pursuing certain majors at a college. Some colleges require a minimum grade of a "C" in these classes.
3. **SCIENCE:** A minimum of four terms, and, for some colleges, six terms of science, including two or four terms of laboratory experience in Biology, Chemistry, or Physics. For those who plan to pursue a course of study which requires considerable science content, more laboratory courses are recommended.
4. **SOCIAL STUDIES:** It is recommended that college-bound students take six terms of social studies to develop a broad understanding of the society in which they live.
6. **FOREIGN LANGUAGE:** Some colleges require study of a foreign language. Six terms of study in one language usually provides preparation for continuing that language at a college at an advanced level. Beginning competence in a foreign language usually requires three years of study. Students may be exempt from taking foreign language at a college or university by taking Spanish II, III, or IV at the high school level. Check with the counselor for a recommendation on how many credits of foreign language to take at the high school level.
7. The college-bound student should develop effective study habits. It is recommended a college bound student register for a course load that would require 8-12 hours of homework per week.

8. A student bound for college should have the ability to think critically and effectively, not to simply memorize.
9. To a certain degree, college admission requires some co-curricular interests, but not to the point where they overshadow responsibilities in the classroom.

**Vocational-Technical Training** – As in planning for college, students thinking about this type of post-high school education should check the requirements for the school and training of their choice. Some general recommendations follow:

1. Students planning to enroll in business education courses should have had a background in high school business courses.
2. Ensure your acceptance to the vocational-technical program of your choice by planning and completing a balanced high school course of study. Sometimes the easiest high school course may not be best suited for your future plans.
3. A good background in Math and Science is required for a number of programs.
4. The student bound for vocational-technical training should develop effective work and study habits.

**Armed Forces** - Today the Armed Forces are looking for people who can become trained technicians. Your chances for further schooling and promotion are much greater if you have the background of a well-planned education. All branches of the service recommend a high school diploma as an entrance requirement. Any person wanting to enter the military service without a high school diploma must score considerably higher on the military entrance exam.

**Terminating Your Education** - For students in this category, high school is the last chance to systematically study an organized body of subject matter. Care should be taken to make sure you learn the English and mathematical skills and also acquire the social studies and scientific information that you will need for the rest of your life. To aid your planning, ask yourself these questions:

1. Are my writing, speaking, and reading skills sufficient to last me all of my life? Will they hold me back from getting a promotion some day?
2. Am I competent to assume my place in the adult world where I will be helping to decide the policies of my country with my vote?
3. Are my mathematical skills sufficient to enable me to take care of my personal business and help me advance in the job I enter?
4. Do I have sufficient background to help me get started in learning a career in business, shop, farming, industry, etc.?
5. Is my understanding sufficient that I can contribute my part in building a good home for my future family?
6. Have I developed sufficient skills and interest in reading, recreation, games, music, etc. to help me enjoy later life?

# COURSE REQUIREMENTS FOR ADMISSION TO IOWA REGENTS UNIVERSITIES

The following chart outlines the high school course requirements for admission to the Iowa Regents Universities. These standards have been established to insure that incoming freshmen are academically prepared to meet the demands of college curriculum. Most four-year college/university admission criteria are similar.

	<b><u>The University of Northern Iowa</u></b>	<b><u>The University of Iowa</u></b>	<b><u>Iowa State University</u></b>
<b><u>English</u></b>	4 credits, including 1 credit of composition; also may include some of speech, communication, or journalism.	4 credits with an emphasis on the analysis and interpretation of literature, composition, and speech.	4 credits of English/language arts emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.
<b><u>Math</u></b>	3 credits, including 1 credit of algebra and sequential courses of increasing or parallel levels of difficulty.	3 credits, including 1 credit of algebra and 1 credit of geometry for admission to the <b>College of Liberal Arts</b> .  4 credits, including 2 credits of algebra, 1 credit of geometry, and 1 credit of higher mathematics (trigonometry, analysis, or calculus) for admission to the <b>College of Engineering</b> .	3 credits, including 1 each of algebra, geometry, and advanced algebra.
<b><u>Science</u></b>	3 credits, including courses in general science, biology chemistry, earth science, or physics; laboratory experience highly recommended.	3 credits, including 1 credit each from any one of the following: biology, chemistry, and physics for admission to the <b>College of Liberal Arts</b> .  3 credits, including at least 1 credit of chemistry and 1 credit of physics for admission to the <b>College of Engineering</b> .	3 credits, including 1 credit each of courses from one of each of the following fields: biology, chemistry, physics.
<b><u>Social Studies</u></b>	3 credits, including courses in anthropology, economics, geography, government, history, psychology, or sociology. 2 credits with U.S. and World	3 credits with U.S. and World History recommended for admission to the <b>College of Liberal Arts</b> .  <b>Design, Education,</b> History recommended for admission to the <b>College of Engineering</b> .	2 credits, including 1 credit of U. S. history and 1 credit of government for admission to the <b>Colleges of Agriculture, Business, Engineering, and Family and Consumer Sciences</b> .  3 credits including 1 credit of U.S. History and .5 credit of U.S. government for admission to the <b>College of Liberal Arts and Sciences</b> .
<b><u>Foreign Language</u></b>	Foreign language courses are not required for admission to UNI. (these courses may be used to meet University graduation requirements.)	2 credits of one foreign language for admission to the <b>College of Liberal Arts</b> .  2 credits of one foreign language. (Freshmen may be admitted to the <b>College of Engineering</b> on a conditional basis with an	Foreign language courses are not required for admission to the <b>Colleges of Agriculture, Business, Design, Education, Engineering, and Family and Consumer Sciences</b> .

opportunity to complete two credits of a foreign language at the University.)

2 credits of a single foreign language for admission to **College of Liberal Arts and Sciences**.

**Electives**

2 credits of additional courses from the required subject areas, foreign languages, or fine arts.

Elective courses are not required for admission to The University of Iowa.

Elective courses are not required for admission to Iowa State University.

## **THE NEW ADMISSION STANDARD**

### **Beginning with the Class of 2009 and beyond,**

For automatic admission to a Regent university, an applicant must:

- score 245 or higher on the Regent Admission Index (RAI)
- And, satisfy the minimum high school course requirements for the institution of choice.

## **REGENT ADMISSION INDEX (RAI)**

What is the RAI?

The RAI is based on ACT composite, class rank, cumulative grade-point average and number of high school courses completed in core subject areas.

## **IOWA REGENT UNIVERSITIES FRESHMAN ADMISSION REQUIREMENTS**

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

$$\begin{aligned} & (2x \text{ ACT composite score}) \\ & + (1x \text{ percentile high school rank}) \\ & + (20 \times \text{high school GPA}) \\ & + \underline{(5x \text{ number of high school core courses})} \\ & \text{Regent Admission Index Score} \end{aligned}$$

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

Freshman applicants from Iowa high schools who achieve at least a 245 RAI score and who meet the minimum number of high school courses required by the Regent universities will qualify for automatic admission to any of the three Regent universities. Freshman applicants who achieve less than a 245 RAI score may also be admitted to a specific Regent university; however, each Regent university will review these applications on an individual basis and the admission decision will be specific to each institution. Freshman applications from approved high schools in other states may be held to higher academic standards, but must meet at least the same requirements as graduates of Iowa high schools.

The Regent universities recognize that the traditional measures of academic performance do not adequately describe some students' potential for success. Therefore, the Regent universities strongly encourage all interested students to

apply for admission. Applicants who feel their academic record is not an accurate reflection of their potential for success are encouraged to provide supplemental information explaining their circumstances in addition to the application, academic transcripts, and test scores.

*\*Applicants who do not possess all required factors will be evaluated on an individual basis by each Regent University.*

### **ACCESSING THE RAI WEB CALCULATOR**

[www2.state.ia.us/regents/rai](http://www2.state.ia.us/regents/rai)

[www.uni.edu/admissions/freshmen](http://www.uni.edu/admissions/freshmen)

[www.admissions.iastate.edu/freshmen](http://www.admissions.iastate.edu/freshmen)

[www.uiowa.edu/admissions](http://www.uiowa.edu/admissions)

### **EXAMPLE**

- ACT score =  $24 \times 2 = 48$
- HSGPA =  $3.5 \times 20 = 70$
- HS RANK =  $75\% = 75$
- Number of core courses completed =  $18 \times 5 = 90$
- Admission Index = 283

### **HOMEWORK**

Homework is defined to be the extra class activities and assignments which may properly be considered as extensions and enrichment of the regular classroom instructional program. It is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught, and complete certain projects such as reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own student's educational progress. Homework is an extension of the classroom and reinforces the concept that education is a life-long process.

Any homework assignments made should be clearly understood by the student so that it may be accomplished after instruction has been given at school. Homework is intended to provide reinforcement to the learning activities provided previously by the teacher. When students do independent work of any type outside of school, the teacher shall see that the results are promptly checked, shared with class, or used in class.

# COURSE DESCRIPTIONS

## COMPUTER AND INFORMATION SCIENCE

### **0324-BASIC Programming:** (1 term) (.5 credit)

Prerequisite: Computer Literacy and Integrated Math I or permission of the instructor

BASIC programming is a one-term course designed to give students experience with some of the advanced topics and techniques used in programming structured languages. Some of the topics covered and used in the programs will be legal variables, assignment statements, top-down programming, input statements, Boolean algebra, conditional statements, output and looping statements, arrays and subscripted variables, text files, and search and sort routines. Visual Basic.NET will be the language used. Visual Basic.NET provides the features that are most important to programmers, such as object-oriented programming, strings, graphics, graphical-user-interface (GUI) components, exception handling, multithreading, multimedia (audio, images, animation and video), file processing, prepackaged data structures, database processing, Internet and World-Wide-Web based client/server networking and distributed computing. The language is appropriate for implementing Internet-based and World-Wide-Web based applications that seamlessly integrate with PC-based applications. Visual Basic.NET is the next phase in the evolution of Visual BASIC, the world's most popular programming language.

### **0325-Advanced Programming** (1 term) (.5 credit)

Prerequisite: BASIC Programming or permission of the instructor

Advanced Programming is a one-term course designed to further student development in the computer science field. The .NET platform offers powerful capabilities for software development and deployment, including independence from a specific language or platform. Rather than requiring developers to learn a new programming language, programmers can contribute to the same software project, but write code using any (or several) of the .NET languages (such as Visual Basic.NET, Visual C++.NET, C# and others) with which they are most competent. In addition to providing language independence, .NET enables Web-based applications to be distributed to consumer-electronic devices, such as cell phones and personal digital assistants, as well as to desktop computers. The capabilities that Microsoft has incorporated into the .NET platform create a new software-development paradigm that will increase programmer productivity and decrease development time. We will create Windows and Console applications of Visual Basic.NET and Visual C++.NET.

### **0316-Computer Literacy** (1 term) (.5 credit)

Prerequisite: None

Entry level: Junior;-Freshmen and Sophomores upon administrators' approval

Computers are a major influence in both our business and personal worlds. The purpose of this course is to introduce the student to computers and to develop computer literacy. Some of the software covered in this course is Windows XP, Microsoft Word, Microsoft Assistants, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Explorer, Microsoft Publisher, Microsoft Photo Editor, Adobe Photoshop, Image Composer, Paint and Movie Maker. This course fulfills the requirement for graduation.

Terminology and history of technology is a component of this class.

### **0205-Word Processing:** (1 term) (.5 credit)

(See p. 32-Business Education)

## **FOREIGN LANGUAGE**

Why should YOU study Spanish?

Many students study Spanish to satisfy college entrance requirements. Requirements vary depending on the college or university you choose to attend. However, studying Spanish can be of even greater benefit to you in your future career, since Spanish is the second most widely spoken language in the United States and our Spanish-speaking population is growing rapidly.

In both current and future job markets, many jobs will be available for people proficient in Spanish, in addition to their technical, business or professional talents. Studying Spanish and achieving proficiency increases your employment opportunities and is considered an additional asset in the job market. This is true of a variety of career interests, such as “big business” with international connections, finance, law, tourism, education, communications, media, medicine and others. In fact, many major U.S. companies, including those in the State of Iowa, need qualified people with Spanish-speaking proficiency.

Learning Spanish also gives you a better understanding of another culture and helps improve your knowledge of English, through comparison with your “new” language. Learning and using Spanish also gives you increased opportunities to make friends, read, watch TV, travel and earn money.

**IMPORTANT: Students should NOT allow more than a 2-term gap between sequential levels of Spanish. Terms of a course must be taken in the same semester (i.e. Term 1 & 2, not 1 & 4). Students must pass with a “C” or better to advance to the next level.**

### **1201 - Spanish I: (2 terms) (1 credit)**

This introductory course of Spanish begins with the Spanish alphabet, numbers, calendar, and telling time. Students acquire pronunciation skills and gradually develop a useful vocabulary including colors, introductions, food, transportation, family, directions, and more. Students will gain an understanding of the grammar and structures of the language, primarily working with the present tense verbs, asking and answering questions, sharing opinions and expressing feelings. Students will have opportunities to develop an appreciation of Spanish speaking cultures and to utilize Spanish in a wide variety of listening, speaking, reading and writing activities.

### **1201 - Spanish II: (2 terms) (1 credit)**

Prerequisite: Spanish I

Spanish II continues the study of vocabulary including food, telephone conversations, clothing, holidays, health and traveling. Conversation centers around these vocabulary themes and more detailed grammatical constructions are studied, including the present progressive, the past tense, command forms and object pronouns. Short selections are read in Spanish and written sentence structure is practiced through a variety of writing activities. Students participate in varied speaking and listening activities to develop conversation skills. This course is instructed in Spanish as much as possible.

### **1201 - Spanish III: (2 terms) (College Level, held at SHS) (3 college credits per term)**

Prerequisite: Spanish I and II

Spanish III is instructed in Spanish and students are required to speak only Spanish during the class period. This course continues building a vocabulary base and expands the students’ communication skills through expressing opinions, giving advice, describing the past, making comparisons, relating a series of events and others. Sentence structures and grammar become more complex. Students have opportunities to continue to develop their speaking, listening, reading and writing skills, in addition to continued exploration of Spanish-speaking cultures.

### **1201 - Spanish IV: (2 terms) (College Level, held at SHS) (3 college credits per term)**

Prerequisites: Spanish I, II, and III

Spanish IV is instructed in Spanish and students are required to speak only Spanish during the class period. Students continue to develop a more sophisticated vocabulary, discussing the environment, technology, story-telling, health habits, hopes, dreams and opinions. Several new verb tenses are studied and more complicated and grammar structures are introduced as students further develop their reading, writing, speaking and listening skills. Students will study the poetry, literature, art and music of Spanish-speaking countries and read a collection of short stories and/or a novel. Students also practice writing skills through journal writing.

# LANGUAGE ARTS

## LANGUAGE ARTS: CRITICAL SKILLS

The student will:

1. Read and interpret a variety of materials from a cross section of society.
2. Locate sources, research materials, and write a quality product which communicates ideas to different audiences for a variety of purposes (entertain, inform, and/or persuade).
3. Demonstrate critical listening skills by following directions during given classroom activities.
4. Prepare, organize, and present ideas through formal and informal speaking using ethics, reasoning, and logic.
5. Demonstrate the ability to use a variety of technologies to synthesize information.

## FRESHMAN & SOPHOMORE COURSE REQUIREMENTS

**1001-English 9:** (2 terms) (1 credit)

(The two terms **must** be taken consecutively 1<sup>st</sup> and 2<sup>nd</sup> terms or 3<sup>rd</sup> and 4<sup>th</sup> terms.)

English 9 is a two-term required course and is a continuation of the basic language skills introduced in the elementary and middle school grades. Using an integrated language approach, the student will have numerous opportunities to practice and improve his/her reading, writing, speaking and listening skills. These opportunities will be provided through the examination of sources of information, the parts of speech, short stories, paragraph development, drama, sources of information, the novel, and individualized reading. Considerable emphasis is placed on the writing process focusing primarily on paragraph development.

**1002-English 10:** (2 terms) (1 credit)

Prerequisite: English 9 (Must pass at least two terms of English 9)

English 10 is a two-term language arts course required for all students. During the year students have the opportunity to further improve reading, writing, and research skills for junior and senior year electives. This course includes a review of the parts of speech and the paragraph, an introduction to phrases, clauses, and the parts of the sentence, and developing essay writing skills. Other focuses will include a Shakespearean play, in-depth novel studies, and a research paper.

**1009 – Language! (LA!):** (2 terms **or until proficient**) (.5 credit per term)

Prerequisite: Required through teacher recommendation and pre-test results.

This course gives students an opportunity to receive instruction in basic language skills, while integrating reading, writing, speaking, and listening. The course is designed to help students improve comprehension, build vocabulary, and develop a sense of enjoyment through reading and writing strategies. Entrance into the course depends upon student abilities. Content may include vocabulary building, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension abilities. **The number of terms taken will determine future language arts classes.**

## JUNIOR & SENIOR COURSE REQUIREMENTS

- A. Minimum of three (3) terms
1. One term of Literature
  2. One term of Composition
  3. One elective

- B. One term of speech

The graph below has been developed to help students and their parents make better decisions about appropriate language arts courses.

COLLEGE LEVEL: These courses are designed for students with above-average language arts skills. Students pursuing a 4-year college degree or a career which emphasizes communications should take courses of this level.

GENERAL EDUCATION: These courses are designed for students with average language arts skills. Students selecting courses in this area will be preparing to enter the world of work and many of the vocational programs.

BASIC ENTRY SKILLS: These courses are designed for students with below-average language arts skills. Students may take these courses with language arts staff permission only.

Language Arts  
Preparation/Development Areas

Area	College	General Education	Basic Entry Skills
Speech	Speech	Speech	Speech
Literature	Am. Lit.	Am. Lit.	Language!
	World Lit.		Contemporary Lit
Composition	Res. /Essay Writing	Writing Skills	Language!
	Creative Writing	Creative Writing	Contemporary Writing
Electives	Mass Media Comm.	Mass Media Comm.	Mass Media Comm.
	Great Novels	Great Novels	

**LITERATURE**

**1006-American Literature:** (1 term) (.5 credit)

Prerequisites: English 9 & 10

This is a course designed for juniors and/or seniors and will survey the literary heritage of our past and the modern language of the 20<sup>th</sup> century. It will acquaint the students with the literature of America. It offers the students the opportunity to develop critical thinking skills by determining underlying assumptions and values, and how the writing reflects society's problems and the author's possible solutions. Oral discussion is a vital part of the course and written essays are often a part of the assessment. The purpose is to assist students to read, analyze, and interpret the writings on their own.

**1007-Contemporary Literature:** (1 term) (.5 credit)

Prerequisite: English 9 & 10

This course needs the approval of the instructor, the recommendation of the sophomore instructor, and is for the below-average reader. It will be an overview of American writers and their influence on others. It will focus on thematic structure and units, such as love, war, death, and violence. The purpose is to assist students to read, analyze, and interpret the writings on their own.

**1010-World Literature:** (1 term) (.5 credit) **(College Level, 3 credit hours, held at SHS)**

Prerequisite: American Literature (Research/Essay is recommended.)

This is a course designed for seniors planning to go to college and students interested in reading world literature. It will emphasize a study of some of the greatest works of world literature. It will provide the students with the opportunity to further develop their skills of comprehension, discernment, and critical thinking. Oral discussions will provide the avenue for the students to share and defend their perceptions and interpretations of the writings that are read. The purpose is to further develop the student's understanding of literary techniques (irony, satire, humor, symbolism, and theme) and to make the student a more critical reader for life.

**1099-Great Novels:** (1 term) (.5 credit)

Prerequisite: American Literature, Writing Skills or Research/Essay Writing

This is a course designed for junior and/or senior students to use their critical thinking skills to evaluate the theme(s), character(s), setting(s), and symbol(s) of longer writings. Oral discussions will be a critical part of the class but the ability to write essays that analyze, explain, compare/contrast, and/or argue a selection and its movie are necessary.

## COMPOSITION

### **1003-Writing Skills:** (1 term) (.5 credit)

Prerequisites: English 9 and 10

This is a course designed as a general composition course for any student. It will benefit the student's writing skills emphasizing clear, logical writing patterns. Students will receive a review of grammar and write a variety of writings including: paragraphs, essays, business letters, applications, memos, instructions, and directions. It is a good course for the students to take before Research/Essay Writing, but for others, it can be the final composition course.

### **1008-Research/Essay Writing:** (1 term) (.5 credit)

Prerequisites: English 9 & 10 (Writing Skills is recommended.)

This course is designed for junior and/or senior students who are going to college (but will benefit everyone in critical thinking), to build on previous writing skills, reinforcing the logic and critical thinking skills that are associated with good writings. The multi-paragraphed essay will be the predominant form of writing but the students will also write a major research paper. The students will write a variety of essays (position, exposition, reaction, and argumentation) that support a thesis statement and will have displayed the ability to research a topic and write a quality paper.

### **1021-Creative Writing:** (1 term) (.5 credit)

Prerequisites: English 9 and 10

This course is designed for students who like to write and offers these students the opportunity to develop and improve their technique and individual style in poetry, short story and drama. The emphasis of this class is on writing, but reading writings that illustrate structure will be done in class.

### **1007-Contemporary Writing:** (1 term) (.5 credit)

Prerequisite: English 9 and 10.

Teacher recommendation required.

This course is designed as a general composition class that will benefit a student wanting to improve his/her writing skills. Students will receive a review of grammar and a variety of writings, such as paragraphs, essays, business letters, and applications. This course will also help students in the areas of technical writing and reading.

## COMMUNICATIONS

### **1081 - Speech: (1 term) (.5 credit)**

Prerequisite: English 10 **Entry level: Junior**

Effective communication is a requirement for any job. Learning the theory of communication and practicing in front of the class will be implemented. The course covers areas such as understanding the communication process and communication theory; how to prepare for a speech, including organizing thoughts into an outline format; effective verbal and nonverbal delivery; listening skills; gathering research; speaking to inform; and speaking to persuade, and creative dramatics. This course will be required during the junior year. This course or the equivalent will be required of all graduates.

### **1911 - Mass Media Communication:** (.5 credit)

Entry level: **Senior**

This course will look at the many different styles of communication in media. Units will include TV, film, newspaper, books, comics and animation. Students will focus on writing skills and propaganda techniques as well as ethics in writing. There are many small group activities and some major projects including creating a newspaper and TV news broadcast. We will also explore some of the media resources in our community.

# MATHEMATICS

## WHY STUDY MATHEMATICS?

**YOUR FUTURE** - Have you thought much about it? Are you interested in a particular field? Do you realize that you will need math?

When you are planning what courses to take in high school, be sure to think about these questions. Think about your math courses.

You certainly know that to become an engineer or a scientist you will have to take all of the high school math you can. Did you know that mathematics is important in other fields too, including many fields that have been considered “non-mathematical” up to now?

The world is becoming technologically oriented. Many freshmen entering college don’t know what their major will be and many change their major during college. Be sure you take enough high school math to keep your options open.

**WHY?** -- What happens when you don’t take enough high school math? Your whole college program may be delayed while you take remedial courses (and pay tuition for them besides.) Your graduation may be postponed for a whole year or even longer. Even if you don’t pursue a post high school education, strong math skills will enhance your opportunities in our global society.

## HOW LONG SHOULD MATHEMATICS BE STUDIED IN HIGH SCHOOL?

One of the goals of the mathematics program in the Sheldon Senior High School is to provide a full four years of instruction for all students and through its variety and extended range of courses, to stimulate all students to take one mathematics course each year. Every student must have at least two years of mathematics in high school and more is recommended.

### **2031 – Pre-Integrated Math I (2 terms) (1 credit)**

Prerequisite: Teacher recommendation

Subsequent course: Integrated I

This course is designed to help students prepare for Integrated I. Students will preview topics in Integrated including algebra concepts such as solving equations and linear models, geometry concepts including area and volume, and probability and statistics concepts of representing and describing data. This course will help students think critically, work cooperatively and communicate ideas with others. It will also study meaningful mathematics, see connections among the branches of mathematics, use real world applications and will make use of graphing calculators and computers.

### **2034 – Integrated Math I: (2 terms) (1 credit)**

Prerequisite: None.

Subsequent Course: Integrated Math II. **You must pass this course with a C- or above to move into Integrated Math II, otherwise the subsequent course will be Pre-Integrated Math II or administrative approval.**

This course is designed to prepare students for success in college, in careers, and in daily life in the twenty-first century. It is the first year of a three-year program where all the mathematical topics are integrated from the Algebra I – Geometry – Algebra II sequence. Interwoven are topics such as logical reasoning, measurement, probability, statistics, discrete mathematics and functions. This course will help students think critically, work cooperatively and communicate ideas to others. It will also study meaningful mathematics, see connections among the branches of math, use real-world applications and will make use of graphing calculators and computers.

### **2032 – Pre-Integrated Math II: (2 terms) (1 credit)**

Prerequisite: Teacher Recommendation

Subsequent course: Integrated Math II

This course is designed to help students prepare for Integrated II. Students will preview topics in Integrated II, including algebra concepts such as systems of equations and quadratic models, geometry concepts including transformations and proof, and probability and statistics concepts of representing and describing data. This course will help students think critically, work cooperatively and communicate ideas with others. It will also study meaningful mathematics, see connections among the branches of mathematics, use real world applications and will make use of graphing calculators and computers.

**2034-Integrated Math II:** (2 terms) (1 credit)

Prerequisite: Integrated Math I (passing grade)

Subsequent Course: **You must pass this course with a C- or above to move into Integrated Math III.**

Integrated Math II builds on the mathematical topics and problem-solving techniques in Integrated Math I. Mathematical concepts are spiraled over the three or four years of the Integrated Math program, so that students continually build on what they have learned. Over a three-year period, this program teaches interesting topics. Algebra and Geometry are interwoven in every course. Topics from logical reasoning, measurement, probability, statistics, discrete mathematics, and functions are presented. This new program has been written to prepare students for success in college, in careers, and in daily life in the twenty-first century. Note: Students must have a TI – 83 PLUS graphing calculator for this course.\*

**2034-Integrated Math III:** (2 terms) (1 credit)

Prerequisite: Integrated Math II (passing grade)

Subsequent Course: **You must pass this course with a C- or above to move into Analysis or Consumer Mathematics.**

Integrated Math III builds upon the mathematical topics and problem-solving techniques learned in Integrated Math I and II. Mathematical concepts are spiraled over three or four years of the Integrated Math program, so that students continually build on what they have learned. Over a three-year period, this program teaches all the critical skills in a contemporary Algebra I/Geometry/Algebra II sequence, plus many other interesting topics. Topics in this course include: Modeling Problem Situations, Exploring and Applying Functions, Logical Reasoning and Methods of Proof, Sequences and Series, Exponential and Logarithmic Functions, Modeling and Analyzing Data, Applying Probability Models, Angles-Trigonometry-Vectors, Transformations of Graphs and Data, and Periodic Models. This new program has been written to prepare students for success in college, in careers, and in daily life in the twenty-first century. Note: Students must have a TI-83 PLUS graphing calculator for this course.\*

**2024-Consumer Mathematics: (1 or 2 terms) (.5 or 1 credit)**

Prerequisite: Teacher Recommendation

This course is designed to prepare students for success in the everyday world of math. This course will focus on arithmetic problems, problem-solving techniques and knowledge of how to use math to our benefit in our everyday lives. This course will cover a variety of topics such as managing money, wages, expenses related to owning a house, owing a car, food expenses, travel expenses, banking and investing money and paying taxes.

**2049-Introductory Analysis:** (2 terms) (1 credit)

Prerequisite Course: Integrated Math III

Subsequent Course: Calculus or Statistics

This course is designed to prepare the student for calculus. It is essential for any student interested in studying mathematics, sciences, or engineering in college. Some students have found the course extremely helpful in courses such as Mechanical Technology at NCC. Topics studied include: Trigonometry, inductive and deductive reasoning, fields, functions, limits, and analytic geometry.

**2055-Calculus I:**(2 terms) (1 credit) (4 semester hours of college credit per semester)

Prerequisite: Introductory Analysis

Subsequent Course: College Courses

This class is offered only through area colleges as a PSEO course. This course should only be attempted by students with a strong desire to excel in advanced mathematical topics. The student will be studying the following topics in detail: Functions, Sequences and Series, Limits of Functions, Logarithmic Functions, Modeling and Analyzing Data, Applying Probability Models, Angles-Trigonometry-Vectors, Transformations of Graphs and Data, and Periodic Models. This new program has been written to prepare students for success in college, in careers, and in daily life in the twenty-first century. Note: Students must have a TI-83 PLUS graphing calculator for this course.\*

**2063-Statistics:** (1term) (.5 credit) (3 semester hours of college credit per term)

Prerequisite: Introductory Analysis

This course is designed to provide the student with a foundation of statistical concepts and procedures that can aid the student as both a consumer and producer of statistical information. The emphasis is on descriptive statistics, probability, binomial and normal distributions, elementary sampling theory hypothesis testing, and regression analysis.

**2899/2802-General Math 1 & 2**

Prerequisite: By permission only of Special Education Instructor or Building Principal.

**Post-Test – Pre-Test**

**Remediation Mathematics (0 credit)**

See Instructors

Covers the basics (any student not able to maintain a C level in the above classes could be pulled by the instructor for post and pre-testing and placed back into class).

\* The TI83 PLUS may be used for all SHS math and science courses, as well as for the ACT.

## PHYSICAL EDUCATION

Why exercise and take Physical Education:

Dr. John Ratey, Harvard clinical psychiatry professor and author says:

Our physical movements can directly influence our ability to learn, think and remember. It has been shown that certain physical activities that have a strong mental component, such as soccer or tennis, enhance social, behavioral and academic abilities. Evidence is mounting that each person's capacity to master new and remember old information is improved by biological changes in the brain brought on by physical activity. Our physical movements call upon some of the same neurons used for reading, writing, and math. Physically active people report an increase in academic abilities, memory retrieval, and cognitive abilities.

What makes us move is also what makes us think. Certain kinds of exercise can produce chemical alterations that give us stronger healthier and happier brains. A better brain is better equipped to think, remember and learn."

2301- Foundations of Physical Fitness: (9<sup>th</sup> grade) (1 term) (.5 credit)

The Foundations of Personal Fitness course will provide the basics of personal fitness development and provide instruction on how to continue to be physically fit for a lifetime. The goals will be met through a wide range of activities including those that focus specifically on fitness and conditioning from more than one of the following areas: team, individual, dual, recreational sports, and swimming. The participant will discover the need for and value of physical activity through participation. Daily improvement will be monitored.

2302 – Personal Fitness: (Grades 10-12) Elective (1 term) (.5 credit)

This class will focus on continued improvements in personal fitness. Many areas of individual fitness will be included in the class such as: Pilates, aerobic exercise, fitness testing, Tai Bo, and designing a personal fitness portfolio. Daily improvement will be monitored.

2303 – Strength Training and Conditioning: (Grades 10-12) Elective (1 term) (.5 credit)

Strength training is for the novice to the serious athlete. Much of this class will be dedicated to daily working on strength and personal conditioning. A variety of training techniques will be used in class including the use of the weight room, plyometrics, sprint training and designing a personal fitness portfolio. Daily improvement will be monitored.

2304- Walking Fitness: (Grades 10-12) Elective (1 term) (.5 credit)

Daily activity even simply walking can help move a person towards a healthy lifestyle. Each day the students will walk to attain a certain level of fitness. They will need to be in their target zone daily and record their progress. Daily improvement will be monitored.

2305 – Lifetime Sports Activities: (Grades 10-12) Elective (1 term) (.5 credit)

Keeping active for a lifetime is the goal of this class. All of the sporting activities in this class will either be those that a person works on alone or with a partner, not large team sports. Examples of activities that may be included but are not limited to: Tennis, Golf, Badminton, Bicycling, Rollerblading, Cross Country Skiing, Frisbee Golf, Water Aerobics and Swimming. Daily improvement will be monitored.

2306 – Advanced Team Sports: (Grades 10-12) Elective (1 term) (.5 credit)

Love to play all the intense games that you have already experienced and then some? This class will focus on team games, skill development and understanding of the basic concepts of offense and defense. In addition there will be new games to learn and experience, all while keeping your heart in your target zone. Daily improvement will be monitored.

### REQUIREMENTS:

**Written information through use of the E-board, participation, journals, skill and knowledge tests, and personal fitness portfolio requirements will be part of the grading system for all P.E. classes.**

**All students are required to take physical education unless they are excused under provisions of Chapter 12 of the Iowa Code. Students having medical excuses are required to have a written excuse on file with the instructor's office. Students will wear a standard uniform as required by the instructor.**

## SCIENCE

### **0195- Science Research:** (1 term) (.5 credit) (may repeat every year)

Prerequisite: By permission of instructor

Students will research and write an extensive research paper over the topic of their choice. They will follow the scientific method in experimentation of their project. They will contact and work closely with people in the area of expertise that they are researching. The students will present at the State Science Fair to be held at Iowa State University, Ames, Iowa in late March.

### **1703-General Science: Research (2 terms) (1 credit)**

General Science is a two-term course required of all freshmen

Areas of Study: Life Sciences, Earth Sciences, Physical Sciences, Science and Technology, Science as Inquiry and Scientific Research.

The class is designed to meet the ever-demanding needs of students to learn science in an inquiry based method. The students will be subjected to many short units in three major areas of science (Life, Earth, and Physical) while given the chance to explore science in the area of their choice using scientific research. The class is designed to hopefully garner the enthusiasm for science at a younger age so that students will pursue it as a possible career.

The class will be teacher driven with individual units taught with hands-on-activities on Monday, Tuesday and Wednesday, while Thursday and Friday will be reserved for student research or remediation.

In the fall of the year, Life science will be taught first, followed by Earth and then Physical, while in the spring of the year it will be in reverse order. This is so units can be taught outdoors when the weather is more cooperative.

### **1703- General Science: Research I, II, III by recommendation of the teacher.**

### **1711-Biology:** (2 terms) (1 credit)

Prerequisite: General Science Research

Subsequent Courses: Usually Chemistry, and/or Physics

This course is designed to provide a broad general understanding in selected areas. It is the intent of the course to provide students with an awareness of the natural world, basic scientific concepts, stimulation of reasoning and a basic understanding of biological processes and generalizations.

Major units covered are: The Study of Life (Biochemistry, Cellular Structure and Function); Ecology; Development and Diversity of Life; Kingdoms of Living Things; and Genetics.

### **1713-Anatomy & Physiology I & II:** - (1 or 2 terms) (College Level - 3 college credits, held at SHS)

(4 or 8 semester hours of college credit)

Prerequisite: Biology; permission of the instructor (minimum of 2.50 GPA), Senior

This is an advanced study of Anatomy and Physiology. The relationship between body structure and function and homeostasis forms the basis for the course. Pathological processes that result in dysfunction and disease are presented. Major topics include cell biology, histology, skeletal, muscular, and digestive systems. The possibility of college credit through the Post-Secondary Options Act does exist.

### **1721-Chemistry:** (2 terms) (1 credit)

Prerequisite: Integrated Math I and II, General Science Research, concurrent enrollment in Integrated Math III.

Entry Level: Junior or Senior or approval by Instructor/Principal

A course for students planning to enter: a) college in order to pursue a career which requires college chemistry; b) a program in nursing, laboratory technology, or other health professions; c) a vocational or technical school program requiring knowledge of chemical aspects.

Topics studied are: atomic structure with emphasis on electron configuration, formulas and equations, gas laws, mathematical calculations (percentage composition, molecular weights and density, weight-weight, weight-volume, volume-volume), solutions and ionization, acid base theory, titration, chemical equilibrium, solid state, descriptive properties of specific groups of elements, including some qualitative analysis.

Much time is spent in the laboratory performing experiments designed to develop methods of data analysis, general laboratory techniques, acceptable safety procedures, and explicit methods of communicating results and conclusions.

**1731-Physics:** (2 terms) (1 credit)

Prerequisites: **Integrated Math I, II, and III, General Science Research, Biology**

Entry Level: Junior or Senior or approval by Instructor or Principal.

This is a course for students who plan a college course of study leading toward a career in natural science, engineering, or mathematics. Students who plan a college course of study leading to careers in applied sciences such as various health professions should enroll in this course (it is helpful to check with the physics teacher in case of a question regarding the necessity of a physics course for preparation for a particular career). The course is also helpful to serious students who are not planning to enter a career such as mentioned above but who want to improve their study methods and scientific literacy.

Included topics are kinematics, dynamics, heat, sound, electricity, magnetism, light, atomic and nuclear physics. The conservation laws are used to unify these topics.

Much time is spent in laboratory work. Several experiments include analog-to-digital interfacing between laboratory equipment and the microcomputer.

**Why consider physics in high school?**

- A. Introductory physics courses are basic to other fields of endeavor. A casual inspection of college catalogs reveals that for many diverse careers at least one course in physics is suggested or required.
- B. A knowledge of physics can help the individual, and hence society, in the management of science and technology. As Dr. Rene Dubos pointed out: "We must not ask where science and technology are taking us, but rather how we can manage science and technology so that they can take us where we want to go."
- C. A course in physics can provide a good avenue for experiencing the beauty of the universe in which humans live. The student may well consider the words of Albert Einstein: "It is essential that the student acquire an understanding of and a lively feeling for values. He/she must acquire a vivid sense of the beautiful and the morally good."

## **SOCIAL STUDIES**

**2706-World History:** (2 terms) (1 credit)

World History is the experience of humanity. It tells the stories of people, events, and institutions from the earliest civilizations to modern times. As a result it touches upon and includes all of us as world citizens. People's beliefs, the way they meet their economic needs, the social and political institutions they form, religions, military and scientific developments, and the culture they transmit from one generation to another are all part of history. So too is geography, which tells where and why those events occurred.

We believe that communication, research, and organizational skills are imperative for success in modern society. Therefore, throughout the course of World History there will be a particular focus on achieving these skills. This course is open to all students regardless of race or gender. Materials used have been reviewed for elements of sexist or racial bias.

**2714-World Issues:** (1 term) (.5 credit)

Prerequisite: None

World Issues is a course that deals with issues and events that affect people of the world today. Its topics include political, economic, ethnic, environmental and social conditions as well as other timely matters on an international or national basis and may deal with concerns that affect our state, or our local area.

**Basic Materials:**

- A. Television and radio broadcasts, newspapers, news magazines, computer programs, videos
- B. Atlases, maps, almanacs
- C. Library materials
- D. Outside-of-class materials

**2721-United States History: 1881 to the Present** - (2 terms) (1 credit)

Prerequisite: Entry level: Sophomore

A History of the United States from 1881 to the present is a study of the historical development of the United States. It will deal with U.S. History from The Gilded Age and go up until present day events. Students will be given units to study dealing with the different periods. In the units will be objectives they will have to know, assignments they will have to read, and activities they will have to do over each area. Units may include political,

military, scientific and social development. Class discussion will also take place to help students better understand the areas of study. After each unit of study there will be an evaluation of the material.

**2730-Government:** (1 term) (.5 credit)

Prerequisite: U.S. History and World History

Government is a course providing a general overview of the structure and functions of the U. S. government and political institutions. Some topics studied will be the background of the constitution, rights and responsibilities, the role of political parties, and the importance of participation in our democratic system. The course will cover, in general, both the federal and state levels of government.

**2731-Advanced Placement Government:** (1 term) (.5 credit) (On-line course only)

Prerequisite: U.S. History, World History and Government

Advanced Placement Government is an alternative course taken in place of the traditional government course. It offers a more in-depth study of American government and the science of politics. This course is designed to give students an analytical perspective on government and politics in the United States. It will involve both the study of general concepts used to understand, and interpret, U. S. politics, and the study of specific case studies and materials that exemplify the great ideas that serve as the basis of American government and society. Students will take an in-depth look at the various institutions, groups, beliefs, and ideas that make up U. S. political reality. Students will be prepared to take AP exams for possible college credit.

GENERAL OUTLINE:

Constitutional Underpinnings of the United States Government

- I. Political Beliefs and Behaviors
- II. Political Parties and Interest Groups
- III. Institutions and Policy Processes of National, State and Local Government
- IV. Civil Rights and Civil Liberties

Guidelines concerning Government classes:

1. For the required government credit students may choose one, or the other, government class.
2. Students may take both government classes with permission of the instructor and the guidance office. One of the classes could count as an elective credit.
3. The second-term class, taken as an elective, will not take the place of Sociology, Psychology, or Economics. Students will still need to take one of these courses.

**2741-Economics:** (1 term) (.5 credit)

Prerequisite: U.S. History and World History

Economics is the study of our market system including the influence of supply and demand, income and spending, and competition on prices and wages. Monetary and fiscal policy, the role of government, and ways of measuring economic change are studied as they relate to a dynamic economy system. A comparison is made between the various economic systems that exist in the world along with the impact of international trade on our own welfare.

**2775-Sociology:** (1 term) (.5 credit)

Prerequisites: U.S. History and World History

The study of Sociology provides the student a way to understand human behavior. The course is based on the idea that the student is confronted with important social issues, which, unless understood, will have serious consequences on his/her own family life and on society in general. Some topics dealt with are family and marriage, cultural anthropology, Iowa law and teens, futurism, among others.

**2798-Directed Readings:** (1 term) (.5 credit)

Prerequisites: None (Permission of a Social Studies Instructor Required)

This course will involve students in the reading and interpretation of a variety of selected readings in social studies with a focus on American and political history. The department instructors will generate a list of books and/or readings and appropriate assessments, assignments, etc. for the completion of the course. This course may be taken during any term with the permission of a Social Studies instructor.

## CAREER AND TECHNICAL EDUCATION AGRICULTURAL EDUCATION

The mission of Agricultural Education is to prepare and support students for careers, build awareness and develop leadership for the food, fiber and natural resources systems of this country.

Agriculture has a very strong impact on the local, state, national and global economy. The future well being of our community and economy is largely dependent on the future of the agriculture sector. Agricultural education is vital in the development of future leaders, which in turn will keep the agricultural industry vital to our community. Agriculture is a rapidly expanding industry and the career opportunities in this area are virtually unlimited. Consider Agriculture Education as one of your elective course offerings and prepare for the workforce of tomorrow.

Agricultural Education encompasses the study of applied sciences (physical science, biology, and chemistry), business, and other academic and management principles. The major thrust of Agricultural Education is to apply these principles from various core areas to agricultural situations.

Students from all backgrounds will benefit from this diversified program. The program consists of three integral parts: classroom instruction, a supervised agricultural experience program (SAE) and the FFA. Involvement in all three parts greatly enhances the students' learning experiences. There is not a set sequence to follow in taking the courses. However, students are advised to take Intro to Agriscience their freshman year, Animal Science or Natural Resources or Horticulture their sophomore year, and the rest of the advanced Agriculture classes their junior and senior years.

### **0101-Introduction to Agriscience:** (1 or 2 terms) (.5 credit or 1 credit)

Prerequisite: None

This is the beginning-level course in the agriculture program. This course, or teacher approval, is recommended for entry into other courses. Areas of study include animal science, plant science, leadership development, computers in agriculture, natural resources, specialty animals, FFA and SAE. Students in this class will be involved in learning the extensive process of how food is produced for the entire world to eat. Students will also be offered the opportunity to work with the school farm in a hands-on approach to learning the skills associated with proper animal care. Students with any interest in animals or plants should give serious consideration to enrolling in Intro to Agriscience.

### **0103-Welding/Ag Mechanics:** (1 term) (.5 credit)

Prerequisite: Intro. to Agriscience recommended or teacher approval

Articulated with Iowa Lakes Community College

This course will cover the basics in mechanics utilized in an agricultural setting. In this course, students will learn the properties of metal, shop safety, and will be able to weld with the following: oxy-acetylene, arc welder, and mig welder. This class will include assembly of new machinery as well as the repair of old and existing machinery. Also included will be the opportunity to design and construct equipment and machinery from scratch. Individual and group projects will be required.

### **4954-Advanced Welding:** (1 term) (.5 credit)

Prerequisite: Welding/Ag Mechanics

Articulated with Iowa Lakes Community College

Advanced Welding is a follow-up course to Welding/Ag Mechanics. Skills learned and developed in Welding/Ag Mechanics will be put into application in Advanced Welding. The course is designed around skill enhancement and development of mastery welding skills and craftsmanship that would enable students to enter students to enter the welding workforce at a local industry requiring welding and craftsmanship skills. Students will first review skills learned and developed in Welding/Ag Mechanics and then will design a blueprint and bill of materials for a major welding based project. After the plan for the project is developed, students will proceed to construct and build a major welding based project. Students will be graded on skill development, craftsmanship and usefulness of the project that they construct.

**0104-Animal Science: (2 terms) (1 credit)**

Prerequisite: Intro. to Agriscience recommended or teacher approval  
Articulated with Iowa Lakes Community College

Anyone interested in animal life should give consideration to enrolling in Animal Science. Areas covered in this course include: large animals, small animals, nutrition, digestion, genetics, reproduction, animal welfare, animal rights issues, and ethical issues in the animal husbandry world, animal health, and meat science. Students will also be introduced to two rapidly expanding areas of animal science: biotechnology and international aspects of livestock production. Students will be provided with the opportunity to manage the school farm in a hands-on approach to learning. Students will make marketing and management decisions involving a live animal production enterprise that is operated right on the school premises. Students will also gain an understanding of the huge role that animal life plays in our local, state, national and global economy. Anyone with any interest in animal life should give consideration to Animal Science.

**1954 – Intro to Pre-Veterinary Science (1 term) (.5 credit) (Independent Study)**

Prerequisites: Intro to Agriscience, Animal Science and/or Teacher Approval

This course is designed for students who are seeking additional Animal Science courses and who wish to pursue Veterinary Science or pursue working as a Veterinary Assistant or Veterinary Technician. Students enrolled in this class will possibly have the opportunity to work at the local Vet Clinic as an observer and possibly as an assistant if details can be worked out in a given year. In the past students have been able to observe and assist at the local Veterinary Clinic. Dissections of some internal organs will be a part of this curriculum as well as the following specific curriculum areas: basic cell biology, tissue types and functions, Musculoskeletal system, circulatory system, respiratory system, renal system, digestive system, reproductive and nervous system. Students are expected to work efficiently through this material in preparation for pre-veterinary coursework or pre-veterinary vet assistant type of careers. This is truly a course for the student who is wishing to pursue veterinary science.

**0107-Agri-Business Management: (1 term) (.5 credit)**

Entry level: Senior

Prerequisite: Intro. to Agriscience recommended or teacher approval

This course concentrates on the business world of agriculture. Students who have been in previous agriculture classes should give serious consideration to enrolling in this class. Agribusiness employment opportunities as careers are almost unlimited today. Topics include: economics, salesmanship, advertising, public speaking, job interviewing, resume writing, leadership, and personal finances. The class will start and run a mock business. Computers will be used to analyze the business decisions. The class will also market and merchandise a product.

**0108-Horticulture/Plant Science: (1 term) (.5 credit)**

Prerequisite: Intro. to Agriscience recommended or teacher approval

This is a practical course for anyone who is interested in plant life, flowers, floral arrangements, landscaping, golf and greens keeping, lawn care, greenhouse work, shrubs, or use of ornamental plants. Landscape design, plant physiology, grafting of ornamental plants, trees, and shrubs are a few of the topics that will be covered in this class. Students will conduct a floral sale and will simulate a business from start to finish during this class. This course will also deal with greenhouse work, lawn care, and selection of plants. Students will also have the opportunity to design, develop and construct a landscape design for and around the school premises.

**0115-Natural Resources Management: (1 term) (.5 credit)**

Prerequisite: Intro. to Agriscience recommended or teacher approval

Managing our natural resources is becoming a critical concern for society. This course concentrates on the state of our natural resources and their changes, and how it will affect our environment. Topics to be included are: wildlife management, forestry, aquaculture, water quality, and soil conservation.

Principles of soil science will be included in this class. Students will explore all facets of our environment and determine what is causing the environmental deterioration of our habitats today. Students will study wildlife game rules and regulations, and determine the role we need to take to restore our natural resources once again. Students will conduct, maintain and manage an aquaculture lab in the laboratory setting. The study of hydroponics will also be included in this class and students will be provided the opportunity to manage a hands-on hydroponics laboratory in the laboratory setting.

**0195-Ag/Science Research:** (1 term) (.5 credit)

Prerequisite: By permission of instructor

Students will research and write an extensive research paper over the topic of their choice. They will follow the scientific method in experimentation of their project. They will contact and work closely with people in the area of expertise that they are researching. The students will present at the State Science Fair to be held at Iowa State University, Ames, Iowa in late March.

**0199-Agricultural Issues/Technologies:** (1 term) (.5 credit)

Entry level: Senior

Prerequisite: Intro. to Agriscience recommended or teacher approval

This class will cover the extensive issues that face the agriculture sector today. Topics will include the latest up-to-date issues that the agriculture industry is facing at the current time. Students will work with industry representatives and university personnel while evaluating the current situation facing the agricultural industry.

With over 80% of Iowa's jobs made by agriculture, any student could benefit from this course. Students will study financial and management principles utilized by successful agricultural businesses. Topics included: current industry issues, commodity marketing and risk management, economic impact of agriculture, industry trends, consumer trends, international marketing, and the future of agriculture. Students will work extensively with computer technology in a mini IBM computer lab. Computers in agriculture topics will include extensive word processing, database, and spreadsheet applications.

**0199-Farm Management Lab:** (term 1 in fall; term 4 in spring) (.5 credit)

Entry level: Junior-Senior

Prerequisite: Intro. to Agriscience, Animal Science, Natural Resources/Plant Science, or teacher approval  
Articulated with Iowa Lakes Community College

This will be the culminating class for students in the agricultural education class. This class will incorporate and apply the concepts learned in other agriculture classes as well as utilize concepts and skills acquired in cross-curricular classes. Students in this class will be in charge of the day-to-day operations and management of the school farm. This will include the management of the 115-acre college farm that the agriculture department is cash renting as well as the management of the livestock operation on the school campus facilities. Students will be provided with the hands-on opportunity to practice and put into application the skills they have acquired from other classes thus far. Students will be required to make decisions and solve problems facing the day-to-day operations of an actual farm operation. The following skills will be mastered in Farm Management Lab: decision making ability, problem solving, lease writing, seed selection, fertilizer selection, crop insurance selection, tillage operation selection, performing tillage operations, performing planting and harvesting operations, bookkeeping operations, credit applications, record-keeping procedures, marketing procedures, storage of product, and many other skills.

## **BUSINESS EDUCATION**

**0204-Word Processing:** (1 term) (.5 credit)

Prerequisite: None

Knowing how to word process not only means saving time and possibly receiving better grades on school assignments, but it may also be the beginning of a career in business. This course is designed to give the student the opportunity to learn how to keyboard by touch (letters, numbers & symbols) and to learn the Microsoft Word Program that will enable them to format personal and business letters, forms, school reports, outlines, centered copy, mail merge and other software capabilities. The objectives are to learn to operate a computer efficiently and to use proper technique in keyboarding. Speed and accuracy as well as demonstrating proper word and number usage are stressed.

**0207-Accounting:** (2 terms) (1 credit)

Accounting is the language of business. All business persons should have a knowledge of the accounting process in order to function properly in the business world. The double entry system of accounting is used in this course to work problems in both business and personal accounting. The course aims to give the student an understanding of common business terms, business transactions, financial reports, and report analysis.

**0299-Advanced Accounting:** (2 terms) (1 credit)

Prerequisite: Accounting I

Advanced Accounting is a one- or two-term course offered as a continuation of Accounting I. The course begins with a review of the recording and summarizing phases of accounting. It progresses to prepaid and accrued items, the voucher system, corporate accounting, and computerized accounting.

**0221-Introduction to Business:** (1 or 2 terms) (.5 or 1 credit) (Initial enrollment can be either term)

Prerequisite: None

Introduction to Business surveys an array of topics and concepts related to the field of business. The course gives a solid basis for those students considering further study in business as well as offering useful and practical aspects of living to all other students. Content includes our free enterprise system, money and banking, credit, insurance, savings and investments, business organization, occupational information, and government and business relationships.

**0223-Business Law:** (1 term) (.5 credit) (Offered every year.)

Law is a moving force within our society. It reflects the changes that take place in our ideals, goals, and values. It affects each of us on a daily basis, whether we are buying a car, opening a savings account, renting an apartment, obtaining a job, or starting our own business. The one-semester course covers criminal law along with contracts, employer-employee relations, principal and agent, negotiable instruments, bailments, marriage formalities, and credit.

**0224-Entrepreneurship:** (1 term) (.5 credit) (Offered every other year.)

Prerequisite: Introduction to Business or Junior class standing

This course is designed to introduce students to the concept of business ownership and management by providing a realistic framework for starting a business. Study will include the source of business ideas, location, competition, capital, personnel management, and marketing.

**1823-Marketing:** (1 term) (.5 credit) (Offered every other year.)

Prerequisite: Introduction to Business or Junior class standing

One of the fastest growing areas of employment, marketing is the discipline associated with determining customers' wants and needs and providing products and services to meet those needs.

## **FAMILY AND CONSUMER SCIENCE EDUCATION**

**0503-Food & Nutrition I:** (1 term) (.5 credit)

Foods I is an overall study of food preparation principles, nutritional needs of individuals, meal planning, food purchasing and storing, proper use and care of kitchen equipment and sanitary procedures in the kitchen. Various food preparation methods will be employed, using MyPyramid as a basis. Units include quick breads, pasta, eggs, vegetables, fruits, milk and cheese, etc.

**0503-Food & Nutrition II:** (1 term) (.5 credit)

Prerequisite: Foods & Nutrition I

The student will learn advanced methods of food preparation techniques, selecting an efficient kitchen plan, purchasing and using various small appliances, and nutritious meal planning. Mini-units will include: food preservation (jelly and food dehydration) pastries, yeast breads, international cookery, full meal preparation, quantity cooking, entrepreneurship, and many more!!!

**0505-Child Development: Parenting and Child Development:** (1 term) (.5 credit)

Entry level: Junior or permission of instructor

This course is designed to prepare students for their roles as future parents. A thorough examination of human development from prenatal stage through school age will be discussed. Pregnancy and birth, along with the effects of the environment on the unborn child, will be studied. The intellectual, social, emotional, and physical development of infants, toddlers, preschooler and school age child will be examined. Projects for each age level will be done.

**0506-Textiles and Design I:** (1 term) (.5 credit)

Entry level: Freshman

This class is designed for the student who would like to learn more about clothing selection, clothing styles, wardrobe planning, and clothing care as well as sewing several projects. Creative sewing techniques including the use of the embroidery machine, and serger will be used. Students will sew projects such as a pillow case, bag, pajama pants and an item of choice by the student.

**0506-Textiles and Design II:** (1 term) (.5 credit)

Prerequisite: Textiles I

This class takes a more advanced look at clothing construction, characteristics of fibers, design styles and design principles and elements as well as using the sewing machine. Students will construct projects that meet certain requirements. The patterns are chosen by the student. A clothing item must be constructed. The embroidery machine and serger will be used.

**0513-Life Skills I:** (1 term) (.5 credit)

This class is designed for the freshman student. Topics covered will include: self-esteem, study skills, harassment (verbal, physical, emotional, and sexual), dating, dating violence, tobacco prevention, drug/alcohol awareness and prevention, depression, suicide prevention, and career development.

**1414 Life Skills II:** (1 term) (.5 credit)

Entry level: Junior or Senior

Life Skills II is a comprehensive course designed to prepare young adults for the transition to the world of work and/or post-secondary education. Topics covered include: job seeking skills, job keeping skills, career development, college awareness, money management, credit card awareness, and managing life beyond high school. This course is available independent study in case it cannot fit into the student's schedule.

**0523-Housing: Homes For Today, Tomorrow, and the Future:** (1 term) (.5 credit)

This course is designed to examine the many decisions related to housing choices and discussing how to make a room, house, or apartment comfortable and attractive by using the principles and elements of design. Students will plan a house and completely decorate it, including floors, window treatments, wall coverings, lighting, etc.

## **HEALTH OCCUPATIONS**

**Core Course :**

**1514-Introduction to Health Sciences:** (1<sup>st</sup>,2<sup>nd</sup> or 3<sup>rd</sup> term) (.5 credit)

Prerequisite: None

Entry level: Freshman

This course will introduce the student to professions in the health care field. All areas of Health Occupations will be studied. The Sanford Sheldon Medical Center will provide the instructor for this course. This is the entry-level course for the Health Occupations Vocational Program.

**Second Unit Courses :**

**1599-Medical Terminology:** (1 term) (.5 credit) **(College Level, held at SHS)**

Prerequisite: Introduction to Health Sciences or permission of the instructor.

This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. A programmed learning, word building system will be used to learn word parts that are used to construct or analyze new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage and pronunciation. Abbreviations will be introduced as related terms are presented.

**1514-Pharmacology:** (1 term) (.5 credit) **(College level, held at SHS)**

Prerequisite: Introduction to Health Sciences or Permission of the instructor.

This course provides you with an introduction to pharmacology, a basic knowledge of drugs, and drug therapies as they relate to the health information management field. It includes a study of the preparation, use, and action of chemicals and their effect on biological functioning.

**3499-Emergency Medical Technician I:** (2 terms) (1 credit) (College level, held at NCC)

Prerequisite: None

Entry level: Junior or Senior

This basic course will include a general study of the human anatomy, medical terminology, legal aspects and the study of the skills needed to treat various injuries and illnesses.

**Third Unit Courses:**

**1599-Career Pathways II:** (1 term) (.5 credit)

Career Pathways II is a program that allows the student to get hands-on experience at the Sanford Sheldon Medical Center. To enroll, the student must write a cover letter, make a resume, keep a journal, and then must go through the personal interview at Sanford Sheldon Medical Center. During his/her internship at Sanford Sheldon, the student will learn many of the skills necessary for work. Each student will be evaluated three (3) times during his/her internship. While there, each student will be paid and can take the program for a high school credit.

**1713-Anatomy & Physiology I & II:** - (1 or 2 terms) (4 or 8 semester hours of college credit)

(College Level, held at SHS)

Prerequisite: Biology; permission of the instructor (minimum of 2.50 GPA)

This is an advanced study of Anatomy and Physiology. The relationship between body structure and function and homeostasis forms the basis for the course. Pathological processes that result in dysfunction and disease are presented. Major topics include cell biology, histology, skeletal, muscular, and digestive systems. The possibility of college credit through the Post-Secondary Options Act does exist.

**1595 –Certified Nurse’s Aide (2 Terms) (1 credit) (College Level, held at SHS)**

Prerequisite: Introduction to Health Sciences or permission of the instructor.

This course is 75 hours in length and meets the requirements for taking the Nursing Assistant Certification Exam which qualifies personnel for working as a nursing assistant in Long Term Care. The purpose of the course is to develop the basic skills to care for the elderly. This course consists of 30 hours of lecture, 30 hours of clinical and 15 hours of simulated lab time. Vocational clinical hours will be determined. (3 college credits.)

**3499-Emergency Medical Technician II:** (2 terms) (1 credit) (college level, held at NCC)

Prerequisite: EMT I

Entry level: Junior or Senior

This course will continue the study of and the skills needed to treat various injuries and illnesses, ambulance equipment and operations, radio communications and extrication techniques.

## **INDUSTRIAL-TECHNOLOGY EDUCATION**

Attendance requirements will be a part of the grading system for all Industrial-Technology courses. Sheldon Community High School has an articulation agreement with Northwest Iowa Community College and any student successfully completing Technical Drafting, Mechanical Drafting, Architectural Drafting, CAD, and Building Trades may receive a credit for an NCC course. Many of Sheldon High School's Industrial Technology courses can help you achieve advanced standing in other NCC courses. Check with your instructor for more details.

### **0402-Building Trades:** (2 terms) (1 credit)

Prerequisite: Must have three semesters of industrial arts and/or permission of the instructor.

(Limit of ten students per section.)

This is an advanced industrial arts course for the high school senior or the student who has completed three industrial arts courses. This course will explore the wide variety of opportunities in the industrial arts field. The student will be working in the construction field. The student will explore such areas as Carpentry, Masonry and Concrete, and all areas that relate to the field of construction.

### **0417-Fabrication & Mass Production:** (1 term) (.5 credit)

Subsequent Courses: Advanced Woodworking, Building Trades

Early in the term the safe operation of machines, wood construction, and wood finishing will be emphasized. Later in the semester an interdisciplinary mass production unit will be undertaken. In this unit the Fabrication and Mass Production class will develop a marketable product, advertise it, market it, sell stock, and run a business. If time permits, a small project will be constructed to further develop these skills.

### **0418-Advanced Woodworking:** (1 term) (.5 credit)

Prerequisite: Fabrication & Mass Production or permission from instructor

Subsequent Courses: Building Trades

This course is designed for those students interested in planning and constructing a major project of their desire. Open to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade boys and girls.

### **0441-Basic Electricity:** (1 term) (.5 credit)

Entry level: Sophomore

This course is designed to aid beginners in the study of electricity. The course contains experiments and learning situations in which students investigate certain fundamental properties of basic electrical circuits. Most of the experiments are done on a wiring panel and have to do with household wiring skills. There will also be a paper assigned at the end of the semester.

### **0703-Architectural Drafting:** (1 term) (.5 credit)

Prerequisite: Technical Drafting

This course will include the study of architectural methods and forms as well as materials. The drafting will include the drawing of each student's ideal home plans for a building or residence. This course will be geared for the student who really wants to learn drafting techniques in this area.

### **0706-Technical Drafting:** (1 term) (.5 credit)

Subsequent Courses: Mechanical Drafting, Architectural Drafting, CAD

The first half of the term will cover the language of Industry, Drafting Skills, Drawing Office Practices, Theory of Shape Description, and Applied Geometry. The second half of the term explores Basic Dimensioning, Working Drawings, Sections, and Conventions. Assignment sheets or plates are at the end of each unit to solidify concepts. The importance of accuracy, neatness, and line work will be emphasized. Open to all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.

### **0706-Mechanical Drafting:** (1 term) (.5 credit)

Prerequisite: Technical Drafting

Mechanical Drafting will be a term course dealing with Threaded Fasteners, miscellaneous types of fasteners, Forming Processes, Welding Drawings, Manufacturing Materials, Auxiliary Views, Pictorial Drawings, Functional Drafting, and Drawing for Numerical Control.

**0707-CAD:** (1 term) (.5 credit)

Prerequisite: Technical Drafting, Mechanical Drafting, Architectural Drafting

CAD Drafting will be a course for students who have taken all of the drafting courses we offer, but would like to have more experience with CAD. The students will use both the IBM and Macintosh computers. They will meet on Friday to discuss problems and solutions they might have with assignments. Monday through Thursday they will work on an independent basis in the computer lab and drafting room to complete assignments. This course will be limited to five students or less.

**0918-Power Technology:** (1 term) (.5 credit)

Prerequisite: Junior or Senior students

This course addresses the issues of energy sources and applications, their effect on the environment, and future development. The text presents major concepts underlying each of the traditional and alternative sources of energy. Some time will be spent in the lab working on old small internal combustion engines.

**1732-Principles of Technology:** (2 terms) (1 credit)

Entry level: Junior or Algebra I recommended

The complexity of modern technology and the rapidity with which it changes are creating new challenges for Industrial-Technology Education. Training in a single energy system is no longer enough. Each technician must understand the mechanical, electrical, thermal, and fluid systems that are combined in modern industrial equipment. Skills specific to a current job are no longer adequate for a lifetime career. Technicians must understand the principles on which their work is based and be able to use that understanding to adapt as their work changes. Principles of Technology is a course designed to prepare students more effectively for technical careers. Units included in the course are Force, Work, Rate, Resistance, Energy, Power, and Force Transformers.

**2412-Basic Metalworking:** (1 term) (.5 credit)

Entry level: Sophomore

This course is designed to expose the student to the following machines: Rotary bender, box and pan brake, bending brake, slip rollers, foot shears, metal lathe, and CNC lathe. Sheet metal work, including stretch out development, joint exercise, and a few small projects including stretch out development, joint exercise, and a few small projects will be undertaken. Some of the projects are: tool box, funnel, pan, and letter holder. The lathe will be used for precision metal turning. Accurate measurement with Vernier calipers and the micrometer will be emphasized.

## **PERFORMING AND VISUAL ARTS EDUCATION**

### **PERFORMING ARTS**

**1111-Theatre:** (1 term) (.5 credit)

Prerequisite: 2 terms of English 9 and active involvement in a speech or drama activity.

Entry level: This course is open to sophomores.

This exciting course will examine architecture drama styles of the theatrical past as well as the more technical aspects of theatre production. A Shakespearean drama will be studied and a portion will be performed. Stage makeup, lighting, acting and directing will be covered with hands-on activities. This is a participation class open to any student wishing to share in the appreciation of this great form of art. Two memorized performances will be required of the student.

**1122-Concert Band:** (Terms 1-4) (1.0 credit)

The award winning Marching Orabs begin memorizing music early in the summer in order to concentrate on the drill when band camp begins for Freshmen on Monday, July 28 and everyone on Wednesday, July 30. The band performs on Labor Day, all home football games, and at contests on Saturdays in September and October. All members meet at 7:15 AM each school day during First Term.

During 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Terms the Concert Band performs the highest quality music we are capable of performing. In addition to daily rehearsals, weekly individual lessons are required for grading and individual progress. The December Concert, the Parade of Bands, the Spring Concert, as well as the State Large Group Festival are required of all members. Pep Band provides a fun outlet for students to play popular music at home basketball games. At-home practice is the required "homework" for this class.

**1123-Marching Band/Flags:** (.25 credit) (Flag Corps - Audition only)

Through the choreographed use of flags and other props, the Flag Corps adds color and visual excitement to the marching band during the First Term. Try-outs are scheduled for spring, with rehearsals through June and July. Band camp begins July 28 and continues daily until school begins. Performances include the Sheldon Celebration Days Parade on Labor Day, all home football games, and contests on Saturdays in September and October. Members meet at 7:15 AM each school day.

**1125-Jazz Band:** (no credit)

The Jazz Band meets Tuesdays and Thursdays at 7:20 A.M. for band members who wish to learn “America’s classical music.” Students become familiar with improvisation, swing, and other elements as performed by a big band jazz ensemble. The band participates in four contests and performs with the Middle School Stage Band in a Spring Jazz Concert. Membership in the group may require an audition.

**1130-Mixed Chorus:** (4 terms) (1 credit) (or .25 credit per term)

This is a chorus for anyone in grades 9 through 12 who wishes to sing. A vocal test will be required to determine appropriate placement in the choir. Mixed Chorus members will have the opportunity to audition for Show Choir. All students will be given the option of lessons throughout the year. It is recommended that students pass with a C average or better to continue on in choir. Several performances are required throughout the school year.

**1130-Concert Choir:** (4 terms) (1 credit) (or .25 credit per term)

This is an auditioned choir for students in grades 9-12 who want to learn more challenging repertoire and are willing and able to do the work necessary. Students will be auditioned in the spring (a few spaces will be available in the fall for transfer students). All members will be required to attend several voice lessons per quarter. Several performances will be required each year.

**1131-Show Choir** (no credit)

This is a select ensemble chosen from the participants of the other two choirs. Audition is very selective and will include both singing and dancing tryouts. This ensemble is intended for the advanced musician because of the need to memorize music quickly and accurately. It is meant to give the exceptional student the opportunity to perform more frequently and also to perform an entirely different style of music than the other two choirs. Show Choir meets Monday and Wednesday mornings from 7:10-8:10 a.m., after marching band season, and Monday evenings: 7:00 – 9:00 P.M. after the musical is complete. Other evening practices may be called before competition. Special choreography sessions/rehearsal will also be required. A calendar will be issued with all details and updated throughout the year.

**1132-Music Appreciation:** (1 term) (.5 credit)

This music elective is open to any student in grades 9 through 12. It will cover an overview of music history, music from other cultures, folk music, and popular music of the past and today.

**1141-Music Theory:** (1 term) (.5 credit)

Prerequisite: Must be enrolled in Choir and/or Band

Entry level: Junior or Senior

Students will have an introduction to and knowledge of the following: Fundamentals of Music, Scales, Key Signatures, Intervals, Triads, Chord Names, Chord Inversions, Figured Bass, Chord Progression, and Cadences.

## **VISUAL ARTS**

**1152-Painting:** (Class size – Limited) (1 term) (.5 credit)

Prerequisite: Intro. to Art, or sophomore, junior, or senior standing

Painting is a fairly demanding study, which nurtures the student’s ability to translate sensory experience into a visual image or language, using a variety of media (acrylic, water, tempera, etc., as well as mixed media). The teaching of painting begins with a trip through the world of art history with a personal touch. The objective in painting is to advance students to a position where they can think independently and creatively.

**1162-Drawing:** (1 term) (.5 credits)

Drawing is the base for all artwork. Sketching allows the student to record a multitude of impressions and to prepare ideas to be later executed in a variety of media. Drawing can also be an end in itself. The drawing course includes instruction in figure drawing, and dimensional drawing using different drawing techniques. The student learns to express forms in traditional manners and gains skills and understanding while being encouraged to search for personal expression and to experiment in a variety of mediums.

**1163- Intro. to Art:** (1 term) (.5 credit)

This course is a basic introduction to foundation and practice in art as a means of visual communication. Students will be given the opportunity to learn the elements of art, composition, and color theory, with creative and directed work in two- and three-dimensional art using various media and concepts relating to the student's experiences and observations supplemented by a survey of historical art. This one-semester course is open to all students without prerequisites. It's recommended that this course be the student's first course upon entering the art department. It is a prerequisite for most of the art courses offered. Nearly all materials for this course will be furnished.

**1164-Pottery:** (1 term) (.5 credit)

Prerequisite: Intro. to Art, or sophomore, junior, or senior standing

Students beginning their first experience in pottery will explore the possibilities of working in a plastic medium. Elements of design will be reviewed as to their relationship to clay. Hand construction will include pinch, coil, slab, slump and press pots will be used to give experiences in the formation clay forms. Techniques in glazing and beginning sculpture will be included. Emphasis will be placed on wheel construction throughout the course.

**1165-Printmaking:** (1 term) (.5 credit)

Prerequisite: Intro. to Art, Fundamentals of Design, or Drawing

Students are introduced to the various printmaking processes, with an emphasis on attaining the technical skill necessary to develop more ambitious print projects and to develop the preparatory drawings to accompany these skills. As skill in the above areas becomes more evident with practice, the student will become involved in monotype, block, wood, intaglio, screen, and multi-color printing processes. Computer graphics will also be incorporated into the printmaking process. Students will be required to furnish part of their supplies.

**1175-Fundamentals of Design:** (1 term) (.5 credit)

This course involves design projects that focus on problem solving. The course is geared to students who enjoy bringing together several creative disciplines to form a unified solution. The course will consist of the fundamentals and principles of design as they are related to various projects. Assignments will include work in these areas: architectural design, fashion design, illustration and marketing designs, interior design, and production design. Some supplies will be furnished by the students in the way of found materials or at minimum cost.

**1181-Advanced Art I and II:** (Class size – Limited) (1 term) (.5 credit)

Prerequisites: Intro. to Art and three of the following courses: Fundamentals of Design, Drawing, Painting, Printmaking, and/or Pottery

In the third year of art, the emphasis is on depth and specialization in the study of the individual's major interest. This may be in advanced two- or three-dimensional art. The student is, thereby, given an opportunity for intensive work in one or two creative areas, or in one, two, or more mediums of art expression. Objectives will be established on an individual basis after a conference and an advanced art contract for work to be finished has been approved by the instructor. This course may be repeated once.

**1199-Art for Enjoyment:** (1 term) (.5 credit)

From the earliest times people from all over the world have made decorative art. The manner in which they have made and decorated objects has varied by period and place. For many generations folk art, crafts, and methods have been passed down from parents, master artisans, or schoolteachers. In this course you will learn how they created different objects from many different cultures. When you make one of these objects, you will have a souvenir from past generations and cultures to share in the future. This course is open to any student with no prerequisites. Most supplies will be furnished and some will be provided by the student in the way of found materials or at minimum cost.

## **OTHER OPPORTUNITIES**

### **COMMUNITY SERVICE**

Any Sheldon Community High School student may apply for credit regarding performance of voluntary community service. Graduation credit would appear on the student's transcript based upon the following:

- Certification of 120 hours of community service = 1.00 credit
- Certification of 90 hours of community service = .75 credit
- Certification of 60 hours of community service = .50 credit
- Certification of 30 hours of community service = .25 credit

Credits earned would be cumulative throughout the four years of high school enrollment. Applicants would submit an application at the end of each term and/or September 1 for service performed during summer months.

Examples of approved voluntary community service are as follows:

1. Constructing sets or running lights for school or community productions
2. Reading to or writing for an elderly person or shut-in
3. Participating in a paper drive
4. Participating in a "walk-a-thon" for fund raising
5. Serving as a junior delegate at a County Political Convention
6. Shopping for shut-ins or people in need
7. Assisting in conducting Boy or Girl Scout activities
8. Being a volunteer student fire fighter or SCAT team member
9. Participating in or furnishing a program for a service club
10. Peer tutoring

PROCEDURE: To receive credit for community service or volunteerism, Sheldon High School students must:

1. have the activity approved by the coordinator for volunteerism before starting,
2. document dates, times, and activities on a form provided by the coordinator, and
3. receive no payment, awards, or other recognition for the community service activity.

#### **0851-Community Service:** (1 term) (.5 credit)

Entry Level: Grades 9 - 12

This course is designed to provide students with additional opportunities for service and career exploration. This course requires prior approval from the guidance counselor and parent/guardian permission. Students volunteer at such locations as East Elementary, Sheldon Middle or High School, Children's World Day Care Center, Village Northwest, Oak Park, Fieldcrest, or Autografx, for example.

### **CAREER PATHWAYS I**

#### **0853-Career Pathways I:** (1 term) (.5 credit)

Career Pathways I is a program that allows the student to get hands-on experience at one of five (5) Sheldon businesses (Maintainer, Rosenboom Machine & Tool, Midwest Coop, Sheldon Veterinary Clinic, and the Sanford Sheldon Medical Center). To enroll, the student must write a cover letter, make a resume, keep a journal, and then must go through the personal interview at the business. During his/her internship at the business the student will learn many of the skills necessary for the world of work. Each student is evaluated three (3) times during his/her internship. While there, each student is paid and can take the program for a high school credit.

## **DRIVER'S EDUCATION**

### **1412-Driver's Education:** (no credit)

Students will be required to take 30 hours of classroom instruction and 6 hours of behind-the-wheel driving. The course will cover topics such as the highway system, preparing to drive, rules of the road, basic vehicle control, and others.

## **FOREIGN EXCHANGE STUDENT**

Students interested in becoming a foreign exchange student need to plan with the guidance department. Students are reminded that only Sheldon High School credits may be used for a Sheldon High School diploma.

## **CO-CURRICULAR ACTIVITIES AND CLUBS**

### **CO-CURRICULAR ACTIVITIES**

- |                          |                      |
|--------------------------|----------------------|
| 1. Baseball              | 10. Football         |
| 2. Boys Basketball       | 11. Girls Basketball |
| 3. Boys Track            | 12. Girls Track      |
| 4. Cheerleading          | 13. Girls Volleyball |
| 5. Concert Band          | 14. Golf - B & G     |
| 6. Choirs A and B        | 15. Intramurals      |
| 7. Cross Country - B & G | 16. Jazz Band        |
| 8. Dance Team            | 17. Softball         |
| 9. Drama                 | 18. Speech           |
| -Fall Musical            | 19. Swing Choir      |
| -Spring Play             | 20. Wrestling        |
| -Summer Theatre          | 21. Clubs            |

### **CLUBS**

- A. Art Club
- B. FCCLA (Family, Career, Community Leaders of America)
- C. FBA (Future Business Leaders of America)
- D. FFA
- E. Intramurals
- F. National Honor Society
- G. Science Club
- H. Spanish Club
- I. Speech Club
- J. Weight Lifters
- K. Yearbook
- L. SADD (Students Against Destructive Decisions)
- M. SLT (Student Leadership Team)

### **Art Club**

The purpose of the Sheldon Community High School Art Club shall be to render service to the Sheldon Community Schools and to promote local interest in art education, to gain local and state recognition for the Sheldon Community Schools and its art department, to keep the standards of all art work to the highest degree possible, and to band together a group of students interested in maintaining these standards of art. It is also the club's purpose to stimulate and encourage all worthy art enterprises.

It is the intention of this organization to carry out its purpose by the following means, when possible:

1. Set decorations for annual musical
2. Posters for school functions
3. Aid in Homecoming
4. Art exhibits

5. Work concessions stand
6. Encourage all arts expression

### **FCCLA (Family, Career, Community Leaders of America)**

FCCLA is open to any student who has taken a high school Family and Consumer Sciences class. The purpose of this organization is to help young men and women become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences Education!

Activities include social events, service projects such as Adopt A Family, appreciating a group, and attending state leadership conferences as well as other activities. We also work concession stands and sell ice cream once a week.

### **Future Business Leaders of America**

The purpose of this FBLA Chapter is to provide as an integral part of the instructional program additional opportunities for secondary students (grades 9-12) in business education to develop vocational and career supportive competencies and to promote civic and personal responsibilities.

The specific goals of FBLA are to:

1. develop competent, aggressive business leadership
2. strengthen the confidences of students in themselves and their work
3. create more interest in and understanding of American business enterprise
4. encourage members in the development of individual projects which contribute to the improvement of home, business, and community
5. develop character, prepare for useful citizenship, and foster patriotism
6. encourage and practice efficient money management
7. encourage scholarship and promote school loyalty
8. assist students in the establishment of occupational goals, and
9. facilitate the transition from school to work.

### **FFA**

The FFA is a national organization of, by, and for students of vocational agriculture in public high schools. The FFA is an intracurricular activity and an integral part of vocational education in agriculture. The FFA motto is: Learning To Do—Doing To Learn—Earning To Live—Living To Serve. The foundation upon which the FFA organization is built includes: Leadership, Character, Cooperation, Service, Thrift, Scholarship, Citizenship, Patriotism, Recreation, and Improved Agriculture.

Through competitive activities such as public speaking, parliamentary procedure, and job interview contests, students are challenged to sharpen their leadership skills. Contest areas such as individual proficiency awards and various judging contests motivate students to increase their agricultural skills as well as expand and improve their SOE programs. To be a member of the FFA, you must be enrolled in the vocational agriculture program. Several students retain their membership following graduation from high school or until 21 years of age.

### **Intramurals**

Intramural basketball is open to any boy or girl who is not playing basketball on the high school team. This activity is open to wrestlers.

The season is at least ten weeks long plus tournament week. We try to play our games after supper starting at 6:30. We play on Monday evenings. If we have a conflict, we find another night.

Teams are selected in a draft by team captains selected by the faculty representative in charge. Teams are selected so that we have more teams and play four on four.

### **National Honor Society**

The purpose of the National Honor Society is to recognize students with the following qualities:

1. Enthusiasm for scholarship
2. Desire to render service to the school and community
3. Promote worthy leadership
4. Encourages good character

Students of the sophomore, junior, or senior class with a B (3.0) average or above, will be considered for membership during the third quarter of the school year. Each student is rated by the instructors and the final selection is made by a faculty selection committee. New members are then inducted into the National Honor Society at a special induction ceremony.

### **SADD** (Students Against Destructive Decisions)

The purpose of SADD is to protect lives and to improve the general well being of the school and community. Topics that SADD may address include harassment as well as tobacco, drug, and alcohol abuse.

### **Science Club**

Aims and objectives: To enjoy natural science in informal situations, to interact with people in research and/or applied science, to explore career possibilities within the natural sciences and science-related fields, to provide support for individual projects and other student experiences in natural science and/or mathematics.

Requirements for membership: Be a Sheldon High School student with an interest in science.

Note - freshman students are welcome.

Officers: President - chair meetings, program organization

Vice-President - primarily program organization

Sec-Treasurer - financial record keeping, program organization, correspondence, publicity

### **SLT** (Student Leadership Team)

Twenty members of the student body will be elected annually to the Student Leadership Team. The offices held in grades 9 through 12 include: President, Vice President, Secretary and Treasurer. Officers from the National Honor Society are also part of the SLT which include the President, Vice President, Secretary and Treasurer.

The SLT is the sounding board for the student body. They are in charge of Homecoming, Spirit Week, T.A. Activities and other student activities as approved by the staff.

### **Spanish Club**

The Spanish Club is for students interested in experiencing the Hispanic culture and traveling to Spanish speaking countries. Club activities can include selecting a trip, preparation/information seeking before a trip, traveling together, and telling others about the travel experience upon return. Activities are planned locally such as field trips and service projects to expand student's perspective of Hispanic culture.

### **Speech Club**

The purpose of this organization is to promote all worthy speech and drama efforts and to band together in the Sheldon High School a select group of students who are interested in the high standards of speech and drama and are able to perform in either or both of these areas.

The club sponsors the spring play as a money raising event and worthy speech activity.

The club also sponsors various field trips to hear and see different types of speeches and dramas.

### **Weight Lifting Club**

This activity will start the end of November and will involve the following:

1. Lifting usually three times per week before school.  
(Monday, Wednesday, and Friday)
2. Working the concession stand a few times during basketball and wrestling
3. Utilizing weight lifting to promote better physical and mental health

### **Yearbook**

The yearbook staff is open to all who wish to work on the annual. The purpose of this organization is to take and develop pictures, design and lay out pages, sell ads and yearbooks.

