Sheldon Community School District

Sheldon High School

Registration Handbook

2024-2025

Mission of the
Sheldon Community School District

Prepare **all learners** to **achieve goals** and **be productive citizens.**

Sheldon High School Motto

Respect for everyone
Teaching to everyone
Learning from everyone
Caring about everyone

…right to the last child.

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Graduation Requirements

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

Credit Requirements

- Students must earn a minimum of **48** credits in grades 9 – 12.
- Graduation requirements for Special Needs students may be modified through the Individual Education program. (This may include Special Education, 504, TAG, and/or others.)

Credits Defined

- 1 credit is earned by satisfactorily completing the critical skills for one semester to the satisfaction of the instructor and meets the rules of Chapter 12 of the Iowa Code.
- Students receive 1 credit per semester for classes that meet one full period.

Requirements by Subject

Language Arts ..... 8 credits

English 9 ..... 2 credits
English 10 ..... 2 credits
Literature ..... 1 credit (American Lit. or Contemporary Lit.)
Composition ..... 1 credit
Speech ..... 1 credit
Elective ..... 1 credit

Mathematics ..... 6 credits

Grade 9 ..... 2 credits
Pre-Algebra or Algebra I with Instructor or Administrator Approval
Each student is required to take 4 additional credits and is encouraged to take more.

Science ..... 6 credits

Grade 9 ..... 2 credits
General Science or General Science I, II, or III with Instructor or Administrator Approval
Each student is required to take 4 additional credits and is encouraged to take more.

Social Studies ..... 6 credits

United States History: grade 10 ..... 2 credits
World History: grade 11 ..... 2 credits
Government: grade 12 ..... 1 credit
Sociology or Economics: grade 12 ..... 1 credit
This requirement may be satisfied by taking Intro to Psychology at NCC.

Computer Education ..... 1 credit

Required of all students
Computer Application, Introduction to Computer Programming, or Introduction to Computer Networks

Physical Education (PE) ..... 4 credits

Required of all students unless excused.

Health: Life Skills I ..... 1 credit

Required of all freshmen.

Health: Life Skills II ..... 1 credit

Required in the junior or senior year.

Financial Literacy* ..... 1 credit

Required in the junior or senior year.
*The Iowa Department of Education requires completion of Financial Literacy.

Summary of Credits

Total Required credits.....34 credits
Total Elective credits.....14 credits
Total Graduation credits.....48 credits
Students who earn **60 credits or more** will earn an Honors diploma.

Special Education Students

Graduation requirements for special education students will include successful completion of four years of English, three years of math, three years of social studies and three years of science**.**

Tiered Diploma

- The Principal and Counselor may recommend a tiered diploma for certain students.
- These designated students need to earn 34 required credits (mentioned above) and 6 elective credits for 40 total credits.

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:

- Students losing credits through the first semester of the senior year may earn credits through Edgenuity online courses, 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.
- Students who fail to meet the graduation requirements for the standard diploma, 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 tiered high school diploma would be issued by Sheldon High School.
- 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.

Class Rank and Grade Point Averages (GPA)

In determining the cumulative grade point average and class rank for each student, grades are first assigned the following numerical values:

A	B	C	D	F
A = 4.0	B+ = 3.333	C+ = 2.333	D+ = 1.333	F = 0
A- = 3.667	B = 3.0	C= 2.0	D = 1.0	
	B-= 2.667	C- = 1.667	D- = .667	

- 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.

Exceptions

- PE may not be graded under the conventional grading scale. Your PE grade is not included in your grade point average**.**
- Students have the option to include band, choir, and color guard into the cumulative grade point average.

Pass/Fail Courses

Full credit courses that 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.

Example GPA Calculation

English 9	B	3.0
General Science	A	4.0
Choir	A	-
P.E.	C	-
Total		7.00 /2 = 3.50 GPA

Grading Scale

The following grading scale will be used in all courses at Sheldon High School:

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 do all of the following:

1. Obtain counselor approval.
2. Obtain approval by a parent or guardian.
3. Obtain the instructor's approval.
4. Return the completed form 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 ten (mid-term) of each semester.

Note: If a class is taken on as pass/fail 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 lead. 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.

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 the entire subsequent year.

- Prior to the time the registration forms 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.

Course Considerations

As each student plans their 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 seven subjects.
   - Seniors may have senior release one period each semester.
   - Band, choir, or color guard may be counted as one of the seven classes.
7. **PLAN AHEAD** – Students are required to fill out a 4-year plan to determine their education path.
   - During the 8th grade year, a 6-year plan may be developed to ensure the correct educational offerings are selected by the student.
8. **REGISTRATION** – Complete the registration and planning worksheet.
   - High school students must bring their completed worksheet to their second semester conference for registration.
   - For 8th grade students, it must be brought to their second semester conference.
9. **DROP AND ADD REQUESTS**
   - Students are not allowed to add a new class or drop a class to/from their schedule after the first two days of the term.
   - 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.
   - All drop and add requests are initiated from the counselor's office.

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.

Alternative Programs

Concurrent Courses with NCC

The *Senior Year Plus Program* (SYP), allows Iowa high school students to concurrently access secondary as well as post-secondary credit (college-level credit). Sheldon High School and Northwest Iowa Community College have entered into an agreement allowing students to take a variety of courses and receive high school as well as college credit.

Students are required to meet all of the following conditions in order to participate in any SYP concurrent enrollment:

Requirements Established by the Post-Secondary Institution (NCC)

The student shall meet the enrollment requirements established by the post-secondary institution (college) providing the college credit.

- The student shall meet or exceed the minimum performance measures on any academic assessments that may be required by the eligible post-secondary institution.
- The student shall have taken appropriate course prerequisites, if any, prior to enrollment in the eligible post-secondary course, as determined by the eligible post-secondary institution.

Requirements Established by the School District

- The student shall have attained the approval of the school district and the eligible post-secondary institution to register for the post-secondary course.
- The student shall have demonstrated proficiency on the most recent Iowa Statewide Assessment of Student Progress (ISASP) scores of English Language Arts (ELA), mathematics, and science, in order to participate in SYP programming.
  - For Juniors, the proficiency cut scores on the ISASP are math – 559 or above, ELA – 561 or above.
  - If a student is not proficient in one or more of the content areas of reading, mathematics and science, the school may establish alternative but equivalent qualifying performance measures which may include:
    - High school performance in coursework similar in content to the college course.
    - Have a high school GPA of 2.0 or a high school GPA of 2.0 in the corresponding discipline.
    - An alternative placement test (e.g., ACT, EdReady).
- A student seeking to enroll in a Career Technical Education (CTE) course is exempt from the **ISASP** proficiency requirement.
- For a student on an IEP that does not demonstrate proficiency on the **ISASP**, the IEP team may establish alternative but equivalent qualifying performance measures through the IEP. This should be documented on the learning portion of the transition assessments section on page B of the IEP.
- Transportation to and from a community college is the obligation of the student and the student's parent or guardian.
- To enroll, a student should notify the Sheldon High School Counselor by second semester conferences.
- Grades/courses 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 college grades recorded on a pass/fail basis in regard to high school records. Students must notify the high school Counselor of the decision to record pass/fail at least one week after final grades have been issued by the college.
- All college credits and grades earned must be transferred to the college or university the student plans to attend upon graduation from high school. Students can request their NCC transcript by ordering it at this link https://nwicc.edu/academics/transcript/

(Chapter 22, *Senior Year Plus Program*, Iowa Code, Iowa Department of Education)

NCC Courses and Credits

For a complete list of courses and course descriptions, the NCC catalog is available in the High School Guidance Office or online at https://nwicc.edu/.

Course Name	High School Credits	College Credits
Abnormal Psychology	1.0	3.0
Accounting		
Auto Mechanics		
Calculus I to enroll Math subtest of ACT must be 24 or above	2.0	4.0
Calculus II	2.0	4.0
CNA	1.0	3.0
College Algebra to enroll Math subtest of ACT must be 22 or above	2.0	4.0
College Comp I to enroll English subtest of ACT must be 17 or above	1.0	3.0
College Comp II	1.0	3.0
Developmental Psychology	1.0	3.0
Educational Psychology	1.0	3.0
EMT	1.0	3.0
Foundations of Education	1.0	3.0
Intro. to Criminal Justice	1.0	3.0
Intro. to Early Childhood Education	1.0	3.0
Intro. to Ethics	1.0	3.0
Intro. to Philosophy	1.0	3.0
Intro. to Political Science	1.0	3.0
Intro. to Psychology	1.0	3.0
Intro. to Social Work	1.0	3.0
Intro. to Sociology	1.0	3.0
Medical Terminology	1.0	2.0
Nutrition	1.0	3.0
Pharmacology	1.0	3.0
Principles of Management	1.0	3.0
Public Speaking	1.0	3.0
Social Problems	1.0	3.0
Statistics to enroll Math subtest of ACT must be 17 or above	1.0	3.0
Welding		
Western Civilization: Ancient (I)	1.0	3.0
Western Civilization: Modern (II)	1.0	3.0
World Religions	1.0	3.0

5th Year Option

Students who are behind in their credits to graduate may request a 5th year of high school.

- 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.
  - Students must contact the Learning Center personnel in August at NCC for courses available.
  - NCC Learning Center fees will be paid by the student.
- 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.
- 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.

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.

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.

Early Graduation

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. 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 their needs and capacity.

- It is advisable that they have four years of experience in a four-year high school.
- Students may graduate prior to this time provided that sound guidance procedures have been followed, that all minimum graduation requirements as stated in Board policy have been met, and a recommendation by the high school principal has been secured.
- After the student has met the criteria listed above, the early gradation request will be presented to the Board for approval.
- Early graduation from Sheldon High School may be permitted in accordance with approved district procedures.
- The Sheldon Community School Board of Education has the final authority for deciding whether or not the student shall graduate from high school early. The Board shall receive the recommendation from the administration and decide this matter by the results of a vote at a regular board meeting.

Early Graduation Procedures

Students desiring early graduation from high school must meet the following:

1. Apply by the October Board of Education meeting of their senior year.
2. Submit a letter of request from their parent(s) or guardian(s).
3. Complete all the required courses and enough credits, which meet the graduation requirements by the anticipated date of early graduation.
4. Complete a minimum of seven semesters (fourteen terms) of high school work. Exceptions to this requirement may be made in unusual circumstances as approved by the Board of Education.

5. Consult with the principal or designee about graduation and class rank procedures, honors and other considerations.
6. Submit a written plan describing planned post high school activities and rationale for early graduation.

The following are items that students and parents or guardians should consider and be aware of before deciding about early graduation.

- Students accepted for early graduation will be eligible for consideration for application procedures.
- Class rank from the time that the early graduate left high school will be noted on the list with full-term students.
- Understand that no formal diploma will be issued or commencement exercises held for early graduates. The early graduates will be permitted to return for regular May commencement activities if they so desire. Their school records will indicate completion of all graduation requirements for the purpose of employment or post high school training.
- Students who graduate in January will not be permitted to take part in any organized school activity (such as athletics, clubs, field trips, prom etc.) with the exception of May commencement activities. They will, however, be permitted to attend school functions open to the public, like any other member of the adult community.

A student will be granted early graduation when:

1. A completed early graduation application is submitted within the stated timelines.
2. It is approved by the administration and Board of Education.

Advanced Placement (AP) Courses and Criteria

Advanced Placement Program by the College Board

- AP courses are a set of courses that offer extremely challenging content for students interested in pushing themselves beyond what would be covered in a typical high school classroom.
- Some colleges take special note of any AP classes you may have taken in their application process, and some colleges do not.
- It is possible to earn college credit through AP exams administered at the end of the course.

Course Structure

- The Iowa Online AP Academy provides member schools with a set number of “seats” for students who want to take AP classes at schools that do not offer them as part of their normal curriculum. Students would then be able to take these classes at no cost to them. The school is responsible for purchasing the book and any related lab materials.
- Through the Iowa Online AP Academy and Apex Learning, you would enroll in a virtual high school and take the class you are interested in through them.
- The class is self-paced, and completed entirely on-line. The only contact you would have with the instructor is through email.
- You would be assigned a mentor at Sheldon High School who would help you with the logistics of the course, but not necessarily the content.

Scheduling an AP Class

- You should schedule the AP class as part of your school day. Classes run a full year and follow a traditional semester schedule. It is best to schedule a class opposite band or choir, a college class at NCC, or community service.
- The Iowa online AP Academy suggests that you plan for an additional 10-15 hours per week to work on the course. Please realize that averages out to be an extra 2-3 hours of work per day.
- Don’t overextend yourself, the most common reason to drop an AP course is over commitment.

AP Exams and College Credit

- When you complete the AP course, you will receive high school credit for the class.
- If you want college credit you need to take an AP exam.
  - Each exam is **$94** and is administered in early May.
  - Exams will be coordinated through Sheldon High School, and AP will send exam scores to the college or university you indicate on your exam.
- It is your responsibility to check to see how the college or university you are interested in handles the AP classes and exam scores in its admissions policies and credit options.

Available Classes

Full-year classes that are offered through the Iowa Online AP Academy are:

- AP Calculus AB
- AP English Language and Composition
- AP English Literature & Composition
- AP Spanish
- AP Statistics
- AP U.S. History

Semester classes that are offered through the Iowa Online AP Academy are:

- AP Macroeconomics
- AP Microeconomics
- AP U.S. Government
- AP Psychology

Criteria for AP Classes

Sheldon High School wants to ensure you are successful if you choose to take an AP course. It is important that you have shown the ability to handle the content of a course such as this and the ability to complete a self-paced, online course.

We expect the following of students:

- You have completed all core courses in the area with which the AP course would align with a grade of A- or higher.
  - Math: Algebra I, Geometry, Algebra II, College Algebra, possibly Statistics
  - Science: General Science, Biology, Chemistry, possibly Physics
  - Language Art: English 9, English 10, Speech, American Lit, Writing Skills, Research and Essay
  - Social Studies: US History, World History, Government, possibly Psychology, possibly Economics
  - Foreign Language: Spanish 1 through 4
- You have gained approval from the Sheldon High School Administration.

After 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 course requirements of the college of your choice and discuss the matter with the counselor to determine special 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.

General Course Requirements

The following are some general requirements a student should possess if planning to enter college. See the college or university web site you are looking at attend for detailed course requirements. You can also meet with the guidance counselor to discuss your specific situation.

Language Arts

Four years 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.

Mathematics

It is recommended that college-bound students take three years 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.

Science

A minimum of three years of science, including one or two years 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.

Social Studies

It is recommended that college-bound students take three years of social studies to develop a broad understanding of the society in which they live.

Foreign Language

Some colleges require study of a foreign language.

- Three years 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.

Study Habits

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

Academic Requirements for Iowa Regents Universities

Iowa State University

- Academic Requirements

University of Iowa

- Academic Requirements

University of Northern Iowa

- Academic Requirements

Regent Admission Index (RAI)

Iowa high school graduates must achieve a RAI score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission as freshmen to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at the University of Iowa.

- The RAI Core Course Lists provide each Iowa high school with a list of their respective courses that are accepted for the RAI.
- Students who achieve a score less than 245 will be considered for admission on an individual basis.
- Regent Admission Index calculator

Career and Technical Education

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:

- Students planning to enroll in business education courses should have had a background in high school business courses.
- Ensure your acceptance to the **career and technical education** 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.
- A good background in Math and Science is required for a number of programs.
- The student bound for **career and technical education** should develop effective work and study habits.

Armed Forces

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.
- The ASVAB (Armed Services Vocational Aptitude Battery) is given once per school year at the Sheldon High School.

Sheldon High School Course Descriptions
(in alphabetic order by subject area)

Computer And Information Science

Computer Application: (1 credit)

Prerequisite: None

Computers are a major influence in both our personal and professional worlds. The purpose of this course is to expand the student's computer literacy to be productive in the classroom and learn skills useful in life after graduation. Topics will include word processing, email, spreadsheets, web site creation, and online presentations. Students will apply durable skills while learning how to use online calendars personally and professionally with others. Organization skills and file maintenance will be covered the entire semester as students are creating electronic documents.

Introduction to Computer Programming: (1 credit)

Prerequisite: None

Intro to Computer Science is an entry- level semester course for students who are interested in learning the basics of Computer Programming and the thought process that is used. Focus will be placed on applications or text-based programming languages. Topics that will be included are Booleans, loops, conditionals, functions, computer graphics, and an introduction to game design. Most work will be performed in Python and beginner environments, such as scratch.mit.edu. The goal of the course is to promote a general understanding of computer science and improve thinking in areas such as development of algorithms and how major computer ideas can be used to solve problems. This will be the groundwork for future classes while providing an overview of how computers programs are designed. This course fulfills the requirement for graduation.

Introduction to Computer Networks: (1 credit)

Prerequisite: None

Introduction to Computer Networks is an entry-level course, to help students understand the physical components of how computers and their networks operate on a fundamental level. Topics will include binary code, operating systems, the Internet, client/server networks, mobile devices, databases, security, machine learning, and jobs available in computer science. The goal of the course is to provide an understanding of how all information is developed, processed, shared, and stored through the use of computers and their networks. Students will be able to demonstrate knowledge of these topics though electronic and physical examples. They will also be able to explain basic network processes, such as how a computer can print to a local printer wirelessly. This course fulfills the requirement for graduation.

Computer Programming I: (1 credit)

Prerequisite: Intro. to Computer Programming

Computer Programming I is a semester course where students will learn to program using formal text based languages across a number of programming languages. This course is designed for students who have previously completed Introduction to Computer Science. Languages that will be covered in this course are Python, Java, and C++. This course will prepare students for subsequent course in computer science, Web and App Design. Students will be able to create basic programs at the conclusion of this course, such as a quiz or running inventory.

Web and App Design: (1 credit)

Prerequisite: Intro. to Computer Programming

Web and App Design is a semester course where students will learn to publicly develop websites and apps for iOS devices. They will spend the first quarter learning how to develop their own web page, on the front and back ends and will learn the basics of HTML and CSS. In the second quarter they will learn to develop their own apps that they can publish to the app store through the use of the Swift programming language. Additional topics will cover morality of programming, storage, and costs of development. This course is designed for students who would like to use computer programming as a way to interact with the outside world through the use of a website or developed applications. At the conclusion of the course, students will have their own website and numerous apps on the store that other people can access and use.

Introduction to Game Design: (1 credit)

Prerequisite: Intro. to Computer Programming

Introduction to Game Design is a semester course where students will learn the basics of how to program video games. This course requires a prerequisite of Intro. to Computer Programming. Topics of this course include sprite design, computer animation, object motion, variable characteristic, and sound applications and will be performed mostly through GameMaker Studio 2. Review of computer languages C++ and Java will be covered as well as an introduction to C# and Delphi. This course is designed for students who would like to program a game that they could publish and play online locally. At the conclusion of the course, students will be able to develop their own game from start to finish.

English as a Second Language (ESL)

Emerging ESL- Language, Level 1

Prerequisite: Scores of 1s and a mix of 1s and 2s on the ELPA 21 summative assessment

In this class, learning will focus on specifically designed vocabulary units and introducing student to daily living and communication vocabulary, phonics, reading and grammar.

Emerging ESL – Content, Level 1

Prerequisite: Scores of 1s and a mix of 1s and 2s on the ELPA 21 summative assessment

In this class, learning will focus around school related topics with emphasis on language and literacy skills. Concepts from science, math, social studies, and elective classes will be included. This instruction will be based on units 1-5 in the *Get Ready* textbook.

Emerging ELS – Language, Level 2

Prerequisite: Scores of 1s and a mix of 1s and 2s on the ELPA 21 summative assessment

In this class, learning will focus on specially designed vocabulary units and introducing students to daily living and communication vocabulary, phonics, reading, and grammar.

Emerging ESL – Content, Level 2

Prerequisite: Scores of 1s and a mix of 1s and 2s on the ELPA 21 summative assessment

In this class, learning will focus on introducing students to vocabulary needed to access concepts from science, math, social studies, and elective classes. This instruction will be based on specially designed vocabulary units and units 6-10 in the Get Ready textbook.

Progressing ESL – Level 1

Prerequisite: Scores of 2s and a mix of 1s, 2s, and 3s on the ELPA 21 summative assessment

In this class, students will work on specially designed vocabulary units, grammar, and reading. Instruction will be based on the *Step-by-Step English Grammar* books, *Get Reading* leveled books from Vista Higher Learning, and specially designed vocabulary units.

Progressing ESL – Level 2

Prerequisite: Scores of 2s and a mix of 2s and 3s on the ELPA 21 summative assessment or teacher recommendation

In this class, students will be reading novels, completing comprehension questions and projects around the reading, and thematic writing units.

ESL Advanced Vocabulary & Communication

Prerequisite: teacher recommendation

In this class students will receive direct instruction on foundational vocabulary and concepts in main content areas such as ELA, mathematics, science, and social studies. Students will work on pronunciation and meaning of vocabulary by incorporating reading, writing, listening, and speaking activities.

ESL Independent Study

Prerequisite: none

Similar to a guided studies course, instruction will be focused on supporting students in their non-ESL classes and language acquisition in a more individualized manner. Options include utilizing Rosetta Stone, Imagine Math, Really Great Reading, and other supplemental resources

Spanish for Heritage Speakers

Prerequisite: Spanish 3 or test out of Spanish 3

Recommended for those who want to try for the Seal of Biliteracy.

Financial Literacy

Financial Literacy: (1 credit)

Entry level: Junior or Senior

The curriculum of Financial Literacy will follow the Iowa Department of Education guidelines:

- The importance of savings, including an emergency fund
- Understanding investments
- Wealth building and college planning
- Credit and Debt
- Consumer awareness, credit score
- Financial responsibility and money management
- Insurance (different types of) and risk management
- Career decisions, job search strategies (cover letters, resumes, interview techniques)
- Payroll taxes and other income withholdings
- Buying, selling, and renting advantages and disadvantages related to real estate

Foreign Language: 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 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 who are proficient in speaking Spanish.
- 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 gives you increased opportunities to make friends, read, watch TV, travel, and earn money.

IMPORTANT: Students should NOT allow more than a one-year gap between sequential levels of Spanish. Students must pass with a “C” or better to advance to the next level.

Spanish I: (2 credits)

This introductory course of Spanish begins with the Spanish alphabet, greetings, numbers, calendar, telling time and classroom phrases. Students acquire pronunciation skills and gradually develop a useful vocabulary including colors, food, clothing, family, places around town, directions, telephone conversations and more. Students will gain an understanding of the grammar and structures of the language, primarily working with present and past tense verbs, asking and answering questions, giving a command, and expressing opinions/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.

Spanish II: (2 credits)

Prerequisite: Spanish I with a “C” or better average grade

Spanish II is instructed in Spanish as much as possible. This course reviews material from Spanish I and continues the study of Spanish-speaking cultures. Expanded vocabulary units will include preparing food, ordering in a restaurant, discussing daily routines, clothing and shopping, health, traveling and telling stories. Lessons center on these vocabulary themes with more detailed grammatical structures and verb tenses, such as the present progressive, the preterit and imperfect past tenses, command forms, the subjective and object pronouns. Students will have opportunities to read short selections in Spanish and practice listening, speaking and writing through a variety of written and conversational activities.

Spanish III: (2 credits)

Prerequisite: Spanish I and II (Students need to pass Spanish II with a "C" or better average grade.)

Spanish III is mainly instructed in Spanish and students are encouraged to speak as much Spanish as possible during the class period. This course continues building a vocabulary base and expands the students' communication skills through a career unit, expressing opinions, giving advice and commands, describing the past, making comparisons, relating a series of events, discussing healthy choices and more. Sentence and grammatical structures 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.

Spanish IV: (2 credits)

Prerequisite: Spanish II and III (Students need to pass Spanish III with a "C" or better average grade.)

Spanish IV is taught in Spanish with the intention of combining more advanced grammar and vocabulary with a review of topics covered in previous levels. Students continue to work on reading, writing, listening and extemporaneous speaking along with practical and thematic topics. Students read authentic literature and explore history, film, and art of various Spanish-speaking countries.

Health

Life Skills I: (1credit)

Entry level: 9th Grade

- Integrate knowledge, skills, and practices required for careers.
- Integrate multiple like roles and responsibilities in family, work and community settings.
- Demonstrate respectful and caring relationships in the family, workplace and community.

The curriculum of Life Skills I is to develop the student by integrated concepts related to but not limited to the following field of study:

- Fundamentals of Health and Wellness
- Mental and Emotional Health
- Healthy and Safe Relationships
- Nutrition and Physical Activity
- Substance Abuse
- Diseases and Disorders
- Digital Citizenship

The curriculum is put into place so that students may have a basic understanding of the world around them and to adapt to diversity and adversity in an appropriate manner. Building upon these skills and concepts, students will be able to become or build upon their abilities to become productive citizens of society.

Life Skills II: (1credit)

Entry level: Junior or Senior

The curriculum of Life Skills II is to develop the student by integrated concepts related to but not limited to the following field of study:

- Fundamentals of Health and Wellness
- Mental and Emotional Health
- Healthy and Safe Relationships
- Nutrition and Physical Activity
- Substance Abuse
- Diseases and Disorders
- Digital Citizenship

Language Arts: Freshman and Sophomore Course Requirements

English 9: (2 credits)

English 9 is a two-semester required course and is a continuation of the basic language skills introduced in the elementary and middle school grades. Students will have numerous opportunities to improve their reading, writing, speaking and listening skills. These opportunities will be provided through the examination of grammar usage, writing and revision skills, short stories, drama, the novel, non-fiction and individualized reading.

English 10: (2 credits)

Prerequisite: 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 grammar usage. Students will apply those grammatical skills to their essay writing units. Other focuses will include a Shakespearean play, in-depth novel studies, and a research paper.

Reading**:** (1 or 2 credits)

Prerequisite: Required through teacher recommendation and pre-assessment results

This course gives student an opportunity to receive instruction in basic language skills, while integrating reading, writing, speaking, and listening. This 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. This course will be taken concurrently with English 9 and/or English 10.

Language Arts: Junior and Senior Course Requirements

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.

Topic	College Level	General Education	Basic Entry Skills
Public Speaking	Speech	Speech	Speech
Literature	American Lit.	American Lit. Contemporary Lit.	N/A
Composition	Writing Skills Research/Essay Writing	Writing Skills Creative Writing	Contemporary Writing
Electives	Creative Writing Great Novels **Mass Media**	Creative Writing Great Novels Film Studies Theatre Appreciation **Mass Media**	Creative Writing Film Studies Theatre Appreciation **Mass Media**

American Literature: (1 credit)

Prerequisites: English 9 and 10

This is a course designed for juniors and/or seniors and will survey the literary heritage of our past and 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 literature on their own.

Contemporary Literature: (1credit)

Prerequisite: English 9 and 10 (Teacher recommendation required)

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 will focus on thematic structure and units. The purpose is to assist students to read, analyze, and interpret the literature on their own.

Writing Skills: (1 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: essays, business letters, applications, and resumes. It is a good course for the students to take before Research/Essay Writing, but for others, it can be the final composition course.

Research/Essay Writing: (1 credit)

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

This course is designed for junior and/or senior students who are going to college. This class will build on previous writing skills, reinforcing the logic, clarity of expression, and critical thinking skills of good writing. Students will explore interview-based, online, literary, and professional research methods; they will master the art of giving and using critical workshop feedback; and they will write an interview-based essay, a college admissions essay, and a seminar research paper.

Creative Writing: (1 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.

Contemporary Writing: (1 credit)

Prerequisite: English 9 and 10 (This course needs the approval of the instructor, the recommendation of the sophomore instructor, and is for the below-average writer.)

This course is designed as a general composition class that will benefit a student wanting to improve their writing skills. Students will receive a review of grammar and a variety of writings, such as paragraphs, essays, business letters, and resumes.

Speech: (1 credit)

Prerequisite: English 9 and 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; speaking to persuade and creative dramatics. This course will be required during the junior or senior year. This course or the equivalent will be required of all graduates.

Film Studies: (1 credit)

Prerequisite: English 9 and 10, Entry lever: Junior

This course introduces students to the basics of film: script and story, editing and shot composition, history, sound, and multiple genres of film. Students will analyze, describe, and critique film through viewing, oral discussions, written reviews, and other analytical means.

Theatre Appreciation: (1 credit)

Prerequisite: English 9 and 10, Entry lever: Junior

This course will study the development of theatre performances from Ancient Greece to modern times. Students will read, watch, discuss, and write about a variety of plays and learn about the technical aspects of directing and producing a theatrical performance. Students will also write and direct their own original short play.

Great Novels: (1 credit)

Prerequisite: American Literature and 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 are necessary.

Mass Media: (1 credit)

Prerequisite:

Explore Digital Media Creation and Social Engagement in this high school course. Develop skills in crafting online content, website design, and social media mastery. Collaborate on real projects, including contributing to the storytelling of Sheldon Community Schools. Gain essential skills for impactful digital media creation, engagement, and ethical online citizenship. Additionally, students will utilize technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, incorporating new arguments or information. This hands-on approach will empower students to effectively communicate and express ideas through various digital platforms, fostering a dynamic and interactive learning environment.

Mathematics

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 technology focused. Many freshmen entering college don’t know what their major will be and many change their major during college. Take enough high school math to keep your options open.
- If you don’t take enough math in high school, your entire college program may be delayed while you take and pay for remedial courses. Your graduation may be postponed for a year or longer.
- Even if you don’t pursue a post high school education, strong math skills will enhance your opportunities to succeed in life.

Every student must have at least three years of mathematics in high school and more is recommended.

- Sheldon High School provides you with an opportunity to complete four years of math-focused instruction.
- The variety and extended range of math courses offered encourages you to take at least one mathematics course each year of high school.

Strategic Math: (1 or 2 credits)

Prerequisite: Teacher recommendation and pre-assessment results

Subsequent course: Pre-Algebra

This course gives students the opportunity to receive instruction in foundational math skills such as place value, operations, fractions, ratios and proportions, and foundational algebra concepts. Emphasis will be placed on student development of numeracy, reasoning, problem solving, and mathematical modeling. Specific instruction will be based on student needs as determined by diagnostic assessments and observations.

Pre-Algebra I: (2 credits)

Prerequisite: Teacher recommendation

Subsequent course: Algebra I

This course is designed to help students prepare for Algebra I. Students will preview topics including operations on rational as well as whole numbers, solving equations, linear models, 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. It is highly recommended that students have earned a C- or higher in previous math classes to ensure success in this course.

Algebra I: (2 credits)

Prerequisite: None.

Subsequent Course: Geometry

This course is designed to help students prepare for future mathematics courses. It will review and build on concepts learned in eighth grade. Students will start by covering foundation of functions, solving equations and inequalities, then introduction to basic functions, and understand linear functions. Next, they will cover topics including systems of equations and inequalities, exponents and exponential equations, polynomials and factoring, then understanding quadratic functions and equations. To end the course students will cover radical expressions and equations and rational expressions and functions. This course will help students think critically, work cooperatively, and communicate ideas with others. It will also study meaningful mathematics, see connections amount the branches of mathematics, use real world applications and will make use of calculators and computers. It is highly recommended that students have earned a C + or higher in previous math classes to ensure success in this course.

Foundations of Geometry: (2 credits)

Prerequisite: Algebra and teacher recommendation

*Subsequent Course: Statistics, Consumer Math**,** Geometry or Algebra II*

Foundations of Geometry is a class designed to give students the opportunity to study mathematics in a more visual way. Students will begin with a study of foundations of geometry and terminology that is used, such as; points, lines, planes, and angles. Students will also discuss solving various types of problems involving triangles and other polygons. Students will then get into parallel and perpendicular lines. Students will look at quadrilaterals and areas of many different polygons. In the second term students will study more about triangles and similarity and right triangles. Also, they will study circles and will solve problems involving circles. Then students will get into constructions and how to use a compass and straight edge to make different constructions. Finally, students will be introduced to special types of geometry called solid geometry and coordinate geometry. It is highly recommended that students have earned a C – or higher in previous math classes to ensure success in this course.

Geometry: (2 credits)

Prerequisite: Algebra I

Subsequent Course: Algebra II or Statistics

Geometry is a class designed to give students the opportunity to study mathematics in a more visual way. Students will begin with a study of foundations of geometry and terminology that is used, such as; points, lines, planes, and angles. Students will also discuss solving various types of problems and proofs involving triangles. Students will then get into parallel and perpendicular lines and prove things about them. Students will look at quadrilaterals and areas of many different polygons. In the second term we will study more about triangles and similarity and right triangles. Also, they will study circles and proofs involving circles. Then we will get into constructions and how to use a compass and straight edge to make different constructions. Finally, students will be introduced to special types of geometry called solid geometry and coordinate geometry. It is highly recommended that students have earned a C – or higher in previous math classes to ensure success in this course.

Algebra II: (2 credits)

Prerequisite: C- or better in Geometry or teacher approval

Subsequent Course: Analysis, Applied Mathematics or Consumer Mathematics

Algebra II builds upon the mathematical topics and problem-solving techniques learned in Algebra I and Geometry. Many mathematical concepts from past courses are reviewed or expanded upon, but many new

concepts are introduced in the Algebra II curriculum. Students are continually building upon what they have already learned and they will be challenged at this level of mathematics. The Algebra II curriculum covers the following topics: modeling problem situations with expressions, equations, and inequalities; exploring and applying functions including linear functions and systems, quadratic functions, polynomial functions, radical functions, exponential functions, logarithmic functions and rational functions; sequences and series; probability and statistics; and conic sections. This program has been designed to prepare students for success in college, in careers, and in daily life in the twenty-first century. It is highly recommended that students have earned a C- or higher in previous math classes to ensure success in this course. Note: S*tuden*ts must have a TI-83 or TI- 84 Plus graphing calculator for this course.

Consumer Mathematics: (1 credit)

Prerequisite: Counselor and 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.

Precalculus: (2 credits)

Prerequisite Course: C- or better in Algebra II or teacher approval

Subsequent Course: Statistics, Calculus (college level coursework)

The first half of this course is a quick review of various algebraic functions and how they model real-life situations. The first half will also cover the conic sections along with the foundations of statistical concepts and procedures that can aid the student as both a consumer and producer of statistical information. The emphasis will be on descriptive statistics, probability, binomial and normal distributions, elementary sampling theory, confidence intervals, hypothesis testing, and regression analysis.

The second half of 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 the STEM programs at NCC. Topics studied include the following: Trigonometry Basics, Trigonometry Graphing, Trigonometric Identities, Polar- Rectangular-Vector Trigonometry, Law of Cosines, Law of Sines, Applications of Trigonometry, Inductive Reasoning, Deductive Reasoning, Functions, Limits, and Pre-Calculus.

Intro to Statistics: (1 credit)

Prerequisite Course: Algebra I

Subsequent Course: Consumer Math, Algebra II or Analysis

Students will learn the basics of reading, calculating, and interpreting data. Students will create and design graphs as well as calculate measures of center (mean, median and mode) and variation. Students will also read tables and interpret common statistical measures used in scientific research. They will also learn the basics of probability.

Probability & Statistics: (1 credit)

Prerequisite Course: Geometry

Subsequent Course: Algebra II or Analysis

Students will learn to calculate numerous types of statistical measures and forms of calculating. They will also calculate their own measures. They will calculate with common research measures such as means, standard deviations, z-scores, p-values, and confidence intervals. Students will also cover probability and counting techniques.

General Math I: (1 credit per term)

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

This course gives students an opportunity to receive basic mathematical skills, while integrating real-world problem-solving skills. It is designed to help students improve problem solving skills, build retention of key mathematical concepts, and prepare them for Algebra I. Entrance into the course depends on student's abilities. Content will be student driven and can include the properties of addition, subtraction, multiplication, division, place value, and rounding.

Physical Education (PE)

Physical Education: (Grades 9-12) (1 credit)

Required: Each year in grades 9-12

The curriculum of Physical Education is a student-centered curriculum that provides students the opportunity to learn basic skills, activities, and concepts related to their physical health. The curriculum is designed to promote the development of physical, social, and emotional health through activities related to team sports, recreational activities, individualized fitness, strength and conditioning, and community health programs.

Students are required to take Physical Education unless they are excused under the provisions of Chapter 12 of the Iowa Code. Students having medical excuses are required to have a written excuse on file with the instructor and the principal.

Science

Science Research: (1 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.

General Science: (2 credits)

Areas of Study: 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 experience many short units in Earth and Physical Science. The class is designed to garner the enthusiasm for science during high school so that students will pursue it as a possible career.

General Science I, II, III: (2 credits)

Prerequisite: Recommendation of the teacher

This is a three-year course that covers the areas of life, earth & space, and physical science. The class is designed as a combination of project-based learning experiences along with large and small group work for students.

- Life – This section is designed to provide students with a basic conceptual understanding of the characteristics of life, cell studies, cell division and cell respiration, plant and animal classifications, ecosystems, and the human body.
- Earth & Space – This section is designed to provide students with a basic conceptual understanding of the origin of stars, the solar system, galaxies, plate tectonics, types of rocks, earth's history, the atmosphere and weather, and natural disasters.
- Physical Science – This section is designed to give students an understanding of the basic concepts of chemistry and physics. Examples of these concepts are the kinetic-molecular theory with matter, types of matter – elements, mixtures, and compounds, atomic structure, periodic table of elements, types of chemical reactions, energy, motion, forces, simple and compound machines, different types of energy, electricity, and magnetism.

Biology: (2 credits)

Prerequisite: General Science

Subsequent Courses: 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; Natural Selection; and Genetics.

Anatomy & Physiology I & Lab: (1 credit)

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 nervous systems.

Anatomy & Physiology II & Lab: (1 credit)

Prerequisite: Anatomy & Physiology I & Lab

This course 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 digestion, endocrine, circulatory, lymphatic, respiratory, urinary, and reproductive system.

General Chemistry: (2 credits)

Prerequisite: General Science, General Science I, II, III, Biology (Recommendation of teacher)

This course will be a combination of student-centered collaboration in small and large groups and a project-based learning course. Students will explore the basic concepts of Chemistry and how they play a role in the environment (i.e., acids/bases, water quality, air pollution).

Chemistry: (2 credits)

Prerequisite: Algebra II, Geometry, General Science Research, prior or concurrent enrollment in Algebra II.

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.

Physics: (2 credits)

Prerequisites: Algebra I, Geometry, Algebra II, 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.

Topics covered are kinematics, forces, work & energy, momentum, thermal energy, circuits & electricity, magnetism, waves, and optics. These topics will be explored through learning the concepts and applying them to real-world scenarios. These topics will be explored further through laboratory work.

Why consider physics in high school?

- 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.
- 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.”
- 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.”

Animal Science: (2 credits)

Prerequisite: Intro. to Agriscience Articulated with Iowa Lakes Community College

Anyone interested in animal life should consider enrolling in Animal Science. Areas covered include: large

animals, small animals, nutrition, digestion, genetics, reproduction, animal welfare, animal issues, ethical issues in the animal industry, animal health, and meat science. Students will also gain an understanding of the huge role that modern livestock and their domestication play in the local, state, national, and global economy. Students may earn Science credit upon successful completion of this book.

Social Studies: Required Courses

Progression of required courses: 3 credits needed.

United States History: Civil War to the Present: (2 credits)

Prerequisite: None/Freshman/Sophomore

This class is a study of the historical development of the United States from the Civil War to the present. The class will be broken into units pertaining to different historical time periods. The class is centered around analysis of primary documents, class discussion, and research activities. After each unit, there will be a summative assessment in the form of a test or project for students to demonstrate their learning.

World History: (2 credits)

Prerequisite: United States History

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.

American Government: (1credit)

Prerequisite: U.S. History and World History

This class is a study of the founding principles and complexities of our government in the United States. Students will learn about the structure and function of our government and its political institutions. Specific focus will be given on the intent of our United States Constitution to ensure a free and prosperous society. All students will learn about the importance of civic participation in our Federal Republic. This course will cover local, state, and national government.

Social Studies: Electives Toward Requirement

Choices of electives to finish Social Studies requirements.

Economics: (1 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 economic 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.

Sociology: (1 credit)

Prerequisites: U.S. History and World History

The study of Sociology provides students a way to understand human behavior, especially in the context of group interactions. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. During this course students will focus on several important sociological topics, including socialization, culture, the social construction of knowledge, deviance and self-control, social movements, collective behavior, inequality, race and ethnic relations, and socioeconomic status.

Psychology**:** (1 credit)

Prerequisites: U.S. History and World History

This class is offered only at NCC, and can count for both elective credit and college credit.

Elective Courses

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 = 2.00 credits
- Certification of 90 hours of community service = 1.50 credit
- Certification of 60 hours of community service = 1.00 credit
- Certification of 30 hours of community service = .50 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:

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

To receive credit for community service or volunteerism, Sheldon High School students must do all of following:

- Have the activity approved by the coordinator for volunteerism before starting.
- Document dates, times, and activities on a form provided by the coordinator.
- Receive no payment, awards, or other recognition for the community service activity.

Experiential Learning

CAPS: Center for Advanced Professional Studies: (One semester, 1 credit)

Prerequisite: Grades 11, 12

CAPS Solutions is a class for juniors and seniors that allows students to build skills necessary to be successful in a variety of work environments. CAPS is a collaboration between business, community, and education to provide students with professional experiences while developing the local workforce. This class will meet for a double period at an off-campus location. Associates (students) will complete a short training period focusing on professionalism, time and project management, and problem solving. After this training period, associates will choose a business partner to collaborate with on a project. Associates will meet with the business, develop a solution, and present their final project.

ORAB Internship (One semester, 1 credit)

Prerequisite: Grades 11, 12

ORAB Internship is a class that allows students to intern with a community partner for one semester. This class will meet for a double period. This time will be used to review expectations of working with a community partner and to allow time for travel and time at the cooperating organization once the placement begins. Students need to contact the Work Based Learning Coordinator prior to the start of the class to arrange the details of an internship. The instructor will work with the student and partner organizations to determine an appropriate placement, based on the student's interests and qualifications and the availability of a position. A training plan will be developed and signed by the student, guardians, school, and community organization outlining the details of the internship.

ORAB Quality Pre-Apprenticeship (One semester, 2 credits)

Prerequisite: Grade 12 or with administrator approval
The ORAB QPA is a class that allows students to explore a pre-apprenticeship option with a community partner. The student's schedule will combine independent learning related to the requirements of the specific area of study, classes available at Northwest Iowa Community College, and time with the community partner. The student should plan on this taking four consecutive class periods. Students need to contact the Work Based Learning Coordinator the semester prior to the class to arrange the details of the QPA.

Current QPA placements: Plumbing and HVAC

ORAB Leadership: (1 credit)

Entry level: Grades 9, 10, 11, 12

ORAB Leadership is an elective course offered to students in grades 9-12 who are interested in developing life-long skills that will help them in their endeavors after high school. Students will learn what leadership is all about while developing and improving the leadership skills they already possess. Students will also discover and hone necessary lifelong skills including, but not limited to leadership styles, goal-setting skills, communication skills, decision making skills, and teamwork skills. This course is in conjunction with the district-wide L*eader in Me* initiative. Students will engage in a variety of activities such as book studies, group and individual projects, reflections, discussions, and more to discover what it means to be a leader.

Work Experience: (1 credit)

Entry Level: Grades 11, 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 Unlimited, Fieldcrest, or Autografx, for example.

Driver's Education: (Zero 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.

Guided Studies

Guided Studies: (1 credit per semester. Can be repeated with permission.)

Prerequisite: Recommendation from the Principal or Guidance Office

This course is designed to support the intentional academic/personal development of students recommended by the principal or guidance office. This supported study period will include daily planning to recover and stay current with grade level academic progress. Tracking of student progress, homework completion requirements, tutoring/mentoring support, deficit skill support strategies, and reports to the student and team (including parents and guardians) will provide the foundation for this course. Grading is pass/fail.

Performing and Visual Arts: Instrumental Music

Marching/Concert Band: (1 or 2 credits)

The award winning Marching Orabs begin memorizing music early in the summer in order to concentrate on the drill when band camp begins. The band performs on Labor Day and all home football games. There will be 4 to 5 Saturday competitions. All members meet at 7:00 AM each school day during First Term.

During 2nd, 3rd, and 4th 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.

Marching Band/Color Guard: (.50 credit) (Color Guard - Audition only)

Through the choreographed use of flags and other props, the Color Guard adds color and visual excitement to the marching band during the first Term. (The first half of the fall semester). Tryouts take place in the spring, with rehearsals starting on the first Monday of August when Band Camp begins (8:00 a.m.-noon). Practice continues daily during the 1st term from 6:50 a.m. – 8:50 a.m. Performances include the Sheldon Celebration Days Parade on Labor Day, all home football games, and 4-5 competitions on Saturdays in September and October.

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 may participate in jazz contests and perform with the Middle School Stage Band in a Spring Jazz Concert. Membership in the group may require an audition.

Performing and Visual Arts: Vocal Music

Mixed Chorus: (1 or 2 credits)

This course is open to anyone in grades 9 through 12. This choir is designed for those students who wish to participate in choir at an entry level. A vocal test will be required for all new participants (freshman, transfer students, etc.) to determine appropriate placement in the choir. All students will be required to participate in lessons each quarter. Three concerts are given annually and are mandatory performances. Other performances may arise. Students involved in Mixed Choir will have the opportunity to audition for Show Choir and Jazz Choir.

Concert Choir: (1 or 2 credits)

This is an auditioned choir for students not in band, in grades 9-12. Additionally, this choir is for those students who also participate in band. This choir is designed for students with a high level of ability and willingness to work on more challenging music. A vocal test will be required for all new participants (freshman, transfer students, etc.) to determine appropriate placement in the choir. All students will be required to participate in lessons each quarter. Three concerts are given annually and are mandatory performances. The Concert Choir also participates annually in the State Large Group Festival held in the spring. Other performances may arise. Students involved in Concert Choir will have the opportunity to audition for Show Choir and Jazz Choir.

Show Choir (extra-curricular):

This is a select ensemble chosen from the participants of the two choirs. Participation in one of the curricular choirs is required to participate in show choir. Auditions include both singing and dancing. This ensemble's purpose is to give the students the opportunity to perform more frequently and to perform an entirely different style of music than the other two choirs. Show Choir meets outside of the class day during both mornings and evenings, as assigned by the director. Special choreography sessions/rehearsals will also be required. A calendar will be issued with all details and updated throughout the year.

Jazz Choir (extra-curricular):

This is an auditioned ensemble and students must participate in one of the two curricular choral ensembles. Jazz Choir at Sheldon High School is an elite group that has won the Iowa Vocal Jazz Championships four times and placed second twice. Auditions include not only singing but more specifically jazz elements, pitch recognition, and sight-reading. Jazz Choir meets outside of the school day during both mornings and evening, as assigned by the director. This ensemble's purpose is to give students the opportunity to perform a style of music not sung often by the curricular choirs. Jazz Choir performs at the Procession of Choirs in

March, various contests (including the Iowa Vocal Jazz Championships), and the Swing Show in April. Other performances may arise and details will be given throughout the year.

Music Appreciation/Guitar: (1 credit)

This music elective is open to any student in grades 9 through 12. Music Appreciation/Guitar introduces students to reading music through playing the guitar. Class members must provide an acoustic guitar for the class and purchase the Hal Leonard Beginning Guitar Superbook. In addition to playing guitar, students will be introduced to music theory, composing, history, and how music relates to other arts and culture. Students will also be introduced to "America's Classical Music," Jazz, and learn the basics of improvisation. Written daily assignments and tests, playing tests on guitar, one written project, and one music composition make up the assignments and grading for this course.

Music Theory: (1 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.

Social Studies: Elective credit only

Introduction to Social Studies: (1 credit)

Prerequisite: None

This class is an introductory level class aimed at developing students' skills to be successful in a social studies general education class. The class will have a focus on essential skills involving reading comprehension strategies, historical thinking, and research. Students will demonstrate skills through various methods including discussions, projects, and research.

World Issues: (1 credit)

Prerequisite: None

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

Basic materials:

- Television and radio broadcasts, newspapers, news magazines, internet, videos
- Atlases, maps, almanacs
- Library materials
- Outside-of-class materials
- Laptops/tablets

Iowa History: (1 credit)

Prerequisite: United States History

This course will explore the history of Iowa from prehistoric times to modern history. Units include Prehistory to Statehood, Statehood and the Frontier, Radicalism and the Progressive Movement, Iowa in World War I and II, and Iowa into the 21st Century. The class will explore ancient cultures that populated Iowa, Iowa as a Territory, early pioneers, the rise of Iowa as a major political power, how it dealt with war and economic depression, state and local governments, and how Iowa struggles to maintain its position in national politics and economics. Students will also research many of the interesting personalities in Iowa's history.

STEM Problem-Based Learning

STEM Problem-Based Learning: (1 or 2 credits)

Prerequisite: Approval from course instructor

This course will provide students the opportunity to explore STEM (Science, Technology, Engineering and Mathematics) topics related to a field of the student's interests. This course will revolve around problem-based learning and the creative process, including developing skills in critical thinking, communication, collaboration, and creativity. Students will be required to complete a course-long capstone project by the conclusion of the course.

Why should you consider this class? Many of the skills that employers and colleges are looking for include the ability to collaborate with others, to be able to critically think about the project, and to be able to create new and innovative solutions to today's problems. Along with this, science, technology, engineering, and mathematics are all crucial to be fluent in for success in today's innovative world. This course will help you learn and improve upon those skills.

Visual Arts

Art I: (1 credit)

Prerequisite: None (9-12 grade)

This course is a basic introduction to 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 2D and 3D art forms using various media and concepts relating to the student's experiences. This is a one-semester course and is open to all students without prerequisites. It is 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.

Art II: (1 credit)

Prerequisite: Art I (9-12 grade)

In this second foundational art course students are introduced to intermediate level drawing, printmaking, mixed media, painting, and sculptural skills. Students will improve their ability to draw with accurate proportions and will explore art media to include pencil, charcoal, colored pencil, oil pastel, intaglio printmaking, watercolor painting, acrylic painting, sculpture, and mixed media. The drawing and sculptural projects will be more complex and in-depth than Art I projects.

Painting: (1 credit)

Prerequisite: Art I, Art II (10-12 grade only)

Painting is a demanding course, which nurtures the student's ability to translate sensory experience into a visual image or language, using a variety of media (acrylic, watercolor, tempera, etc. as well as mixed media). Students will learn to paint on a variety of surfaces including how to construct their own canvas.

Ceramics: (1 credit)

Prerequisite: Art I, Art II (10-12 grade only)

Students in ceramics will explore the possibilities of working in a plastic moldable medium. Elements of design will be reviewed as to their relationship to clay. Hand construction will include pinch, coil, slab, and the pottery wheel will be used to give experiences in the formation of clay forms. Techniques in glazing and beginning sculpture will be included.

3D Computer Modeling: (1 credit)

Prerequisite: Art I, This is a repeatable course.

Students in this course will develop skills in 3-dimensional art and design in traditional and virtual environments. Major directions of study can include 3D printing, character modeling and design, environmental design and atmospherics, animation, industrial design, toy design, fine art modeling and design, and kinetic or functional sculpture. Students are also allowed to sculpt items in traditional art media, such as clay, and digitize or 3D scan the sculpture to further work with their design in a digital environment too. Students will have an option to gain an understanding of video game design, character modeling, app design and 3D printing technologies. These skills will be directly applicable to students who desire to pursue animation, game design, web design, or industrial design studies at the community college or university level. Course programs will include the use of digital drawing pads and students will have the opportunity to develop content in Blender 3D, Sculptris, Maya, 3DS Max, Clara.io, and other programs used in professional industry by companies such as Dreamworks, Pixar, Electronic Arts (EA Games), and Disney.

Graphic Design I: (1 credit)

Prerequisite: Art I, Art II (10-12 grade only)

This course is geared toward students interested in creative digital photography, graphic design, web-design, and computer-based illustration and drawing. Students will use digital photography equipment, photo editing and web design software (Affinity Creative Suite) to demonstrate creative thinking, construct knowledge, and to develop innovative products and processes using digital photography and computer technologies. Students will visually communicate information and ideas effectively through these media.

Graphic Design II: (1 credit)

Prerequisite: Art I, Art II, Graphics Design I (11-12 grade only)

This advanced-level graphic design course will allow students considering a college program in graphic design or art an advanced opportunity to explore graphic design. You will continue to work with computer illustration projects in this class as well as advanced photography, typography, website design, and advertising focused projects.

Yearbook: (1 credit)

Prerequisite: None

Yearbook is a comprehensive course that introduces students to a variety of artistic, business, and journalistic skill sets. The major focus of students in this course is the production of the high school yearbook. It is recommended that students take the course 3 to 4 terms; all students interested in taking this course must complete an application and provide two positive teacher recommendations. Content will be covered over multiple terms and will include: basics of DSLR cameras, 3-point studio lighting, studio photography basics, portraiture, basics of photo editing, image adjustments, copyright and publication law, interviewing, story writing for the yearbook, and caption writing skills. Additional skills covered include: direct marketing and sales of products, graphic design basics, and layout design basics. This course WILL require extra time outside of class to complete yearbook coverage assignments.

Advanced Art: (1 credit)

Prerequisite: Art I, Art II, B or better in 3rd art course (11-12 grade only, or with permission)

Students are required to complete Art I, Art II, and a 3rd art course with a B grade or higher to be able to take advanced art. The emphasis of Advanced Art is to specialize in the study of one or two types of art media that fit with the student's interests and to continue to advance the student's creative skills. Students may work in 2D or 3D art forms. Objectives will be established on an individual basis, after a conference and an advanced art contract has been approved by the instructor. Students typically complete 4 major art projects over the semester. Each project requires the student to create a project plan, project objectives and goals, and justify the purpose or meaning for creating each work through discussions and extensive writing. Work should demonstrate advanced level ideas, concepts, and advancing art skills. This course is repeatable with a minimum earned grade of B.

Art History: (1 credit)

Prerequisite: Art I (10-12 grade only)

This is a course focused on learning about visual art, history, and world cultures. The course consists of a textbook, Google Arts and Culture, and will integrate many art activities and discussions. This is a reading intensive course that also involves a significant amount of writing and discussion. This course will help to prepare students for a future community college or 4-year college art appreciation or art history class. Students in this course will also use virtual reality (Chromebooks and/or VR Headsets and Phones) to explore art throughout the ages, from ancient times to the current day. Course grades will consist of assignments, quizzes, tests, projects, term papers, and group discussion. This course involves a significant amount of discussion and small group work. Teacher lectures and presentations will be accompanied by virtual field trips using Google Arts and Culture to major world museums, virtual trips to galleries, and immersive virtual reality experiences to important cultural locations.

Career and Technical Education (CTE)

Sheldon High School offers CTE courses in the areas of Agriculture, Business, Family and Consumer Science, and Industrial Technology.

See the Guidance Counselor for a full list of CTE Study Maps.

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 Into 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.
- Enrollment in an Agriculture Education Course includes automatic membership in the FFA at no cost to the student.

Introduction to Agriscience: (1 or 2 credits)

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.

Animal Science: (1 or 2 credits)

Prerequisite: Intro. to Agriscience, Articulated with Iowa Lakes Community College

Anyone interested in animal life should consider enrolling in Animal Science. Areas covered include: large animals, small animals, nutrition, digestion, genetics, reproduction, animal welfare, animal issues, ethical issues in the animal industry, animal health, and meat science. Students will also gain an understanding of the huge role that modern livestock and their domestication play in the local, state, national, and global economy. Students may earn Science credit upon successful completion of this course.

Agri-Business Management: (1 credit)

Entry level: Sophomore, Junior or Senior, Prerequisite: Intro. to Agriscience

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.

Ag Leadership: (1 or 2 credits)

Prerequisite: Intro to Agriscience and students must hold an FFA chapter office or a leadership office with the school, Grade Level: Junior or Senior

Students enrolled in this course will undergo training similar to that of a State FFA Officer. Topics and activities include taking the Strengths Finder 2.0 test and visiting area businesses for leadership mentoring. Students will also have individual projects relating to community service. This course will push students to not only discover and better understand their strengths but also demonstrate them in real world settings.

Horticulture/Plant Science: (1credit)

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.

Agronomy/Farm Management Lab: (1 credit)

Entry level: Junior or Senior, Prerequisite: Intro. to Agriscience, Agri-Business Management, Articulated with Iowa Lakes Community College

This course is a study of the use of the principles of farm management in developing a farm or farm business operation. It is the culminating class for students in the agricultural education class. Agronomy/Farm Management Lab 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, as well as many other skills.

Food Products and Processing: (1 or 2 credits)

Prerequisites: Intro to Agriscience, Animal Science, Grade Level: Junior or Senior

This course will introduce the students to the United States and global food industry. Students will view the food chain from a Farm to Fork perspective, and gain an understanding of the journey food products take from the producers to consumers. Special emphasis will be placed on the meat, dairy, and egg industries and how they affect our local, state, national and global economies. Students will gain an understanding of food quality and safety, government regulations, food labeling, and marketing.

Business

Accounting I: (2 credits)

Entry Level: Sophomore

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.

Accounting II: (2 credits)

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.

Introduction to Business: (1 credit)

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.

Business Law: (1 credit) (Offered every other 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 course covers criminal law along with contracts, employer-employee relations, principal and agent, negotiable instruments, bailments, marriage formalities, and credit.

Family and Consumer Science

Food & Nutrition I: (1 credit)

- Analyze nutritional needs and select foods for good health throughout life.
- Analyze nutritional information to prepare foods for good health throughout life.
- Analyze food-related occupations.
- Create and maintain a safe, clean, healthy and secure environment.
- Demonstrate the use of recipes in food planning, preparation, and presentation,

Food & Nutrition II: (1 credit)

Prerequisite: Foods & Nutrition I

- Identify consumer options in nutrition, health and wellness.
- Plan, prepare, serve and evaluate meals for good health throughout the lifespan.
- Analyze nutritional needs and select foods for good health throughout life.
- Analyze cultural and regional influences on dietary needs.
- Demonstrate the use of recipes in food planning, preparation, and presentation.

Child Development: (1 credit)

Entry level: Junior or permission of instructor

- Analyze the interrelationships between physical, emotional, social, and intellectual aspects of human growth and development.
- Investigate the impact of heredity and environment on human growth and development.
- Demonstrate communication and nurturing skills that promote human growth and development.
- Identify strategies that promote positive relationships between family members.
- Evaluate factors that promote physical and emotional health of a child and parent (s).

Textiles and Design I: (1 credit)

Entry level: Freshmen

- Plan and evaluate clothing and accessory purchases to meet clothing needs on a budget.
- Appropriately operate and maintain all sewing equipment.
- Follow preparation procedures for constructing and evaluating a sewing project.
- Demonstrate the use of equipment, fabrics and supplies with proper procedures for both ready-to-wear and constructed garments.
- Create and maintain an organized, safe and convenient work environment.

Textiles and Design II: (1 credit)

Prerequisite: Textiles I

- Identify fabrics, fabric construction, finishes and fabric care.
- Create and design clothing based upon the elements and principles of clothing design.
- Follow preparation procedures for constructing and evaluating a sewing project.
- Demonstrate repair, alteration and recycling techniques.

Interior Design 1: (1 credit)

- Analyze past, present, and potential future trends in housing, both locally and globally.
- Evaluate housing alternatives based on floor plans, structure, maintenance, safety, energy, lifestyles and special needs.
- Create designs based upon the principles and elements of design
- Investigate careers related to housing, interiors, and furnishings.
- Construct and/or read scaled drawings and floor plans.

Introduction to Family and Consumer Sciences: (1 credit)

Entry level: Freshmen

- Introductory course to family and consumer sciences.
- Students will be introduced to the topics of food and nutrition, apparel, textiles and sewing, child care and development, housing and interior design, consumer decisions, healthy living, interpersonal skills and relationships, and careers available in Human Services professions within the Family & Community Services pathway.

Industrial-Technology

Foundations of Industrial Technology I I: (1 credit)

Prerequisite: A positive attitude and willingness to learn.

Class Size: 15 students maximum or instructor approved

Foundation of Industrial Technology introduces students to the basics of Industrial Technology and its various career pathways. This class provides hands on learning activities that promotes skill development and fun. Concepts will be taught in the classroom with application to follow in the lab as each project is designed and constructed. Some of the projects could include: hot air balloon, model rockets, model airplanes, model bridges, Co2 race cars, and projects made with power tools. Along the way you will learn to identify the basic hand tools used in metal/woodworking. Safety will be discussed and practiced.

Foundations of Industrial Technology II: (1 credit)

Prerequisite: Foundations of Industrial Technology I

Class Size: 15 students maximum or instructor approved

This course continues as an introduction to Industrial technology and follows Foundations of Industrial Tech. I. This class provides hands-on learning activities that promote skill development and fun. Concepts will be taught in the classroom with application to follow in the lab as each project is designed and constructed. Some of the projects could include: pen/pencil sets, CNC router designs, and projects made with power tools. Along the way you will learn to identify the basic hand tools used in metal/woodworking. Safety will be discussed and practiced.

Drafting (Architectural Drafting & Architectural Design): (1 credit)

Prerequisite: None

Drafting will instruct students in the proper operations of mechanical and architectural drafting. Students will learn the proper operation of CAD systems such as how to read blueprints, operate architectural drafting and design equipment. Students will apply the skills learned in class through problem solving activities that require teamwork, critical thinking, and real world and physical applications of the skills. The CAD programs are called Autodesk Inventor and Autodesk Revit. A good class for students wanting to learn to communicate through drawings.

Manufacturing I: (1 credit)

Prerequisite: Foundations of Industrial Technology I & II

This class exposes students to mechanical power, technology, and career options in the world of manufacturing. A class filled with practical knowledge will get you ready to apply it. This class will study electricity, hydraulics, pneumatics and more.. This is a good course for equipment owners and individuals interested in pursuing a related career. Field trips and guest speakers will be used when appropriate.

Manufacturing II: (1 credit)

Prerequisite: Industrial Tech I and II, Manufacturing I

This class exposes students to mechanical power, technology, and career options in the world of manufacturing. A class filled with practical knowledge will get you ready to apply it. This class will study small engines, learn how to read precision measuring instruments and study vehicle maintenance. This is a good course for equipment owners and individuals interested in pursuing a related career. Field trips and guest speakers will be used when appropriate.

Principles of Cabinetry: (1 credit)

Prerequisite: Drafting

Class Size: 15 students maximum or instructor approved

Principles of Carpentry will instruct students the basics of house and home carpentry. The students will learn the different types of woods and wood joints. Students will apply skills that they have acquired in principles of carpentry and other previous courses to construct projects that involve plan reading, problem solving, and critical thinking. Sample projects would include clocks, end tables, bedroom furniture, and other such projects.

Construction Projects: (1 credit)

Prerequisite: Foundations of Industrial Technology, Drafting, Principles of Cabinetry

Class Size: 10 students maximum or instructor approved

This course is for students in grades 11-12 and is a class where students learn skills and fundamentals in the area of woodworking. Safety use of the tools, machines, and materials in the woods lab will be the major emphasis of the class. Students will select and construct wood projects of their choice and use the skills developed in previous coursework. Emphasis will be on design, estimation and the actual production of cabinets and furniture relevant to current trends in industry. Other considerations include various material and wood finishes.

Home Construction & Repair: (1 credit)

Prerequisite: Grades 11, 12 Foundations of Industrial Technology and either Drafting, Principles of Cabinetry or instructor approval

Class Size: 12 students maximum or instructor approved

This course will provide the student with the basic information needed to survive in the world. This will be a **steady paced class covering a wide range of topics and areas. Included will be: concrete, plumbing, insulation, exterior and interior wall coverings, stenciling and bordering, appliance maintenance, basic electricity, home energy savings, buying a house, what to look for when you are examining a home, insurance, and loan application processes, The class will do walk through with real estate agents to get a first-hand look. This will be a very valuable class for any student. Field trips and guest speakers will be used when appropriate.**

Building Trades: (1 credit)

Prerequisite: Grades 11, 12 Foundations of Industrial Technology and either Drafting, Principles of Cabinetry or instructor approval

Class Size: 12 students maximum or instructor approved

This course introduces students to careers relating to carpentry and related trades. Students will be exposed to topics such as: building materials, construction codes, building construction and safety. Hand-on activities and field trips will highlight this class. The major emphasis of the class is to construct larger type construction projects such as a shed or garage. ** pending project availability

Advanced Manufacturing: (Independent Study, 1 credit)

Prerequisite: Foundations of Industrial Technology, Drafting, Principles of Cabinetry, Manufacturing I & II, Construction Projects, Building Trades and instructor approval

This class is for 12th grade students interested in course work consisting of shop activities that have successfully completed one of the two strands in Industrial Technology. Students have the opportunity to design and build individual projects that have been approved by the supervising instructor using the woodworking or manufacturing skills acquired in the first 3 years of their high school experience. Students that are approved must show independence and self-discipline in their work. A student has shown an intrinsic motivation to use their individual skills in their independent

projects. The Students will gain practical experience in areas of designing, estimating, plan of procedure, wood joints, finish, and fabrication. Individual projects will focus on materials, processes, use of tools, and related applications. Safety and respect will be expected from the student.

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 public appearances in ANY activity, a student must pass ALL subjects.

Foreign Exchange Student Opportunities

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.

Extra-Curricular Activities

- Baseball
- Basketball: Boys and Girls
- Cheerleading
- Color Guard
- Cross Country: Boys and Girls
- Dance Team
- Drama
- Esports
- Fall Musical
- Football
- Golf: Boys and Girls
- Jazz Band
- Jazz Choir
- Show Choir
- Soccer: Boys and Girls
- Softball
- Speech
- Summer Theatre
- Track: Boys and Girls
- Volleyball (Girls)
- Wrestling: Boys and Girls

Extra-Curricular Clubs

- Art Club
- FBLA
- FCA
- FCCLA
- FFA
- Game Club
- Library Club
- National Honor Society
- Prom
- SADD
- Science Club
- Skills USA
- SLT
- Spanish Club
- Speech Club
- Yearbook

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:

- Set decorations for annual musical
- Posters for school functions
- Aid in Homecoming
- Art exhibits
- Work concessions stand
- Encourage all arts expression

FBLA: 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 career supportive competencies and to promote civic and personal responsibilities.

The specific goals of FBLA are to:

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

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.

FFA: Future Farmers of America

FFA is a national organization of, by, and for students of vocational agriculture in public high schools. The FFA is an intra-curricular 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 SAE 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.

National Honor Society

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

- Enthusiasm for scholarship
- Desire to render service to the school and community
- Promote worthy leadership
- Encourages good character

Students of the sophomore, junior and senior classes with a B (3.0) average or above will be invited to apply for membership to the Sheldon High School Chapter of the National Honor Society during the first semester of the school year. Each student who chooses to complete the application process is awarded points with the final selection 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 mission of SADD is “To provide students with the best prevention tools to deal with the issues of underage drinking, other drug use, risky and impaired driving and other destructive decisions.”

Science Club

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.

Freshmen are welcome. There are opportunities to hold office positions with the organization.

SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps to provide educational programs, events and competitions that support career and technical education in the nation's classrooms. The SkillsUSA framework supports the mission of the organization "to empower members to become world-class workers, leaders, and responsible American citizens."

SLT: Student Leadership Team

Sixteen 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. 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 principal.

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

According to the Iowa High School Speech Association Statement of Philosophy, "no form of activity is more important than that of learning to speak effectively." Students involved in Sheldon High School Speech Club have many opportunities for competitive speaking and performing in a variety of large group and individual areas. Students will gain confidence, stage presence, communication proficiencies, and the ability to work collectively with others in rehearsal and performance among many other skills that will be valuable in all aspects of life and future careers.

Silver Cord Award Program

High schools throughout the state of Iowa, including Sheldon Community High School, recognize their graduating seniors who volunteer 100+ hours to their school or community with the *Silver Cord Award*. Students are recognized at Awards Day and Graduation for this distinction.

- The hours are prorated for Class of 2024 students. 70+ hours are required to earn the Silver Cord Award.
- Students in the Class of 2025 and beyond need 100+ hours for this distinction.
- Hours must be pre-approved through guidelines prior to completion. For example, volunteer hours required by a class or a club, will not qualify as hours toward the *Silver Cord Award*.
- Documents related to this award are listed in the Guidance section of our school's website.
- Volunteer hours must be submitted by May 1 of the senior year prior to Awards Day and Graduation.

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, mathematics skills, social studies and scientific information that you will need for the rest of your life. The school district has the right to suspend a student's driver's license until they are 18 if they don't attend school.

To aid your planning, ask yourself the following questions:

- 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?
- 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?
- Are my mathematical skills sufficient to enable me to take care of my personal business and help me advance in the job I enter?
- Do I have sufficient background to help me get started in learning a career in business, shop, farming, industry, etc.?
- Is my understanding sufficient that I can contribute my part in building a good home for my future family?
- Have I developed sufficient skills and interest in reading, recreation, games, music, etc. to help me enjoy later life?

Discrimination Statement

The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex/gender, marital status, sexual orientation, gender identity, disability, or socio-economic status in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact: Cynthia Barwick, Middle School Principal Sheldon Community School District 310 23rd Avenue Sheldon, Iowa 51201 712-324-4346. Cynthia Barwick, Middle School Principal, has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code § 280.3 (2011).