



**2025-2026**

**Course Description Guide**

**Woodbine High School**

**Staff:**

Justin Wagner	Superintendent/Homeschool Liaison/Homeless/Foster Care
Scott Mitchell	5-12 Secondary Principal/Activities Director/Equity Co.
Jill Ridder	PreK-4 Principal/Special Ed. Director/TT/LK Director
Michelle Barry	IGNITE Director
Alison Wickwire	5-12 School Counselor/504 Coordinator
Betsy Gale	5-12 Curriculum/PD Director/Instructional Coach
Shawna Harris	K-12 Computer Science/Technology Integrationist
Jeremy Gergen	Technology Coordinator
Kelli Klaassen	Business Manager / Board Secretary
Jayda Bowlin	Secondary Secretary
Kathy Frederick	Elementary Secretary /Activities Secretary / SPED Liaison
Kristy Hoefler	School Nurse
Andrea Feller	5-12 Vocal Music
Jessica Allen	Instrumental Music
Sarah Cox	Science, Psychology, & TAG
Ryan Coenen	Mathematics
James Smith	K-8 Physical Education
Miranda Ross	7-12 Physical Education & Health
Michelle Drenth	Language Arts
Alec Schweizer	Art/Yearbook
Adam Cox	Science
Greg Kolpin	Social Studies
Taylor Frederick	Mathematics/Personal Finance
Patricia Diaz Rosa	Spanish/ELA
Eric Moores	Construction Trades
Samantha Fitchhorn	Special Education
Katie Blum	Special Education
Abigail Davie	Special Education
Bryce Warner	Special Education
Greg Kelley	Ag. Mechanics
Randy Vandemark	HVAC
Curtis Lee	IT/Aviation
Terry Oestmann	Welding
Zach Ridder	Construction Technology
Justin Mills	Agriculture
Teresa Coenen	Social Media Certification Instructor
Angie Pryor	Culinary Foundations
Justin Esser	iJag
Brian Sauter	iJag
Danielle McMahon	iJag

<b>Graduation Requirements - 54 Credits</b>		
<b>1 semester = 1 credit</b>	19 Elective credits	
4 years = English	3 years = Science	1 semester = Health
3 years = Math	1 year = Fine Arts	1 semester = Personal Finance
3 years = Social Studies	2 years = PE/Weights	
1 credit of another core area from either Math, Science, or Social Studies		

## Language Arts (4 years or 8 credits required for graduation)

**Course Title:** English 9  
**Course Number:** 11  
**Prerequisite:** None  
**Duration:** Full Year

**Grade Level:** 9  
**Credits:** 2  
**Required or Elective:** Required

**Course Title:** English 10  
**Course Number:** 14  
**Prerequisite:** English 9  
**Duration:** Full Year

**Grade Level:** 10  
**Credits:** 2  
**Required or Elective:** Required

**Course Title:** English 11  
**Course Number:** 15  
**Prerequisite:** English 9 and 10  
**Duration:** Full Year

**Grade Level:** 11 or 12  
**Credits:** 2  
**Required or Elective:** Required

**Course Title:** English 12  
**Course Number:** 15  
**Prerequisite:** English 9 and 10  
**Duration:** Full Year

**Grade Level:** 12  
**Credits:** 2  
**Required or Elective:** Required

**Course Title:** College Composition I  
**Course Number:** 458  
**Prerequisite:** English 9, 10, Am Lit and Qualifying Asset Test  
**Duration:** 1 Semester

**Grade Level:** 11/12  
**Credits:** 1 (3 College Credits)  
**Required or Elective:** Elective

**Course Title:** College Composition II  
**Course Number:** 459  
**Prerequisite:** English Composition I  
**Duration:** 1 Semester

**Grade Level:** 11/12  
**Credits:** 1 (3 College Credits)  
**Required or Elective:** Elective

**Course Title:** College Public Speaking  
**Course Number:** 457  
**Prerequisite:** English 9, 10, recommendation  
**Duration:** 1 Semester

**Grade Level:** 11/12  
**Credits:** 1 (3 College Credits)  
**Required or Elective:** Elective

# Mathematics (3 years or 6 credits required for graduation)

**Course Title:** Integrated Mathematics I                      **Grade Level:** 8-10  
**Course Number:** 1                                                      **Credits:** 2  
**Prerequisite:** 8<sup>th</sup> Grade Math or Teacher Recommendation  
**Duration:** Full Year                                                      **Required or Elective:** Required

**Course Title:** Integrated Mathematics II                      **Grade Level:** 9-11  
**Course Number:** 2:                                                      **Credits:** 2  
**Prerequisite:** Integrated Math I  
**Duration:** Full Year                                                      **Required or Elective:** Elective

**Course Title:** Integrated Mathematics III                      **Grade Level:** 10-12  
**Course Number:** 4                                                      **Credits:** 2  
**Prerequisite:** Integrated Mathematics II  
**Duration:** Full Year                                                      **Required or Elective:** Elective

**Course Title:** Pre Calculus                                              **Grade Level:** 11-12  
**Course Number:** 7                                                      **Credits:** 2  
**Prerequisite:** Integrated Mathematics III  
**Duration:** Full Year                                                      **Required or Elective:** Elective

**Course Title:** AP Calculus                                              **Grade Level:** 12  
**Course Number:** 3                                                      **Credits:** 2  
**Prerequisite:** Pre-Calculus  
**Duration:** Full Year                                                      **Required or Elective:** Elective

**Course Title:** Personal Finance                                      **Grade Level:** 9 - 12  
**Course Number:** 140                                                      **Credits:** 1  
**Prerequisite:** None  
**Duration:** 1 Semester                                                      **Required or Elective:** Required

## Science (3 years or 6 credits required for graduation)

**Course Title:** 9<sup>th</sup> Grade Science, Physical Science  
**Course Number:** 40  
**Prerequisite:** 8<sup>th</sup> grade Science  
**Duration:** Full Year

**Grade Level:** 9th  
**Credits:** 2  
**Required or Elective:** Elective

**Course Title:** Biology  
**Course Number:** 41  
**Prerequisite:** 9<sup>th</sup> Grade Science  
**Duration:** Full Year

**Grade Level:** 10th  
**Credits:** 2  
**Required or Elective:** Required

**Course Title:** Chemistry  
**Course Number:** 42  
**Prerequisite:** 9<sup>th</sup> Science, Biology and Integrated Math I  
**Duration:** Full Year

**Grade Level:** 10,11,12  
**Credits:** 2  
**Required or Elective:** Elective

**Course Title:** Anatomy and Physiology  
**Course Number:** 44  
**Prerequisite:** Biology  
**Duration:** Full Year

**Grade Level:** 11 - 12  
**Credits:** 2  
**Required or Elective:** Elective

**Course Title:** Forensics  
**Course Number:** 181  
**Prerequisite:** 9<sup>th</sup> Grade Science and Biology  
**Duration:** 1 Semester

**Grade Level:** 10,11,12  
**Credits:** 1  
**Required or Elective:** Elective

**Course Title:** STEM Innovator  
**Course Number:** 401  
**Prerequisite:**  
**Duration:** 1 Semester

**Grade Level:** 9-12  
**Credits:** 1  
**Required or Elective:** Elective

**Course Title:** AP Chemistry  
**Course Number:** 402  
**Prerequisite:** Chemistry  
**Duration:** Full Year

**Grade Level:** 11 - 12  
**Credits:** 2  
**Required or Elective:** Elective

**Course Title:** AP Biology  
**Course Number:** 558  
**Prerequisite:** Biology  
**Duration:** Full Year

**Grade Level:** 11 - 12  
**Credits:** 2  
**Required or Elective:** Elective

**Course Title:** Computer Science Principles  
**Course Number:** 80  
**Prerequisite:** None  
**Duration:** 1 Semester

**Grade Level:** 9-12  
**Credits:** 1  
**Required or Elective:** Elective

## **Social Studies (3 years or 6 credits required for graduation)**

**Course Title: World History**  
**Course Number: 25**  
**Prerequisite: None**  
**Duration: Semester**

**Grade Level: 9-12**  
**Credits: 1**  
**Required or Elective: Elective**

**Course Title: American History**  
**Course Number: 26**  
**Prerequisite: World History**  
**Duration: Full Year**

**Grade Level: 10-12**  
**Credits: 2**  
**Required or Elective: Required**

**Course Title: American Government**  
**Course Number: 28**  
**Prerequisite: American History**  
**Duration: Semester**

**Grade Level: 11-12**  
**Credits: 1**  
**Required or Elective: Required**

**Course Title: Economics**  
**Course Number: 37**  
**Prerequisite:**  
**Duration: Semester**

**Grade Level: 9-12**  
**Credits: 1**  
**Required or Elective: Elective**

**Course Title: Sociology**  
**Course Number: 171**  
**Prerequisite:**  
**Duration: Semester**

**Grade Level: 9-12**  
**Credits: 1**  
**Required or Elective: Elective**

**Course Title: Psychology**  
**Course Number: 31**  
**Prerequisite: None**  
**Duration: 1 Semester**

**Grade Level: 9-12**  
**Credits: 1**  
**Required or Elective: Elective**

## Art

Course Title: Art I  
Course Number: 61  
Prerequisite: None  
Duration: Full Year

Grade Level: 9-12  
Credits: 2  
Required or Elective: Elective

Course Title: Art II  
Course Number:  
Prerequisite: Art I  
Duration: Semester/Year

Grade Level: 9-12  
Credits: 1 or 2  
Required or Elective: Elective

Course Title: Independent Advanced Art  
Course Number: 58  
Prerequisite: Art I and Art II  
Duration: Full Year

Grade Level: 11 - 12  
Credits: 2  
Required or Elective: Elective

Course Title: Graphic Design  
Course Number: 56  
Prerequisite: none  
Duration: Year

Grade Level: 9-12  
Credits: 2  
Required or Elective: Elective

Course Title: Video Productions (Tiger Vision/KDSN)  
Course Number: 202  
Prerequisite: none  
Duration: Year

Grade Level: 9-12  
Credits: 2  
Required or Elective: Elective

## Physical Education/Health (2 years or 4 credits required for graduation - 1 semester of Health required)

Course Title: Physical Fitness  
Course Number: 513  
Prerequisite: None  
Duration: Full Year

Grade Level: 9 - 12  
Credits: 2  
Required or Elective: Elective

Course Title: Health  
Course Number:  
Prerequisite: None  
Duration: Semester

Grade Level: 9 - 12  
Credits: 1  
Required or Elective: Required

# Foreign Language

**Course Title: Spanish I**  
**Course Number: 51**  
**Prerequisite: None**  
**Duration: Full Year**

**Grade Level: 9 - 12**  
**Credits: 2**

**Required or Elective: Elective**

**Course Title: Spanish II**  
**Course Number: 52**  
**Prerequisite: Spanish I**  
**Duration: Full Year**

**Grade Level: 10 - 12**  
**Credits: 2**

**Required or Elective: Elective**

**Course Title: Spanish III**  
**Course Number: 53**  
**Prerequisite: Spanish I and II**  
**Duration: Full Year**

**Grade Level: 11 - 12**  
**Credits: 2**

**Required or Elective: Elective**

**Course Title: Spanish IV**  
**Course Number: 200**  
**Prerequisite: Spanish I, II, and III**  
**Duration: Full Year**

**Grade Level: 12**  
**Credits: 2**

**Required or Elective: Elective**

## Music

**Course Title: HS Band**  
**Course Number: 96**  
**Prerequisite: Junior High Band or Teacher permission**  
**Duration: Full Year**

**Grade Level: 9 - 12**  
**Credits: 2**

**Required or Elective: Elective**

**Course Title: Concert High School Choir**  
**Course Number: 99**  
**Prerequisite: None**  
**Duration: Full Year**

**Grade Level: 9 - 12**  
**Credits: 2**

**Required or Elective: Elective**

**Course Title: Show Choir**  
**Course Number: 105**  
**Prerequisite: Audition**  
**Duration: Full Year**

**Grade Level: 9-12**  
**Credits: 2**

**Required or Elective: Elective**

**Course Title: Jazz Band**  
**Course Number:**  
**Prerequisite: Audition**  
**Duration: Full Year**

**Grade Level: 9-12**  
**Credits: 2**

**Required or Elective: Elective**

## Family & Consumer Science

**Course Title:** Culinary Foundations  
**Course Number:** 148  
**Prerequisite:** None  
**Duration:** Semester

**Grade Level:** 11 - 12  
**Credits:** 1  
**Required or Elective:** Elective

## Business

**Course Title:** Social Media I  
**Course Number:**  
**Prerequisite:** None  
**Duration:** Semester

**Grade Level:** 11 - 12  
**Credits:** 1 HS  
**Required or Elective:** Elective

**Course Title:** Social Media II  
**Course Number:**  
**Prerequisite:** None  
**Duration:** Semester

**Grade Level:** 11 - 12  
**Credits:** 1 HS  
**Required or Elective:** Elective

## Education

**Course Title:** Foundations of Education  
**Course Number:** 919  
**Prerequisite:** Meets IWCC requirements  
**Duration:** Semester

**Grade Level:** 11 - 12  
**Credits:** 1 HS (3 College Credits)  
**Required or Elective:** Elective

**Course Title:** Exceptional Learner  
**Course Number:** 920  
**Prerequisite:** Meets IWCC requirements  
**Duration:** Semester

**Grade Level:** 11 - 12  
**Credits:** 1 HS (3 College Credits)  
**Required or Elective:** Elective

**Course Title:** Education Field Experience  
**Course Number:** 921  
**Prerequisite:** Meets IWCC requirements  
**Duration:** Semester

**Grade Level:** 11 - 12  
**Credits:** 1 HS (1 College Credit)  
**Required or Elective:** Elective

## **Course Descriptions**

### **English Language Arts**

**English 9:** English 9 is a required course composed of literature, writing, vocabulary and grammar.

**English 10:** English 10 is a required course, which presents a brief survey of types of literature and an emphasis on grammar and usage. In addition to reading samples of fiction, nonfiction, and poetry, the students are required to improve their writing skills through composition assignments. Julius Caesar, The Hobbit, Lord of the Flies, Antigone are included in the reading assignments. The course will also emphasize the study of vocabulary.

**English 11:** American Literature follows the chronological progression and literary trends, which are unique to writers and writing of this country. It is composed of units based on era and writers. The course includes vocabulary lessons, writing assignments, group discussions, group projects, and grammar exercises. Grading is both subjective and objective. This course is NOT recommended for those planning or preparing for college. It is designed for those students who require a greater amount of teacher contact and guidance. Most of the same materials are used as in American Literature, but progression tends to be slower with increased teacher and/or peer assistance.

**English 12:** The goal of this class is to foster life-long readers. Students choose their own novels to read throughout the course, with the exception of two novels that should be chosen from the college bound reading list. Discussion, analysis, and appreciation of literature will be emphasized throughout the course. Throughout the semester, students will continually journal about what they're reading, hold weekly conferences with the teacher, and complete three projects and a paper based off of books they've read. There may also be a class novel to be read by everyone in the class at some point in the semester.

**College Public Speaking:** The Public Speaking Course involves the basic fundamentals needed to effectively communicate in public speaking situations. These fundamentals include understanding speech processes and guidelines, preparation, presentation and evaluation. The college level quarter-long class.

**ENG 105 Composition I :** Composition I focuses on complex essays composed in various rhetorical modes of expository writing. Students develop experience using the writing process when composing fully developed, organized essays. The emphasis in this course is on the formal or academic style of writing that has a clear and analytical focus. Documentation formatting is introduced with the culmination of a thesis-driven, researched argumentative essay. Extended readings and discussions in class enhance more mature critical thinking abilities required of any college reader and writer. Prerequisite: A grade of "C" or higher in College Preparatory Writing, or writing placement.

**ENG 106 Composition II:** Composition II follows Composition I with advanced readings and practice in academic discourse. In this course, students learn to construct rhetorically sound arguments. The course emphasizes academic research and responsible use of sources.  
Prerequisite: A grade of “C” or higher in Composition I, College Comp I.

## **Math**

**Integrated Math 1:** Integrated Mathematics I courses emphasize proficiency in skills involving numbers and operations, algebra, geometry, statistics, and probability. These courses are offered as the first course in a 3- or 4-year sequence of college-preparatory mathematics courses that replace traditional Algebra 1, Geometry, and Algebra 2 courses.

**Integrated Math 2:** Integrated Mathematics II courses emphasize proficiency in skills involving numbers and operations, algebra, geometry, statistics, and probability. These courses are offered as the second course in a 3- or 4-year sequence of college-preparatory mathematics courses that replace traditional Algebra 1, Geometry, and Algebra 2 courses.

**Integrated Math 3:** Integrated Mathematics III courses emphasize proficiency in skills involving numbers and operations, algebra, geometry, statistics, and probability. These courses are offered as the third course in a 3- or 4-year sequence of college-preparatory mathematics courses that replace traditional Algebra 1, Geometry, and Algebra 2 courses.

**PreCalculus:** This course dives deep into the study of Right Triangle Trigonometry and Analytical Trigonometry, using the Graphing Calculator as a tool, Graphing and Analyzing Polynomial/Rational/Exponential/Logarithmic Functions, Analytical Geometry, Probability, Statistics and Discrete Math.

**AP Calculus AB:** This course includes the study of limits, derivatives, definite and indefinite integrals, and the Fundamental Theorem of Calculus. The three major ideas are centered around Analyzing Change, Limits & Continuity, and Function Analysis.

**Personal Finance:** This course examines the general principles of finance that affect everyone in their daily lives. Topics covered include: checking/savings accounts, use of credit cards, your credit record, investments, and insurance (health, life, homeowners, auto, etc.)

## SCIENCE

**PHYSICAL SCIENCE:** Physical Science is a two-term course, which finishes a three-year sequence begun in 7th grade. The processes of science are stressed and concepts developed using a thematic approach. The themes used are energy, patterns of change, scale and structure, as well as other topics of chemistry and physics. It also helps students to become aware of some of the ways science and technologies influence their lives. A major goal is to have students actively involved as investigation and experimentation are used to develop topics.

**BIOLOGY:** This class will explore the world of living things, from the cellular level to entire ecosystems. Our exploration will include scientific inquiry to discover more about the living world.

**ANATOMY & PHYSIOLOGY:** In this class, we explore the human body more in depth than in Biology. We study the body systems, their organs & diseases, and how they interact with one another. Anatomy & Physiology is recommended for students interested in nursing, medicine, or any science career, including teaching, or for students interested in learning about the human body. It is taught as a college preparatory class.

**CHEMISTRY:** In this class, we will explore the world of the atom and the periodic table. We will look at how substances react with one another, the different states of matter, and more. This is a college preparatory class and is recommended for anyone considering a 4-year college.

**FORENSICS:** This class explores the 4 main areas of science (biology, physics, chemistry, and earth science) in the context of criminology. We will look at both real and fictional crimes. This is a hands-on, real-world approach class.

**STEM Innovator:** In this class, students apply design thinking to a real-world problem. The course was designed by staff at the University of Iowa in conjunction with several STEM industry leaders. Students will have the opportunity to earn 3 U of IA credits for only \$150, upon successful completion of the exam and portfolio. This class is beneficial for all students.

**AP<sup>®</sup> BIOLOGY:** AP Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

**AP<sup>®</sup> CHEMISTRY:** AP Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course,

AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

**Computer Science Principles** : Computer Science Principles courses provide students the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms, and the impact that these have on science, business, and society. Computer Science Principles courses teach students to use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives.

## **Social Studies**

**World History**: In this class, we will discuss items from three different areas of Social Studies. We will begin the year by discussing a period of World History from the beginnings of human civilization through the Roman Empire. This portion of the class will last through the first semester (quarters 1,2, and 3). Second, we will discuss Civics. This part of the class will include the 4th quarter. To finish the year, we will discuss Civics. This is designed to be an introduction into American Government.

**American History**: In American History, we will discuss the modern history of America from 1865 to present. We will begin with Unit 5 in the textbook, which discussed our nation following the Civil War and Reconstruction. We will cover important people, dates, movements, and wars post 1865. Students will be required to complete worksheets, class notes, projects, and participate in class discussions.

**American Government**: This course provides an in-depth look at how our Government functions as a Democratic Republic. Students will study the powers and functions of the three branches of Government and how they work with one another, discuss the election process and its merits, voter behavior, the purpose of political parties and interest groups, all while developing their own personal ideology on how they see the political landscape of our country. Throughout the course students will be expected to take notes, participate in debates and discussions, complete tests and quizzes, and construct multiple research projects and large scale writing assignments.

**Economics**: In this class we will discuss Macroeconomics. We will cover topics such as scarcity, supply and demand, competition in the marketplace, and the state of the economy both in American and the rest of the world. Throughout this course students will be required to take notes, participate in discussions, complete quizzes, and complete multiple large scale projects such as a Business Plan to show their understanding of the topics covered.

### **Sociology**:

Introduction to Sociology provides students with an introduction into the world of researching the causes and effects of human behavior. They will complete research projects, discussions, and tests/quizzes over topics such as societal norms, the effects individuals and groups have on one another, and what impact social inequalities have on different groups of people.

**Psychology:** Provides an introduction to the subject matter, terminology, basic research findings, and current topics of interest in scientific psychology. Students explore the biological foundations of human behavior and social-environmental influences on behavior and thinking.

## **Art**

**Art I:** Stress is placed on basic art fundamentals and on drawing. Students will use a variety of media to learn processes and acquire skills. Desirable outcomes for the art program are creative expression, extended perceptual skills, emotional and aesthetic growth, better problem solving skills, and an appreciation for art history.

**Art 2:** This course builds off the foundation of Art 1. Students will use a variety of media to learn processes and acquire skills. Desirable outcomes for the art program are creative expression, extended perceptual skills, emotional and aesthetic growth, better problem solving skills, and an appreciation for art history.

**Independent Art:** Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form or topic. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

**Graphic Design:** Graphic Design courses emphasize applying elements of art and principles of design through the exploration of the purposeful arrangement of images, symbols, and text to communicate a message. These courses may investigate the influence and role of computers in creating these messages. Visual Communications Design courses present a historical and contemporary view of visual communications design and provide instruction in the critique process.

**Video Productions (Tiger Vision/KDSN):** An introductory course on the operation of a video camera and radio broadcasting; KDSN partnership. Students will experience the process of producing and editing digital video footage. The course also includes the building of student-community relations through the development of advertisements and live-stream broadcasting of community events. Skills learned in this course include basic workflow, communication, and organization skills; handling of digital video equipment, use of angles in videography, voice-overs, sound production, and advertisement development.

## **Family & Consumer Science**

### **Culinary Foundations: Food Service**

Food Service courses provide students with instruction regarding nutrition, principles of healthy eating, and the preparation of food. Among the topics covered are large-scale meal preparation, preserving nutrients throughout the food preparation process, use and care of commercial cooking equipment, food storage, advances in food technology, safety, sanitation, management,

production, service skills, menu planning, the operation of institutional food establishments and the careers available in the food service industry.

## **Business**

### **MMS 202 - Social Media Marketing 3.0 Credit(s)**

Social Media Marketing introduces students to content creation, analytics and ethics that relate to social media and the current trends inside the industry. Students learn how to engage customers on various social media platforms and develop integrated social media marketing strategies. This course also covers legal and ethical issues in social media marketing.

## **Foreign Language**

**Spanish I:** Spanish I is an introduction to the Spanish language. The primary goal of this course is to communicate in the target language. Students will learn basic grammar and vocabulary. Students will begin to develop the four language skills of speaking, listening, basic reading, and writing. Communication will focus on the present tense. Students will also study various cultures of the Spanish-speaking world.

**Spanish II:** The Spanish II course is a continuation of Spanish I and builds upon the grammar, vocabulary, and communication skills acquired. Students will use their knowledge of the present tense to begin to communicate with the past tense. There is a strong emphasis on grammatical structures at this level. Students are expected to enhance the four language skills of speaking, listening, reading, and writing, as well as their knowledge of the Hispanic world.

**Spanish III:** The Spanish III course is designed to build upon the linguistic skills and cultural awareness developed in the two previous years of language study. Students will communicate more effectively in the target language through listening and reading. Students will continue to increase their ability to speak and write in Spanish. Students will interact with various authentic materials from the Spanish-speaking world, and increase their knowledge of current events in Spanish countries.

**Spanish IV:** The Spanish IV course includes a review of grammar through reading, speaking, and various translation projects. They will also study important events in Spanish and Latin American history through reading, film, art, and music. Students are expected to use Spanish for much of the communication during class. More advanced grammar structures will be studied and used in class writings and discussions.

## **Physical and Health Education**

**Physical Fitness:** Physical Fitness provides students with knowledge, experience, and an opportunity to develop skills in a variety of sports or activities (for example, team sports, individual/dual sports, recreational sports, and fitness/conditioning activities).

**Health:** Health courses provide instruction in personal health (for example, nutrition, mental health and stress management, drug/alcohol abuse prevention, injury and disease prevention, and first aid) and consumer health issues.

## **Music/Band**

**Concert Band:** A course designed to offer students a varied platform to study instrumental music. The class is built around musical performance of several diverse styles. Performs at all home football games and parades as a Marching Band, all home basketball games as a pep band, solo and ensemble contest, large group contests, and various concerts throughout the year.

**Jazz Band:** A course designed to offer students a varied platform to study instrumental music. The class is built around musical performance of several diverse styles.

**Concert High School Choir:** A course designed to offer students a varied platform to study vocal music. This class is built around musical performance of varied styles and musical periods. This class performs Veteran's Day, holiday and spring concerts, graduation and at large group contest. The class also provides opportunities for students to perform at solo and small ensemble contests, homecoming and winter sports assemblies, to sing the "Star Spangled Banner" at sporting events and also to perform for the winter concert, spring concert and Spring Fling. Students may also try out for the elite Show Choir group.

**Show Choir:** A year long performance-based class where students learn to prepare and perform popular music, along with staging, blocking and choreography. Students learn how to dance in rhythm, as well as understand the fundamental aspects of vocal technique (including, but not limited to: proper breathing techniques, intonation/tone, mental preparation, musicianship regarding dynamics and text/style interpretation, and expression through facials/body language). This auditioned group performs at several competitions throughout the spring, along with our home Spring Fling concert.

## **Education**

**Foundations of Education:** Foundations of Education brings students into contact with the numerous facets and issues involved in American elementary and secondary education. Students learn about teaching as a profession, the philosophy of education, education in the historical context, curriculum development, and contemporary issues facing the public and educators.

**Exceptional Learner:** Exceptional Learner is an overview of individuals with physical, cognitive, and emotional needs, as well as those who are gifted. Educational strategies for meeting those needs are explored. Federal laws for IEPs and IFSPs are discussed.

**Education Field Experience :** Field Experience and seminar provides purposeful classroom experience for pre-service teachers. Students will reflect on the ways schools' function, identify the roles and responsibilities of teachers, and observe student behavior.

## **Military**

**Marine Corps JR ROTC:** By understanding the Marine Corps core values of **Honor**, **Courage**, and **Commitment**, you will understand how these ideals help MCJROTC cadets become better citizens and leaders. In addition to these ideals, your values must also be applied to other areas. These might be ideas such as punctuality, truthfulness, and fidelity. Last, but by no means least important, you must apply your values to friends, family, and fellow cadets.

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