

# Springville Secondary School Course Guide

2026 - 2027



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## Ready to Fly

Springville Community School District strives to graduate life-ready students who are prepared to meet their postsecondary goals through self-awareness, personal wellness, and financial literacy. In order to achieve this, we are committed to guiding students as they develop the following essential skills:

### Character:

A Springville graduate will...

- Act with empathy
- Demonstrate integrity & ethical conduct
- Demonstrate self-discipline & self-control
- Be accountable for their actions
- Demonstrate leadership skills

### Communication & Collaboration:

A Springville graduate will...

- Speak & write clearly and appropriately for the setting
- Engage in active listening
- Resolve conflict peacefully
- Appropriately advocate for self & others
- Appropriately engage with digital & print media
- Effectively work with others who have differing viewpoints

### Community Engagement:

A Springville graduate will...

- Impact the community in a positive manner
- Serve the common good
- Demonstrate cultural awareness
- Honor the dignity of others

### Critical Thinking & Problem Solving:

A Springville graduate will...

- Demonstrate creativity
- Ask questions
- Make informed decisions using valid information
- Demonstrate adaptability & flexible thinking
- Find and use resources appropriately



## DEFINITION OF COLLEGE AND CAREER READINESS IN IOWA

**College and Career Readiness in Iowa:** Iowa students who are college and career ready have acquired the necessary knowledge, skills, and strategies to be successful in post-secondary opportunities as demonstrated through multiple sources of evidence, including those generated by students. Iowa students who are college and career ready have successfully:

### 1. Achieved Proficiency In Essential Content Knowledge



### 3. Developed Key Learning Skills And Cognitive Strategies



### 2. Acquired Practical Transition Skills



### 4. Built A Strong Foundation Of Self Understanding And Engagement Strategies

### Definition of Key Terms:

**Student:** A student is a person who is enrolled in a PK-12 educational program.



**Post-secondary opportunities:** Post-secondary opportunities include two or four-year degree programs, certificate or licensure programs, apprenticeships, training programs in the military, on-the-job training, and industry-based certifications.



**Multiple sources of evidence:** Multiple sources of evidence imply that data about student learning progressions in each of the four readiness areas has been obtained in a variety of ways.



Outcome categories with description on back side



## DEFINITION OF COLLEGE AND CAREER READINESS IN IOWA

**Outcome categories with description:** The following outcomes begin to define the knowledge, skills and strategies that students who are college and career ready have acquired. The four areas are highly interdependent and mutually enhancing; as students develop skills in one area it enhances the development of skills in other areas.

### 1. Essential Content Knowledge:



- » Students have the knowledge and skills associated with college and career readiness within the Iowa Core.
- » Students have the academic and technical content knowledge and skills to enroll in and successfully complete credit-bearing post-secondary courses, workforce or military training, certificate or licensure programs, and/or apprenticeship programs.

### 2. Transition Skills:



- » Students have set goals for school, career, and post-secondary opportunities and are knowledgeable about a wide variety of pathways and requirements to achieve these goals.
- » Students have the practical knowledge and skills needed to successfully navigate transitions within the PK-12 system and develop plans consistent with their goals and aspirations.
- » Students have the practical knowledge and skills needed to successfully navigate through post-secondary program selection and admissions and enter into a career pathway that can provide economic security and personal satisfaction.

### 3. Learning Skills and Cognitive Strategies:



- » Students are collaborative, reflective learners who apply meta-cognitive skills to better understand their learning strengths and increase their learning capacity.
- » Students are able to set goals, demonstrate persistence, effectively manage time, employ organizational and study skills, and utilize technology to enhance their learning.
- » Students can formulate problems, conduct research, interpret and communicate findings, incorporate feedback and generate innovative solutions.
- » Students can successfully engage in collaborative inquiry and numerous learning processes while valuing diversity and various perspectives.
- » Students can construct meaning for themselves as an active part of the learning development process and begin to understand the world through many sources of information.
- » Students utilize appropriate advocacy skills to make necessary arrangements for accommodations and adaptations to enhance their learning.

### 4. Built a Strong Foundation of Self Understanding and Engagement Strategies:



- » Students are able to identify and navigate their personal, civic, and social responsibilities to engage in local, national, and global contexts.
- » Students take a leadership role and engage others to address issues that are important to them and the world around them.
- » Students are self-regulated, self-directed, confident, and aware of their strengths and areas for growth. They are able to reflect on feedback and use it appropriately to take action. They demonstrate the ability to take initiative, seek appropriate resources, as well as manage, monitor and modify their effort to accomplish the desired result.
- » Students understand themselves, their values and beliefs, and can comfortably interface (communicate with and build relationships) with others including those with diverse perspectives and backgrounds. They are able to identify and resolve conflicts through various modes.

## Preparing for Postsecondary Success

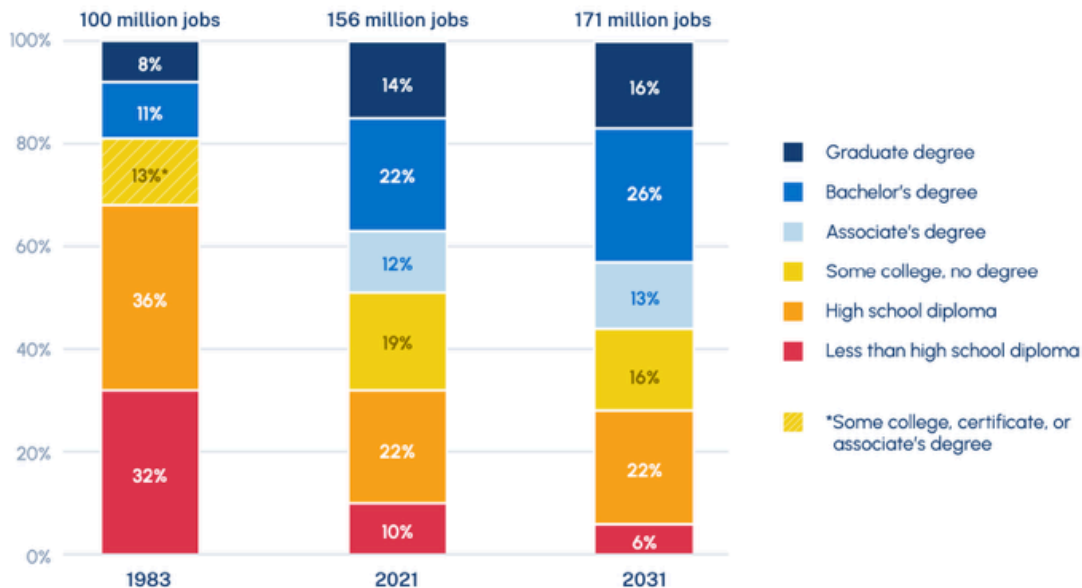
Springville Secondary faculty and staff strive to provide a strong foundation to support students as they grow into responsible, productive citizens who contribute to the community. Springville Secondary’s graduates will be ready for postsecondary success, possessing the character traits and abilities to communicate and collaborate, engage with the community, and think critically and problem solve effectively as identified in Ready to Fly (pg. 3). Additionally, they will possess the content knowledge, self-understanding, and learning skills outlined in Iowa’s Definition of College and Career Readiness (pg. 4). Our community sees high school graduation as but one point on the route to lifelong success.

There are many pathways to gain the experience and education necessary to postsecondary success: service to the country via AmeriCorps or the military, employer provided on-the-job training, apprenticeships, industry certifications, government licensure, certificate programs, vocational or technical programs, two-year colleges, four-year colleges and universities.

As the infographic below indicates, by 2031, most jobs in the United States will require some postsecondary education:

### Postsecondary education requirements--2031

**FIGURE 1. Forty-two percent of jobs in 2031 will require at least a bachelor’s degree, while only 28 percent will go to workers with a high school diploma or less.**



Source: Georgetown University Center on Education and the Workforce forecast using data from the US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS); US Census Bureau, American Community Survey (ACS); US Bureau of Labor Statistics; IHS Markit; Lightcast; and US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS), 1983.

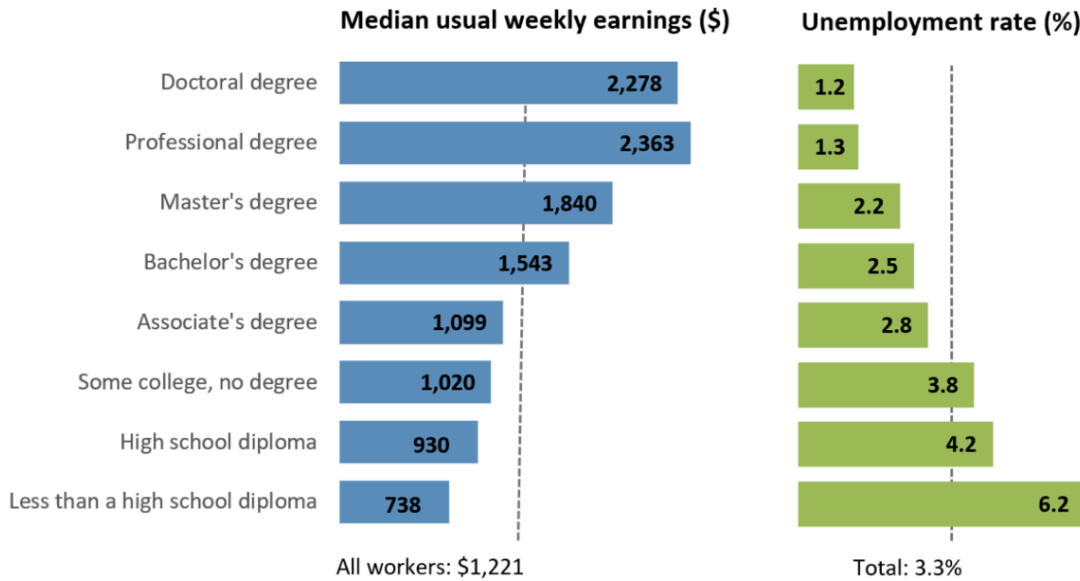
\*Note: Before 1992, the education variable in the Current Population Survey was identified as years of schooling. We are therefore unable to differentiate between "some college or certificate" and "associate's degree" in those years.

Columns may not sum to 100 percent due to rounding.

From Carnevale, A.P., Smith, N., Van Der Werf, M., & Quinn, M.C. (2023). *After everything: Projections of jobs, education, and training requirements through 2031*. Georgetown University Center on Education and the Workforce. [cew.georgetown.edu/Projections2031](http://cew.georgetown.edu/Projections2031).

No matter the route, postsecondary education leads to greater earning potential. The figures below show the difference in average earnings among those with various levels of education:

### Earnings and Unemployment Rates by Educational Attainment, 2024



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
 Source: U.S. Bureau of Labor Statistics, Current Population Survey.

U.S. Bureau of Labor Statistics. (2025). *Employment projections*.  
<https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

In order to best position oneself for postsecondary education of any sort, students should take rigorous courses in the areas of English, math, science, and social studies. Learning a second language can be valuable. Many employers consider a world language important in today’s workplace. For this reason, Spanish is a recommended elective. Knowledge of computer technology is also important in today’s technologically driven workplace. Courses such as Computer Business Applications and Computer Science Principles are recommended. Well-rounded individuals explore and develop areas of interest. Elective courses in subjects such as art and music allow for this.

In addition to industry-specific knowledge, there are certain skills that employers require of employees that cross all job titles and pay scales:

SOCIAL AND EMOTIONAL COMPETENCIES	EMPLOYEE SOCIAL AND EMOTIONAL SKILLS (in demand skills from employers)	
<b>SELF-AWARENESS</b>	<ul style="list-style-type: none"> <li>• Positive attitude</li> <li>• Flexibility</li> <li>• Ability to apply skills to real-life settings</li> <li>• Openness to developing/ learning new skills</li> <li>• Sense of self-worth</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to Innovate</li> <li>• Confident</li> <li>• Creativity</li> <li>• Commitment</li> <li>• Shows flexibility</li> </ul>
<b>SELF-MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Works well under pressure (e.g., manages emotions)</li> <li>• Punctuality</li> <li>• Ability to work independently</li> <li>• Detail-oriented</li> <li>• Strategic planning (e.g., setting and achieving goals)</li> </ul>	<ul style="list-style-type: none"> <li>• Strong work ethic</li> <li>• Time management</li> <li>• Entrepreneurial thinking</li> <li>• Reliability</li> <li>• Organizational skills</li> <li>• Adaptability</li> <li>• Budgeting</li> <li>• Self-discipline</li> </ul>
<b>SOCIAL AWARENESS</b>	<ul style="list-style-type: none"> <li>• Cross-cultural sensitivity</li> <li>• Ability to work with people of different backgrounds/cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of others</li> <li>• Respects individual differences</li> </ul>
<b>RELATIONSHIP SKILLS</b>	<ul style="list-style-type: none"> <li>• Written and oral communication skills</li> <li>• Listening skills</li> <li>• Conflict resolution</li> <li>• Teamwork and works well with others</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Ability to collaborate</li> <li>• Management skills</li> <li>• Responds to customer needs</li> </ul>
<b>RESPONSIBLE DECISION-MAKING</b>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Honesty</li> <li>• Analyze and solve complex problems</li> <li>• Ability to evaluate information from multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Reasoning</li> <li>• Civic participation and engagement</li> <li>• Ethical and sound decision-making</li> <li>• Observes carefully</li> </ul>

From Yoder, N., Atwell, M., Godek, D., Dusenbury, L., Bridgeland, J.M., & Weissberg, R. (2020). *Preparing youth for the workforce of tomorrow: Cultivating the social and emotional skills employers demand*. Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/casel-gateway-preparing-workforce-of-tomorrow/?view=1>

## Springville High School Graduation Requirements

Total credits required: 54 credits

English		Social Studies	
Total required: 8 credits		Total required: 6 credits	
English 9	2 credits	World History	2 credits
English 10	2 credits	US History	2 credits
English 11	2 credits	Government	1 credit
English elective	1 credit	Economics	1 credit
Speech	1 credit		
Mathematics <sup>1</sup>		Science <sup>2</sup>	
Total required: 6 credits during Grades 9-12		Total required: 6 credits	
Algebra I	2 credits	General Science	2 credits
Geometry	2 credits	Biology	2 credits
Algebra II/Math elective	2 credits	Science Elective	2 credits
Physical Education <sup>3</sup>		Health	
Total required: 4 credits		Total required: 1 credit	
Electives			
Total required: 23			

All courses listed are Springville-offered courses; equivalent courses, determined by administration, may be substituted.

Meeting graduation requirements does not ensure admittance to postsecondary institutions. Students should ensure they meet the admissions requirements of their chosen postsecondary institutions by meeting with admissions representatives and recruiters from organizations of interest. The [Regent Admissions Index](#) determines admission to Iowa State University, The University of Iowa, and University of Northern Iowa. Those who wish to participate in college athletics must meet requirements set by the [NCAA](#), [NAIA](#), or [NJCAA](#).

<sup>1</sup> High school math courses taken in middle school are included in high school credits and gpa

<sup>2</sup> Students who begin their high school science careers with biology must commit to Biology, Chemistry, and Physics in order to meet Iowa Core requirements

<sup>3</sup> Information on PE waivers can be found on page 10

## General Information

1. Ninth through twelfth grade students must be registered for a minimum of seven and one-half credits (7 classes + PE) each semester.
2. Physical Education Policy

Physical education is required of all students per state education standards. Students can receive a waiver from physical education if requested and one of the following criteria applies:

- The student is medically unable to participate in physical education and provides documentation as verification (medical waiver)
- The student is enrolled in academic courses that would not otherwise be available and the student carries a full course load (academic waiver)
- The student is enrolled in a for-credit, cooperative, work-study, or other educational program authorized by the school, which requires the student's absence from the school premises during the school day (work-based learning waiver)
- The student is actively participating in a school-sponsored activity which requires at least as much as 1/8th unit per week (approximately 60 minutes), as determined by the school (activity waiver)

Note: Failure to maintain the guidelines of a specific waiver will result in the waiver being rescinded and students will be placed in physical education to complete this requirement.

Students who will not participate in physical education must complete a physical education waiver request each semester for which they seek an exemption: [PE Waiver Form](#).

3. Online courses

Online courses will be available to students under the following circumstances:

- All course options in a given class period have been exhausted,
  - Schedule conflicts between courses required for graduation, and
  - Credit recovery.
4. Semester grades earned in vocal music, instrumental music, and physical education, and semester grades earned in college courses taken for both high school and college credit will be included in grade point average computation and class rank. Credits earned in these courses will count toward graduation and will be computed in total credit standings.
  5. Semester courses may be added and dropped only during the first two days of a new semester. Year-long courses may be added and dropped only during the first two days of the school year. Students may drop a course with the permission of the teacher, caregiver, and administrator or designee. If a student drops a course after the first two days, the student will earn a failing grade for the course. Add/Drop Slips can be obtained from the school counselor.

While Kirkwood has its own deadlines, Springville students must adhere to Springville drop deadlines, not Kirkwood's, due to the difficulty of adding classes weeks into the semester. Students who drop or withdraw from a Kirkwood Academy course will earn an F on their high school transcript.

6. Students taking a full-year course are to be enrolled both semesters and cannot drop the course after the first semester. Should a student fail the first semester, the course can be dropped upon the recommendation of the instructor and the approval of the caregiver and administrator. The student must then enroll in a one-credit course for the second semester.
7. Students may not sign up for one semester of a full-year course unless they are repeating due to failure.
8. It is the responsibility of the student to meet graduation requirements.

## Art

### Beginning Drawing

*Grades 9-12*

*1 Credit*

This one semester course is a beginning studio course that covers the basic language, materials, and processes of two-dimensional art. Students will learn design elements and principles to create pieces of art. Students will learn basic drawing techniques, such as perspective, proportions, shading and contouring while exploring life drawing and landscape drawing, as well as choice projects. Students will use various materials, including charcoal, pencil, pastel, and colored pencil.

### Advanced Drawing

Prerequisite: Beginning Drawing

*Grades 9-12*

*1 Credit*

Students will continue developing their own personal artistic style and learn more advanced and contemporary artistic techniques in this one semester studio course. Students will explore the work of famous artists, as well as some elements of graphic design. Students will be encouraged to create individual projects to develop their portfolio and create independent projects on a larger scale than Beginning Drawing.

### Beginning Painting

Prerequisite: Beginning Drawing preferred

*Grades 9-12*

*1 Credit*

Students in this one semester course will learn basic color theory using several different painting media. As students progress, they will be encouraged to develop their own artistic styles with more choice projects. Students will study famous paintings and artists to help inspire and develop their individual aesthetic.

### Advanced Painting

Prerequisite: Beginning Painting

*Grades 9-12*

*1 Credit*

In this one semester course, students will continue developing their own personal artistic style using watercolor, tempera, oils, and acrylics, and further develop their understanding of major artists, art movements, and styles.

### Beginning Pottery

*Grades 9-12*

*1 Credit*

This one semester course offers a comprehensive beginning studio course that focuses on creating three-dimensional works and covers the basic language of art elements and principles. Student projects will focus on ceramics and clay techniques; various methods of techniques to create and finish functional and non-functional pieces of ceramic art will be emphasized. Students will learn characteristics of clay as a raw material, the transformation under heat and the various firing and glazing techniques. Students will study famous pieces of 3D artwork and artists. Beginning Pottery does not cover wheel throwing.

### Advanced Pottery

Prerequisite: Beginning Pottery

*Grades 9-12*

*1 Credit*

Advanced Pottery is a one semester course in which students will develop an individual aesthetic. Students will learn how to throw on the wheel, as well as continue to develop hand building techniques. Students need the basic skills of Beginning Pottery to create high quality works of art on the wheel.

### Exploring Glassworks

Prerequisite: Successful completion of a high school art course or instructor approval

*Grades 9-12*

*1 Credit*

This one semester course is an overview of various glass construction processes. Students will learn about the science of glass as well as the history of glass artworks. Students will spend the semester learning about various glass construction methods including mosaics and glass fusing. Students will create mosaics, jewelry, and other small scale glass pieces, while paying close attention to planning and design.

### Printmaking

*Grades 9-12*

*1 Credit*

This one semester printmaking course will provide students with experience in a variety of traditional, non-traditional, and digital printmaking media, techniques, and processes. These courses emphasize fundamental processes of artistic expression through the creation of realistic and abstract prints. Students learn and practice responding to their own art and that of others including master printmakers through analysis, critique, and interpretation for the purpose of reflecting on and refining work.

### Art Workshop

Prerequisite: Instructor approval

*Grades 11-12*

*1 Credit, Repeatable*

This one semester course is an independent studio course, in which students are expected to work independently on media of their choosing. They may experiment with many different media or specialize in one specific emphasis. Project pace and product are determined by the students (within reason). Students are expected to be independent thinkers and problem-solvers, and further their artistic skills.

## Career and Technical Education

Springville Community School District offers career and technical education programs in the following service areas:

- Agriculture, Food, and Natural Resources
- Applied Science, Technology, Engineering, and Manufacturing
- Business, Finance, Marketing, and Management
- Health Science

### Agriculture, Food, and Natural Resources

#### Introduction to Agriculture Science I

*Grades 9-12*

*1 Credit*

This one semester course is an introductory course to agriculture, food, and natural resources. Students consider multiple topics related to agriculture and leadership. You will experience hands-on activities, projects, and problems. Topics include the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. Along with the classroom work, students will be encouraged to join and be involved in the FFA. Each student will have the opportunity to work on individual leadership skills and personal development. Students will also be encouraged to have a Supervised Agricultural Experience (SAE). All students involved in agriculture education classes will be expected to have a project designed to help them learn business skills, record keeping, and involve hands-on experiences.

#### Introduction to Agriculture Science II

Prerequisite: Intro to Ag Science I preferred

*Grades 9-12*

*1 Credit*

This one semester course is a continuation of Introduction to Agriculture Science I.

#### Introduction to Animal Science I

Prerequisite: Intro to Ag Science I and II preferred, or Instructor Approval

*Grades 10-12*

*1 credit*

Introduction to Animal Science is a one semester course that imparts information about the care and management of domestic and farm animals. This course covers animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing and marketing. Students will study a particular species, for example, swine, cattle, horses, fowl, sheep and so on, or they may learn how to care for and maintain livestock as a more inclusive study.

#### Introduction to Animal Science II

Prerequisite: Intro to Animal Science I preferred, or Instructor Approval

*Grades 10-12*

*1 credit*

This one semester course is a continuation of Animal Science I.

### Veterinary Science

Prerequisite: Intro to Animal Science I or II

Grades 10-12

1 credit

This course will develop students' understanding of the small, companion and farm animal industry, animal anatomy and physiology, animal nutrition, animal reproduction, animal ethics, and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Career exploration will focus on veterinarians, veterinary lab technicians, office lab assistants, small animal production, research lab assistants, and animal nutrition lab technicians. Offered alternating years.

### Food Science and Safety

Prerequisite: Intro to Animal Science I or II

Grades 10-12

1 credit

Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing. Students will maintain a research-level laboratory notebook throughout the class documenting their experiences in a laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. Offered alternating years.

### Agribusiness Management

Prerequisite: Intro to Ag Science I and II preferred, or Instructor Approval

Grades 10-12

1 credit

Introduction to Agribusiness is a one semester course that provides students with the information and skills necessary for success in agribusiness and in operating entrepreneurial ventures in the agricultural industry. This course may cover topics such as economic principles, budgeting, risk management, finance, business law, marketing and promotion strategies, insurance, and resource management. Other possible topics include developing a business plan, employee/employer relations, problem-solving and decision making, commodities, and building leadership skills. This course will also incorporate a survey of the careers within the agricultural industry. Offered alternating years.

### Plant Science

Prerequisite: Intro to Ag Science I and II preferred

Grades 10-12

1 Credit

In this one semester course, students will explore the fastest growing field in the agricultural industry. Students will be introduced to the various types of greenhouses. Students learn how to produce and culture plants in a temperature-controlled environment and examine variables like humidity, light and nutrients. This course will also provide an overview of growing different types of plants, producing food in a water environment to meet the needs of today's increasing population. The hydroponics area includes growing various fruits and vegetables without the use of soil. Students will learn how to address issues such as using less space for food production, water management, including testing for water quality, dissolved oxygen, pH, and ammonia. Students will also receive an introduction to landscape design and agronomy. Offered alternating years.

## Applied Sciences, Technology, Engineering, and Manufacturing

### Introduction to Architecture, Construction, and Engineering Technologies

*Grades 9-12*

*1 Credit*

This course is designed to give students a basic introduction and overview to the topics available in the applied sciences of technology, engineering, and manufacturing. It will cover a wide range of study of the following areas: Manufacturing, Energy and Power, Architecture/Construction, and Transportation. Most units will include safety, hands-on work, and in some areas a project. The curriculum is designed around exploration of these systems, their impacts on society, and potential careers in each segment. Students will develop problem-solving skills, utilize research and investigation skills, and explore career awareness. Assessments are completed in class and are based on quality of work completed, employability skills, and other items as determined by the instructor.

### Architectural Plans and Specs

Prerequisite: Engineering Concepts recommended

*Grades 9-12*

*1 HS Credit, 3 College Credits*

This semester course introduces the skills and methods for understanding and interpreting construction drawings and technical specifications for residential and commercial buildings. This course is offered at Springville Secondary for Kirkwood Community College credit.

### Construction Materials Processing

Prerequisite: Intro to ACE or instructor approval

*Grades 9-12*

*1 Credit*

This is a one semester foundational course for the architecture and construction cluster. Students will learn concepts in residential construction materials and building techniques through classroom investigations. Concepts include: jobsite safety, lumber, foundations, rough framing roofing, interiors, and other topics within the construction cluster. Students will experience plan development, plan reading and creating project drawings, tool identification and safe usage, material identification, cost estimation, and production. Students will receive instruction in hand and power tool usage on applicable projects that utilize the knowledge gained from classroom investigations as they continue developing team-building skills by working collaboratively. Assessments are completed in class and are based on quality of work completed, employability skills, and other items as determined by the instructor.

### Construction Technology

Prerequisite: Construction Materials Processing or instructor approval

*Grades 9-12*

*1 Credit*

This one semester course is designed to advance the knowledge and practical skills that were introduced in the Construction Materials Processing. Students will be responsible for the construction of individual and/or group project(s) built throughout the semester. Projects will be determined by the needs and wants of the school and community. Projects are assigned and developed according to the skill levels and experience of the students. Projects can range from basic furniture and cabinetry to small building construction. There will be a wide range of topics investigated during each project, such as job safety, job site management, production planning, project problem solving, and project review. Assessments are completed in class and are based on work completed, employability skills, and other skills as determined by the instructor.

## Residential Construction

Prerequisite: Construction Tech or instructor approval

*Grades 11-12*

*1 Credit*

This one semester course provides introductory theory and lab experience in residential construction. The course covers a wide range of topics including but not limited to: lab and job-site safety, foundations, rough framing, building envelope, exterior finishes, interior finishes, and MEP's (mechanicals, electrical, plumbing). Students in this course will be able to: demonstrate the proper use of basic tools and techniques, as part of a construction crew; select and use hand and power tools; recognize unsafe working conditions; identify, describe, layout, measure, cut, and place components used in residential construction systems; follow instructions and take responsibility for information; identify mistakes and take corrective actions; and work effectively as part of a team.

## Engineering Concepts

*Grades 9-12*

*1 Credit*

This one semester course integrates technology-oriented applications of mathematics and science into basic engineering activities. Primarily concentrating on mechanical and structural engineering, topics include the engineering design process, design analysis, data collection and data analysis as well as career investigation. This course provides students with an overview of the practical uses of applying engineering concepts to simple lab projects. Projects include but are not limited to C02 cars and craft stick bridges. Assessments are completed in class and are based on quality of work completed, employability skills, and other items as determined by the instructor.

## Business, Finance, Marketing, Management, and Information Solutions

### Personal Finance

*Grades 9-12*

*1 Credit*

Use a data informed decision-making process as it applies to the roles of citizens, workers, and consumers. Be able to identify various forms of income and analyze factors that affect income as a part of the career decision-making process. Develop and evaluate a spending/savings plan. Evaluate savings and investment options to meet short- and long-term goals. Apply a decision-making model to maximize consumer satisfaction when buying goods and services. Evaluate products and services provided by financial deposit institutions to transfer funds. Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit. Analyze choices available to consumers for protection against risk and financial loss. Analyze choices and resources available to consumers for financing postsecondary education.

### Introduction to Business

*Grades 9-12*

*1 Credit*

Introduction to Business is a one semester course that surveys all aspects of business including economics, ethics, forms of business ownership, finance, marketing, and management. It will provide a foundation for students that plan on pursuing other business classes.

## Accounting I

*Grades 9-12*

*1 Credit*

Accounting prepares students to make educated and informed business and personal financial decisions. Students will gain the ability to read, interpret, and analyze financial information; apply generally accepted accounting principles; explain how the accounting system provides business information; describe the various users of accounting information; and explain the dynamic nature of the business environment in which accounting information is used.

## Accounting II

Prerequisite: Instructor approval

*Grades 9-12*

*1 Credit*

Accounting II is a continuation of Accounting I and is offered as an independent study course.

## Computer Business Applications

*Grades 9-12*

*1 Credit*

Computer Business Applications is a one semester course that covers the use of Microsoft Office. Students will learn how to utilize different functions of Microsoft Word, such as drawing tools and formatting tools, create Excel spreadsheets, PowerPoint presentations, and Access databases. Students may become Microsoft Office Certified in this course.

## Introduction to Entrepreneurship

*Grades 9-12*

*1 Credit*

Examine the role entrepreneurs play in today's economy and recognize the unique personal characteristics and skills that successful entrepreneurs possess. Recognize trends in society that can lead to entrepreneurial opportunities. Use lean startup methods to generate, develop, and test ideas to identify market and business opportunities. Apply economic concepts when making decisions for an entrepreneurial venture. Develop a marketing strategy to introduce a product or service. Understand financial concepts and use the financial tools available to make sound business decisions. Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions. Develop a management plan for an entrepreneurial venture. Analyze how forms of business ownership, government regulations, and legal regulations affect entrepreneurial ventures. Develop a plan to launch and operate a business. Offered alternating years.

## Business Law

Prerequisite: Introduction to Business

*Grades 9-12*

*1 Credit*

Business Law addresses statutes, cases, and regulations affecting businesses, families, and individuals in their interrelated roles. Students will learn the relationship between ethics and the law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law while focusing on contract law, law of sales, employment law and consumer law. Offered alternating years.

### Social & Ethical Issues in Business

*Grades 9-12*

*1 Credit*

Do corporations have a social conscience? Is there a right and wrong in the business world? This course delves into the complexities of ethical decision-making in the business environment. Through case studies, discussions and documentary viewings, we'll explore how businesses navigate social and ethical dilemmas, considering the impact of their actions on stakeholders like employees, consumers, the environment, and society at large.

### Human Relations in Management

*Grades 9-12*

*1 HS Credit, 3 College Credits*

This one semester course emphasizes the importance of proper attitudes towards self, others and organization values. Stresses the development of a good self-concept and the relationship this has to energy levels, emotions, verbal and nonverbal communication. Prepares students to understand how to deal with conflict and how to be a productive member of a work group. This course is offered at Springville Secondary for Kirkwood Community College credit.

### Introduction to Marketing

*Grades 9-12*

*1 Credit*

The role of marketing in business education has greater importance as students become more intuitive about marketing influences at younger ages. Marketing education introduces students to the processes involved in providing products and services that meet consumer needs and wants. As a major business discipline, marketing impacts local, domestic, and international economies. Offered alternating years.

### Computer Science Discoveries I

*Grades 9-12*

*1 Credit*

This one semester course presents students the computational practices of algorithm design, problem solving, and programming within a context that is relevant to their lives. Beginning with the 2021-22 academic year, this content was offered in the exploratory rotation. Students who had the content in middle school can enroll directly in Computer Science Discoveries II.

### Computer Science Discoveries II

Prerequisite: Computer Science Discoveries I

*Grades 9-12*

*1 Credit*

This course is a continuation of Computer Science Discoveries I.

### Computer Science Principles I

Prerequisite: Computer Science Discoveries I & Computer Science Discoveries II

*Grades 9-12*

*1 Credit*

This one semester course provides students the opportunity 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 II

Prerequisite: Computer Science Principles I

*Grades 9-12*

*1 Credit*

This one semester course is a continuation of Computer Science Principles I.

## English/Language Arts

### English 9

*Grade 9*

*2 Credits*

Ninth-grade English is the first full year course in the series of English requirements for the high school student. It prepares ninth graders for high school reading, writing, and speaking. Reading includes a variety of literary genres. Writing is both expository and creative with emphasis on usage, grammar, spelling, and vocabulary. A research paper and presentation are included in this course.

### English 10

Prerequisite: Successful completion of English 9

*Grade 10*

*2 Credits*

Tenth-grade English is a required full year class for high school students. It continues to refine the skills of reading, writing, and speaking that began in ninth grade. The reading material includes a variety of literary genres. Various types of writing are exercised throughout this course, including research.

### Reader's Workshop

*Grades 9-12*

*1 Credit*

In this one-semester course, students will embark on a personalized reading journey, selecting books that resonate with their interests and passions. Through daily reading journals, students will reflect on their experiences, engage with texts on a deeper level, and develop their critical thinking and writing skills. Regular book shares will create opportunities for students to discuss their choices, discover new reads, and build our reading community. The course aims to foster a lifelong appreciation for reading by empowering students to explore literature at their own pace, cultivating both joy and confidence as independent readers.

### Fun Size Literature

*Grades 9-12*

*1 Credit*

This class immerses students in the world of short form literature, with a primary focus on short stories and poetry. Students will engage in the close reading, analysis, and interpretation of these compact yet powerful literary works.

### Contemporary Literature

*Grades 11-12*

*1 Credit*

Contemporary Literature provides an in-depth examination of the concerns and styles of modern writers. This class will engage with themes of moral ambiguity, rebellion against convention, and the act of writing itself. Understanding of course content will be expressed through writing, extended projects, and class discussion. This course fulfills one English 11 credit or serves as an English elective.

### Social Issues through Literature

*Grades 11-12*

*1 Credit*

Social Issues through Literature is a one semester course that will focus primarily on current and historical social issues through literature. The focus of the class will be to examine social issues such as race, gender, sexual orientation, culture, etc. through books, short stories, poetry, speeches, etc. This course fulfills one English 11 credit or serves as an English elective.

### The Hero's Journey

*Grades 11-12*

*1 Credit*

This class offers an exploration of the timeless themes of the hero's journey, mythology, and archetypes in literature. By delving into classic and contemporary texts, students will uncover the universal patterns, symbols, and narratives that underpin stories from cultures around the world. This course fulfills one English 11 credit or serves as an English elective.

### Topics in Literature and New Media

*Grades 11-12*

*1 Credit*

Topics in Literature and New Media will examine the dramatic change in print media over the past half-century. With the rise of software, graphic novels, and the like, literature can be found in many unexpected places in the modern era. Understanding of content will be expressed through analyses and class discussions. This course fulfills one English 11 credit or serves as an English elective.

### College Prep English

Prerequisite: Successful completion of eleventh grade English courses with a minimum grade of B or instructor approval

*Grade 12*

*2 Credits*

This full year course emphasizes preparing students for college. In the area of literature, students read and analyze classics commonly discussed in college courses. In the area of writing, the students experience styles of writing needed in college. This class is fast-paced and students need to be able to work independently.

### Oral Communication

*Grades 11-12*

*1 Credit*

Oral Communication is a one semester course designed to help students improve their communication skills. Emphasis is placed on developing human relationships, speech presentations, and general communication skills. This course fulfills the speech requirement.

### Workplace Communication

*Grades 11-12*

*1 Credit*

Workplace Communication is a one semester course that enables students to develop communication skills that can be used in a variety of professional situations. The course is designed to help students improve their communication skills. Emphasis is placed on developing professional relationships, presentation skills, and general workplace communication skills. This course fulfills the speech requirement.

## Health and Physical Education

### Health and Fitness

*Grades 9-12*

*1 Credit*

This one semester course covers safety and injury prevention, substance use and abuse, nutrition and fitness, mental and emotional health, personal health, consumer health, and human growth and development, in combination with an active fitness component to convey the importance of life-long wellness habits.

### Health and Life Management

*Grades 9-12*

*1 Credit*

This one semester course focuses on personal health topics such as nutrition, stress management, substance abuse prevention, etc. while developing decision-making, communication, interpersonal, and coping skills and strategies.

### Physical Education

*Grades 9-12*

*0.5 Credit, Repeatable*

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

## Mathematics

### Algebra I

*Grade 9*

*2 Credits*

This full year course expands students' knowledge and skills into the more abstract concepts of algebra. This course provides the mathematical foundation for Geometry, Chemistry, Physics, Biology, and most business courses. This course will include the following topics: rules and properties of algebra, solving equations, inequalities, and algebraic systems, operations and properties of exponents and radical expressions, representations of linear models in tables and graphs, and operations and properties of quadratic equations and other polynomials.

### Geometry

Prerequisite: Successful completion of Algebra I recommended

*Grades 9-10*

*2 Credits*

This full year course expands the mathematical fundamentals learned in Algebra I into the applied concepts of geometric shapes and theory. Students will learn inductive and deductive reasoning techniques and skills, geometric construction, the properties of geometric shapes, congruence and similarity, transformations and tessellations, geometric area and volume calculations, Pythagorean Theorem, and right triangles.

### Algebra II

Prerequisite: Successful completion Algebra I, Geometry preferred

*Grades 9-12*

*2 Credits*

This full year course extends and deepens the student's knowledge of algebraic and geometric concepts in order to prepare them for college level mathematics. This course includes the following topics: the use of graphing calculator functions, operations with more complex fractions, simplifying radical expressions, operations and composition of functions, solving quadratic functions, equations and inequalities, solving two and three variable systems, operations and properties of matrices, beginning trigonometry, higher order polynomial factoring and operations, and introduction to complex numbers.

### Pre-calculus

Prerequisite: Successful completion of Algebra II

*Grades 10-12*

*2 Credits*

This full year course is intended for students who are college-bound in a scientific and/or engineering field of study. The course includes the following topics: advanced functions, advanced trigonometry, vectors, polar coordinates, parametric equations, conic sections, limits and their properties, derivatives, differentials, and integrals.

### Calculus

Prerequisite: Successful completion of Pre-calculus or Instructor Approval

*Grades 11-12*

*2 Credits*

In Calculus, students learn to understand change geometrically and visually, analytically, numerically, and verbally. Instead of simply getting the right answer, students in this full year course learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models.

### Probability & Statistics

Prerequisite: Successful completion of Algebra I and Geometry

*Grades 10-12*

*1 Credit*

Probability and Statistics is a one semester course that introduces the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency and variation, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability. Offered alternating years.

### Consumer Math

Prerequisite: Successful completion of Algebra I

*Grades 10-12*

*1 Credit*

This semester course reinforces general mathematics topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and applies these skills to consumer problems and situations. Applications include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment. Offered alternating years.

### Technical Math

Prerequisite: Successful completion of Algebra I

*Grades 10-12*

*1 Credit*

Technical Mathematics is a one semester course that extends students' proficiency in mathematics and applies skills to technical and/or industrial situations and problems. Technical Mathematics topics may include but are not limited to rational numbers; systems of measurements; tolerances; numerical languages; geometry; algebra; statistics; and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate. Offered alternating years.

## Music

### Music Appreciation

*Grades 9-12*

*1 Credit*

In this one semester course, students will gain an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create an expressive or aesthetic impact. Students may have the opportunity for informal music performance and creation within the classroom.

### Music Recording and Production

*Grades 9-12*

*1 Credit*

In this one semester course, students will gain an opportunity to learn and apply skills in music recording techniques, music editing, mixing, and creating finished musical recordings for distribution as sound files in order to enhance, convey, and capture the expressive intent of music.

### Concert Band

*Grades 9-12*

*2 Credits*

The Concert Band is the core performance group in the instrumental music program and members are enrolled for a full academic year. All members of this group also perform as members of the marching band and the pep band. Concert Band is open to any student, although those without prior instrumental experience may be asked to take lessons with the director prior to enrolling. Students will study both Western and international traditions of music primarily through performance. In addition, students are encouraged to participate in solo and small ensemble music experiences. Participation in all concerts and large group contest is required. All students using a school instrument, including percussionists, must pay a rental fee of \$25.00 a rental per semester.

### Musical Pride Marching Band

*Grades 9-12*

All Concert Band Members are required to participate in marching band. Marching band takes place during the first quarter of school, with an additional summer band camp that takes place prior to school starting. Marching band is also open to seventh and eighth grade students. Participation in all performances is required.

### Jazz Band

*Grades 9-12*

The Jazz Band rehearses before school during the second and third quarters of the school year. Members of this group are selected from the concert band. As per state requirement, all jazz band members must be enrolled in concert band or attending at least three practices for concert band each week. Jazz Band meets two to three times each week. Additional rehearsals may be added if needed. Participation in all performances is required.

## Choir

*Grades 9-12*

*2 Credits*

Concert choir is open to all high school students, and members are enrolled for a full academic year. In the first semester, there are two to three mandatory performances. In the second semester, students will perform in Night on Broadway and a spring concert. This course offers a variety of extracurricular opportunities that are suggested, but not mandated, such as singing the national anthem at community events and games, caroling in the community, and helping with elementary concerts.

## Serenade

*Grades 9-12*

This high school select choir is an audition only choir that is open to all members of the concert choir. Auditions will be held in the fall of each year and voicing will be chosen at the discretion of the director. There will be early morning rehearsals starting in October/November and continue until the end of the school year. Solo/small group competition is required for this group.

## Science

### General Science

*Grade 9*

*2 Credits*

This full year course provides a general overview of the physical sciences. Students will focus on critical thinking and discovery of relationships between science and their everyday lives. The course will focus on a basic overview of matter (chemistry) in the first semester with the second semester focusing on energy (physics). Additionally, this course will look to build basic laboratory and observational skills needed for future science courses.

### Biology

Prerequisite: General Science or Instructor Approval

*Grades 9-12*

*2 Credits*

Students in this full year course will achieve a greater understanding of the living world. Topics include basic biochemistry, cellular biology, genetics, human anatomy, evolution, and an exploration of the plant and animal kingdoms. This course will include reading assignments, note taking from lectures, and laboratory explorations. Laboratory explorations will include observations of preserved and live specimens, microscope use, and dissections.

### Astronomy

Corequisite: General Science

*Grades 9-12*

*1 Credit*

Astronomy is a one-semester course that offers students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. Students will be introduced to and use astronomical instruments and explore theories regarding the origin and evolution of the universe, space, and time.

### Forensic Science

*Grades 9-12*

*1 Credit*

In this semester course, students will study the methods used by criminal investigators to solve crimes. Students will learn the methods used to analyze evidence from fingerprints to DNA. This course will include several lab activities.

### Anatomy

Prerequisite: Biology

*Grades 11-12*

*2 Credits*

This full year course will broadly focus on the different systems in the human body, how the systems work together and what happens when parts of the body malfunction. This course will include a study of major body systems, basic medical terminology, and select organ dissections.

### Physics

Prerequisite: Algebra I

Corequisite: Algebra II

*Grades 11-12*

*2 Credits*

This full year course is a non-calculus, algebra-based course. Physics will combine laboratory activities with lecture and problem-solving sessions. Physics course topics will include mechanics, sound, light, electricity, motion, and atomic and nuclear applications for daily living. Offered alternating years.

### Chemistry

Prerequisite: Algebra I

*Grades 11-12*

*2 Credits*

Chemistry courses involve studying the composition, properties, and reactions of substances. Students in this full year course typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. Offered alternating years.

## Social Studies

### World History

*Grades 9-12*

*2 Credits*

World History is a full year course. The first term covers the period from prehistory through the Renaissance and Reformation. It will cover such topics as Early Civilization, Greek and Roman times, Ancient Africa, Ancient Civilizations in Europe and Asia, the Renaissance and the Reformation. The second term covers world history from the 17th century and covers topics such as the Ages of Exploration and Enlightenment, the Industrial Revolution, the great World Wars, the Rise of Communism, the End of Imperialism, the Cold War, and the post-Cold War Era. This course is required for graduation.

### U.S. History

*Grade 9-12*

*2 Credits*

This full year course covers U.S. History from 1861 to the end of the 20th century. The Civil War, the closing of the frontier, Industrialization, Immigration, the Progressive Movement, the First World War, the Great Depression, World War II, Cold War America, the Civil Rights Movement, Vietnam, the Nixon and Reagan Eras, and post-Cold War America are covered. This course is required for graduation.

### Economics

*Grades 11-12*

*1 Credit*

The purpose of this semester course is to help develop an ability to understand and make reasoned judgments about major economic questions. The students will learn about the market economy, the impact of the government on the economy, and the unemployment-inflation dilemma. Personal economics will also be included as students will be introduced to personal investment and budgeting principles. This course is required for graduation.

### Government

Prerequisite: US History

*Grades 11-12*

*1 Credit*

This one semester course will cover an overview of government through the study of the United States Constitution and the federal system of government. The structure (executive, legislative, and judicial branches) and the relationships between the national, state, and local government will be studied. Students will examine the role and function of political parties, the growth of government, the philosophy of the democratic process, and the obligation of citizens in our society. Current governmental issues will also be analyzed and discussed throughout the class and applied to the lives of the students. This course is required for graduation.

### Modern U.S. History

*Grades 9-12*

*1 Credit*

Modern U.S. History is a one-semester course structured to give the student an understanding of current issues in many areas of a political, social, and economic nature. The course emphasizes research done by the student since the topics chosen are very fluid in their nature, meaning that the topics and the amount of coverage on the topics will fluctuate on any given day, week, or month depending on topics current in the media.

### Military History

*Grades 9-12*

*1 Credit*

This one semester course is an elective history course surveying military history from antiquity to the present. The course seeks to take a glimpse of the various stages of military history over the past 5000 years, as it has evolved and changed. To do this, various focus points have been selected in an attempt to create a broad view of this immense subject. The vastness of the material necessitates that not all stages of development and change can be covered but this allows the course a degree of freedom that is valuable in studying this subject and means that the course will surely evolve and change as it continues to be taught.

### History Through Film

*Grades 11-12*

*1 Credit*

This one semester course will discuss how the motion picture industry has changed since its origins in the early 1900's. Students will watch Oscar-winning movies and study award winning actors and directors. There will be quizzes over the handouts on the movies and tests over the units studied. There will also be one paper written about an award-winning actor. The main decades that will be focused on will be the 1950's, 60's and 70's. This class will explore how movies have made many social statements about the various time periods and the influence of past movies on today's culture.

### Psychology

*Grades 9-12*

*1 Credit*

Psychology provides tools to help us gain insight into our own behavior, as well as our relationship with others. In this one semester class we will explore the influences of society on individual behavior and group relationships, as well as biological explanations for human behavior. During the course you will learn more about the social and biological aspects of human behavior as you gain insight into your life and the lives of those around you. This class is strongly recommended for any student planning on attending college, as most colleges will require students to take at least one semester of psychology during their college careers.

### Social Issues through Popular Culture

*Grades 9-12*

*1 Credit*

Social Issues through Pop Culture is a one semester course that will focus primarily on current and historical social issues through the lens of popular culture. The focus of the class will be to examine social issues such as race, gender, sexual orientation, culture, etc. through music, sports, television, movies, etc.

### World Geography and Current Affairs

*Grades 9-12*

*1 Credit*

The intent of this one semester class is to provide students with an overview of world geography and connect the world's geography to current affairs. Topics covered may include geographic, political, economic, and social issues of a particular country or region.

## World Language

### Spanish I

*Grades 9-12*

*2 Credits*

This full year course is taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their eventual output of writing and speaking. This course is taught using TPRS: Teaching Proficiency through Reading and Storytelling. Other forms of input include music, student-created stories, and novels written for language learners. By the end of Spanish I, students are expected to reach Novice- Mid on a proficiency scale.

### Spanish II

Prerequisite: Successful completion of Spanish I with a minimum grade of C-

*Grades 9-12*

*2 Credits*

Spanish II is a full year taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their eventual output of writing and speaking. This course is taught using TPRS: Teaching Proficiency through Reading and Storytelling. Other forms of input include music, student- created stories, and novels written for language learners. By the end of Spanish II, students are expected to reach Novice- High on a proficiency scale.

### Spanish III

Prerequisite: Successful completion of Spanish II with a minimum grade of C-

*Grades 9-12*

*2 Credits*

Spanish III is a full year course taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their eventual output of writing and speaking. This course is taught using TPRS: Teaching Proficiency through Reading and Storytelling. Other forms of input include music, student- created stories, and novels written for language learners. By the end of Spanish III, students are expected to reach Intermediate-Low on a proficiency scale.

### Spanish IV

Prerequisite: Successful completion of Spanish III with a minimum grade of C-

*Grades 9-12*

*2 Credits*

Spanish IV is a full year course taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their eventual output of writing and speaking. This course is taught using TPRS: Teaching Proficiency through Reading and Storytelling. Other forms of input include music, student-created stories, and novels written for language learners. By the end of Spanish IV, students are expected to reach Intermediate-Mid 2 on a proficiency scale.

### Spanish V

Prerequisite: Successful completion of Spanish IV with a minimum grade of C-

*Grades 9-12*

*2 Credits*

Spanish V is the culmination of the Spanish sequence. This is a full year experience is taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their eventual output of writing and speaking. This course is taught using TPRS: Teaching Proficiency through Reading and Storytelling. Other forms of input include music, student-created stories, and novels written for language learners. By the end of Spanish V, students are expected to reach Intermediate-Mid 3 on a proficiency scale.

## Independent/Offsite Options

### Career Exploration Opportunities

#### Area 10 Job Shadow Program

*Grades 10-12*

*No credit*

The Area 10 Job Shadow Program is coordinated by Workplace Learning Connection. Job shadows are one-time experiences, two to six hours long, where students shadow an employee at an area business partner to get a close-up view of what a career entails. Students must complete an application and provide their own transportation. Students are allowed to participate in up to three job shadows per year. Students are expected to complete a minimum of two job shadows while in high school. Please see website for more information on job shadows: [Workplace Learning Connection](#).

#### Internship Program

Prerequisite: Job shadow

*Grades 11-12*

*1 HS Credit, 1 College credit, Repeatable*

Internships are offered under the guidance of an instructor and employer mentor/supervisor. They provide an opportunity to learn in a work setting while obtaining practical experience in a chosen field of study. Internships include job training and assignments designed to develop workplace communication skills, an understanding of industry and organizational structures, and problem-solving skills in a work environment. The internship program is coordinated by Workplace Learning Connection and can be completed during the school year or during the summer. The internship application is a vetted process with an application and interview. Not all students are accepted into the program. Students who successfully complete internships earn one Kirkwood Community College credit. Please see the [Workplace Learning Connection website](#) and [Student Internship Handbook](#) for more information on internships.

#### Student Tutor Program

Prerequisite: Minimum GPA of 3.0, administrator approval, good standing behaviorally

*Grades 11-12*

*1 Credit, Repeatable*

As the need arises for older students to help younger students struggling academically, we want to supply that need with students willing to tutor in either the elementary or middle school areas. Students who decide to take this opportunity will be assigned a student or students to tutor and/or mentor on a daily basis. This one semester course may include an orientation at the beginning of each semester and journal entries throughout the semester. This course is graded as either pass or fail.

#### Work Release

*Grades 11-12*

*No Credit*

Work release is an opportunity for students in grades 11 or 12 to be released from either 1<sup>st</sup> or 8<sup>th</sup> period to earn valuable experience in a job that the student has obtained on their own accord. Interested students may apply to the school for this option but must be in good academic standing and provide evidence that they are employed and their time from being released from school is for the sake of working. Further details can be obtained through the application process.

## Senior Year Plus

Springville students have several options for earning college credit in high school. Brief descriptions taken from the [Iowa Department of Education's Senior Year Plus Guide for Educators and Educational Administrators](#) (2024) are offered below. The guide itself, accessed by way of the link, offers more detailed information.

### Advanced Placement

Advanced Placement (AP®) courses are college-level courses offered by high schools. The courses, curriculum requirements, and optional tests are provided by The College Board. The College Board offers 38 courses in seven subject areas, each with an optional final exam at the completion of the course. Based on the examination score and the postsecondary institution's policies, students may be eligible for college credit or advanced standing at the college or university to which they later matriculate.

Springville Secondary offers AP courses by way of Iowa Online AP Academy. Current course descriptions and syllabi are available at [Iowa Online AP Academy](#).

### Concurrent Enrollment

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career technical education (CTE) pursuits by providing opportunities for high school students to enroll in eligible nonsectarian courses at or through community colleges. Concurrent enrollment courses are offered through contractual agreements between community colleges and school districts. Through the program, community college courses are offered to classes of high school students in grades 9 through 12. The classes are college classes—even if they are held in a school district classroom. During the time of the concurrent enrollment course, the site acts as a satellite location of the college. The instructor may be a community college instructor or a high school instructor employed by the contracted district who meets state and college faculty standards and requirements.

### Summer College Credit Programs

The Summer College Credit Program (SCCP) (281 IAC 22.33) is designed to increase participation in career and technical education programs aligned to in-demand occupations. The SCCP, authorized in 2018 as part of the Future Ready Iowa Act (House File 2458), has three primary goals:

1. Provide greater access to college-credit coursework in CTE programs by allowing high school students to enroll at an Iowa community college during the summer at no cost.
2. Allow high school students to explore and start on paths to obtain credentials linked to high-demand fields.
3. Maximize the investment made by community colleges, school districts, business partners and others in modern CTE facilities and equipment through innovative summer programming.

The SCCP is supported by an appropriation determined annually from the Iowa legislature. Each community college works directly with school districts to identify and enroll interested students. To enroll, students must be in grades 9-12, which includes students who will be entering the ninth grade in the fall, as well non-graduated twelfth-grade students. Community colleges submit proposals annually to the Iowa Department of Education for approval. Coursework offered needs to be a part of an approved CTE program and in alignment with an in-demand occupation as identified by the state workforce board or the respective community college.

### Postsecondary Enrollment Option (PSEO)

The PSEO program is intended to promote rigorous academic pursuits and to provide a wider variety of options to high school students. The program allows eleventh and twelfth grade students, as well as ninth and tenth grade students identified as gifted and talented by their local district, to enroll in college courses. Through the program, individual students may enroll in an eligible postsecondary course if a comparable course is not offered at their school. Successful completion of the course also generates high school credit and applies toward district subject area and graduation requirements.

The school district pays the eligible postsecondary institution for the cost of the course or \$250, whichever is lower. If the student successfully completes the course, it is provided free to the student (except possible equipment purchases). If a student fails to complete the course and is not eligible for a waiver, the student or the student's parent or guardian may be required to reimburse the district's cost.

### College Credit in High School at Kirkwood Community College

In most cases, Springville students earn college credit in high school by way of a partnership with Kirkwood Community College. Kirkwood offers opportunities for students to earn college credit while in high school at no cost to families. These courses provide an opportunity for students to get hands-on experience while gaining exposure to careers they want to pursue after graduation. All courses students take at Kirkwood are for both high school and college credit.

Students can earn college credit in high school through Kirkwood in a variety of ways. Options range from taking a class or two for transfer credit (within the walls of their high school, online, or face-to-face at a Kirkwood location) to completing a sequence of courses in a Career Academy. Career Academies are packaged courses, offered at Regional Center locations, which focus on career exploration while also aligning with industry workforce needs. Students work through the high school counseling office or local Kirkwood Student Academic and Support Coordinator to find out what courses would be best for them and learn more about the available offerings.

Students are asked to reflect on how well they demonstrate the indicators of success found on page 37 as they explore enrollment in college courses.

### Kirkwood Academies

*Credits vary*

Courses are held at the Jones County Regional Center in Monticello. Students receive high school and college credit for academy courses. Contact the school counselor with questions. Information can also be found at [Career Academies \(High School Dual Credit\)](#).

### Proficiency Standards for Participation in Concurrent Enrollment Programs

Students who wish to enroll in liberal arts courses must be proficient in English language arts, mathematics, and science on the most recent administration of the ISASP or meet proficiency standards outlined below and approved by the school board. This does not apply to participation in career and technical education courses. Springville students can meet any of the following proficiency requirements.

1. Proficiency in English language arts, math, and science on student's most recent Iowa Statewide Assessment of Student Progress (ISASP) test.

Grade	Assessment	Not-Yet-Proficient	Proficient	Advanced
8	Math	385 to 489	490 to 605	606 to 720
	Science	385 to 507	508 to 608	609 to 720
	English Language Arts	385 to 496	494 to 593	594 to 720
9	Math	410 to 512	513 to 625	626 to 750
	Science	-	-	-
	English Language Arts	410 to 504	505 to 617	618 to 750
10	Math	435 to 536	537 to 653	654 to 780
	Science	435 to 544	545 to 655	656 to 780
	English Language Arts	435 to 529	530 to 641	642 to 780
11	Math	460 to 558	559 to 674	675 to 800
	Science	-	-	-
	English Language Arts	460 to 560	561 to 659	660 to 800

Iowa Department of Education. (2024). *Senior year plus guidelines for educators and educational administrators*. [chrome-extension://oemmnndchldboiebfnladdacbfmadadm/https://educate.iowa.gov/media/1184/download?inline](https://oemmnndchldboiebfnladdacbfmadadm/https://educate.iowa.gov/media/1184/download?inline)

2. A High School GPA of 2.8 or greater
  - a. Students who have a GPA lower than 2.8 but have earned a 3.0 GPA (or higher) in recent content specific classes
  - b. For Sophomores, Kirkwood would recommend at least a 3.3 GPA (or higher)
3. A grade in the B range or higher in previous corresponding course work during the ninth and tenth grade years.
4. Proficiency on ACT Assessment
  - English = 18
  - Reading = 18
  - Math = 19
5. Proficiency on SAT Assessment
  - English/Writing = 430
  - Math = 510
6. Student success in Advanced Placement or other Concurrent Enrollment classes.
7. Discipline specific high school instructor recommendation. For example, a student who wishes to enroll in a college level history course, should obtain a recommendation from their high school social science instructor. Instructors can use the Indicators of Success in Concurrent Enrollment Rubric as a resource if they choose.
8. Other criteria as stated by the Iowa Department of Education.

Additional information specific to placement into ENG-105: Composition I

For Placement into Composition I, Kirkwood strongly recommends...

- A high school GPA of 3.0 or greater. High school GPA is our greatest predictor of student success.
  - For rising juniors (current sophomores), Kirkwood recommends at least a 3.3 GPA
  - For rising seniors (current juniors), Kirkwood recommends at least a 3.0.

- Students who have a GPA lower than 3.0 but have earned a 3.5 GPA (or higher) in recent English/Language Arts classes can be considered for Composition I.
- ACT-English score of 18 or higher
- Student success in Advanced Placement or other concurrent enrollment classes. Students who have found success in AP or other concurrent enrollment classes tend to succeed in Composition I.

# SELECT FOR SUCCESS

## THE RIGHT STUDENTS FOR THE RIGHT REASONS

Kirkwood partners with area school districts to prepare students to learn essential skills and earn college credit through a variety of concurrent enrollment options. Iowa law requires students, instructors and institutions to meet certain criteria to be eligible to participate in this programming.

### To participate, students must:

- Satisfy Kirkwood Community College prerequisites, which may include a satisfactory placement score for reading, writing and math, indicated by the college's recognized placement exams.

### OPTIONS TO EARN COLLEGE CREDIT IN HIGH SCHOOL AT KIRKWOOD:

#### Arts and Science Academy

- To participate in liberal arts courses, students must demonstrate proficiency in each of the three academic areas – math, science and reading – as indicated by Iowa Assessment Testing or an alternative measure of proficiency adopted by the school board. Students must also satisfy Kirkwood Community College prerequisites.

#### Career Academy

- Participation in career and technical courses is not based on proficiency of Iowa Assessment scores. Students will need to satisfy Kirkwood Community College prerequisites on individual courses as needed.

### ADDITIONAL INDICATORS OF SUCCESS:

#### Academic skills or standing:

- Satisfactory attendance record
- Successfully completes related high school coursework (where applicable)
- Completes all assignments by due date, including assigned readings
- Demonstrates self-motivation as a learner
- Applies classroom learning to real-life cases, observations and service learning
- Has a minimum cumulative GPA of 2.5

#### Personal traits/dispositions:

- Demonstrates respect for others
- Exhibits intellectual curiosity and openness to new ideas
- Works well as part of a team
- Demonstrates honesty and ethical decision-making
- Willingness to devote several hours each week outside of class to study, review and prepare for coursework

#### Maturity:

- Demonstrates self-advocacy and communication of needs
- Completes successful transition into junior or senior year of high school
- Successfully manages academic, work, extracurricular and other commitments
- Takes responsibility for their learning and success

