

# VIRTUAL CAMPUS

Middle School | High School



DES MOINES PUBLIC SCHOOLS

# COURSE CATALOG

2021-2022

# Educational Philosophy

## DMPS Vision

Becoming the model for urban education in the United States.

## Virtual Campus Vision

We are committed to ensuring equitable access and outcomes for each learner.

## DMPS Mission Statement

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

## Virtual Campus Mission:

DMPS Virtual Campus supports all unique learners to:

- Thrive, learn, and belong in a personalized, technology-based learning environment.
- Achieve through relevant, rigorous, standards-driven learning opportunities.
- Take ownership in the path to college and/or career readiness.

## Student Expectations

Students demonstrate proficiency and understanding of a rigorous core curriculum:

- They demonstrate proficiency in reading, writing, speaking and listening
- They demonstrate proficiency in mathematics, including algebra and geometry
- They demonstrate financial and economic literacy
- They demonstrate an understanding of the value of fine and performing arts in society
- They demonstrate proficiency in technological and information literacy
- They demonstrate proficiency in science, including life, earth and physical science

Students possess the knowledge and skills to be self-directed and autonomous:

- They demonstrate critical thinking and problem-solving skills
- They exercise sound reasoning in making complex choices
- They exhibit creative, innovative and entrepreneurial thinking
- They understand the attributes of physical and mental well-being

Students have world awareness:

- They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community
- They understand the rights and obligations of citizenship at local, state, national, and global levels
- They are actively engaged in community life
- They will be exposed to languages and cultures of the world

# Graduation Requirements and Planning

## Required Credits for Graduation

*For students in the Classes of 2021-2024, the following credits must be fulfilled to graduate and earn a diploma.*

REQUIREMENTS	UNITS OF CREDIT
Social Studies REQUIRED: US History, US Government, Personal Economics, and 1.0 additional credit in social studies	3.0
English REQUIRED: English I, II, and English III or AP Lang and Comp, and 1.0 additional credit in English	4.0
Mathematics REQUIRED: Semester 1 and 2 of Algebra I (or higher-level math course)	3.0
Science HIGHLY RECOMMENDED: Biology, Chemistry, Physics, Earth Science	3.0
Applied/Fine Arts	1.5
Physical Education REQUIRED: In compliance with Iowa law, students must be enrolled in physical education at least one semester each year while in high school and must complete CPR training.	1.0
Electives	7.5
<b>TOTAL</b>	<b>23.0</b>

# Post-Secondary Readiness Requirements

There are several paths that students can choose from for success after completing high school. The guide below can help students and their families have conversations with school counselors as they make decisions about their goals for after graduation and the choices they need to make in high school to reach those goals.

## High School Diploma

English	English I, II, and English III or AP Lang and Comp, and 1.0 additional credit in English
Math	Semester 1 and 2 of Algebra I (or higher-level math course), and 2.0 additional credits in Math.
Science	3.0 credits in Science.
Social Studies	US History, US Government, Personal Economics, and 1.0 additional credit in social studies
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.
World Languages	World Languages count toward the 7.5 required elective credits.
Physical Education	At least one semester each year of high school and must complete CPR training.
Personal Finance	0.5 credits

## Career & Technical, Apprenticeship, and Industry Certification Programs

English	English I, II, and English III or AP Lang and Comp, and 1.0 additional credit in English
Math	Semester 1 and 2 of Algebra I (or higher-level math course), and 2.0 additional credits in Math.
Science	3.0 credits in Science.
Social Studies	US History, US Government, Personal Economics, and 1.0 additional credit in social studies
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.
World Languages	World Languages count toward the 7.5 required elective credits.
Physical Education	At least one semester each year of high school and must complete CPR training.

## Regents Institutions (U of I, UNI, ISU)

English	Four years with an emphasis on the communication skills of writing, reading and listening, and the analysis and interpretation of literature. In addition, courses in journalism and media literacy will be valuable.
Math	Four years, one in each year of high school. While advanced courses like calculus and statistics are good, it's more important that you gain a complete understanding of advanced algebra and trigonometry.
Science	Three years, one in each year of high school. To be really prepared, take at least one year each of biology, chemistry, and physics.

Social Studies	Three years are essential, but four is better. Take at least one year each of U.S. history and world history. Additional courses in anthropology, economics, political sci., psychology, and sociology provide important understandings.
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.
World Languages	Varies by program. Standard expectation: Two consecutive years of a single world language for admittance. Many require an additional semester or year study upon university enrollment. Three or four consecutive years in one world language to prevent mandatory enrollment at the university.
Physical Education	At least one semester each year of high school and must complete CPR training.

## Highly Selective Colleges & Universities

English	Four years with an emphasis on the communication skills of writing, reading and listening, and the analysis and interpretation of literature, including AP credit. In addition, courses in journalism and media literacy will be valuable. Extracurricular activities in debate, speech, newspaper, and yearbook will further develop essential competencies.
Math	Four years, one in each year of high school, including advanced math courses like calculus and statistics.
Science	Four years, one in each year of high school. To be really prepared, take at least one year each of biology, chemistry, and physics, and an AP Science course.
Social Studies	Four years, one in each year of high school. Take at least one year each of U.S. history and world history, and an AP Social Studies course. Additional courses in anthropology, economics, political sci., psychology, and sociology provide important understandings.
Applied/Fine Arts	1.5 credits in the Applied or Fine Arts.
World Languages	Varies by program. Standard expectation: Three or four consecutive years of a single world language or demonstration of proficiency for admittance.
Physical Education	At least one semester each year of high school and must complete CPR training.

# Course Listings

The courses listed in this catalog represent the entire selection offered across the district. Not all courses are available at every high school building. A variety of factors, including student interest, staffing, and space & equipment, determine which courses are offered and taught in which buildings. Students and families are encouraged to work with their school counselor to determine their academic plans while considering availability of courses in their home high school and their eligibility for educational programs. The course catalog is updated annually. The most current version of this document can be accessed on the district website at [www.dmschools.org](http://www.dmschools.org).

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## English and Language Arts

To prepare our students for 21st century literacy skills to be used in post-secondary education and the workplace, Des Moines Public Schools provides a guaranteed and viable curriculum at the appropriate developmental level.

The Des Moines Public Schools is committed to offering courses that present a wide range of genres, cultures, and time periods. Close reading of both fiction and non-fiction allow our students an opportunity explore multiple viewpoints and life experiences. Our teachers believe these works offer insight into the human-condition and should be a model for our students' thinking, writing, and problem-solving.

Our goal is to steadily increase the complexity and sophistication of the content and the structure of our analysis to grow our students into critical readers and writers.

Curriculum Coordinator:

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### English I S1-S2 (LA103/LA104)

PREREQUISITE: NONE | Offered: year-long | .5 English credit per semester

English I develops basic structures of reading and writing, using a variety of works from diverse authors to increase student interest, awareness, appreciation, and understanding of a variety of genre as well as opportunities to apply the writing process to promote communication through written expression. Students will come to understand that personal expression and the way we express ourselves is influenced by society and culture through literary analysis, reflective writing, persuasive writing and character analysis.

### Modern Expression (LA141)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 Elective credit

This one-semester course will focus on issues and topics relevant to modern life. Students will be asked to question the way they experience the world around them through text, film, art, and so forth. Various activities surrounding such works will lead

to direct, personal connections with the issues covered. Through personal, analytical, and argumentative discussion and writing, students will increase their ability to think and write critically about the world around them.

#### English II S1-S2 (LA205/LA206)

PREREQUISITE: NONE | Offered: year-long | .5 English credit per semester

English II continues the development of the structures of communication with an emphasis on the language arts of speaking and listening. Through the communication of ideas in both writing and speaking, students will learn to use information responsibly, accurately, and ethically. Students will communicate through a variety of mediums, including technology, to recognize the role evaluation and response have on oral communication.

#### Journalism 1 (LA213)

PREREQUISITE: LA105 | Offered: year-long | .5 Elective credit

Journalism allows students to explore the fundamental concepts behind the communications industry, including print, broadcast and advertising and the Internet. Students will study history, writing, editing, law and the packaging process, as well as obtain the understanding of deadlines and interviewing through practical application. Prerequisite for newspaper and yearbook practicum.

#### Graphic Novels (LA241)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 Elective credit

Students will read literary works that have been constructed or adapted in a graphic novel format, enabling deeper analysis of the text involved. This course will be a collaborative learning community in which the students will explore the graphic novel medium as a mode of communicating stories, using the various texts as a way to enhance, practice, and master traditional and new literacies. Graphic novels are a rich and varied form of literature and students will analyze the structure, research the history and growth of the popular culture phenomenon of graphic novels, and look closely at the effects created in sequential art narrative.

#### Creative Writing 1 (LA303)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 English credit

Creative Writing is a valuable course for those who have an interest in writing. The goal is to achieve a greater appreciation of literature by creating one's own fiction and by reading and responding to others' work while attending to structure and style. Students will be encouraged to select their own topics with the support and guidance of the instructor.

#### English III S1-S2 (LA305/LA306)

PREREQUISITE: NONE | Offered: year-long | .5 English credit per semester

English III builds on the structures of reading and writing, using a variety of materials representing different literary forms and authors. An emphasis on American literature through a global perspective will support critical analysis of author's style, character motivation, point of view, mood, and tone. Composition will focus on synthesizing new understandings with background knowledge and gain insight into the author's craft while adhering to conventions generally established in conventions, usage, syntax, and style.

#### Newspaper (LA321)

PREREQUISITE: LA213 | Offered: Fall or Spring | .5 Elective credit

Repeatable. Newspaper is a hands-on laboratory course that allows students to apply the fundamental theories explored through journalism. Students will write, edit, package, produce and distribute the school's newspaper. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, people-skill building, and business skills.

#### Newspaper (EN) (LA322)

PREREQUISITE: LA213 | Offered: Fall or Spring | .5 English credit

Students may earn English credit for 1 semester only of Newspaper. Newspaper is a hands-on laboratory course that allows students to apply the fundamental theories explored through journalism. Students will write, edit, package, produce and

distribute the school's newspaper. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, people-skill building, and business skills.

#### Yearbook (LA323)

PREREQUISITE: LA213 | Offered: Fall or Spring | .5 Elective credit

Repeatable. Yearbook is a hands-on laboratory course that allows students to apply the fundamental theories explored through journalism in a real-world setting. Students will write, edit, package, produce and distribute the school's yearbook. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, editing, teamwork and business skills.

#### Yearbook (EN) (LA324)

PREREQUISITE: LA213 | Offered: Fall or Spring | .5 English credit

Students may earn English credit for 1 semester only of Yearbook. Yearbook is a hands-on laboratory course that allows students to apply the fundamental theories explored through journalism in a real-world setting. Students will write, edit, package, produce and distribute the school's yearbook. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, editing, teamwork and business skills.

#### English IV S1-S2 (LA403/LA404)

PREREQUISITE: NONE | Offered: year-long | .5 English credit per semester

English IV (formerly known as World Literature) includes a survey of world literature studied in a thematic approach to critically evaluate information based on relevancy, objectivity, and reliability. Students will write several compositions using expository and argumentative techniques, including a research project. This project will include an articulated research question or thesis statement, and incorporate findings while adhering to a consistent format for documentation.

#### Writing 12 (LA409)

PREREQUISITE: LA308 | Offered: Fall or Spring | .5 English credit

This composition course stresses practice in writing through daily writing pieces as well as several compositions throughout the semester. Writing skills include supporting ideas with valid reasons and evidence, effectively organizing written pieces, connecting ideas from multiple sources, and writing about literature and informational texts.

#### Creative Writing 2 (LA411)

PREREQUISITE: LA303 | Offered: Fall or Spring | .5 English credit

Creative Writing 2 is a valuable course for those who have an interest in writing. The goal is to achieve a greater appreciation of literature by creating one's own fiction and by reading and responding to others' work while attending to structure and style. Students will be encouraged to select their own topics with the support and guidance of the instructor.

#### Lit & Comp A: Contemporary Lit (LA415)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 English credit

Contemporary literature explores current social issues and how they are presented in modern fiction and nonfiction. The course explores multiple levels of intersectionality and diverse perspectives through discussion and literary analysis of texts written after the year 2000. Authors and texts explore multiple cultures, identities, and perspectives including but not limited to race, gender, sexuality, ability, religion, and class.

#### Lit & Comp B: Sports Lit (LA416)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 English credit

In Literature and Composition: Sports Literature, students will examine both classic and contemporary sports writing. Classes include guest speakers, group projects, discussion, writing sports-related blogs, documentaries, interviews, creative writing, and research-based assignments. Student will be required to focus not just on sports but issues that surround sports as well. These topics include race, politics, class, and current issues. Success in this course will require significant time devoted to reading and writing.

### Lit & Comp C: Multicultural Lit (LA417)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 English credit

In Literature and Composition: Multi-Cultural Literature, students will examine literary and informational texts by authors from all over the world and a variety of cultures. The literature represents many different time periods and broad spectrum of world views. Classes include guest speakers, group projects, discussion, film, documentaries, and current issues. Students will be required to participate in literature circles and small group book clubs. Major student assessments will include narrative writing, research papers, literary analyses, interviews, research application, and persuasive writing. Success in this course will require significant time devoted to reading and writing.

### Lit & Comp E: Women and Lit (LA419)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 English credit

In Literature and Composition: Women and Literature students examine literary and informational texts by and about women; the emphasis is on works not read in other English classes. The literature represents several centuries and cultures. Classes include group projects, discussion, film, documentaries, and current issues. Each student keeps a journal, and the class has its own library. Major student assessments will include narrative writing, research papers, literary analyses, interviews, ethnographic research, and persuasive writing. Success in this course will require significant time devoted to reading and writing.

### \*AP English Language & Composition S1-S2 (LA501/LA502)

PREREQUISITE: LA206 or equivalent | Offered: year-long | .5 English credit per semester

AP Language and Composition enables a student to be an effective writer at the postsecondary level. Students read, analyze, and practice a variety of discursive prose. Through the organized study of language skills and the structures of sentences, paragraphs, and expository patterns, students analyze and implement the resources of the English language. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

### \*AP Literature & Composition S1-S2 (LA503/LA504)

PREREQUISITE: LA206 or equivalent | Offered: year-long | .5 English credit per semester

AP English Literature and Composition is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The composition instruction ranges from basic principles to more refined and advanced matters of style, requiring several compositions ranging from the imaginative and personal to the formal and detached. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

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# Mathematics

Mathematics is a tool we use to understand and interpret our world. In our increasingly technological economy, those who understand and know how to apply mathematics have significantly enhanced opportunities in continuing education and later in life. The key to opening the door to these opportunities is a deep understanding of important mathematical concepts and procedures.

In Des Moines Public Schools, we will ensure all students have equitable access to a rigorous math experience that is supported by a balance of *conceptual understanding*, *real-world application*, and *procedural skills and fluency*.

The end result is the ability to think and reason mathematically and use mathematics to solve problems in authentic contexts.

Curriculum Coordinator:

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## Algebra I S1-S2 (MTH111/MTH112)

PREREQUISITE: NONE | Offered: year-long | .5 Credit per semester

Algebra is the foundation of higher mathematics. Students will explore functional relationships, use algebraic systems and properties, represent patterns of change, and apply equations and inequalities to solve the problems. Special emphasis is placed on application of skills and concepts through problem solving. Also offered as a sheltered course for ELL students with a dual focus of building algebra content knowledge and the ability to use academic language in mathematics.

## Geometry S1-S2 (MTH211/MTH212)

PREREQUISITE: MTH111/112 Algebra I S1/S2 | Offered: year-long | .5 credit per semester

Geometry is the study of shape. Students will develop deductive reasoning skills as they consider properties of and relationships among shapes, location of shapes, transformation of shapes, and special shapes such as circles and triangles. Technology is used to enhance geometric experimentation and situations.

## Algebra II S1-S2 (MTH311/MTH312)

PREREQUISITE: MTH111/112 Algebra I S1/S2 | Offered: year-long | .5 credit per semester

This course extends basic algebraic skills developed in Algebra 1. Students study patterns in functions and their graphs, polynomials, and complex numbers. In the second semester of the course, students study trigonometric functions and their graphs, exponential and logarithmic functions, and systems and matrices.

## Introduction to Statistics (MTH321)

PREREQUISITES: MTH111/112 and MTH211/212 | Offered: Fall or Spring | 0.5 credit

Introduction to Statistics is a one-semester class designed primarily for seniors. Topics of study include but are not limited to methods of data collections, various means of organizing and describing data, interpreting charts and graphs, and probability. Students will be using real-life data as part of their learning. Students are expected to work outside of class gathering data for in-class projects and will be expected to read articles during class as needed.

## \*Pre-Calculus S1-S2 (MTH401/MTH402)

PREREQUISITE: MTH311/312 | Offered: year-long | .5 credit per semester

Pre-Calculus is the post-algebra class to bridge students to Calculus topics. Students explore functions and their graphs, polynomials, rational functions, exponential and logarithmic functions, and conics. Students explore more complex trigonometry, vectors and polar coordinates, systems and matrices, and beginning calculus concepts

Intro to Trigonometry (MTH413)

PREREQUISITE: MTH111/112 and MTH211/212 | Offered: Fall or Spring | 0.5 credit

By the end of the course, students will have experienced critical thinking and enhanced their problem solving skills. The students will be expected to recognize patterns and develop and evaluate plausible solutions to real world situations. Topics include: the unit circle, trigonometric functions (definitions, graphs and inverses), right triangles, oblique triangles, trigonometric identities, trigonometric equations, the trigonometric form of complex numbers, two-dimensional vectors, polar coordinates, and parametric equations. A scientific calculator is required.

\*AP Calculus AB S1-S2 (MTH501/MTH502)

PREREQUISITE: MTH402 | Offered: year-long | .5 credit per semester

The AP Calculus course follows the Advanced Placement syllabus and prepares students for the AP test in the spring. Course study includes properties of functions, limits, differential calculus, and integral calculus. Use of the graphing calculator is an integral part of this course and its use is required on the advanced placement test. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

\*AP Statistics S1-S2 (MTH551/MTH552)

PREREQUISITE: Algebra II S1/S2 | Offered: year-long | .5 credit per semester

The AP statistics course follows the Advanced Placement syllabus and prepares students for the AP test in the spring. Students will plan and conduct a study, explore random phenomena using probability and simulation, estimate population parameters and test hypotheses. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

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## Social Studies

The interconnected nature of the world makes in depth, relevant social studies instruction essential for all students. Our goal is to provide all students with authentic and rigorous learning opportunities that spark interest in the social studies and enhance students' abilities to understand the people and spaces around them.

Des Moines Public Schools offers high school students required and elective courses that specialize in the various disciplines within the social sciences.

Curriculum Coordinator

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### Modern US History S1-S2 (SOC103/SOC104)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

The Modern United States History course provides students with the analytical skills and factual knowledge to deal critically with the events in our nation's history. Instructional units invite students to travel thematically through US History since the Civil War. These units include the study of Domestic Reform, Immigration and Migration, Economics, and Conflict. Students will then examine how the history of each theme impacts our country today. Students also learn to assess historical materials, determine their relevance to a given problem, assess the reliability of sources, and present reasoning and evidence clearly and persuasively in writing.

### History's Mysteries (SOC121)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

The purpose of History's Mysteries is to develop a greater understanding of how different groups of historical peoples dealt with the challenges that they faced. The course will focus on the political, economic, religious, social and cultural institutions that formed in different historical civilizations and empires across the globe. Students will have an opportunity to select an area of study and analyze historical patterns, change, and continuity. The History's Mysteries course is designed to develop the skills of studying, document analysis, discussion, critical thinking, and writing.

### Global Black History (SOC261)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Students are exposed to raw and truthful history about Black people starting before the slave trade. The course focuses on celebrating the history of Black people both in Africa and during and after the diaspora. We will discuss how African and African American histories are intertwined. Students will leave the course with a more in-depth description of global Black experiences. A central goal of this course is to leave students feeling empowered and recognized throughout history. That previously marginalized groups are centered and celebrated.

### African American Studies (SOC263)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

The goal of this course will be gaining a better understanding about the experiences and history of Black people in the United States. Primarily through the study of cultural influence, political impact, and historical context. Students will gain more knowledge about African Americans and their impacts on the United States. The historical aspects of the course will be connected to contemporary and current issues to build deeper understanding of the integral part Black Americans have played in the development of the United States. A central goal of this course is to leave students feeling empowered and recognized throughout history. That previously marginalized groups are centered and celebrated.

#### Indigenous/Native Peoples' History (SOC265)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This class will provide a real and raw depiction of the history of native and indigenous people. Students will learn about the many indigenous nations within the geographic areas now known as the United States. We will celebrate the diverse histories and cultures of these people as well as investigate the oppression of indigenous people. It's important to analyze the injustice and oppression but also celebrate their joy. Indigenous people thrived pre-European contact and continue to live in resistance. A central goal of this course is to leave students feeling empowered and recognized throughout history. That previously marginalized groups are centered and celebrated.

#### Chicano/a Studies (SOC267)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This course will provide students an intersectional lens to analyze the Chicano/a identity, movement and experience in the U.S. and their strong ties with Mexico and Indigenous peoples. A central goal of this course is to leave students feeling empowered and recognized throughout history. That previously marginalized groups are centered and celebrated.

#### LatinX History (SOC269)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This course will explore the complexity of Latin American history (Mexico, Central America, South America and the Caribbean). Students will analyze colonization through an intersectional lens and its direct effects on social injustice in Latin America. Students will be provided with tools to reflect on intersectional identity and differentiate racial and ethnic identities. A central goal of this course is to leave students feeling empowered and recognized throughout history. That previously marginalized groups are centered and celebrated.

#### Asian American and Pacific Islanders History (SOC268)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This course introduces students to the history of people of Asian and Pacific Islanders ancestry in the United States. Students will investigate several timely issues facing the Asian American community today. Asian American History will explore law, politics, and social interactions. The course will focus on the similarities and differences between many Asian ethnicities exploring culture and values with the hope of understanding why the Asian American identity is unique in comparison to other races in the U.S. Students will investigate the Model Minority Myth, Generation-Gap, Civic Interactions, etc. A central goal of this course is to leave students feeling empowered and recognized throughout history. That previously marginalized groups are centered and celebrated.

#### LGBTQ+ History (SOC361)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This is a course to provide students with the tools to do identity work, assess history with an intersectional lens and provide the much-needed history of the marginalized LGBTQ+ community. At the end of the course students should leave with the understanding the rich history of the community, the importance of advocacy and allyship/being an accomplice, and feeling empowered and recognized across space and time, and within academia.

#### Intersectional Feminism (SOC363)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This course will evaluate the history of the feminist movements from the 18th century to modern era. It will explore the ideologies of feminism from an intersectional lens, centering the voices and work of BIPOC and LGBTQ+ Womxn. It will also look at the understandings of gender identity from Indigenous cultures during the pre-colonial eras. Students will leave with an understanding of the difference between sex and gender identity, the meaning of intersectionality, and the various issues that Women of all identities have faced throughout history until now.

Psychology (SOC205)

PREREQUISITE: 1.0 credits of history | Offered: Fall or Spring | .5 credit

This course is designed to provide students with a basic understanding of human behavior and social relationships. The purpose is to create an awareness of the uniqueness of the individual and help students apply psychological principles to the solution of personal problems. Psychology will help students identify personal needs, values, and goals to assist them as they make career choices and family decisions. This course will also provide students with an understanding of the learning process and an appreciation of psychology as a field of knowledge based on scientific methods of research. The course is composed of the following instructional units: history and methods of psychology, the biology of psychology, cognitive psychology, human development, social psychology, and variations (psychological disorders and treatments).

Sociology (SOC209)

PREREQUISITE: 1.0 credits of history | Offered: Fall or Spring | .5 credit

This course is designed to provide students with a basic understanding of the society in which they live by analyzing and evaluating the function of major social institutions, the effects of social change, and the origin and impact of prejudice, discrimination, stereotyping, and social stratification. This course will help students develop a broad understanding of culture and the ability to think objectively as they seek solutions to current social problems.

Government (SOC405)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

The ultimate goal of this one semester course is active, responsible citizenship. The course provides students with multiple opportunities to develop an analytical perspective on government and politics in the United States, to develop civic commitment and capacity, and to build a well-informed, thoughtful response to the course driving question: What is the proper role of government in a democratic society? This question will be used throughout the course. Students return to it frequently, revising and deepening their understanding and responses in light of the concepts they are learning such as the foundation of U.S. government, political beliefs/behaviors, elections and voting, and policy making institutions. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples

Personal Economics (SOC407)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

The study of personal economics is a study of choices and decision-making. This course provides students with an opportunity to develop sound decision-making procedures, based on his/her values, and to evaluate alternative solutions to economic problems. Economics will help students understand how our economy works and how economic incentives influence consumers, business owners, and investors. Students will focus on setting goals, saving and spending, credit and debt, investing, and measuring financial risk. By developing an awareness and perception of economics as it is interwoven in other areas of existence, students gain insight and understanding of business, government and themselves. This course introduces high school students to economics concepts through a combination of practical problems, analysis, and economic philosophy

\*AP US History S1-S2 (SOC501SOC502)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes. The themes include: identify, peopling, and America in the world, along with others. This course is in line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas (special attention is given to 1491 to 1607 and from 1980 to the present). *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

\*AP Government S1-S2 (SOC507/SOC508)

PREREQUISITE: NONE | Offered: year-long | .5 social studies credit (S1) and .5 government credit (S2)

In the year-long AP U.S. Government and Politics course, students move together through five project cycles that address the six AP topics specified by the College Board for success on the Advanced Placement exam. The course is designed using the problem-based learning approach and developed with the support of the George Lucas Educational Foundation and the University of Washington, Seattle. Student-centered learning is at the heart of this course that has students participating in five project cycles: Founders™ Intent, Election 2012, Government in Action, 112th Congress, and Supreme Court of the United States. Students in AP US Government and Politics will know important facts, concepts, and theories pertaining to U.S. government and politics. Students will understand typical patterns of political processes and, the behavior and their consequences. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

\*AP Macroeconomics (SOC511)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. An additional purpose of this course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of the major macroeconomic goals of economic growth, full employment, and price stability. It also develops a student's familiarity with economic performance measures; national income and price determination. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

\*AP Psychology S1-S2 (SOC513/SOC514)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This year-long college-level course covers in depth all topics in introductory psychology. The course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

\*AP Human Geography S1-S2 (SOC519/SOC520)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994: perspectives in geography, population, cultural patterns and processes; political organization of space; agricultural and rural land use; industrialization and economic development; and cities and urban land use. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

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## Science

Des Moines Public Schools seeks to provide a rigorous academic and quality laboratory experience for all students. Science education cultivates a natural curiosity that leads to investigations and interpretations about one's environment. Through experimentation, inquiry, critical thinking and teamwork, all students will be provided with the experiences necessary to become responsible decision makers in an increasingly technological world.

Our curriculum fosters an appreciation for science and its technological applications and emphasizes the connection between the classroom and the scientific community. Through ongoing partnerships with Iowa State University our students and staff connect with field scientists and researchers throughout the year.

Our courses are aligned with nationally recognized standards and are delivered in an environment that provides rich opportunities for all students to access content information, through laboratory experiences and real-world problems. Our goal is to graduate students who are informed, aware, scientifically literate citizens.

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### Environmental Science S1-S2 (SCI201/SCI202)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

Environmental Science is a course designed to explore underlying causes and effects of earth's natural and man-made environmental problems. The interrelationships between all living things and the interactions between living things and their non-living environment will be the framework for this study of the earth and its environment. This course combines principles of biology and earth science, and would be appealing to students interested in either of these disciplines. There are many different opinions regarding the causes and effects of environmental problems. Therefore, students will be expected to practice and display a range of problem solving and critical thinking skills to examine scientific evidence and propose and conduct investigations.

### Biology S1-S2 (SCI203/SCI204)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

Biology is the study of life. This lab-based course provides a survey of life science topics with a special focus on science processes and inquiry, the cell, the molecular basis of heredity, evolution, interdependence of organisms, living systems, and behavior of organisms. Integration of these topics allows students to practice scientific thinking skills and apply them to in-class investigations. Biology serves as a prerequisite for several advanced life science courses.

### Conceptual Physics S1-S2 (SCI205/SCI206)

PREREQUISITE: NONE CO-REQUISITE: MTH111 is strongly suggested | Offered: year-long | .5 credit per semester

This course examines physics concepts without emphasizing high level mathematics. Basic Algebra skills are used to increase students' understanding of these concepts. Designed to make physics available to a wider audience, this course will provide students with an intellectual foundation for the study of biology and chemistry later in their high school education. Concepts such as straight-line motion, forces, energy and mechanical waves will be studied. This course should not be viewed as a substitute for an upper level Physics course.

### Earth Science S1-S2 (SCI207/SCI208)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This interdisciplinary course, consisting of a study of the earth and space, is an integral part of the science sequence. Topics of study include geology, space and astronomy, meteorology and oceanography. Laboratory investigations, which involve students in the inquiry processes of science, are incorporated into the course. This course is part of the sequence of science courses students should consider for a strong, diversified academic program in science.

### Chemistry S1-S2 (SCI301/SCI302)

PREREQUISITE: MTH111/MTH112 | Offered: year-long | .5 credit per semester

The nature of matter and its relationship to chemical changes is emphasized in this course. Matter is examined through a study of elements, atoms and molecules, the periodic table, chemical behavior, and energy changes. Laboratory investigations are used extensively to enable students to discover and reinforce these concepts while challenging students to use good scientific thinking and reasoning skills.

### Forensic Science (SCI303)

PREREQUISITE: SCI203/SCI204 | Offered: Fall or Spring | .5 credit

Forensic Science is an innovative and unique one semester course that develops critical thinking and problem-solving skills. Fingerprinting identification, hair analysis, and trace evidence examination are only a few of the many topics discussed. This course is rich in lab work and is a natural vehicle for students to practice science as inquiry. Forensic science is multidisciplinary; it is an applied science that encompasses the sciences, technology, mathematics, social studies, and language arts.

### Anatomy and Physiology (SCI309)

PREREQUISITE: SCI203/SCI204 | Offered: Fall or Spring | .5 credit

Anatomy & Physiology is a one semester survey course that covers the structure and function of the human body from the cellular level to organ systems. The organ systems studied are the skin and integumentary system, the skeletal and muscular systems, the nervous system, and the senses, the endocrine system, blood and the cardiovascular system, the lymphatic system and immunity, the respiratory system, the urinary system, the digestive system including nutrition, and the reproductive system. Other topics included in the course are: the body's balance of water; electrolytes, acids, and bases; and an introduction to human growth and development. This course is meant to be an introductory course in Anatomy & Physiology.

### Astronomy (SCI311)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

A one-semester course devoted to the study of astronomy. Units of study will include: objects that can be observed in the sky with the unaided eye such as the sun, planets, and stars; equipment that is used to further our knowledge of the universe; the relation between the earth and the other objects in the sky; the properties and lives of stars; the origins of our universe and solar system.

### \*AP Environmental Science S1-S2 (SCI501/SCI502)

PREREQUISITE: SCI203/SCI204 CO-REQUISITE: SCI301/SCI302 | Offered: year-long | .5 credit per semester

Environmental Science is a one-year high school course, equivalent to a one-semester college course stressing scientific principles and analysis. The goal of the course is to provide students with scientific principles, concepts and 35 methodologies to understand the interrelationship of the natural world; to identify and analyze natural and man-made environmental problems; to evaluate the relative risk associated with these problems; and to examine alternative solutions for resolving and

preventing them. There are strong lab and field investigations, allowing students to learn about the environment through firsthand observation. Field experiences may be arranged outside of school hours. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

**\*AP Chemistry S1-S2 (SCI505/SCI506)**

**PREREQUISITE: SCI301/SCI302 | Offered: year-long | .5 credit per semester**

AP Chemistry is an intensive study of matter at the atomic and molecular levels, emphasizing inorganic chemistry. There is a concentration on the mathematical treatment of the principles of college chemistry. The course covers formula writings, types of chemical reactions and stoichiometry, atomic and molecular structure, gases, kinetics, equilibrium, acid-base chemistry, and thermodynamics. Laboratory work is extensive and equivalent to freshman college-level with formal reports. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

**\*AP Biology S1-S2 (SCI507/SCI508)**

**PREREQUISITE: SCI203/SCI204 CO-REQUISITE: SCI301/302 | Offered: year-long | .5 credit per semester**

This course is the equivalent of an introductory college biology course. It is an intensive study emphasizing the molecular biology of the cell, genetics and evolution, organisms and populations. Laboratory activities challenge students' abilities to understand problems, develop and implement experimental designs, manipulate data, and think analytically. Laboratory work is extensive. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

**\*AP Physics 1 S1-S2 (SCI525/SCI526)**

**PREREQUISITE: MTH211/MTH212 CO-REQUISITE: MTH311/MTH312 | Offered: year-long | .5 credit per semester**

This course is the equivalent of an introductory college physics course and includes topics in both classical and modern physics, emphasizing the mathematical treatment of physical events. The course covers topics such as kinematics, forces and Newton, gravity and fields, energy, momentum, rotational momentum, magnetism, simple harmonic motion, and waves. Students interested in pursuing a major in science or engineering in college should take this course in order to be fully prepared for college physics. Lab experience is extensive. Concurrent enrollment in Pre-Calculus is recommended, but not required. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

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## Performing Arts

The Des Moines Public Schools music and drama programs are highly acclaimed and offer a comprehensive and extensive variety of classes at all levels. The Performing Arts programs in our district high schools empower students to use their minds creatively and inspire students through diversity in learning. Students who participate in Performing Arts academic areas broaden their life experiences and become equipped with the critical thinking, communication, collaboration, creativity, and problem-solving skills needed in the 21<sup>st</sup> century.

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## Music

\*AP Music Theory S1-S2 (MUS501/MUS502)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

Advanced Placement Music Theory is a college-level study of the theory and ear training of music. It is geared toward the Advanced Placement Music Theory test, which is strong on aural (listening) skills as well as written skills. Students will learn to identify scales, intervals, chord progressions and modulations by sound and by sight. Students will sing melodies on sight and improve students' rhythm reading. Students will learn how to write music from various forms of shorthand and analyze music. Students will learn, chords, cadences and forms. Students will decode music and decode how and why music is written the way it is. There are no official prerequisites, but those having had music before will have a definite advantage. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

## Drama

Intro to Theatre Arts S1-S2 (DRM129/130)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

Theatre Arts I is an introductory course that will teach students to utilize and develop self-confidence, poise, basic theatre terminology, appreciation of various dramatic forms, appropriate response, awareness of theatre production processes, understanding of theatre literature, knowledge of theatre history, and beginning performance skills.

Intermediate Theatre Arts S1-S2 (DRM229/230)

PREREQUISITE: DRM130 | Offered: year-long | .5 credit per semester

The course provides the opportunity for students to thoroughly investigate the subjects taught in Theatre Arts I. Areas of concentration will be theatre history, literature, acting and play production. Performance will be a major component of this course.

Advanced Theatre Arts S1-S2 (DRM329/330)

PREREQUISITE: DRM230 | Offered: year-long | .5 credit per semester

This course is repeatable. This course will begin to prepare the more serious theatre student with advanced concepts in performance and production. Also included will be an intro to playwriting, criticism, and auditioning. Students will explore forms of creative expression, performance styles, methods of acting, and artistic styles.

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## Visual Arts

The Des Moines Public Schools offer a comprehensive, hands-on approach to learning and mastering the skills in visual arts. Students who pursue an academic study of the visual arts will deepen their communications skills, define and solve creative problems with insight and technical ability, focus their critical analysis skills, and develop an informed acquaintance with exemplary works of art from a variety of cultures across historical periods and genres. Learning in the visual arts provides opportunities for students to broaden their life experience and become equipped with skills needed and valued in the 21<sup>st</sup> century.

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### Intro 2D Art & 3D Art S1-S2 (ART101/ART102)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This course is an introductory foundational level study of all visual art standards and requires no previous art experience. Students use a variety of media, techniques and processes to explore the Elements of Art and solve visual arts and creative problems. Students will engage in the creative process through planning, applying, and evaluating. This course is recommended for students considering careers requiring artistic skill. Satisfactory completion of this course is a prerequisite for all advanced art courses.

### Intro to Art History S1-S2 (ART105/ART106)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

In this course, students will develop a basic vocabulary for describing visual art, an understanding of the functions of imagery, and explore the role art has played throughout Western and Non-Western history and contemporary trends. The focus of this course is describing, exploring, and participating in the creative process in order to better understand the role of art in history. This course is recommended for students considering careers in architecture, art education, art history, ceramics, fashion design, interior architecture, interior design, landscape design, or studio art or future enrollment in the AP Art History course

### Intro to Graphic Design S1-S2 (ART141/ART142)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This course is an introduction to the principles and elements of graphic design. Students will explore different avenues of visual communication, self-expression, and creative problem-solving through the creation of commercial, interactive, and fine art. Students will engage in the creative process through planning, application, and evaluation of graphic design concepts.

### Drawing and Painting II S1-S2 (ART201/ART202)

PREREQUISITE: ART102 | Offered: year-long | .5 credit per semester

This course is a further exploration of Elements of Art and Principles of Design through the drawing and painting media such as acrylic, watercolor, oil pastels, and charcoal. Students will engage in the creative process through planning, applying, evaluating, and connecting art to wider contexts. This course is recommended for students considering careers requiring

artistic skill. Satisfactory completion of ART101/ART102 is a prerequisite for this and all advanced course work. Art teacher may recommend waive of prerequisite when student portfolio demonstrates readiness for advanced course work.

#### Intro to Photography S1-S2 (ART221/ART222)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This course is an introductory foundational level study of the Elements of Art and the Principles of Design through the medium of photography and requires no previous art experience. Students develop skills in basic camera operation, photographic processes, procedures, theory, and studio techniques. Students will engage in the creative process through exploring the camera as a tool and evaluating their work and the work of others. This course is recommended for students considering careers in animation, digital media, graphic design, illustration, multi-media, museum, object design, photojournalism, studio art, or visual communications.

#### Advanced Photography S1-S2 (ART225/ART226)

PREREQUISITE: ART222 | Offered: year-long | .5 credit per semester

This course is an advanced level study of the Elements of Art and Principles of Design through the medium of photography for students who have mastered the basic photographic principles and process. Students will engage in the creative process and explore the camera as a tool by connecting work to wider contexts, planning, evaluating, and presenting. This course is recommended for students considering careers in animation, digital media, graphic design, illustration, multi-media, object design, photojournalism, studio art, commercial art, or visual communications.

#### Drawing and Painting III S1-S2 (ART301/ART302)

PREREQUISITE: ART202 | Offered: year-long | .5 credit per semester

This course is an advanced study of the Elements of Art and Principles of Design through the drawing and painting media. Students will engage in the creative process through planning, applying, evaluating, and connecting art to wider contexts. This course is recommended for students considering careers in architecture, art education, art history, graphic design, illustration, interior design, or studio art.

#### Drawing and Painting IV S1-S2 (ART401/ART402)

PREREQUISITE: ART302 | Offered: year-long | .5 credit per semester

This advanced studio course is a study of personal expression using the Elements and Principles through the drawing and painting media. Students will engage in the creative process through planning, applying, evaluating, connecting and presenting art concepts. This course is recommended for students considering careers in architecture, art education, art history, graphic design, illustration, interior design, or studio art.

#### Honors 2D Art S1-S2 (ART403/ART404)

PREREQUISITE: ART102 | Offered: year-long | .5 credit per semester

This advanced level course emphasizes making art as an ongoing process that involves the students in critical decision making; helps students develop technical skills and familiarizes them with the functions of the visual elements. The course encourages systematic, creative, investigation of formal and conceptual issues.

#### AP Art: 2D Studio S1-S2 (ART501/ART502)

PREREQUISITE: None | Offered: year-long | .5 credit per semester

This weighted, advanced level course emphasizes making art as an ongoing process that involves the students in critical decision making; helps students develop technical skills and familiarizes them with the functions of the visual elements. The course encourages systematic, creative, investigation of formal and conceptual issues. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

#### AP Art History S1-S2 (ART503/ART504)

PREREQUISITE: None | Offered: year-long | .5 credit per semester

In this course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn view and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

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## Physical Education & Health Science

Physical Education is an important and unique part of the daily instructional program. Not only does it contribute to the overall goals of education, but it also contributes to the development and maintenance of fitness, motor skills, social skills, health, and brain development.

The Des Moines Public Schools provides a comprehensive curriculum that allows students choice in a planned sequential instructional program that teaches skills, knowledge, and behaviors to promote lifelong fitness.

These are necessary to function at an adequate level of competence enabling each student to be an active, physically, and mentally fit individual throughout life.

Contract PE Eligibility & Chapter 12 Guidance (COUNSELOR GUIDE ONLY):

*12th grade students are eligible to enroll in Contract PE for 1 semester of their senior year provided they meet at least one of the following criteria:*

- *Student is involved in a work study or other educational program that requires the student's absence from school.*
- *Student is carrying a full academic schedule for the current semester.*
- *Student is involved in a school-sponsored athletic program or activity supervised by a staff member with a coaching endorsement.*

*9th-11th Grade: All other high school students are eligible to enroll in Contract PE provided they meet all of the following criteria:*

- *Student is carrying a full academic schedule for the current semester.*
- *Student has no physical education failures to make up from previous years.*
- *Student is involved in a school-sponsored athletic or activity supervised by a staff member with a coaching endorsement.*

*Once a student's eligibility to enroll has been determined using these criteria, they must complete a Contract Physical Education Student Application and secure the required signatures.*

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### Fitness Walking (PHY115)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This course is designed for students to improve cardiovascular fitness by walking. This course is completely activity based and suggested for those who are self-motivated. Various walking activities and assessments will be used throughout the class. Students will be expected to walk 2-3 miles per class period. This will allow students' the opportunity to participate in individual fitness activities that can be continued throughout one's lifetime. Activities include but not limited to: walking, heart rate monitoring, circuit training, treadmills, time laps/stairs, time mile, pedometers/activity monitors, walking bands. District mandated fitness assessments will be administered in pre and post test form.

### Innovative Fitness (PHY131)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Whether you are looking to improve your overall physique, gain strength, and flexibility, or live a healthier lifestyle, Innovative Fitness Class will aid you in your goals and expectations. This program provides opportunities for introductions to fitness skills and knowledge to help develop personal workout plans. Students must be willing to workout at an intense cardio level, break a sweat, and expect a body transformation. Activities include but are not limited to: Yoga, fitness technology, aerobics, bosu-trainers, CrossFit, creative dance, fitness assessment, jump roping, kick boxing, medicine balls, and weight resistance.

### Psychology of Health & Fit (PHY227)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Within this course we will be providing an overview to help students develop a relationship with exercise and lifelong fitness. Psychology of Health and Fitness course will introduce the field of psychology and the relationship between health and exercise. This course will cover a wide range of topics and skills that will improve an overall healthy lifestyle. Activities can include but not limited to: mental toughness, goal-setting, motivation, injury prevention, training principals, schedules, and stress management. District mandated fitness assessments will be administered in pre and post test form.

Contract PE (PHY901) counselor only

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Contract PE is only for those students who are carrying a full schedule of required academic classes in order to meet minimum graduation requirements. Please see school counselor and PE department chair for further details, qualifications, and acceptable athletic programs in which the student may participate. Students will log physical activity and utilize the goal setting feature through the online database daily fit log, to motivate and set challenging and realistic goals.

PE Exemption (NC) S1-S2 (PHY905/PHY906)

This code is used for students who have been excused from Physical Education for religious or medical reasons. In order to be considered excused the student will need to fill out the [initial exemption request](#) (counselor at home building, registrar at home, and PE Department Head), approved doctor documentation, and then place the copy of the form in student's cumulative folder.

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## World Languages

Des Moines Public Schools provides students with opportunities to develop and maintain communicative and cultural proficiencies in a variety of world languages. World language courses are offered at all high schools and some middle schools and elementary schools. To promote language and literacy development, DMPS also offers Spanish as heritage language courses.

The district's world language goals include:

- Increasing overall student academic achievement through critical thinking skills and supports of essential literacy skills.
- Ensuring all student have access to world language acquisition courses for community connection and college preparation.
- Offering curriculum that reflects our students and community in authentic and follows research supported best practices.
- Increasing students' communication abilities within and beyond the classroom with functional language skills and a desire to engage with our community.

DMPS World Language courses are available to all students. Courses are offered in Arabic, Chinese, French, German, Italian, Japanese, and Spanish. Students can earn DMACC college credits for some courses. Students who complete the AP Exam and earn a qualifying score will also earn college credits for their work. All DMPS curricula in World Languages is based on the growth of language skills and grounded in national and state standards. Students may apply for the Seal of Biliteracy in any language, even if DMPS does not offer a course.

Coordinator

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### Spanish I S1-S2 (WL111/WL112)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

Spanish 1 is for learners in high school who are new to Spanish language study. First year students engage daily with written and spoken Spanish language to build communicative capacity. Students experience the language to learn about worldwide Spanish culture, current events, and build their productive capacity. Year one students start in the Novice range and focus on being able to express themselves on very familiar topics using a variety of words, phrases, simple sentences, and practiced and memorized questions. At the end of semester 1, students will likely enter the Novice Low range and be able to answer in words and short phases on practiced and familiar topics. It is common that students understand more than they can produce.

### Spanish II S1-S2 (WL211/WL212)

PREREQUISITE: WL111/WL112 | Offered: year-long | .5 credit per semester

Spanish 2 is for continuing beginning learners in high school wanting to increase their Spanish communicative proficiency and have solid foundational skills. Second year students continue engage daily with written and spoken Spanish language to expand their communicative capacities. Students learn about worldwide Spanish culture, historical events, and current events in the target language. Year two students continue in the Novice range and focus on being able to express themselves on

very familiar topics using a variety of words, phrases, simple sentences, and practiced questions. At the end of semester 1, students develop within the Novice Mid range and able to communicate confidently in short phases on practiced and familiar topics. They will also be able to present short bits of information to an authentic audience. It is common that students understand more than they can produce. At the end of semester two, students will be able to communicate more effectively in short exchanges by asking questions, understanding answers, and able to navigate authentic texts for big ideas. They will also be able to present simplified concepts to an authentic audience. It is common that students understand more than they can produce. Students successfully completing this course are encouraged to apply for the Seal of Biliteracy and take a proficiency exam.

#### Heritage Spanish Foundations S1-S2 (WL213/WL214)

PREREQUISITE: Spanish Speaker | Offered: year-long | .5 credit per semester

Heritage Spanish Foundations is a Spanish language course for bilingual (Spanish/English), Latinx students. Here students develop their full linguistic abilities as a bilingual and bicultural person. Latinx students who are receptive to native speakers of Spanish but may not be able to produce are encouraged to take this course. Students will listen, read, speak and write in Spanish daily. Content follows research-supported curriculum specifically for Latinx youth and focuses on self-identity and cultural awareness. This course is repeatable with approval from the teacher and curriculum coordinator. Students can anticipate moving on to Heritage Spanish Language Arts or into a 300 level Spanish elective course.

#### Spanish III S1-S2 (WL311/WL312)

PREREQUISITE: WL211/WL212 or WL213/WL214 | Offered: year-long | .5 credit per semester

Third year Spanish students continue to improve their Spanish language skills in reading, writing, listening and speaking. Students will help direct the course of study. Topics are not limited to: current world events, Afrolatino history, and themes of justice. Students will use authentic texts, materials written for language learners, and be expected to use as much Spanish in class as possible. This semester leans heavily on reading, listening, and writing in Spanish. Students will work to move their language proficiency from Novice High to Intermediate Low. Students successfully completing this course are encouraged to apply for the Seal of Biliteracy and take a proficiency exam.

#### Heritage Spanish Language Arts S1-S2 (WL417/WL418)

PREREQUISITE: WL213/WL214 | Offered: year-long | .5 credit per semester

Heritage Spanish Language Arts is a Spanish language course to serve Latinx students with Spanish as a dominant language or schooling in Spanish. Students are likely at an Intermediate High+ level of Spanish. Students will listen, read, speak and write in Spanish daily. Content follows the structure of a high school English Language Arts course but focuses on the voices of Latinx authors, perspectives, and stories. Even though AP Spanish is easier than this course, students are encouraged to take AP Spanish at completion of Heritage Spanish Language Arts. Students may also choose a 300 level Spanish elective. This course is repeatable with teacher and coordinator approval.

#### \*AP Spanish IV S1 (WL515)

PREREQUISITE: WL311/WL312 or WL417/WL418 | Offered: year-long | .5 credit per semester

The AP Spanish IV is the Language and Culture course aligned with the College Board AP exam. It focuses on academic language skills and presents an in-depth review of grammatical structures. Communicative skills are expanded to include analysis, synthesis, and elaborated opinions. Appreciation of, awareness of, and respect for Hispanic cultures are expanded through multiple genres. This course provides dual credit for DMACC's FLS242. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses. An English proficient student who earns a score of 3 or higher on the AP Spanish Language and Culture exam qualifies for the Seal of Biliteracy.*

## World Language Courses Offered at Central Academy

The following World Language courses are offered at Central Academy and open to all students. Heritage speakers of the following languages are encouraged to enroll. Please, talk to the course instructor for proper placement.

For complete information about Central Academy programming and courses, please see the dedicated section in this document or visit <http://ca.dmschools.org/>

### COURSE NUMBER AND NAMES

WL131	Chinese I S1	WL103	French 1 S1
WL132	Chinese I S2	WL104	French 1 S2
WL231	Chinese II S1	WL203	French 2 S1
WL232	Chinese II S2	WL204	French 2 S2
WL331	Chinese III S1	WL303	French III S1
WL332	Chinese III S2	WL304	French III S2
WL531	*AP Chinese IV S1	WL503	*AP French IV S1
WL532	*AP Chinese IV S2	WL504	*AP French IV S2
WL161	Japanese I S1	WL151	Italian I S1
WL162	Japanese I* S2	WL152	Italian I* S2
WL261	Japanese II S1	WL251	Italian II S1
WL262	Japanese II* S2	WL252	Italian II* S2
WL361	Japanese III S1	WL351	Italian III S1
WL362	Japanese III* S2	WL352	Italian III* S2
WL545	*AP Japanese IV S1	WL355	Italian IV S1
WL546	*AP Japanese IV S2	WL356	Italian IV* S2
WL141	German I S1	WL181	Arabic I S1
WL142	German I* S2	WL182	Arabic I S2
WL241	German II S1	WL281	Arabic II S1
WL243	German II* S2	WL282	Arabic II S2
WL341	German III S1	WL381	Arabic III S1
WL343	German III* S2	WL382	Arabic III S2
WL345	German IV S1	WL418	Arabic IV S1
WL347	German IV* S2	WL482	Arabic IV S2

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## Career & Technology Education

Through our career and technical education programs, Des Moines Public Schools equips students with the knowledge and skills necessary for college, career and for life. College and career readiness include three major skill areas: core academic skills, employability skills, and technical, job-specific skills. Students are able to apply these necessary skills to rigorous, authentic situations, allowing them to understand the real-world applications.

In addition, Des Moines is home to the nationally renowned Career & Technical Institute at Central Campus, providing students with highly technical, college-level courses. For courses and programming housed at Central Campus, students will need to connect with their school counselor to seek admission through the processes outlined in the Educational Programs section of this document or on the Central Campus website at <http://centralcampus.dmschools.org>. Career & Technical Education courses delivered at home high schools have no admissions requirements beyond the prerequisites listed with the course description.

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### Future Ready: Acad Career Plan (CTE101)

Prerequisite: NONE | Offered Fall or Spring | .5 credit

Future Ready will direct students in career and academic planning. Students will be exposed to all types of postsecondary options. Future Ready will meet graduation requirements including Health Literacy, Financial Literacy, Technology Literacy, and Employability Skills. Future Ready will help prepare students for life after high school, wherever their path may lead!

### Intro to Business (BUS103)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Introduction to Business offers students the opportunity to examine a variety of careers in the business and marketing area. The course will include some activities designed to help students assess their interests, aptitudes, and abilities and match them with the requirements of various occupations. Activities such as resume writing, interviewing, problem solving, and working with groups will be included in order to help students develop skills to obtain and keep a job.

### General Business (BUS105)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

General Business is designed to enhance students' understandings of the role businesses play in our present-day economic system. Topics include: banking, careers, insurance, personal investment, consumerism, credit and marketing.

### Beginning Computer Apps (BUS111)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Beginning Computer Applications is designed specifically for students new to computer applications and/or new to the English language. Students will be introduced to word processing, database, presentation, and spreadsheet functions. Students will complete projects in each topic. This course will help students to develop skills needed for both professional, educational, and personal use.

### PLTW: Computer Science Essentials S1-S2 (TEC161/TEC162)

Prerequisite: NONE | Offered: year-long | .5 credit per semester

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science Program. Students work in teams to create apps for mobile devices using MIT App Inventor. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python and apply their knowledge to create algorithms for games of chance and strategy.

[Future Set: Acad Career Plan \(CTE301\)](#)

[Prerequisite: NONE | Offered: Fall or Spring | .5 credit](#)

Starting to feel nervous about graduating and moving out on your own? Do you feel ready for that next step after high school? Are you worried about handling life on your own? Future Set is a student driven curriculum course that is designed to answer all of your burning questions about life after high school! This course will cover post-secondary education/training, career readiness, housing decisions and personal financial decision making to make you successful as you navigate the world of adulthood.

[Accounting \(BUS301\)](#)

[PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit](#)

An understanding of the purpose of the accounting function will be developed during Accounting 1. This course will also assist students in the development of a vocabulary and in the acquisition of the skills and general information necessary to perform the accounting function. If you would like to earn DMACC concurrent college credit, enroll in BUS533.

[Marketing / Principles \(BUS311\)](#)

[PREREQUISITE: NONE | Offered: Every other year | .5 credit](#)

This course will provide a broad overview of the marketing process and the role that marketing plays in our lives. Various marketing functions such as research, transportation, warehousing, advertising, promotion, pricing and selling will be studied. There will be a heavy emphasis on occupational opportunities and requirements in each area.

[Marketing / Retail \(BUS312\)](#)

[PREREQUISITE: NONE | Offered: Every other year | .5 credit](#)

This course is designed to prepare students for employment or future education in the area of retail marketing. Specific topics studied include site selection, store layout, display, promotion, advertising, pricing, discounting, warehousing, ordering, special sales, selling, and control of merchandise and receipts. Careers in retailing will also be investigated thoroughly. Personal and workplace human relation skills will be studied.

[Marketing / Sales \(BUS313\)](#)

[PREREQUISITE: NONE | Offered: Every other year | .5 credit](#)

The emphasis of this course will be on selling techniques and human relations skills needed by salespeople. All aspects of the selling process, from preparation to closing and follow-up, will be examined and practiced. Selling as a career will be investigated, and job-seeking skills will be developed. To earn college credit please enroll in BUS529.

[Marketing / Entpr \(BUS314\)](#)

[PREREQUISITE: NONE | Offered: Every other year | .5 credit](#)

The steps necessary when starting and managing a business will be covered in this course. The relationship of information-gathering and decision-making in business organization and management is emphasized. Personal traits and characteristics of entrepreneurs and managers will be investigated. The nature of risk and the role it and management play in our economy will be studied. Management styles and philosophies will be discussed through the use of guest entrepreneurs. To earn college credit please enroll in BUS530.

[Business Law \(BUS321\)](#)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

The main objective of this course is to help students understand the basic legal principles relevant to each individual's personal and professional life. Topics include the law relating to youth rights and responsibilities, drugs, contracts, property, credit, insurance, investments, auto negotiable instruments, and ailments. Emphasis will be placed on helping students recognize those situations that occur in life that require assistance from legal professionals.

#### Computer Applications (BUS333)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Computer Applications includes modern information processing techniques with a heavy emphasis on the use of electronic databases and spreadsheets. The course also stresses the importance of human relations and communication skills necessary for job success, the development of marketable skills using the most current procedures and technologies, and application of time management and decision-making skills. If you would like to earn DMACC concurrent college credit, enroll in BUS531.

#### Intro to Website (BUS339)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This course introduces the student to basic concepts, languages and tools used in the development of an Ecommerce website. Students will identify effective design concepts and characteristics of successful websites. During the course students will be introduced to HTML and DHTML concepts and technologies including HTML, XHTML, CSS, JavaScript and the Document Object Model. Students will use current tools and techniques to design and create commercially oriented websites. If you would like to earn DMACC concurrent college credit, enroll in BUS521.

#### Personal Health & Development (FCS101)

Personal Development & Health is a course designed to provide students with information about how to develop a healthy lifestyle. The topics included are self-concept, nutrition, exercise, substance usage and sexuality. Students will apply the decision-making process to health choices and examine the interrelation between physical, emotional, mental and social health.

#### Child Development I (FCS103)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Previously named: Child Development This course will include sexual health, conception, pregnancy and birth. Students will examine the decisions and responsibilities that go into planning a pregnancy. Students will develop skills in the care and guidance of children from birth through toddler. Students will participate in many activities designed to simulate the physical, social, emotional, and intellectual development of children.

#### Nutrition & Food Prep 1 (FCS107)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

In Nutrition and Food Prep I, students will apply nutrition principles to personal diet planning; develop skills in the selection, care and preparation of a variety of food. Labs are designed to help students learn safe food preparation techniques.

#### Nutrition & Food Prep 2 (FCS109)

PREREQUISITE: FCS107 | Offered: Fall or Spring | .5 credit

In Nutrition and Food Prep II, students will develop skills in meal management to meet individual and family food needs and understand principles of economics and ecology for cost savings.

#### Health: Relationships (FCS201)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

The Relationships course prepares students for a mature adult role as a single person or a marriage partner through the study of human development and relationships. The coordination of personal, marriage, family and career goals will be explored as

well as resources for adjusting to change and crisis. Students will analyze skills needed to establish positive relationships with others.

### Child Development 2 (FCS203)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

Students will develop skills in the care and guidance of children from preschool to adolescent. Students will examine various type of parenting styles and determine which styles are most effective. Students will participate in many activities designed to simulate the physical, social, emotional, and intellectual development of preschool children and teens.

### Housing & Design Industry (FCS207)

Pre-Requisites: None

In this course students will analyze career pathways and opportunities for employment and entrepreneurial endeavors in the housing industry. Students will explore interior design, exterior design, housing decisions, and housing trends

### Fashion Runway (FCS213)

PREREQUISITE: NONE | Offered: Fall | .5 credit

Students in Fashion Careers will explore fashion careers by doing projects similar to those done in the fashion industry, careers included are fashion designer, marketing, fashion magazine writing. Textile science, fashion promotion and planning a fashion show are also part of this course.

\*College Intro Engin. Dsgn S1-S2 (TEC501/TEC502)

COREQUISITE: MTH111/MTH112 | Offered: year-long | .5 credit per semester

This is the first year foundation course of the national pre-engineering program, Project Lead the Way. This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

\*College Principles Engin S1-S2 (TEC503/TEC504)

Prerequisite: Grade Level or Higher Math Course | Offered: year-long | .5 credit per semester

This is the second year foundation course in the national pre-engineering program, Project Lead the Way. This course helps students understand the field of engineering. Exploring various manufacturing processes and technologies help students understand how engineers use math, science and technology in problem solving to benefit humans. This course also looks at possible social and political consequences of technology changes.

\*AP Computer Sci Principles S1-S2 (TEC551/TEC552)

PREREQUISITES: MTH111/MTH112 | Offered: year-long | 0.5 credit per semester

This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning and computational content, develops computational thinking skills, and engages students in the creative aspects of the field. *AP courses are college level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of 3, 4, or 5 is considered passing and leads to college credit or advanced placement in most all 4-year colleges and universities. Completion of the AP exam is an expectation for all AP courses.*

# Credit Acquisition and Special Considerations

## Credit Acquisition for Grade Level Advancement

In order to be considered on track to graduate with your class, credits must accumulate to...

- 5.75 credits going into your sophomore / 10<sup>th</sup> grade year
- 11.5 credits going into your junior / 11<sup>th</sup> grade year
- 17.25 credits going into your senior / 12<sup>th</sup> grade year
- 23.0 credits for graduation and diploma

## Post-Secondary Enrollment Options

Post-Secondary Enrollment Options (PSEO) is established to promote rigorous academic or career & technical pursuits and to provide a wider variety of options to high school students. Students interested in PSEO should contact their school counselor for information and forms.

## Weighted Courses

Weighted courses are classes in which the final/semester grade are assigned an advantage when calculating a grade point average (GPA). Weighted courses give students an advantage for enrolling in and completing higher-level classes or more challenging learning experiences. Des Moines Public Schools offers two types of weighted courses: Advanced Placement and concurrent credit courses.

### Advanced Placement Courses

- Advanced Placement (AP) courses are college-level courses taken in high school. A national exam is given in May of each year and scored on a 1 to 5 scale. A score of a 3, 4 or 5 is considered passing and leads to college credit in most all 4-year colleges and universities. There are more than 30 different Advanced Placement courses available to high school students. You can find a current list of DMPS AP course offerings at each school by visiting <http://ap.dmschools.org/parentsstudents.html>
- Research proves that the knowledge and experience of taking a college-level course in high school will better prepare you for success after high school. You will learn many important skills in organization, time management, reading, writing and habits of mind. The AP course designation on your resume shows college admissions officers that you are willing to challenge yourself with difficult courses and can help with scholarship competitions as well.
- Students must take an AP exam to earn college credit. There is an exam fee. Students may qualify for fee assistance. Students should connect with their school counselor to determine their eligibility for fee assistance.
- The rewards of taking an AP exam include an opportunity to earn a passing score and receive college credit while in high school. In addition, a passing score may lead to advanced placement in college. Taking difficult exams like AP exams prepares you for other challenging tests such as SATs, ACTs, and other college entrance tests.

### Concurrent Credit Courses

- Courses offered for concurrent credit stem from agreements between high schools and community colleges. These agreements allow high school students to enroll in a college course taught in a DMPS school. Academic credit earned from both the college and the high school comes at no additional cost to the student.

- Concurrent credit courses include both academic courses as well as career & technical courses. These courses are stepping stones from high school to college, serving as a path to a variety of post-secondary opportunities.
- Credits earned are accepted at most in-state institutions, including Regents schools. Acceptance and transference of credit is at the discretion of the receiving school. Students and families are encouraged to investigate the policies at prospective post-secondary schools.
- Enrollment in a concurrent credit course is recorded on the transcripts of both the high school and the post-secondary school.

## Credit Transfer Policy

Students seeking to transfer credits from another accredited high school program must submit a transcript to their building registrar. Since high school programs vary in rigor and content, only an evaluation by the DMPS Office of Academics will determine the number of credits transferred and whether those credits will be applied as an elective or required credit for graduation. DMPS reserves the right to only recognize credits awarded by appropriately accredited institutions and earned in courses aligned to standards used by DMPS curriculum. If possible, prior approval should be sought by students who are transferring for a short period of time and plan to return to DMPS (example: a summer school program delivered online) to ensure credits will be recognized.

## Academic Audit Policy

Students entering DMPS without transcripts:

Students enrolled in credit bearing classes may participate with an (automatic) audit status if enrolled within the last nine weeks of the semester. At any time, an audit status may be changed to credit status at the request of the teacher if the student demonstrates the evidence to fulfill course requirements. The parents/guardians and student will be notified of audit status at the time of enrollment when the Academic Audit Request Form is signed.

If a student has been enrolled in a course for longer than nine weeks, then an audit may be approved by the building principal/designee for educationally sound purposes. *The school must have and consider evidence of supports, interventions, and parent/guardian communications before the decision to audit is made.* A parent/guardian and the student must approve and sign the Academic Audit Request Form. All academic audit requests for students enrolled for longer than nine weeks must be completed four weeks before the end of the semester.

The Academic Audit Request Form can be found here:

Students with low levels of English language proficiency entering DMPS with transcripts:

Students who enter DMPS with transcripts but have low levels of English language proficiency may qualify to audit a course for educationally sound purposes.

All other students entering DMPS with transcripts:

No audit is necessary. When handling transfers from outside the district from non-SRG schools, we want to honor the work of students transferring into our classrooms. Please refer to the Mobility section on Guiding Practice 3 in the DMPS Grading Practices Handbook for this process. The handbook can be found at <http://grading.dmschools.org>.

## Grading and Reporting

Des Moines Public Schools commits to all stakeholders to provide *fair, accurate, specific, and timely* information regarding student progress towards agreed-upon common standards as well as feedback for next steps and growth areas. In order to meet these commitments, DMPS uses standards-referenced grading – instructional approaches that are aligned to learning standards.

### Six Guiding Practices

Six Guiding Practices are implemented K-12 districtwide to serve as a common framework:

1. A consistent 4-point grading scale will be used.
2. Letter grades, derived from the 4-point scale, will be based solely on achievement of course/grade level standards. Student participation, work completion, and ability to work with others will be reported separately using the "DMPS Citizenship and Employability Skills Rubric".
3. Scores will be based on a body of evidence.
4. Achievement will be organized and reported by learning topic, which will be converted to a grade at semester's end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

### Translation of a Score to a Final Grade

Teachers collect a body of evidence for each learning topic. At semester, teachers will examine the evidence and determine a final topic score for each topic. Final topic scores are then averaged and converted to a grade using the following conversion scale:

A (Honors)	3.50-4.00
A	3.00-3.49
B	2.50-2.99
C	2.00-2.49
D	1.75-1.99
F	0.00-1.74

### SRG, GPAs, and College Admissions

All scores will be converted to a grade at the end of each semester. Student GPAs will be calculated the same way they always have and transcripts will look the same. Colleges want grade point averages to be an accurate reflection of student learning and understanding. Grades should correlate to a student's performance on high-stakes assessments such as the Iowa Assessments or ACT.

## Credit and Topic Recovery

Before a student finds themselves in a situation where they are failing a course, schools will focus on supporting students in recovery of learning at the topic level. By working to recover topics before the end of a course, students are more likely to stay on track for graduation.

DMPS provides a variety of credit recovery options. Students who qualify for the Flex Academy Program can participate in full course or topic recovery with a content teacher. They may choose their learning modality, which includes but is not limited to: online learning, an offline independent study, or one-on-one blended learning instruction with the teacher. Any students who do not qualify for the Flex Academy Program may retake a course for the purpose of earning a higher grade (please connect with your school counselor for more information on this process). The higher of the two grades will be recorded on the transcript. Courses may be retaken only at the comprehensive high schools, Central Campus, or Virtual Campus and must be retaken during the regular school year.

Students are required to submit evidence of learning for every reported topic in a course. Failure to do so results in an F/IE (insufficient evidence) at semester. Students who earn an F/IE in a course and choose to retake the complete course in summer school or in alternative programs during the school year will receive an F/R on their permanent record, but the F will not be calculated in the overall GPA. After successful completion of the course, a new grade will be issued and override the previous failure.

## More Information on SRG and Grading Practices in DMPS

To find out more about DMPS and SRG at all levels, please visit <http://grading.dmschools.org>.

To access the Infinite Campus Parent Portal, where families can monitor student progress, please visit: <http://www.dmschools.org/infinite-campus-studentparent-portal>

## Eligibility for Participation in Extra Curricular Activities

To participate in extracurricular activities for which competition is required for participation, a student must have passed four subjects in the previous semester and be in the process of passing four subjects in the current semester. An extracurricular activity is defined as one for which no grade is given and is not part of a graded course.

Students participating in the following activities must comply with the eligibility requirement by passing in four subjects:

- All athletics
- Cheerleading
- Student government
- Drill team\*
- Color guard\*
- *\*Does not apply to students enrolled in JROTC or band.*

Special consideration will be given to self-contained special education students, and other special needs students; e.g., LEP, special education resource.

Students enrolled in courses that require extracurricular activity as part of the course grade need not establish eligibility for participation. The courses are:

- Marching band
- Pep band
- Orchestra
- Jazz band
- Choir
- Chamber choir
- Swing choir
- Debate
- Forensics
- Drama
- Courses with varying titles which have a performance requirement

Students not enrolled in the courses listed above or others to which the policy might apply must establish eligibility requirements if they wish to participate in a school production or an activity.

Eligibility may be monitored at:

- the beginning of each activity's season,
- the designated time in the annual calendar when form 939's are issued,
- the quarterly grading period,
- the semester grading period.
- Additional eligibility checks may be conducted at any time as needed for students' participating in any school activity.

Teachers will be encouraged to monitor students' academic progress during the semester and notify coaches and sponsors about unsatisfactory class work and failing grades. The purpose is to emphasize the importance of academic success as students participate in school activities.

## Educational Programs

Des Moines Public Schools provides students with more options to meet their educational needs and interests than any place in Iowa. Through programs like Central Campus and Central Academy and the English Language Learners Program, the school district provides educational programming as diverse as the people who learn and live in our community.

### Central Academy

Central Academy fosters academic excellence through the challenge of a compacted curriculum and the stimulation of intensive work with the students' intellectual peers.

Central Academy is listed in the top 1% of educational programs nationally, as recognized by the College Board.

Students are encouraged to develop skills, maturity, and responsibility to pursue high academic achievement. Students who successfully complete the program are prepared for the competitive demands of top colleges and universities.

The curriculum offers acceleration and enrichment beyond the traditional high school program and prepares students to take Advanced Placement coursework by 10th grade. The results for Academy students on Advanced Placement exams have continually exceeded state and national averages in each of the subject areas. Nearly 4,000 prestigious AP Scholar awards have been earned by Central Academy students since 1991.

Identification for 8th Grade Academy: The 8th Grade Academy program is designed for students who are academically prepared to accelerate their learning by one grade in three subjects. Students are evaluated according to a comprehensive set of criteria to ensure they are prepared for three rigorous, accelerated classes. These criteria include:

- Performance on standardized assessments (Iowa Assessments) in reading, mathematics, and science
- Grades in core subject areas
- Placement in mathematics
- Gifted/Talented identification
- Teacher recommendation
- Students in the 8th Grade Academy take three academic courses at the high school level. All students must take English. Students then study two additional subjects with classes in mathematics, science, and/or social studies available. Students *may* elect to receive high school credit upon successful completion of each course. Course options for 8th grade students are:
  - English: Language, Literature, & Composition (equivalent to English I)
  - Mathematics\*: Algebra I, Geometry, Radically Accelerated I, or Algebra II -- *A placement exam will be given to determine mathematics course placement*
  - Science: Conceptual Physics & Environmental Science (one semester of each class will prepare students for Accelerated Chemistry and Accelerated Biology in 9th grade)
  - Social Studies: US Government & Current Issues -- *This course satisfies the State of Iowa and Des Moines Public Schools' graduation requirement for US Government*

What if a student does not attend academy in 8th grade?

Interesting Fact: 38% of current 10th grade students in the Academy's Gifted Core Pathway did not attend as 8th graders. Children mature and develop at different rates. Some students need an extra year at a normal pace to hone skills and develop talents so that they are genuinely ready to accelerate. Putting a student in an accelerated class too soon can damage the student's skill development and growth. The middle school intervention teams and the Academy Intervention team are working collaboratively and carefully considering students individually for placement in this program for students who are discrepant from their peers. Not attending Academy in 8th grade does not rule out the option to attend later.

For additional information about Central Academy, please talk with your school counselor and visit <http://ca.dmschools.org>

### Advanced Placement at Central Academy

Central Academy is regularly ranked as the top Advanced Placement program by the [Belin-Blank Center](#) at the University of Iowa. AP course offerings at Central Academy include Studio Art, Art History, English Language and Composition, English Literature and Composition, Calculus at the AB and BC levels, Biology, Chemistry, Physics, American History, European History, World History, Macroeconomics, and Comparative Government and Politics.

## Course Offerings at Central Academy

English Language Arts Courses	
LA251A/LA252A	Acc Lang & Lit I S1-S2
LA413A/LA414A	Acc Lang & Lit II S1-S2
LA415A/LA452A	*Acc Lang & Lit III S1-S2
LA453A/LA454A	*Acc Lang & Lit Capstone S1-S2
LA529A/LA530A	*Col Acc Lit & Comp S1-S2
LA531A/LA532A	*Col Acc Lang & Comp S1-S2
LA711/LA712	Prep Language Arts S1-S2

Science Courses	
SCI201	Environmental Science S1
SCI205A	Conceptual Physics S1
SCI352A	Accelerated Chemistry
SCI357A	Accelerated Biology
SCI505/SCI506	*AP Chemistry S1-S2
SCI525A/SCI526A	*AP Physics 1 S1-S2
SCI527A/SCI528A	*AP Physics 2 S1-S2
SCI529/SCI530	*AP Physics C S1-S2

Elective Courses	
ART351A/ART352A	Beginning Throwing S1-S2
ART353A/ART354A	Intermediate Throwing S1-S2
ART451A/ART452A	Advanced Throwing S1-S2
TEC453A/TEC454A	Computer Science II S1-S2
TEC557A/TEC558A	*AP Computer Science A S1-S2
MIS431/MIS414	*AP Seminar S1-S2
MIS433/MIS434	*AP Research S1-S2

Math Courses	
MTH111A/MTH112A	Algebra I S1-S2
MTH211A/MTH212A	Academy Geometry S1-S2
MTH253A/MTH254A	Rad Acc Geometry/Algebra II A
MTH311A/MTH312A	Academy Algebra II S1-S2
MTH401A/MTH402A	*Pre-Calculus S1-S2
MTH407/MTH408	Adv Math Problem Solving
MTH701/MTH702	7 <sup>th</sup> Grade Math S1-S2
MTH801/MTH802	8 <sup>th</sup> Grade Math S1-S2

Social Studies Courses	
SOC101A	Acc Early US History
SOC405A	Government
SOC213/SOC214	*Acc AP Human Geo & Hist S1-S2
SOC509/SOC516A	*AP World History S1-S2
SOC511A	*AP Macro Economics
SOC521A/SOC522A	*Col AP US History S1-S2
SOC523A/SOC524A	*Col AP European History S1-S2
SOC531A/SOC532A	*Col Middle East & Islam Hist S1-S2
SOC533A/SOC534A	*Col Latin American Hist S1-S2
SOC557A	*AP Comparative Government

## Central Campus

Central Campus complements and extends the programs of Central Iowa Schools, offering unique academic and career opportunities that direct, inspire, and motivate a diverse group of students.

Central Campus serves as the Premier Regional Academy within the Des Moines Public Schools. Over two thousand students from dozens of Iowa High Schools experience our Advance Career Training Programs. With academic planning and support in high school, students have the opportunity to earn community college credit and two-year Associates Degree at no extra cost.

Located at the heart of the model district for urban education, Central Campus offers hands on, real world work-based educational programs to a highly diverse community and surrounding areas. One of our greatest strengths is the friendships and networking of students from diverse backgrounds and communities. Des Moines Public Schools dedicates itself to excelling at unique and technologically advanced opportunities for all learners. Central Campus commits itself to providing equal access and prospects through rigorous academic and career training experiences for all.

Requests for Central Campus courses begin with inquiries made through your home high school counselor or scheduling contact. You are also welcome to call Central Campus at 515-242-7676. Central Campus is open to all qualifying high school students regardless of home district. Criteria for enrollment in Central Campus programming with requests exceeding capacity is as follows: the student expresses strong interest in a career path, is credited as a junior or senior (does not apply to courses designed for sophomores or three-year programs), has met prerequisites at their home high school, is on track to graduate, has a strong attendance record, demonstrates strong citizenship skills, and enrollment would increase opportunities for underserved populations. No one indicator is a deciding factor in enrollment. Students not meeting these criteria may work with their counselor and school administrator to seek an exception. Students wishing to request a program at Central Campus need to complete the form found at <http://tiny.cc/enroll2017> for any and all programs they are interested in pursuing at Central Campus. Out of district students will also need to have a parent or guardian fill out and submit this electronic form: [https://sis.dmps.k12.ia.us/campus/onlineregloginKiosk\\_desmoines.jsp](https://sis.dmps.k12.ia.us/campus/onlineregloginKiosk_desmoines.jsp)

For additional information about Central Campus, please talk with your school counselor and visit <http://centralcampus.dmschools.org>

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## Central Campus Courses and Programs of Study

### Communication Media Academy

Broadcasting & Film

PREREQUISITE: NONE

The Broadcasting & Film Department at Central Campus is a dynamic, two-year program which concentrates on the creative and communication aspects of the radio/television/film industry. Emphasis is placed on analysis of career paths and the production techniques associated with gainful employment. Considerable time is spent working on the craft of writing, reading, equipment operation, announcing, creative thinking and management skills. The program may include studio

assignments in the FCC-licensed radio station, KDPS 88.1 FM (and streaming live online: [kdpscentral.streamon.fm](http://kdpscentral.streamon.fm)), or submission of film and television projects to DMPS-TV. Students also have the opportunity to submit work to various contests and festivals, such as the Wild Rose Film Festival, 48 Hour Film Festival, Iowa Motion Pictures Association Film Festival, Cedar Rapids Film Festival and John Drury Radio Awards. Projects may be submitted to colleges and universities in pursuit of scholarships in the area of Broadcasting & Film.

### Commercial Photography

PREREQUISITE: NONE

In the Commercial Photography program, students obtain skills in film processing, darkroom procedures, studio shooting techniques, camera techniques, photographic history, presentation skills and digital imaging. Portfolio development enables students to apply for employment, scholarships and college admission. Students will publicly display work at the Central Campus Student Art Exhibit and other exhibitions. It is recommended, but not required, that students have a 35mm film camera with manual options.

### Graphic Communications

PREREQUISITE: NONE

Graphic Communication provides education, training and real-world graphic design and print production experiences. Through close relationships with industry experts, the program's curriculum and industry experiences reflect the technological expectations of the graphic communication industry. First-year students complete a wide variety of hands-on projects in design, pre-press, print production, and bindery. Participation in frequent industry tours allows students to increase the range and depth of their understanding. All students enrolled in the second year of the program are expected to complete a variety of increasingly complex project work. They also are expected to participate in the design, layout and production of various "live jobs." Both the "live jobs" and the projects are intended to further develop their skills and overall understanding of the graphic communication industry. Second-year students may choose the privilege of participating in job-shadow and internship experiences. Job shadowing and internships provide a stronger foundation and background for the advanced student desiring to enter the industry. For students planning to continue their postsecondary education, these foundational experiences provide the opportunity to earn additional college credit.

## Education & Leadership Academy

### Criminal Justice

PREREQUISITE: NONE

The Criminal Justice program gives students the opportunity to explore careers in police work, criminal law, crime scene investigation, and other related vocations. Faculty works closely with the Des Moines Police Department and Polk County Sheriff's Office to provide authentic experience in a vibrant law enforcement community. Students participate in mock crime scene scenarios and job shadowing professionals.

### Early Childhood Careers

PREREQUISITE: NONE

The Early Childhood Careers program prepares students to work with children from infancy to eight years of age. Students combine classroom instruction with practicum experiences in child care centers, Head Start programs, and elementary schools. Successful completion of the second year of the program enables students to earn a national credential, Child Development Associate. Students complete the training required by the Iowa Department of Human Services for persons working in childcare centers. Upon completing this program, they can find employment in childcare centers or may choose to further their studies in elementary or early childhood education. CPR training is offered with this course.

### Sports Officiating and Leadership

PREREQUISITE: NONE

In Sports Officiating and Leadership, students become IHSAA and IHSGAU certified officials in a variety of sports. They will have film study through industry-leading Hudl software to understand theories and movements of the sport to better understand rules and positioning. Along the way, they will have live on site training in cooperation with the other programs

located in our facility performing “intermural” sports to gain experience and practice in live game situations. After students earn certification with the state of Iowa they will be placed in jobs within the DMPS District to start earning money as a fully certified official. Throughout class students will prepare business cards and develop an officiating philosophy for work after class ends. This is a great opportunity, for young adults, to gain confidence and job experience in a field they can do for the rest of their life. CPR training is offered with this course.

### Methods of Physical Education

PREREQUISITE: NONE

Students in this course will be working directly with elementary students, teaching PE curriculum in small groups. This is a different PE experience from the traditional PE course. Students will be put in leadership roles and have the opportunity to set an example for elementary students.

### Dream to Teach

PREREQUISITE: NONE

Students will be introduced to the field of education. Students will be exposed to different career opportunities within education. Students will examine the education system through a social justice lens. Students will write and deliver lessons that reach all students. Students will deepen their understanding of the relationship between education and equity. Students will reimagine schools using their newly acquired lens.

### Urban Leadership

PREREQUISITE: NONE

Urban Leadership is committed to empowering students on their journey to becoming community-based activists and entrepreneurs. Based in the principles of hip-hop culture, students engage in an in-depth study of social movements shaping history and urban settings across the United States. Through the use of various mediums such as the written and spoken word, performance-based literacy, urban arts, and youth + community summits, and internships, students are given a platform to become the leaders of today. The objective is to provide students with in-depth knowledge regarding social movements shaping US History, equipping them with the leadership skills necessary to becoming change agents in their local communities. This course includes one semester of Digital Media. Students will earn elective high school English credit with this course.

## Engineering Academy

### Computer Aided Design Technology

PREREQUISITE: NONE

This program provides occupational and technical skills for job entry in manufacturing and construction or college entrance in the fields of engineering, design, and architecture. You will be introduced to principles and practices, engineering/construction/manufacturing standards, and the use of references and technical information. In this program students design, document, and build their activities using industry leading software and equipment. Participation in a student organization is encouraged and industry software certifications are available. The Computer Aided Design Technology program is a two or four semester career area that provides students with the occupational and technical skills for job entry in manufacturing and construction or college entrance in the fields of engineering, design, and architecture.

The engineering/manufacturing curriculum of this course emphasizes principles and practices, engineering standards and the use of references and technical information for production of manufactured goods. Industry based 2D and 3D computer aided design skills will be taught, as well as introduction to computer aided machining (CAM) and computer aided coordinate measuring (CMM). Rapid prototyping will be integrated with the use of multiple types of 3D printers and computer numerically controlled (CNC) equipment.

The architectural curriculum of this course emphasizes design studies and technical information, and the production of construction drawings. Interior design, landscape design and the development and study of energy efficient housing is incorporated in the curriculum to prepare students for changes in the housing industry. 2D and 3D computer aided design

skills in architecture and construction industries are practiced and critiqued by professionals. Model building is used to improve visualization skills.

### Civil Engineering & Architecture

PREREQUISITE: NONE

Civil Engineering and Architecture emphasizes design studies and technical information, and the production of construction drawings. Interior design, landscape design and the development and study of energy efficient housing is incorporated in the curriculum to prepare students for changes in the housing industry. 2D and 3D computer aided design skills in architecture and construction industries are practiced and critiqued by professionals and model building is used to improve visualization skills. Industry leading software packages learned and used include Autodesk products: AutoCAD, Inventor, Revit; Dassault Systems Solidworks, and CNC Software Inc. Mastercam. Software certified user certifications are available.

### Engineering Development and Design

PREREQUISITE: NONE

The curriculum of the Engineering Development and Design program emphasizes principles and practices, engineering standards and the use of references and technical information for production of manufactured goods. Industry based 2D and 3D computer aided design skills are taught, as well as introduction to computer aided machining (CAM) and computer aided coordinate measuring (CMM). Rapid prototyping is integrated with the use of multiple types of 3D printers and computer numerically controlled (CNC) equipment. Industry leading software packages learned and used include Autodesk products: AutoCAD, Inventor, Revit; Dassault Systems Solidworks, and CNC Software Inc. Mastercam.

### Intro to Robotics

PREREQUISITE: NONE

The Intro to Robotics program introduces students to the world of robotics and automation. Through the one semester course, students will learn how to program in multiple languages, like Lego NXT-G, Basic and C++, and a little electronics. Students apply this knowledge to project-driven course work, including the operation and programming of robotic and automation systems. This course is designed for students interested in STEM.

### Engineering, Robotics & Electronics & Digital Electronics

PREREQUISITE: NONE

The one-year Engineering, Robotics and Electronics program focuses on the application of electronics and physics. Students work with the operation of electronic devices and integrated circuits. Students apply this knowledge to project-driven course work, including the operation and programming of robotic systems. This course is designed for students with an interest in science, engineering, or electronics. This program includes Digital Electronics course work. Digital Electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the course is the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation.

## Environmental & Agricultural Sciences Academy

### Aquarium Science

PREREQUISITE: NONE

In Aquarium Science, students experience aquatic animal husbandry and aquaculture in a facility modeled after a professional public aquarium laboratory. They learn to replicate environmental conditions in the lab similar to those on a coral reef by studying the effects of lighting, water quality, and nutrition on the saltwater organisms in their care. Hands-on activities in the laboratory include breeding saltwater clownfish, propagating live corals and anemones on the coral farm, breeding jellyfish, and live food culture. This program prepares students for careers in Marine Biology, Environmental Science, commercial aquaculture (fish hatcheries), public aquariums, aquarium maintenance, pet industries and most environmental fields. Students in Aquarium Science are eligible to participate in an optional marine field ecology trip in the spring semester for DMACC credit. (Aquarium Science is an elective course and does not satisfy high school science credit requirements.)

### Marine Biology

## PREREQUISITE: SCI203/SCI204

The Marine Biology program puts students face to face with hundreds of marine organisms found around the world. Students won't just learn about the ocean from books, they also take care of over 100 "tiny oceans" during the year and personally interact with sharks, jellyfish, corals, nautilus, and hundreds of fish in a new facility modeled after university laboratories and public aquariums. Students are also given the opportunity to conduct their own research projects, participate in science fairs, practice field work by kayaking, dissect different organisms, and more. What makes this program so unique is that it is a student-run laboratory and aquarium which gives each student the opportunity to literally get their hands wet in everything that goes on, but to also leave a legacy for other students by coming up with new ideas for aquariums and different marine organisms to have in the program.

An optional Field Studies course occurs in March where the students are able to put their skills to the test, earn college credit, and have a lot of fun! For 1-2 weeks, students become "Marine Biologists" and participate in several activities to gain an understanding of life as a marine biologist. Previous trips have gone to California, Texas, and Florida. Most expenses for this trip are the responsibility of the student. At least one fundraiser is made available to students to help offset the cost.

## Animal Science and Horticulture

### PREREQUISITE: NONE

At our Agriculture Science Academy at 201 County Line Road on the south side of Des Moines (south of Blank Park Zoo), students learn about animals and plants through hands-on activities and exciting projects. The nation's largest secondary school student-run greenhouse and livestock facility allow them to gain practical experience in fields including agricultural business, environmental science, horticulture, and veterinary careers. Students are enrolled as members of FFA, the national youth leadership organization, which enhances speaking and leadership skills while attending the academy. During the 2nd year of the program, students can choose which area they would like to concentrate.

## Family & Consumer Sciences Academy

### Culinary Arts & Restaurant Management

#### PREREQUISITE: NONE

Culinary Arts students explore opportunities for employment in the hospitality and food service industry through the operation of the student-run Central Campus Café. Students receive their ProStart certification from the National Restaurant Association and compete in local and national competitions. Students plan and prepare food, use institutional equipment, set up the dining room, and serve customers on designated Central Campus Café days. Students also have the chance to visit area restaurants and other hospitality businesses.

### Intro to Fashion & Garment Construction

#### PREREQUISITE: NONE

This course is intended for the 10th grade student with very little or no sewing experience who would like to learn the basics of sewing. The course includes construction of two or more simple garments and/or projects. This is a pathway to the Fashion Design & Merchandising Program.

### Fashion Design & Merchandising

#### PREREQUISITE: NONE

Within the creative discipline of Fashion Design, students discover fascinating fundamentals of the fashion industry and learn about all of the exciting behind-the-scene details that make every show and every display perfect. Study famous and up-and-coming designers, explore historical and current trends, and learn the importance of alterations and proper fit. In this program students building upon their sewing skills, create fashion drawings, and analyze the designs of others. The program enhances entrepreneurial skills and techniques to successfully market their designs in the fashion industry. The culminating event for this program is a spring fashion show that is created and produced by the fashion students and other cooperating Central Campus programs.

## Health Sciences Academy

## Career Opportunities in Health

### PREREQUISITE: CURRENT IMMUNIZATIONS ARE REQUIRED

Career Opportunities in Health introduces students to a variety of health careers through a curriculum that integrates academic and workplace skills. Rotations at UnityPoint Health-Des Moines hospital and clinic locations, as well as other private clinics throughout the metro, provide observation experiences that allow students to explore careers of their interest, learn about medicine and work towards an understanding of the big picture of healthcare while developing personal skills.

### Nurse Aide (Basic & Advanced)

### PREREQUISITE: CRIMINAL/ABUSE BACKGROUND CHECK, IMMUNIZATIONS AND FLU VACCINE (OCT-APRIL)

These programs give students the opportunity to learn the necessary skills and training to work in various health care settings. They experience classroom and laboratory instruction along with supervised clinical experience in local long-term care (nursing home) and hospital settings. The advanced program also provides students the opportunity to obtain health care provider BLS certification. Nurse Aide certification is required for admission to most Iowa nursing schools. Either of these courses prepares students for the nurse aide certification. This course includes classroom and laboratory instruction at Central Campus and supervised clinical experience at various health care settings. In addition to the content of the 75-hour Nurse Aide class, the 150-hour Advanced Nurse Aide class covers skills and knowledge utilized by nurse aides in skilled-care units and in hospital areas. Content in the 150-hour course is presented at a faster pace than in the 75-hour Nurse Aide class.

## Skilled Trades Academy

### Survey of Skilled Trades

### PREREQUISITE: NONE

Apprenticeship explores the different career opportunities available in the construction trades. Students are introduced to different Local apprenticeship programs that are registered with the Department of Labor. Students learn about building materials and fasteners, the major components of a building, basic power tool and hand tool usage, and receive an OSHA 10-hour Safety Class.

### PLTW Computer Integrated Manufacturing

### PREREQUISITE: NONE

In CIM, students learn about manufacturing process, product design, robotics, and automation. Students use computer aided design (CAD) and manufacturing to produce products using a computer numerical controlled (CNC) machine. Students will design, build, and program a manufacturing cell. Students may become Autodesk Certified User in AutoCAD, Inventor, or HSM by taking the certified user exam provided in this course.

### Carpentry

### PREREQUISITE: NONE

In the Home Building program, students construct a house from the basement to the roof. This program concentrates on craftsmanship in framing, floors, trim, cabinetry, and finish work. First year students are involved in building sheds, garages and second year students build a house. Students learn teamwork and participate in budgeting, purchasing, and estimating to prepare for careers in contracting. This experience has direct links to the local union apprenticeship program, DMACC and other training programs after graduating from high school.

Students have an opportunity to earn a ten-hour OSHA card for general construction, certify in Lead Safe Work Practices, Powder Actuated Tools and learn to drive a skid loader.

### Advanced Paint Applications

### PREREQUISITE: NONE

The Advanced Paint Applications program focuses on getting students in the field to acquire the skills necessary for the commercial painting industry. They learn the proper use of hand and power equipment used for applying a variety of finishes. Some specific skills taught in the program include brush and roller applications, estimating costs, surface preparation, and

taping for drywall applications. Along with direct links to union apprenticeships, students can earn a ten-hour OSHA card for general construction.

### Plumbing & Mechanical Systems

PREREQUISITE: NONE

Plumbing is a “hands-on” program. Students will start the class by learning the basics of safety, math, and the tools used in this skilled trade and progress to piping Plumbing systems. Students will also learn about apprenticeship and postsecondary opportunities in this field and earn college credits.

### Electricity

PREREQUISITE: NONE

Electricity is a “hands-on” program. Students will start the class by learning the basics of safety, math, and the tools used in this skilled trade and progress to wiring projects. Students will also learn about apprenticeship and postsecondary opportunities in this field.

### Welding

PREREQUISITE: NONE

Welding provides opportunities for students to gain skills in blueprint reading, design, layout, and fabrication of specific projects great and small. Throughout the program, they develop skills in different welds such as oxy-acetylene, shield metal arc, MIG, and plasma arc cutting. Students also receive instruction on key construction welding techniques to include pipe welding, as well as TIG welding with a variety of steels and steel alloys. This course gives them the opportunity to participate in the Student American Welding Society organization.

## Technology & Systems Integration Academy

### Cybersecurity

PREREQUISITE: NONE

Cybersecurity is a multi-year program with two block courses designed to assist students in acquiring the knowledge and skills needed for success in one of today’s fastest growing career areas! Students learn about firewalls, vpns, computer forensics, ethical hacking, and so much more! We also have a ton of fun doing hands-on work, going on field trips, participating in the cybersecurity competitions, paid registered apprenticeships, and much more! Students who complete this course can earn IT certifications and over 30 DMACC credits! The skills learned in this course will be a solid foundation for a career in cybersecurity!

### Software & Game Design

PREREQUISITE: NONE

Delving into both technology and creativity, Software Design and Gaming immerses students into a simulated internship for a video game design company. They use the design process as well as other skills (graphic design, programming, and music generation) to create 2D and 3D video games. Game creation software is used to package images, textures, audio, media, and programming code into the final product. Students should anticipate a video game design competition in the spring semester. Video game software compiler DarkBASIC Pro will be used to package images, textures, sounds, music, media and programming code to package final game products. Experience in software design will allow the student to realize the potential for entertainment and educational game design, application design and programming, and simulation design.

## Transportation Academy

### Introduction to Automotive

PREREQUISITE: NONE

Basic physical and mechanical principals related to the transportation field, including ownership, maintenance, and related careers will be covered in this course. Through instruction, demonstrations, hands-on and problem-solving activities, students

gain knowledge of skills involved in the operation and servicing of internal combustion engine systems, and the body and structural systems of various vehicles, including their parts and accessories. They also learn to apply safety as related to the vehicle, hand and power tools, test equipment, and materials common to this course. Students gain additional knowledge and skills in the cranking and charging systems, fuel systems, power transmission devices, body and chassis systems, steering components, and accessory systems. Instruction will emphasize technologies related to modern vehicles with an introduction to electronic and computer-controlled systems. Introduction to Auto Technology, Auto Collision and Welding are included in this course of study.

### Automotive Collision Repair

PREREQUISITE: NONE

Students in the Automotive Collision Repair program gain the marketable trade of repairing what others have managed to destroy. They are provided with supervised experience in repairing late model automobiles. Quality workmanship, shop safety, work ethic, cooperation, dependability, and responsibility are topics of importance. Students in this program work with the latest hand and power tools unique to this trade.

### Automotive Technology

PREREQUISITE: NONE

In the Automotive Technology program students complete competencies and gain skills in working with automotive engines, brakes, steering and suspension, electricity/electronics, HVAC, engine performance, and transmissions. The program is also affiliated with most of the major automotive manufacturers including Ford, General Motors, Toyota, Honda and Chrysler through AYES (Automotive Youth Educations Systems).

Students are engaged academically in the classroom learning basic automotive knowledge and skills. Students are then exposed to real world activities in the automotive lab learning how to safely diagnose, disassemble, assemble and repair all aspects of the modern automobile. Students are introduced to automotive apprentice training programs through dealership tours and job shadowing. The AYES program allows successful students the opportunity to get a head start on their career with early entrance into dealerships and repair facilities through internships and co-op agreements. Students also have the opportunity to certify in four automotive areas through Ford Motor Company in the Maintenance and Light Repair (MLR) Program.

### Intro to Aviation S1-S2

PREREQUISITE: NONE

This is an exploratory, entry-level course designed to prepare students for success in the Aviation Technology program. A student in this class will utilize classroom activities, hands-on projects, field trips, and guest speakers to learn about various aviation careers (including maintenance and pilot), aviation history, and basic aircraft design.

### Pilot Ground School

PREREQUISITE: Intro to Aviation S1-S2

This is an advanced-level course conducted under FAA Part 61 guidelines. A student in this course will utilize an online private pilot ground school video series with associated daily discussion. Additional training will include classroom assignments and a Federal Aviation Administration approved flight simulator.

### Aviation Technology

PREREQUISITE: Intro to Aviation S1-S2

The Aviation Technology Academy at 205 County Line Road on the southside of Des Moines is designed to train students for careers in various areas of the rapidly growing Aviation Industry. Students have opportunities to become adept in Airlines Maintenance Airframe/Power Plant mechanics, Fixed Base Operators (military or corporate operations), and Piloting. The Aviation Technology Academy is only FAA Certified program at the high school level in Iowa, as well as the only high school program of its type in the entire Midwest. While students earn high school credit learning aviation technology, they also gain college credit at no additional cost.



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## English Language Learners (ELL) Program

The English Learner (EL) Program offers courses to both newly arrived immigrant students whose first language is not English, and to Long Term ELL Learners. Students are placed in courses according to their English language proficiency levels and length of time in the U.S. The unique needs of English Learners are met by the instructional methods and materials designed to increase English proficiency in listening, speaking, reading, writing, and academic language.

Goals for the district's English Language Learner Program curriculum include:

- To teach the critical language, knowledge about language, and skills using language that are in college-and career-ready standards and that are necessary for English language learners to be successful in schools
- To teach language functions (what students can do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts & literacy and other content areas
- To recognize students' diverse ethnic and cultural backgrounds and experiences
- To develop social and academic language in the context of real experiences

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## High School ELL Language Instruction Education Program (LIEP)

Placement of English language learners into the correct courses can be determined by several data points such the length of time students have been in the U.S. and the results from the ELPA 21 Screener for newly identified students or the annual ELPA21 in all domain scores. The chart below is to be used to guide schools in placing students in the appropriate courses. In some instances, it will be necessary to consider other factors such as Iowa Assessment scores, Map score, level of success in previous ELL and/or core courses, and teacher recommendation.

### Process for waiving ELL services

1. Upon parents' decision to waive the LIEP service for their child (children), they are asked to sign and date the *"Request for the English Language Development Program Withdrawal/Denial of Enrollment"* form. This document is kept in the ELL Portfolio.
2. In the event that parents choose to waive their child's participation in the district ELL program, the student's academic progress will continue to be monitored. The student will also be included in the annual language proficiency assessments and reporting.
3. When parents decide to withdraw their child (children) from the current LIEP (applicable for current ELL), ELL teacher will send the *"Withdrawal/ Denial Services"* form home for parents to sign and date. The signed and dated form will be kept in the student's ELL portfolio.

An ELL student's required courses in English that apply towards graduation can be met in a variety of ways depending on a student's English language proficiency level when they first enrolled in grade 9. *To ensure that students are prepared for the next stage in their life, passing the minimum required English 1 course indicates that they possess the language skills necessary to enter the workforce or post-secondary education or training opportunities. To meet the qualifications for graduation from the*

*Des Moines Public Schools, students must have at least 4 credits of English. One credit must represent English 1 (LA103/104,) or course of higher complexity.*

## ELL Courses

### Eng Lang Development I S1-S2 (MIS921/MIS922)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This is a beginning course for newly arrived students who have not previously studied English or who have very Basic English skills. Students in this course are primarily Beginning Level students. This course includes vocabulary and language structures with an emphasis on communicative competence. This course receives elective credit and enrollment is concurrent with ELA Foundations I.

### Eng Lang Development II S1-S2 (MIS933/MIS934)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This course extends the basic skills of ELD I in listening comprehension, speaking/oral communications, reading and writing. Students in this course are primarily Beginning Level students. This is a course for students who have completed ELD I coursework, have studied English approximately one year before entering U.S. schools, and /or who test at this level of proficiency. This course receives elective credit. Enrollment is concurrent in ELA Foundations II.

### Eng Lang Development III S1-S2 (LA923/LA924)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

This course continues to extend the basic skill of ELD 2 listening comprehension, speaking/oral communication, reading and writing. Students in this course are primarily Early Intermediate students. This course is for students who have successfully completed ELD 2 coursework, have studied English approximately two years before entering U.S. schools, and/or who test at this level. This course receives English credit. This course can be concurrent enrollment with ELL English I, or English I.

### Eng Lang Development IV S1-S2 (LA925/LA926)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

The focus of this course is on the enhancement of students' listening, speaking, reading, and writing skills in English through the study of both narrative and informational written and oral text. Students in this course are primarily Intermediate Level students. This course receives English credit. There is a concurrent enrollment in an English class.

### Eng Lang Development V S1-S2 (LA927/LA928)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

In this course students are independently applying strategies to expand their academic reading, writing, listening and speaking skills. Students in this course are primarily Early Advanced students. This course receives English credit. This is a concurrent enrollment in an English class.

### ELA Foundations I S1-S2 (LA911/LA912)

PREREQUISITE: NONE | Offered: year-long | 1.0 credit per semester

This course focuses on integrating reading skills, writing skills, and vocabulary building from study of narrative and informational oral or written text. This course includes teaching of foundational reading and writing skills. Students in this course are primarily Beginning Level students. This course receives English credit. Enrollment is concurrent with ELD I.

### ELA Foundations II S1-S2 (LA913/LA914)

PREREQUISITE: NONE | Offered: year-long | 1.0 credit per semester

This course focuses on consolidating many of the beginning skills through extended practice and instruction as students gain the new skills that are presented at this level. Instruction emphasizes interpersonal communication and academic skills. Students in this course are primarily Beginning Level students. This course receives English credit. This is concurrent enrollment in ELD II.

#### ELL Intensive Foundations (MIS920)

PREREQUISITE: NONE | Offered: Spring | .5 credit

This course is for Beginning level students that audited semester one or two of ELA Foundations I or Eng Lang Development I courses. Beginning level students that enroll with DMPS second semester should also take this course. The focus of this course is to fill in the topics that were missed in the ELA Foundations I and Eng Lang Development I classes.

#### Language of Science S1-S2 (MIS 941/MIS942)

PREREQUISITE: NONE | Offered: year-long | .5 credit per semester

The focus of this course is language development through the exploration of science concepts and skills. It will offer a balanced science experience by engaging students in the practice of science and help them develop their understanding of scientific phenomena and the natural world. This course is designed for newly arrived English Language Learners. It is a yearlong course.

#### ELL Academic Skills (EN) (LA937)

PREREQUISITE: NONE | Offered: Fall or Spring | .5 credit

This course is for Long Term ELL Students who are close to proficiency or proficient in English language development. Students continue to acquire precise academic vocabulary in all four language domains, learn to effectively communicate across discourses, and interact and respond to text across genres with a critical, global lens. This is an advanced level ELL course.

## Diploma Information

### Considerations for Early Graduation

Students eligible for early graduation have some important things to consider as they choose a January or May diploma date. The date on the diploma can affect federal funding, college scholarship eligibility, child support, and social security. Students and their families should use the following information to make a choice that is right for them and their particular situation.

If a student chooses to graduate in January, they are permitted to participate in May with the rest of their graduating class, as DMPS does not currently hold a January commencement program. These students will then have a diploma dated with a January graduation date and are not allowed to attend school or required to take additional classes during the second semester. The diploma will also be held until May.

If a student meets graduation requirements at the close of S1, they may continue S2 and graduate in May with the rest of their graduating class. These students will then have a diploma with a May graduation date. It is highly suggested that these students take a minimum of 4 classes/2.0 credits during S2 so they are considered full time and eligible to receive federal funding, qualify for child support, social security, and scholarships from colleges.

## Educational Equity Statement

The Des Moines Independent Community School District does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

The Des Moines Independent Community School District offers career and technical programs in the following service areas:

Agriculture, Food, & Natural Resources; Arts, Communication, & Information Systems; Applied Sciences, Technology, Engineering, & Manufacturing; Health Sciences; Human Services; and Business, Finance, Marketing, & Management. Career & Technical Education courses delivered at home high schools have no admissions requirements beyond the prerequisites listed with the course description. Central Campus is open to all qualifying high school students regardless of home district. Criteria for enrollment in Central Campus programming with requests exceeding capacity is as follows: the student expresses strong interest in a career path, is credited as a junior or senior (does not apply to courses designed for sophomores or three-year programs), has met prerequisites at their home high school, is on track to graduate, has a strong attendance record, demonstrates strong citizenship skills, and enrollment would increase opportunities for underserved populations. No one indicator is a deciding factor in enrollment. Students not meeting these criteria may work with their counselor and school administrator to seek an exception

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the District Equity Officer, 2100 Fleur Drive, Des Moines, IA 50321; phone: 515-242-7662. Complaints can also be directed to the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, IA 50319-1004, (515) 281-4121, or Region VII Office for Civil Rights, Citigroup Center 500 W. Madison Street, Suite 1475 Chicago, IL 6066