



Central Campus 2013-2014

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Des Moines Public Schools 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.

Central Campus Mission Statement

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.

Profile

Central Campus is a regional academy of Des Moines Independent Community School District extending distinctive learning opportunities to interested students. Central Campus offers unique programs designed to enhance the learning experiences of middle and high school students in Central Iowa. These programs include:

- **Career and Technical Institute** provides students with career exploration and preparation opportunities offered in 26 college career programs. Internships, lab work, and technical courses of study include a relevant, hands-on approach. An integrated academic curriculum benefits students through involvement in career related applications of their learning.
- **Central Academy** provides a challenging, fast-paced, academic curriculum to help students develop the skills, motivation, and responsibility to pursue higher academic achievement and better prepare for the competitive demands of colleges and universities.
- **English Language Learners** supports students from around the world as they travel to academic and cultural proficiency in order to be successful in high school.
- **Future Pathways** empowers young adults in a progressive and self-designed educational environment through project learning and technology based academics.
- **Gateway Secondary School** is an inquiry-based 6th-10th grade comprehensive school aligned with International Baccalaureate Standards and Practices. The Gateway Secondary School exists primarily to serve the students and families of the IB Primary Years Programmes at Park Avenue and Walnut Street Schools.
- **International Baccalaureate** curriculum offers a rigorous, student oriented program of study for students that brings together best practices, not just in the country but in the world.
- **World Languages** provide students with the linguistic skills to communicate both orally and in writing with Chinese, French, German, Italian or Japanese speaking people. Students also gain an appreciation of the richness of another culture and many extend their learning opportunities by participation in study abroad programs.

Central Campus students continue to be part of their home High/Middle School and its school activities while having the opportunity to participate in expanded educational courses.

The staff and administration of Central Campus recognize and appreciate the efforts of community schools in Des Moines and the greater Des Moines area to allow their students the opportunities available through Central Campus.

Central Campus works with Des Moines Area Community College (DMACC), and other community colleges to provide concurrent enrollment which allows community college courses to be taught at the secondary level. In turn, students earn not only high school credit but also college credit at no financial cost to their families. Eligible students receive credit in all career and technical courses, world language courses, and most advanced placement courses.

In 2011-2012, Central Campus students earned over 7,000 community college credits at a savings to their parents and families of approximately \$1,000,000. Since 1998, students have earned over 70,000 community college credits at a savings to their families of about 7 million dollars.

College courses are listed by year and semester (F-Fall, S=Spring) in each program description.

525 Grandview Avenue
Ottumwa, IA 52501
Information (641) 683-5111
Transcripts (641) 683-5262



2006 S. Ankeny Blvd.
Ankeny, IA 50021
Information (515) 964-6200
Transcripts (515) 964-6800
www.dmacc.edu



One Triton Circle
Fort Dodge, IA 50501
Information 1-800-362-2793
Transcripts 515-574-1022
www.iowacentral.edu



Associate Degree

For information about obtaining an Associate of Art degree or Associate General Studies degree from Des Moines Area Community College while in high school contact a DMACC advisor or visit the Central Campus website.

Centralcampus.org

Des Moines Public School District Requirements for Graduation

Social Sciences	3 Units
English	4 Units
Math	3 Units
Science	3 Units
Applied or Fine Arts	1.5 Units
Physical Education	1 Unit
Electives	7.5 Units
Total	23 Units

Planning and Prerequisites

It is never too early to plan your high school career. In order to meet graduation requirements and have flexibility in your schedule for the courses offered at Central Campus, you will want to:

1. Schedule and successfully complete required classes for graduation.
2. Schedule and successfully complete any prerequisites. Make sure you do this your freshman or sophomore year. Ask your counselor or advocate for help.
3. Become fully informed. Attend the program orientations at Central Campus to make sure you have a full understanding of the program, the expectations and the opportunities that await you!

Website: www.centralcampus.org

Central Campus Library

Inquiry-based learning and the Common Curriculum require use of multiple resources, such as library books, websites, and online databases. With the Destiny Library Catalogue Program, you can find library books, websites, and databases in just one search. Our library resources help us meet the third District End: "Graduates possess Technological and Information Literacy. They can access and evaluate information from a variety of sources to continue their learning. They understand, manage and create oral, written and multimedia communication. They utilize appropriate technology to apply or analyze information."

Overview of Library Resources

- Available 24/7 on the Web
- Search for library books (locally or district-wide)
- Access to educator-reviewed websites along with library titles
- Access to educator-reviewed web search (WebPath Express)
- Create and save resource lists within the library catalogue
- Search for materials that match the Iowa National Curriculum Standards

Web address: <http://destiny.dmschools.org>

Facility Information

Career & Technical Institute
English Language Learners,
Future Pathways and Gateway
Secondary School
1800 Grand Avenue
Des Moines IA 50309
515 242-7846 Main Office
515 242-8195 Future Pathways

Aviation Technology Lab
Des Moines International Airport
2610 McKinley Ave
Des Moines, IA 50315
515 285-6949

Central Academy, International
Baccalaureate &
World Languages
Central Academy Building
1912 Grand Avenue
Des Moines, IA 50309
515 242-7888

Horticulture &
Animal Science Lab
201 County Line Road
Des Moines, IA
515 242-8363

Contact Information

Dr. Gary McClanahan, Director
515 242-7846

Julie Rosin, Assistant Director
515 242-7846

Connie Baty-Brewton, Vice Principal
515 242-7628

Crista Carlile, Coordinator
Central Academy
515 242-7888

Erin Stoen, Coordinator
Future Pathways, GSS, ELL
515 242-8195

Linda Anderson, Counselor (CC)
515 242-7676

Kristin Hilton, Counselor (CA)
515 242-7770

Steve Carnahan, Counselor (FP/GSS)
515 242-7985

Central Campus/Gateway Main Office: 242-7846

Central Academy Main Office: 242-7888

Future Pathways Main Office: 242-8195

Participating Middle and High Schools

Adel-DeSoto-Minburn
Ankeny
Ballard
Bergman Academy
Bondurant-Farrar
Colfax-Mingo
Dallas Center-Grimes
Des Moines Christian
Dowling Catholic
Grandview Park Baptist
Holy Trinity
Iowa Christian Academy
Johnston
Martensdale-St. Mary
Newton

North Polk
Norwalk
Pleasantville
Sacred Heart
Saydel
Southeast Polk
St. Anthony's
Urbandale
Van Meter
Valley High School
Valley Southwoods
Waukee

The **Career and Technical Institute** provides advanced career exploration, career preparation, and related academics.

Program Orientations

Students and parents have the opportunity to meet instructors and learn about the goals and expectations of programs during orientation. Students and parents are always welcome to visit Central Campus!

Academic Achievement

Many students who participate in career and technical courses have the opportunity to earn required academic credit in English, math, science or social science as part of the course.

Internships

Many programs provide opportunities for internships in career related businesses and industries.

Scholarships

Career related scholarships may be available to students who successfully complete career and technical institute programs.

Student Organizations

Career and Technical students have opportunities to develop leadership skills through student organizations, activities and competitive events.

Physical Education

Students may enroll in physical education classes at their home high school or Central Campus. An early bird class is available at Central Campus.

Weighted Grades

The second semester in year two of a Career and Technical program earns a weighted grade. Marine Biology with lab earns a weighted grade during the first year of the program.

Schedule

Schedules vary according to the Career and Technical program. See your counselor to determine the best option.

Broadcasting & Film

This dynamic, two-year program 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 or submission of film projects to DMPS-TV. Prerequisites: C or better in Speech and English. Grades 11-12

High School credit: .5 credit per block each semester

May earn DMACC or ICCC credit as follows:

Year One:	MMS 101 Mass Media	3 credits (F)
	ADM 259 Professional Dev.	3 credits (F)
	ADM 937 Pro.Office Careers Sem.	1 credit (F)
	SDV 164 Elect. Portfolio Dev.	2 credits (S)
	MMS 105 Audio Production	3 credits (S)
	MMS 106 Audio Production Lab	1 credit (S)
Year Two:	MMS 118 Announcing	3 credits (F)
	MMS 119 Announcing Lab	1 credit (F)
	MMS 205 Advanced Audio	3 credits (S)
	MMS 206 Advanced Audio Lab	1 credit (S)
Year Three:	MMS 131 Reporting	3 credits (F)
	MMS 120 Media Practices	3 credits (F)
	MMS 145 Broadcast Writing	3 credits (S)
	MMS 121 Media Practices II	3 credits (S)
Optional:	SPC 101 Fund of Oral Comm	3 credits (S)
	ADM 936 Occupational Experience	3 credits (S)
	ADM 265 Supervised Prac. Ex.	2 credits
	MMS 201 Media Practices III	3 credits
	MMS 203 Media Practices IV	3 credits

Commercial Photography

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. Prerequisites: minimum of 2.5 GPA or a B in two of the following courses: Art 1, Art 2, other art classes, Photography, Multimedia or other related computer class.

Grades: 11-12

High School credit: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	ART 184 Principles of Photography	3 credits (F)
	ART 186 Principals of Digital Photo	3 credits (S)
	SDV 164 Electronic Portfolio	2 credits (S)
Year Two:	ART 292 Studio Photography	3 credits (S)
	ART 225 Photoshop for Photography	3 credits (S)

Computer Aided Drafting & Design



Graphic Communication

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 post-secondary education, these foundational experiences provide the opportunity to earn additional college credit.

Prerequisites: Two courses in any of the following areas highly recommended: Art, Graphic Design, Computer Applications, Journalism, and Technology Education

Grades: 10-11-12

High School credit: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	GRD 401 Graphic Design Orientation	3 credits (S)
	GRT 400 Intro to Printing Methods	4 credits (F)
Year Two:	GRD 301 Intro to Desktop Publishing	3 credits (F)
	GRT 401 Intro to Graphic Communication	4 credits (S)
	ADM 221 Career Development Skills	2 credits (F)
	ADM 936 Occupational Experience	3 credits (S)
	SDV 164 Electronic Portfolio	2 credits (S)

The Computer Aided Drafting and Design 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 and architecture. 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. The engineering curriculum of this course emphasizes principles and practices, engineering standards and the use of references and technical information. Industrial production practices and design are learned in a hands-on practical environment.

Prerequisites: Drafting recommended.

Grades: 11-12

High School credit: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	CAD 119 Intro to Computer Aided Drafting	3 credits (F)
	CSC 110 Intro to Computers	3 credits (S)
	CAD 125 Interm CADD-Mechanical	3 credits (F/S)
	SDV 164 Electronic Portfolio	2 credits (S)
Year Two:	CAD 126 Interm CADD - Architectural	3 credits (F)
	CAD 151 CAD Graphics I	6 credits (S)
	CAD 152 CAD Graphics II	6 credits (S)

Home Building

Students construct a house from the basement up. This program stresses craftsmanship in framing, floors, trim, cabinetry and finish work. Students learn teamwork and share the responsibility of budgeting, purchasing, and estimating to prepare for careers in contracting. The program provides a direct link to the local union apprenticeship program. Students earn a 10-hour OSHA card for general construction.

Prerequisites: Woodworking Tech. or Fundamentals recommended.

Grades: 10-11-12

High School credit: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	CON 336 Care & Use Hand/Power Tools	1 credit (S)
	CON 337 Construction Blueprint Reading	1 credit (S)
	COM 703 Communication Skills	3 credits (S)
Year Two:	CON 333 Materials/Construction Theory	5 credits (S)
	MAT 772 Applied Mathematics	3 credits (S)

Painting and Drywall

Painting and Drywall provides students with the career and technical skills required for employment in the painting industry. Students learn the safe and proper use of hand and power equipment in the application of a variety of finishes. Students develop skills in the use of various materials, application methods, surface preparations and the cost of materials and labor. Some specific skills taught are brush and roller applications, spray painting, Sheetrock™ taping, paper and vinyl handling. The program provides a direct link to the union apprenticeship. Students earn a 10-hour OSHA card for general construction.

Prerequisites: Technical Education course recommended.

Grades: 10-11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	CON 336 Care and Use of Hand Tools	3 credits (S)
	COM 703 Communication Skills	3 credits (S)
Year Two:	CON 337 Construction Blueprint Reading	1 credit (F)
	ADM 221 Career Development Skills	2 credits (S)
	ADM 936 Occupational Experience	3 credits (S)

Welding

Welding provides students with the occupational and technical skills to be safe, competent welders. Students develop skills in different welds such as oxy-acetylene, shield metal arc, mig, and plasma arc cutting. Students learn tig welding and learn to weld a variety of steels and steel alloys. Skills include blueprint reading, design, layout, and fabrication of projects. Students have the opportunity to participate in the Student American Welding Society organization.

Prerequisites: Technical Education course recommended.

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	CRR 101 Sheet Metal Welding	2 credits (F)
	WEL 120 Oxy-Fuel Welding/Cutting	2 credits (S)
	COM 703 Communication Skills	3 credits (S)
Year Two:	WEL 150 ARC Welding 1 (SMAW)	2 credits (F)
	WEL 111 Welding Blueprint Reading	3 credits (S)

Early Childhood Careers

Early Childhood Careers prepares students to work with children from infancy to 9 years of age. Students combine classroom instruction with practicum experiences in child care centers, Head Start programs, and elementary schools. Students complete the training required by the Iowa Department of Human Services for persons working in childcare centers. Students completing this program can find employment in childcare centers or may choose to further their studies in elementary or early childhood education.

Prerequisites: GPA of 2.0 or better, Child Development recommended.

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	ECE 103 Intro to Early Childhood Careers	3 credits (F)
	ECE 130 Emergency Care	1 credit (F)
	ECE 158 Early Childhood Curriculum I	3 credits (S)
	ECE 133 Child Health, Safety and Nutrition	3 credits (F)
	ECE 281 Practicum	2 credits (S)
	SDV 164 Electronic Portfolio	2 credits (S)
	COM 703 Communication Skills	3 credits (S)

The Teacher Academy

Teacher Academy is an experiential program where students learn first-hand what a career in upper elementary, middle school or high school education involves. Students enrolled in the program explore and prepare for a career working with these students by combining classroom instruction with extensive field experiences like tutoring at the middle school level, extensive field trips, classroom observations, internships with master teachers, and guest speakers who are experts in the field of education and education-related organizations. In addition, students visit the campuses of several colleges and universities to gain insight into the post-secondary option that is best for them. The Teacher Academy provides an excellent foundation and transition to college teaching preparation.

Prerequisites: GPA of 2.5 or better.

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	EDU 213 Introduction to Education	3 credits (F)
	ECE 130 Emergency Care	1 credit (F)
	EDU 218 Initial Field Experience	2 credits (S)
Year Two:	SDV 164 Electronic Portfolio	2 credits (S)
	COM 703 Communication Skills	3 credits (S)

JROTC

Junior ROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

JROTC's focus is reflected in its mission statement, "Motivating Young People To Be Better Citizens."

The class prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Students will participate in a regular Physical Education class if they are taking JROTC.

Prerequisite: Completion of student application.

Grades: 9-10-11-12

High School credit earned: .5 credit per block each semester

Early Bird block receives double the credit since they meet every day.



Animal Science & Horticulture

Students learn about animals and plants through hands-on activities and exciting projects. Classes are located at 201 County Line Road (south of the Blank Park Zoo). A large greenhouse and livestock facility allow students to gain practical experience in this career area. To enhance speaking and leadership skills, students are members of the FFA, a national youth leadership organization.

Prerequisite: Interest in related career.

Students are encouraged to take the Animal Science I/ Horticulture I blocks first before taking Fishery and Wildlife, Vet Careers, Landscaping, or Environmental Science.

Grades: 10-11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Animal Science I & Horticulture I:

AGH 113 Survey of the Animal Industry 3 credits (F)

ADM 221 Career Development 2 credits (S)

AGH 132 Intro to Greenhouse 3 credits (S)

Fishery & Wildlife (Animal Science):

AGS 222 Survey of Aquaculture Industry 3 credits (F)

SDV 164 Electronic Portfolio 1 credit (S)

Vet Careers (Animal Science):

AGV 124 Intro to Vet Tech 1 credits (F)

SDV 164 Electronic Portfolio 1 credit (S)

ADM 221 Career Development Skills 2 credits (S)

Landscaping (Horticulture):

AGH 154 Residential Landscape Design 3 credits (S)

AGB 331 Ag Business 3 credits (S)

Environmental Science (Horticulture):

AGH 221 Principals of Horticulture 3 credits (S)

AGA 154 Fundamentals of Soil Science 3 credits (F)

Optional- BIO 922 Field Experience 2 credits (S)

BIO 922 Field Experience II 2 credits (S)

Iowa Energy and Sustainability Academy

IESA is a cross-curricular class in which students prepare to enter the high-tech, 21st century world of green building and technologies. Students will study energy conservation and management, sustainability, design and much more in a hands-on, project-based, community-based learning environment.

Grades: 9-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One: ENV 116 Environmental Science Lab 1 credits (S)

MAT 772 Applied Mathematics 3 credits (S)

BIO 922 Field Experience 2 credits (S)

Year Two: ENV 115 Environmental Science 3 credits (F)

ENV 103 Sustainable Living 1 credits (S)

BIO 922 Field Experience II 2 credits (S)

Marine Biology

Students study marine animals and ecosystems in a new facility modeled after a public aquarium and college laboratory. They learn to identify marine organisms encountered along shorelines or while snorkeling or scuba diving. Examination of marine life includes dissections, preserved specimens, models and live organisms housed in 100+ classroom aquariums. Hands-on activities include field observations, in-class labs, marine aquarium care, snorkeling, kayaking, sailing, and introductory scuba. Full scuba certification is possible and may be done during class time and is worth one college credit. Full certification involves course costs paid to the certifying agency and equipment such as mask, fins, and snorkel. An optional ocean ecology trip to the Bahamas and/or Florida occurs in March. Most expenses for this trip are the responsibility of the student. Several fund-raisers are available to help defray costs.

Prerequisite: GPA of 2.5 or better, C or better in Geometry or Algebra II, English, and Biology or other approved science.

Grades: 10-11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	BIO 225 Marine Biology I (2 block course)	4 credits (F)
	BIO 227 Marine Biology II (2 block course)	4 credits (S)
	BIO 922 Biology Field Experience (optional)	2 credits (S)
Year Two:	BIO 922 Biology Field Experience II (optional)	2 credits (S)

Aquarium Science

Students experience aquatic animal husbandry and aquaculture in a new facility modeled after a public aquarium. They will learn to replicate environmental conditions 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 classroom include breeding saltwater fish i.e.: clownfish, propagating live corals and anemones on the coral farm, breeding jellyfish, and live food culture. This course 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.)

Prerequisite: Aquarium Science I: GPA of 2.5 or better

Aquarium Science II: Completion of Aquarium Science I with a two semester average or 85% or higher.

Grades: 10-11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit for Aquarium Science I only.

Year One:	Aquarium Science I (2 block course only)	
	AGS Aquaculture I	3 credits (F)
	SDV 164 Electronic Portfolio	2 credits (S)
	AGS Aquaculture II	3 credits (S)
	BIO 922 Biology Field Experience (optional)	2 credits (S)
Year Two:	Aquarium Science II (1 or 2 block course)	
	BIO 922 Biology Field Experience II (optional)	2 credits (S)

Culinary Arts & Restaurant Management

Culinary Arts prepares students for employment in the hospitality and food service industry through the operation of the student-run Campus Café and ProStart Certification from the National Restaurant Association. Students plan and prepare food, use institutional equipment, set up a dining room, and serve customers in the Campus Café. Students also visit restaurants and other hospitality businesses.

Prerequisites: 2.0 GPA, food course recommended.

Grades: 10-11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	HSM 100 Sanitation and Equipment	2 credits (F)
	HCM 104 Sanitation And Equipment Lab	1 credit (F)
	HCM 143 Food Preparation I	3 credits (S)
	HCM 144 Food Preparation I Lab	3 credits (S)
	COM 703 Communication Skills	3 credits (S)
Year Two:	HCM 110 Baking Lab	2 credits (F)
	HCM 152 Food Preparation II	2 credits (S)
	HCM 153 Food Preparation II Lab	2 credits (S)
	HCM 200 Dining Room Service	2 credits (S)
	SPC 101 Fundamentals of Oral Communication	3 credits (S)
	MAT 772 Applied Mathematics	3 credits (S)
	HCM 320 Intro to Hospitality	2 credits (F)
Year Three:	HCM 510 Work Experience	3 credits (S)
	SDV 164 Electronic Portfolio	2 credits (S)
	HCM 231 Nutrition	2 credits (F)
Summer After Graduation:	HCM 270 Garde Manage	2 credits

Fashion Design & Merchandising

Students explore various fibers, fundamentals of color, and the process of the fashion industry from concept to consumer including promotion, buying inventory, pricing, window display, and advertising. Students study designers, historical and current trends, fashion vocabulary, styles in relation to various body types and personalities, and the importance of alterations and fit. Students learn how to improve sewing skills, create fashion drawings, analyze designs, and develop patterns using the "flat pattern" method. Students study how computers have impacted fashion and explore the impact of retail establishments and fashion publications. The program is enriched by a fashion show created and produced by students.

Prerequisites: A or B in Sewing Technology or Fashion recommended.

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	APP 211 Textiles	3 credits (S)
	COM 703 Communication Skills	3 credits (S)
Year Two:	APP 260 Fashion Analysis and Design	3 credits (S)
	SDV 164 Electronic Portfolio	2 credits (S)
Optional -	SPC 101 Fundamentals of Oral Comm.	3 credits (S)

Nurse Aide Specialist

This course is designed for individuals seeking employment in health care or pursuing a college degree in nursing. This course fulfills requirements for admission to some college nursing programs. Students will develop nursing assistant skills in the classroom and laboratory setting at Central Campus, and will practice patient care in various Des Moines health care facilities. Internships at local hospitals and clinics will provide hands-on experience that will allow students to explore the big picture of health care. Students will learn the vocabulary and skills required for a successful career in health, and will visit health care and college settings. Upon successful course completion, students will be prepared to take the CNA (certified nurse assistant) exam.

Prerequisites: 2.5 GPA, excellent attendance, interest in a health career, attend program orientation, submit student application and teacher recommendation. Current physical, updated immunizations and influenza vaccine required. Hepatitis B vaccine is recommended.

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

HSC 105 Survey of Health Careers	1 credit (F)
HSC 109 Intro to Health Careers	3 credits (F)
HSC 172 75 Hour Nurse Aide	3 credits (F)
HSC 102 Emergency Care	1 credit (S)
HSC 120 Medical Terminology	3 credits (S)
HSC 182 Advanced Nurse Aide	3 credits (S)

Nurse Aide & Advanced Nurse Aide

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.

Prerequisites: 2.0 GA for 75-hour Nurse Aide course and 2.5 GPA or better for the Advanced Nurse Aide class, have excellent attendance, submit a teacher recommendation, submit a student application and attend a program orientation. A current physical and updated immunizations are required, Hepatitis B vaccine is required. Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

HSC 172 Nurse Aide 75 hour	3 credits (F)
HSC 182 Nurse Aide Completion Program	3 credits (S)
HSC 102 Emergency Care	1 credit (S)

Health Science Anatomy

Health Science Anatomy and Advanced Health Science Anatomy are offered to Nurse Aide Specialist students only. It covers the basic concepts in human anatomical structure with relation to body functions and all major body systems with emphasis on structure. The accompanying labs will reinforce lecture and will include a mammalian dissection. This course is a prerequisite for the DMACC nursing program.

Grades: 11-12

High school credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

BIO 733 Health Science Anatomy	3 credits (S)
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Career Opportunities in Health

Students are introduced to a variety of health careers through a curriculum that integrates academic and workplace skills. Rotations through partnerships with Iowa Health-Des Moines provides students with observation experiences with IH-DM hospitals, as well as some private clinics in the metro; this allows students to explore a variety of careers and develop personal skills while looking at the big picture of healthcare. Students are allowed to observe within areas of their interest.

Prerequisite: GPA of at least 2.5. Excellent attendance, submit an application with teacher recommendation and attend a program orientation.

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

COM 703 Communication Skills	3 credits (S)
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College Biotechnology

This course will explore the basics of Biotechnology. Biotechnology is the study of DNA and its genes, including the science behind how DNA is used in forensics, genes expression (protein formation and use), mutation and transformation from one organism to another. We will cover laboratory techniques in DNA extraction, purification, visualization (electrophoresis), transformation, and amplification (PCR). We will also cover microbiology in both lab and lecture. We will learn the science behind current stem cell research, cancer and genetically modified crops (GMO), also covering the bioethics of stem cells and GMO and biofuels. Students must earn a cumulative passing grade for all work, including laboratory and lecture exams, experimental write-ups and projects.

Prerequisite: Biology Co-requisite: Chemistry Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

BIO 104 Introduction to Biology	3 credits (F)
BIO 191 Introduction to Biotechnology	3 credits (S)
BIO 922 Biology Workshop Experience	2 credits (F/S)
SDV 164 Electronic Portfolio	2 credits (S)

College Anatomy and Physiology

Anatomy and Physiology 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 cardiovascular system, the lymphatic system and immunity, the respiratory system, the urinary system, the digestive system including nutrition, and the reproductive system. In order to receive college credit, students must earn a cumulative passing grade for all work, including laboratory and lecture exams, experimental write-ups and projects.

Weighted High School Course

Prerequisite: Biology Co-requisite: Chemistry

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

BIO 168 Anatomy and Physiology I	4 credits (F)
BIO 173 Anatomy and Physiology II	4 credits (S)
BIO 922 Biology Workshop Experience	2 credits (F/S)
SDV 164 Electronic Portfolio	2 credits (S)

Computer Technology & Networking

Computer Technology and Networking is a one-year two block course designed to assist students in acquiring the knowledge and skills needed for success in one of today's fastest growing career areas. The hardware (client side) section focuses on evaluation, repair and replacement of computer hardware components and the installation and configuration of computer operating systems. The software (server side) section focuses on the installation and configuration of network operating systems, network design and administration, security and troubleshooting.

The Cisco CCNA Exploration curriculum provides an integrated and comprehensive coverage of connectivity topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience. The curriculum teaches networking based on Cisco technology, covering networking theory, protocols, design and implementation of Wide Area Networks.

Prerequisites: B or better in Computer Applications

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	NET 213 Networking Technology	4 credits (F/S)
	NET 123 Computer Hardware Basics	4 credits (F)
	NET 402 Linux Network Admin	4 credits (F/S)
	CSC 110 Intro to Computers	2 credits (F/S)
	NET 139 Microsoft Desktop Operating Systems	4 credits (F/S)
	NET 512 Linux Enterprise Admin I	3 credits (S)
	NET 623 Network Applications	4 credits (S)
	NET 628 Network Applications Lab	2 credits (S)
	NET 223 Cisco Networking II	4 credits (S)
	SDV 164 Electronic Portfolio	2 credits (S)
Year Two:	NET 233 Cisco Switches	4 credits (F/S)
	NET 243 Cisco Wide Area Networks	4 credits (F/S)

Engineering, Robotics & Electronics

This one-year course focuses on the application of electronics and physics. Students work with the operation of electronic devices, transistors, and integrated circuits. Students apply this knowledge to project-driven course work, including the operation and programming of robots and robotic systems. This course is designed for students with an interest in science, engineering, or electronics. Includes Project Lead the Way Digital Electronics.

Prerequisites: C in Algebra I

Grades: 10-11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

ELT 368 DC & AC Fundamentals	3 credits (S)
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Project Lead the Way

Students will experience hands-on projects in a challenging, high-tech environment, learning from instructors skilled in the field. Prepare for a 21st century career in engineering or engineering technology while earning math, science, and English credits. Two Project Lead the Way classes are offered at Central Campus.

Digital Electronics (DE)

Offered within the Engineering Robotics and Electronics course.

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 DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. Students will apply knowledge learned in Digital Electronics to project-driven course work, including the operation and programming of robots and robotic systems.

May earn DMACC credit as follows:

EGT 420 PLTW Digital Electronics	3 credits (S)
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Civil and Architectural Engineering (CAE)

Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

Grades 11-12

High School credit earned: .5 credit per block

EGT 460 3 Credits

Automotive Collision Repair

Auto Collision Repair provides students with experience through actual performance and close supervision of late model, damaged automobiles. Quality workmanship, shop safety, good work habits, cooperation, dependability, and responsibility are stressed. Students become familiar with and work with the latest hand and power tools and equipment unique to this trade. The course is designed to prepare students to operate at the same level of workmanship that is found in auto body shops.

Prerequisites: Tech Ed Course Recommended

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	CRR 150 Basic Shop Safety	1 credit (F)
	CRR 101 Sheet Metal Welding	2 credits (S)
	CRR 325 Metal Fundamentals	5 credits (F)
	MAT 772 Applied Math	3 credits (S)
Year Two:	CRR 742 Estimating Theory	2 credits (F)
	CRR 841 Principals of Refinishing	5 credits (S)

Automotive Technology

The Automotive Technology program is certified by the National Automotive Technology Education Foundation (NATEF). Students complete competencies in Automotive Engines, Brakes, Steering and Suspension, Electricity/Electronics, HVAC, Engine Performance and both Automatic and Manual Transmissions. 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 Automotive program is also affiliated with most of the major automotive manufacturers including Ford, General Motors, Toyota, Honda and Chrysler through the AYES (Automotive Youth Educations Systems) program. 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. This program consists of online and classroom courses that meet Ford's training criteria.

Prerequisites: Tech Ed course recommended.

Grades: 11-12

High School credit earned: .5 credit per block each semester

May earn DMACC credit as follows:

Year One:	AUT 114 Shop Fundamentals	4 credits (F)
	AUT 163 Engines	3 credits (S)
	AUT 524 Auto Brakes Systems	4 credits (S)
	AUT 615 Auto Electronics/Electricity	4 credits (S)
	MAT 772 Applied Math	3 credits (S)
Year Two:	AUT 404 Brakes, Suspension and Steering	4 credits (F)
	AUT 652 Advanced Auto Electricity	3 credits (S)

Automotive Fundamentals Technology

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 componenets, and accessory systems. Instruction will emphasize technologies related to modern vehicles with an introduction to electronic and computer-controlled systems.

Grades: 10

High School credit earned: .5 credit per block each semester

Aviation Technology

The Aviation Technology program is designed to train Aviation Industry personnel for careers in various areas of the rapidly growing Aviation Industry. These areas include, but are not limited to: Airlines Maintenance Airframe/Power Plant mechanics or Pilots (requires additional training); and Fixed Base Operators (military or corporate operations.) The training is specific to Aviation, but can be applied to many other areas as well. The Central Campus Aviation Engineering program is the 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. Students have the opportunity to earn up to 44 hours of college credit in the three years of the program. This is at no additional cost to the parents or students and is the most college credits that a student can earn at Central Campus. During the final semester of the second or third year, high school students have the opportunity to attend a one of a kind in the nation internship with the 132nd Fighter Wing of the Iowa Air National Guard. It is here that students get the opportunity to work with the highly trained technicians of the 132nd on F-16 technology that could otherwise not be offered in high school.

Prerequisites: Math, Science, and good attendance.

Grades: 10-11-12

High School credit earned: .5 credit per block each semester.

May earn DMACC credit as follows:

Year One:	AVM 103 Materials and Processing	2 credits (F)
	AVM 168 Fluid Lines and Fittings	1 credit (F)
	AVM 170 Aircraft Drawings	2 credits (F)
	AVM 100 Cleaning and Corrosion Control	1 credit (S)
	AVM 104 Regulations and Publications	2 credits (F)
	AVM 107 Weights and Balances	1 credit (S)
	AVM 111 Ground Operations and Service	1 credit (S)
Year Two:	AVM 125 Aircraft Structure and Repair	5 credits (F)
	AVM 145 Aircraft Welding	1 credit (F)
	AVM 147 Airframe Fuel Systems	2 credits (S)
	AVM 124 Aircraft Assembly and Rigging	3 credits (S)
	AVM 129 Landing Gear and Brakes	2 credits (S)
	AVM 133 Hydraulic and Pneumatic	3 credits (S)
Year Three:	AVM 132 Airframe and PP Inspection	2 credits (F)
	AVM 121 Weather and Warning Systems	1 credit (F)
	AVM 139 Instruments Fire Protection	1 credit (F)
	AVM 112 Aircraft Electrical Systems	4 credits (F)
	AVM 165 Comm and Navigation Systems	2 credits (S)
	AVM 141 Cabin Control Systems	1 credit (S)
	ADM 937 Practical Experience	3 credits (S)

The Academy at Central Campus 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. Over 165 prestigious AP National Scholar awards have been earned by Central Academy students since 1991.

Incoming 8th and 9th Graders:

Students in the Des Moines Public Schools and surrounding Central Iowa school districts are eligible to attend Central Academy if they meet at least one of the following criteria:

- Outstanding performance on ITBS in reading comprehension, mathematics and science.
- Equivalent scores on any nationally recognized and normed achievement test such as the Comprehensive Test of Basic Skills or the California Achievement Test.
- All students must have demonstrated academic achievement by maintaining A's and B's in the core subjects during 7th grade and/or 8th grade.

In addition, Des Moines middle school gifted and talented building teams may recommend students for Central Academy based upon demonstrated performance at the respective middle school.

This recommendation requires:

- Outstanding performance and potential in academics
- Recommendations from three of the four course curriculum instructors
- High level of performance in standardized testing-upper 90's in several areas.

For more information on how to attend Central Academy, contact your home school counselor or contact:

Crista Carlile
 Supervisor, Central Academy
 515 242-7828
 crista.carlile@dmschools.org

Kristin Hilton,
 Academy Counselor
 515 242-7770
 kristin.hilton@dmschools.org

The 7th grade Prep Academy prepares young people who are a part of our community's minority population for accelerated learning at Central Academy. The curriculum is concentrated in reading, English, and mathematics. Students will be invited to attend the half day preparatory program at Central Academy using the following criteria:

- Students must be performing at the 80th percentile or higher on the ITBS or on a comparable nationally normed test in reading. Other major sub-test percentile scores should also be in the 80's (as a minimum standard).
- Students must either be a member of a nationally recognized underrepresented group in gifted education or be enrolled in a high poverty middle school.
- School recommendation that the student's academic needs could be best met at the Prep Academy.
- Parent permission.
- Student performance on the CTBS, Cognitive Abilities Test, or Naglieri Non-Verbal Aptitude Test will also be considered.
- Students need to be ready for Pre-Integrated Algebra.

Participation in the Prep Academy does not guarantee admission to Central Academy as an 8th grader. Prep Academy students must meet the same criteria for entrance as other incoming 8th grade students.

Beginning Throwing

Academy Pottery specializes in wheel-thrown pottery. Student potters will learn the fundamentals of throwing on the pottery wheel and explore surface treatments while pushing the boundaries of the materials and themselves. With hard work and dedication, student potters will be able to create vases, cups, bowls, and more after their first year. Although there is no prerequisite for this class, art experience is helpful.

Grades: 9-12
High School credit: .5 each semester

Intermediate Throwing

Intermediate and Advanced Pottery focuses on refining throwing skills while experimenting with a variety of clay bodies and learning advanced throwing techniques along with hands-on kiln/firing experience.

Grades: 9-12
High School credit: .5 each semester

Language, Literature and Composition

This class represents a combination of eighth and ninth grade language arts curricula. The unifying theme for the two-year program is "the hero's journey." Units include study skills, vocabulary expansion, grammar and mechanics, creative and academic writing, drama, short story, and the novel. Students who do not continue to attend the Academy after 8th grade will take English 9 at their high school.
High School Credit: 1 English

World Literature, Composition and Speech

This class explores the theme of "the hero's journey" in world literature. Combining ninth and tenth grade language arts and speech objectives, the course is divided into units of study based on representative works from the following genres: poetry, mythology, the epic, folklore, non-fiction, fiction, and drama. Eight skill strands are integrated into the units including literature appreciation, independent reading, composition, including grammar, usage and mechanics, speech communication, vocabulary development, and critical thinking.
High School Credit: .5 English and .5 Speech

American Literature

This course is an in-depth chronological survey of American literature, emphasizing the major periods of American history and the accompanying social climate. Composition experience ranges from the formal literary analysis to the persuasive. A research project is required during the second semester. Because of the previously compacted Academy English curriculum, academically-talented tenth graders are accelerated by one year.
Prerequisites: Completion of CA Honors World Literature, Composition and Speech with an A or B or permission of the instructor.
High School Credit: 1 English

AP English Language and Composition

AP English Language and Composition is designed for students to develop individual writing styles adaptable to different occasions for writing. Students read, analyze, and practice a variety of discursive prose. Through the study of language skills and the structures of sentences, paragraphs, and expository patterns, students demonstrate an appreciation for and competency with the resources of language.

Prerequisite: Successful completion of Academy Honors Literature or completion of American Literature (with an A) at student's home school.

High School Credit: 1 English (weighted course)

Enrollment in the following DMACC Course:

ENG 105	Composition I	3 Credits (F)
ENG 106	Composition II	3 Credits (S)

AP English Literature and Composition

The literature portion of this course emphasizes the development of an approach to college-level reading using traditional and classical literary selections from a wide variety of genre selected to give the student a varied literary background. Composition instruction ranges from reinforcing elementary principles to developing more refined and advanced matters of style, requiring several compositions ranging from the imaginative and personal to the formal and objective. An extensive list of literary terms is incorporated to enhance the analysis of literary pieces and provide a solid literary lexicon.

Prerequisites: Successful completion (A or B average) in Academy American Literature, AP Language & Composition, home high school American Literature, or permission of the instructor.

High School Credit: 1 English (weighted course)

Enrollment in the following DMACC Course:

LIT 101	Introduction to Literature	3 credits (F)
LIT 185	Contemporary Literature	3 credits (S)

Fundamentals of Oral Communication

This course explores the fundamentals of speech communication through the study and practice of interpersonal and small group communication and the composition and delivery of short speeches

High School Credit: 1 credit

Enrollment in the following DMACC Course:

SPC 101	Fundamentals of Oral Communication	3 credits (S)
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Algebra I

This high school course is designed for 8th grade students who have been identified with special talents in mathematics. The primary emphasis in Integrated Algebra I is to integrate the traditional topics of 1st year algebra, equation solving, problem solving, and graphing. In addition, complimentary topics from geometry, discrete math, logical reasoning, probability and statistics, and trigonometry are included. Students in this course are expected to take advanced levels of calculus during their high school years.

Prerequisites: 99th percentile on the ITBS in 7th grade math or 51 on the Iowa Algebra Aptitude test or permission of the instructor.

High School Credit: 1 Math

Geometry

The emphasis of Integrated Geometry is on the traditional topics of geometry, such as similarity, congruence, and transformations. In addition, appropriate topics from algebra, discrete mathematics, trigonometry, probability and statistics, and logical reasoning are included. Students taking this course continue taking advanced levels of mathematics during their high school years.

Prerequisites: Successful completion of Integrated Algebra I

High School Credit: 1 Math

Algebra II

The emphasis of Algebra II is on the traditional topics such as polynomials, exponents, radicals and logarithms. In addition, appropriate complimentary topics from geometry, trigonometry, logical reasoning, discrete mathematics, and probability and statistics are included. Students taking this course continue taking advanced levels of mathematics during their high school education.

Prerequisites: Successful completion (A or B average) of Integrated Geometry or equivalent or permission of the instructor.

High School Credit: 1 Math

Honors Radically Accelerated Integrated Geometry I

This radically accelerated math course is the first step in the sequence toward completion of three years of high school mathematics in two years. Students entering this course will be expected to complete the entire Central Academy geometry course in twenty-seven weeks or less. These students should be expected to complete at least two years of college level calculus prior to high school graduation.

Prerequisites: High achievement in Integrated Algebra I, a high level of motivation in mathematics, and a teacher's recommendation.

High School Credit: 1.5 Math

Honors Radically Accelerated Integrated Algebra II/Precalculus

This is a second step in a radically accelerated mathematics sequence. Students will complete Integrated Algebra II and a full year of pre-calculus. Students taking this course are expected to continue taking advanced levels of mathematics during their high school education.

Prerequisites: Successful completion (A or B average) of Radically Integrated Geometry I or permission of the instructor.

High School Credit: 1.5 Math (Precalculus portion is weighted)

Advanced Mathematical Problem Solving

This course will address topics central to mathematical development that extend beyond the scope of the standard college preparatory curriculum. It is intended for highly motivated, extremely capable, and dedicated mathematics students who are interested in discovering the essence of mathematics. Students will be challenged to learn how to approach, analyze and solve challenging problems. Students will be stimulated to learn through challenges and through the preparation for competition. With permission of instructor, students may enroll for a semester at a time or on an independent-study basis.

Prerequisites: Successful completion (A average) of both semesters of Integrated Geometry or permission of the instructor.

High School Credit: 1 Math

Pre-Calculus

This course develops the concept of circular and trigonometric functions as well as applications to triangle solving and vectors. It includes analyzing families of functions, such as polynomials, rational, exponential and logarithmic functions, algebraically, numerically and graphically. Conic sections, discrete mathematics, and the use of polar and parametric forms are included. This course is designed to prepare the student to take calculus. Students who are not seniors are expected to take advanced levels of mathematics during their high school education.

Prerequisites: Successful completion (A or B average) in Integrated Algebra II or permission of the instructor.

High School Credit: 1 Math (weighted course)

AP Calculus - AB Level

Advanced Placement Calculus includes the study of elementary functions, limits, continuity, derivatives with applications, and integrals with applications, this course prepares the student for the Advanced Placement examination. Students who successfully complete the course and examination may receive college credit and/or advanced placement credit.

Prerequisites: Successful completion (A or B average) in Pre-Calculus or permission of instructor.

Enrollment in the following DMACC Course:

MAT 211 Calculus I 5 Credits (S)

AP Calculus - BC Level

BC Calculus offers a review of all first year calculus topics and extends the concept of integration to polar and parametric functions, convergent and divergent series, as well as vectors, are developed and analyzed extensively. Successful completion of the Advanced Placement BC Calculus exam is generally accepted as equivalent to the first three semesters of college Calculus.

Prerequisites: Successful completion (A or B Average) in AB Calculus or permission of the instructor.

High School Credit: 1 Math (weighted course)

Enrollment in the following DMACC Course:

MAT 217 Calculus 2 5 credits (S)

Differential Equations/Linear Algebra

First Semester: Linear Algebra with Applications

A study of the use and application of matrices in the solution of systems of linear equations, determinants, vector spaces, linear transformations, eigenvalues, eigenvectors, bases and projections. Linear algebra is a core course in many engineering, physics, mathematics, and computer science programs. This course makes heavy use of computing technology. Graphing calculators required. Prerequisite: MAT 221 or equivalent.

Second Semester: Differential Equations with Laplace

Ordinary differential equations, systems of ordinary differential equations, Laplace transforms, numerical methods and applications. Prerequisite: MAT 217 or equivalent must be taken concurrently or prior to this course.

Pre-requisite: Calculus 2

High School Credit: 1 Math (weighted course)

Enrollment in the following DMACC Course:

MAT 148 Linear Algebra 4 credits (F)
MAT 227 Differential Equations 4 credits (S)

AP Probability and Statistics

AP Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes:

- 1) Exploring data: observing patterns and departures from patterns,
- 2) Planning a study: deciding what and how to measure,
- 3) Anticipating patterns in advance: producing models using probability and simulation,
- 4) Statistical inference: confirming models.

Students who successfully complete the course and examination may receive credit and/or advanced placement for one-semester introductory college statistics course.

Prerequisites: Successful completion (A or B average) of Algebra II and a B average in most recent math course or permission of instructor.

High School Credit: 1 Math (weighted course)

Enrollment in the following DMACC Course:

MAT 157 Elementary Statistics 4 Credits (S)

Pre-AP Biology/Chemistry/Physics

This course, for 8th grade students, studies concepts and developments in the fields of Chemistry, Physics and Biology. Laboratory activities use inquiry processes. This is the suggested prerequisite for all subsequent Academy science courses.

Prerequisites: Eligibility to attend Central Academy
High School Credit: 1 Science for year or .5 for one semester class

Accelerated Chemistry and Accelerated Physics

This course is one full year of chemistry and one full year of physics covered in one year and will help students with future AP courses. Topics for chemistry include matter and its composition, chemical reactions, atomic structure, energy changes, acid-base chemistry, and organic chemistry. Lab activities will reinforce the course concepts. Topics for physics include kinematics, forces, energy, sound and light waves and properties, electromagnetic spectrum, and electricity-magnetism. Lab activities will reinforce the course concepts.

Prerequisites: Eligibility to attend Academy and successful completion of Algebra I.
High School Credit: 2 Science (weighted course/lab science)

AP Biology

This course is the equivalent of a college introductory 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. Required labs are arranged outside of regular school hours.

Prerequisites: Successful completion (A or B average) in 9th grade Academy Science. Students who have not had the Academy 8th and 9th grade sequence must have completed Biology (A) and Chemistry (B) or be currently enrolled in Chemistry.
High School Credit: 1 Science (weighted course/lab science)

AP Chemistry

Advanced Placement 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 equivalent to freshman college-level with formal reports. Required labs are arranged outside of regular school hours.

Prerequisites: Successful completion (A or B average) in Academy Science. New students to the Academy must have an A in Chemistry or permission of the instructor.

High School Credit: 1 Science (weighted course/lab science)

Enrollment in the following DMACC Courses:

CHM 165	General/Inorganic Chemistry I	4 Credits (F)
CHM 175	General/Inorganic Chemistry II	4 Credits (S)

AP Physics

This freshman college level course includes topics in both classical and modern physics, emphasizing the mathematical treatment of physical events. The course covers topics such as kinematics, thermodynamics, wave motion, magnetism, electricity, optics and modern physics. Required labs are arranged outside of regular school hours

Prerequisites: Successful completion (A or B average) in Academy Science and Pre-Calculus. New students to the Academy must have an A in Physics or permission of the instructor.

High School Credit: 1 Science (weighted course/lab science)

AP Environmental Science

AP Environmental Science is a one-year high school course, equivalent to a one semester, introductory college course stressing scientific principles and analysis. The goal of the course is to provide students with scientific principles, concepts and 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 are arranged outside of school hours.

Prerequisites: One year of high school life science and one year of high school physical science (preferably Biology and Chemistry) and Algebra I.
High School Credit: 1 Science (weighted course)

Enrollment in the following DMACC course:

ENV 115	Environmental Science	3 credits (F)
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American Government

Using the District's 12th-grade government text, Academy eighth graders study the national government curriculum required of seniors. Content includes the philosophy and history of American government as well as the structures and operations of its major divisions. Writing and critical thinking skills are stressed. Students completing this course will be given high school credit, thus meeting the graduation requirement for US Government.

High School Credit: .5 US Government

State and Local Government

In addition to the 12th-grade national government curriculum, Academy eighth graders study state and local governments and a consumer economics curriculum mandated of all eighth-graders in Des Moines schools. However, the materials used include the 12th-grade government text and supplemental materials.

High School Credit: None

World Civilizations and Humanities

World Civilizations and Humanities introduces students to the stages of social, economic and cultural development: hunting and gathering, early farming and the emergence of civilization, classical civilization, and feudalism. The course integrates ideas from anthropology, archaeology, sociology, economics, and political science. The arts, painting, sculpture, architecture, literature, and music are examined to reveal the traditions and values of the people studied. The status of women and the beliefs and practices of major world religions are explored. Major world philosophies, including Confucianism, Taoism and those of the ancient Greeks and Romans are analyzed.

High School Credit: 1 World History

AP American History

The scope and sequence of this course mirrors the college-level US History course; however, AP students are required to study college-level primary and secondary sources and develop skills to write succinct yet carefully documented essays.

Prerequisites: Successful completion (A or B average) in Academy Social Studies. New students to the Academy must have an A in the previously offered advanced level social science course or permission of the instructor.

High School Credit: 1 US History (weighted course)

Enrollment in the following DMACC Courses:

HIS 150	American History 1492-1877	4 credits (F)
HIS 153	American History 1877-present	4 credits (S)

AP European History

This course surveys European history from 1450 AD to the present. Organized along a chronological format, major themes are investigated which include the evolution of democratic and capitalistic systems, social history, women's studies, conflict resolution, philosophy and fine arts, and the roles of religion, science, and technology in European society. Skills stressed include formal essay writing, critical thinking, working with primary and secondary sources, and reading college-level materials for comprehension and analysis.

Prerequisites: Successful completion (A or B average) in Academy Social Studies. New students to the Academy must have an A in advanced level World History or permission of the instructor.

High School Credit: 1 World History (weighted course)

Enrollment in the following DMACC Course:

HIS 113	Western Civ: Early Modern to Present	4 Credits (S)
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AP World History

This is a course of study equivalent to an introductory college course in world history. It develops greater understanding of the evolution of global processes, contacts, and interaction with different types of human societies from 1000 AD to the present. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies, developments that illustrate major themes and relationships between major civilizations in Asia, Africa, Europe and the Americas are explored. These themes include the impact of interaction among societies through trade, war and diplomacy; the impact of technology and demography on people and the environment; systems of social structure and gender changes in function and structures of states and in attitudes toward state and political identities.

Prerequisites: World Civilizations & Humanities or advanced level social science course. Evidence of advanced student writing skills. Teacher recommendation.

High School Credit: 1 World History (weighted course)

Enrollment in the following DMACC Courses:

HIS 112	Western Civ: Ancient to Early Modern	4 credits (F)
HIS 113	Western Civ: Early Modern to Present	4 credits (S)

AP Macroeconomics

Advanced Placement Macroeconomics is a one-semester course designed to give students a thorough understanding of the principles of economics. It places particular emphasis on the study of national income, price determination, economic performance measures, economic growth, unemployment, inflation, fiscal policy, monetary policy and international economics.

Prerequisites: Successful completion (A or B average) in Academy Social Studies. New students to the Academy must have an A in the previously offered advanced level course or permission of the instructor.

High School Credit: .5 Economics (weighted course)

AP Comparative Government and Politics

This course is a one-semester course introducing students to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate the importance of global political and economic changes. Students study the following six countries and their governments: Britain, Russia, China, Mexico, Nigeria and Iran. The major themes and concepts include sovereignty, authority, and power; political institutions; citizens, society, and the state; political and economic change; and public policy. Using these six countries, the course moves the discussion of the major themes and fundamental concepts from abstract definitions to concrete examples, with the realization that not all concepts will be equally useful in each of the six countries.

Prerequisites: Successful completion (A or B average) in Academy Social Studies. New students to the Academy must have an A in the previously offered advanced level US History and completion of the district's objectives for US Government or permission of the instructor.

High School Credit: .5 Government (weighted course)

Enrollment in the following DMACC Course:

POL I25	Comparative Government & Politics	3 credits (S)
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AP U.S. Government and Politics

AP US Government is a one-semester course that gives students an analytical perspective on government and policies in the United States. This course includes both the study of general concepts used to interpret US policies and the analysis of specific examples. It also requires familiarity with various institutions, groups, beliefs, and ideas that affect US politics. Topics include the Constitutional underpinnings of the US government, political beliefs and behaviors, political parties, interest groups, the mass media, the institutions of the national government, public policy, and civil rights and civil liberties.

Prerequisites: Grade 12 and successful completion (A or B average) in AP US History. New students to the Academy must have an A in an advanced US History course or permission of the sending and receiving instructor.

High School Credit: .5 Government (weighted course)

Enrollment in the following DMACC Course:

POL III	American National Government	3 Credits (F)
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Central Campus ELL supports students from around the world as they travel to academic and cultural proficiency in order to be successful in high school.

A student entering the district who needs intensive English language skills should first be assessed at:

The Des Moines Public Schools Welcome Center
1303 2nd Avenue
Des Moines, IA 50309
515-242-8102

The Intensive English Language program provides the first two years of learning for students who have had little to no instruction in the language. Students will have a focus on speaking, listening, literacy and writing and will take math and science courses as well.

For more information, please call the Welcome Center at 242-8102 or the Central Campus Counselor at 242-7676.

Future Pathways serves Des Moines Public School students who are at least 17 years old with at least 10 credits towards graduation. Students who attend the program remain a student of their school and will earn that school's diploma upon graduation. Interested students and families can contact the counselor at their home school or Future Pathways for more information.

The Future Pathways Learning Process is a mix of current educational research and practices. Students visit with their teachers to design projects using ideas from multiple courses that promote deep understanding, honor their interests, and are relevant to their lives.

We realize that the learning process here is very different from what most students have experienced. When students come to Future Pathways, they spend about a month in a Future Pathways Special Session. This time allows students to learn the skills they need to be successful in their courses, make a plan for graduation, and begin guided work in their classes. To promote success at Future Pathways and graduation, students' time in the Special Session is highly structured with two and a half hours of required attendance each day.

In the Special Session, students are part of a group that fosters a positive peer relationship and support for course completion and graduation. Upon successful completion, the group of students will work with a team of teachers.

At Future Pathways, students work with a team of four core teachers and a counselor. This team not only works on academics with the student, but also monitors attendance and progress towards graduation. The team meets regularly to discuss all of the students they work with and make frequent contacts to family members about their students' work. The move for Future Pathways to a team concept will result in a better experience for our students and their families.

At Future Pathways, students earn credits by completing projects. Because we value engagement in authentic learning experiences, students will not find textbooks, worksheets, or most other traditional teaching tools. A student's project may be unique and planned collaboratively with the teachers; however, students may choose to complete pre-designed projects that their teachers have prepared for their courses. A typical project evolves throughout several stages: identifying essential questions, conducting research, having in-depth conversations with teachers, and will likely involve revisions of their work. This process typically concludes with a formal or informal presentation of their project.

The Gateway Secondary School (GSS) is an inquiry-based 6th-10th grade comprehensive school aligned with International Baccalaureate Standards and Practices. The Gateway Secondary School exists primarily to serve the students and families of the IB Primary Years Programmes at Park Avenue and Walnut Street Schools. The school is smaller in size compared to other district middle schools. When space is available, the priority for enrollment will go to families enrolled in other south region elementary and middle schools and siblings of current GSS students. The next level would extend to students and families from other parts of the district who open enroll. For additional information, please contact:

Gary McClanahan
Director, Central Campus
(515) 242-7846
email at: gary.mcclanahan@dmschools.org

Erin Stoen
Administrator, GSS
(515) 242-7846
email at: erin.stoen@dmschools.org



GSS Mission

Gateway Secondary School is a holistic and internationally-minded learning community where each student develops life-long learning skills to positively influence their world.

GSS Vision

Gateway Secondary School strives to be a school where each student demonstrates the IB learner traits in pursuit of the International Baccalaureate Diploma Programme.

The International Baccalaureate Organization offers a rigorous, student oriented program of study for PreK-12th grade students. International Baccalaureate is recognized throughout the world for its academic excellence, commitment to the development of the whole child, and for its high standards for student and teacher performance.

The Diploma Programme (DP) is a demanding pre-university course of study that is designed for highly motivated juniors and seniors. Recipients of an International Baccalaureate Diploma have a definitive edge when they are applying to colleges and universities. The grading system is criterion based. Each student's performance is measured against well defined levels of international achievement. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all International Baccalaureate schools. This highly respected international curriculum emphasizes critical thinking, creativity, community service, science, and the humanities. International Baccalaureate focuses on the development of the whole child, not just one set of examinations. Teachers participate in professional development designed specifically for teaching International Baccalaureate students. The teachers are held accountable to International Baccalaureate standards and International Baccalaureate evaluators regarding student performance.

Developing the state's first International Baccalaureate program enhances educational opportunities for Des Moines students by providing another option for a certified world class education. Participation in International Baccalaureate is open to any high school student motivated to participate in the world's most widely recognized program of study. For additional information please contact:

Tamara Pfantz
International Baccalaureate Coordinator
Central Academy
(515) 242-8512 or
email at: tamara.pfantz@dmps.k12.ia.us

The purpose of World Languages at Central Campus is to provide students with the linguistic and written skills to communicate with Chinese, French, German, Italian or Japanese speaking people and gain an appreciation of the diversity of another culture.



Chinese



French



German



Italian



Japanese

Chinese

Chinese 141

Chinese 141 introduces students to the Chinese language (Mandarin) and to various Chinese cultures. A holistic approach is taken, with an emphasis on high-frequency conversational language. By the end of the course, students are expected to be able to identify about 250-300 characters. Students will bring the language to life by performing skits and with other role-playing activities involving games, songs, rhymes, video, etc. Students will also learn about Chinese culture by celebrating Chinese traditional festivals.

Enrollment in the following DMACC Course: FLC 141 4 credits (F)
High School Credit: 0.5 credit per block per semester

Chinese 142 and 241

Chinese 142 and 241 take up where Chinese 141 leaves off. In this course, students reinforce and build on their acquired skills in listening, speaking, reading, and writing. At the end of this year, students are expected to be capable of handling a variety of basic communicative tasks and social situations, reading prepared passages for informative purposes and comprehending portions of some authentic materials, and writing short messages and simple letters. The students will learn about Chinese music, practice calligraphy, and compare Chinese and western arts.

Enrollment in the following DMACC Courses: FLC 142 4 credits (F)
FLC 241 4 credits (S)

High School Credit: 0.5 credit per block per semester
Prerequisite: Chinese 141 or the equivalent

Chinese 242 and Advanced Chinese

Chinese 242 and Advanced Chinese will focus on reading skills. The students will read stories about foreign students living in China and discuss the culture and customs differences in Chinese. Students will also practice their listening skills by watching Chinese film and TV show clips.

Enrollment in the following DMACC Courses: FLC 242 4 credits (F)
High School Credit: 0.5 credit per block per semester
Prerequisite: Chinese 241 or the equivalent

French

French III

The primary goal of this course is to strengthen communication skills in order to function linguistically and socially in a French-speaking environment. Disciplined daily study of the course materials is essential for success. A foreign study experience, if possible, is highly recommended after this year of study. This class is conducted only in French and students will be required to speak, present and read in French.

Grades: 10-11-12
High School Credit: .5 credit per block each semester

French IV/AP

This class, conducted in French, continues to focus on oral competence while expanding on grammatical structures introduced in previous French courses. Added emphasis is placed on literature, film, and history. Writing skills are improved upon through essays. AP themes are studied to help prepare students for the AP tests.

Grades: 11-12
High School Credit: .5 credit per block each semester

French V

This class, conducted only in French, will give students additional experience in speaking, listening, reading and writing. Students will gain more exposure to French literature and culture.

Grades: 12
High School Credit: .5 credit per block each semester
Enrollment in the following DMACC Course:
FLF 242 4 Credits (S)

German

German 141

German 141 is a hands-on course, which develops the four basic language skills (listening, speaking, reading, and writing). Students are actively involved in their own learning, both the language and culture, through TPRS (Teaching Proficiency through Reading and Storytelling), games, videos, group activities such as creating gingerbread houses and much more. This course gives students a greater opportunity to attain language acquisition as opposed to language learning.

Grades: 9-12

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Course:

FLG 141

4 credit(F)

German 142 & 241

German 142 & 241 is a refinement and extension of concepts taught in German 141. It is a hands-on course, which includes such topics as special occasions, sports, music and travel. Creating your own dream home, finding your way around a city or role playing restaurant etiquette create real life situations within the classroom. The STAMP test is a part of this course, which gives each student an opportunity to see how they rate at a national level. Students who successfully complete the first semester of this course will be eligible to participate in the bi-annual two week spring trip to Germany.

Grades: 10-12

High School credit: .5 credit per block per semester

Enrollment in the following DMACC Course:

FLG 142

4 credits (F)

FLG 241

4 credits (S)

German 242 and Advanced German I

German 242 and Advanced German I provide students with an opportunity to perfect their skills through a variety of interactive activities. The language and culture is taught through TPRS, role playing, literature, radio plays, multimedia projects and much more. Topics such as transportation, communication, currency and food will be used as spring boards to help with language acquisition. The AATG National test is a part of this class, which gives the students the opportunity for awards and a possible free trip to Germany. Students at this level are also eligible for the bi-annual trip to Germany.

Grades: 11-12

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Course:

FLC 242

4 credits (F)

Advanced German II and III

This is a rigorous course designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading and writing. The goal of the course is communication at the AP level. Cultural, historical and social issues will be introduced using a variety of activities. Grammar will be reinforced throughout the year. Students continue to be eligible for the bi-annual Spring German trip. The AP exam is encouraged but not required.

Grades: 11-12

High School Credit: .5 credit per block per semester

Italian

Italian 141

Italian 141 is taught in the Tuscan Dialect, the official language of Italy and the opera. The emphasis of this course is on successful oral communication and on developing understanding, speaking, reading, and writing skills, as well as grammar analysis. Elements of the culture of Italy, geography and some history will be included. Students are actively involved in learning both the language and the culture through games, videos, and music.

Grades: 9-12

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Course:

FLI 141

4 credits (F)

Italian 142 & 241

Building on concepts learned in Italian 141, students write stories and give oral presentations. Films, games, CD's, and tapes are used for learning. Readings of Italian civilization are translated. This course emphasizes grammar, as well as understanding and speaking the language, in the context of cultural materials and current events.

Grades:

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Courses:

FLI 142

4 credits (F)

FLI 241

4 credits (S)

Italian 242 and Advanced

Italian 242 and Advanced provides students with an opportunity to perfect their skills through role-playing, literature, radio plays, multimedia projects, and other activities including independent study work. If possible, students will be in the field to job shadow. At this level students may choose to take the AP Italian exam.

Grades:

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Course:

FLI 242

4 credits (F)

Japanese

Japanese 141

Japanese 141 is a hands-on course, which develops the four basic language skills (listening, speaking, reading and writing). Students are actively involved in their own learning in both language and culture through TPRS (Teaching Proficiency through Reading and Storytelling). Focus of culture study is on Japanese festivals and seasonal events. Students research Internet topics such as Setsubun, create craft, and enact festivals that often involve special food. Grades 9-12.

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Course:

FLJ 141

4 Credits (F)

Japanese 142 & 241

Students continue the path of language acquisition through TPRS. Informal speaking forms are introduced, and students will become familiar with the spoken language by studying a Japanese TV drama series. Culture study begins with learning about traditional culture such as Sumie (black ink drawing), and moves on to the lives of Japanese teenagers in schools and communities. Students will have opportunities to host Japanese students from our sister schools in Yamanashi prefecture. Those who complete Japanese 241 and the courses above are eligible for the biannual Central Campus/Valley High School Japan trip in the summer.

Grades: 10-12

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Courses:

FLJ 142

4 Credits (F)

FLJ 241

4 Credits (S)

Japanese 242 & Advanced I

Acquisition of the four skills in language continues in Advanced Japanese. New sentence patterns and new vocabulary are taught in the same way as in the previous years. Students actively engage in communication in the form of class presentation/questions/answers. Teenagers' lives and their surroundings continue to be the focus of cultural studies. Students will study topics such as bullying in school, college life, business practices in Japan by watching a TV drama series.

Grades: 10-12

High School Credit: .5 credit per block per semester

Enrollment in the following DMACC Courses:

FLJ 242

4 Credits (F)

Advanced Japanese II and III

Advanced Japanese II and III is designed to help students function successfully in daily interactions at an advanced level and in culturally appropriate ways. Students will follow the thematic units of a textbook that was created for the Japanese Advanced placement test and deepen their understanding of cultural issues beyond their immediate surroundings as they sharpen their communicative skills. Grades 11-12

High School Credit: .5 credit per block per semester