



Dr. Art Tate, Superintendent
Achievement Service Center
1702 N Main St
Davenport, Iowa 52803
Voice: 563-336-7407
Fax: 563-445-5950

Dear Parent and Students,

In today's work world, a high school diploma is the gateway to the future. The most important aspect of high school is for students to select courses that are both challenging and that prepare them for college or the working world. The Davenport high schools provide an amazing range of course offerings, including Advanced Placement courses and Concurrent enrollment courses where a student can earn both high school and college credit. Please use this course guide thoughtfully to help select courses throughout high school. School counselors, your parents and other educators can provide you with information and insight.

This course guide provides information about academic courses, scheduling, and student schedules. Students and parents should discuss the offerings and choices together because these are critical decisions. While the majority of courses contained in this course guide will be offered during the school year, it should be noted that some may not be scheduled due to insufficient enrollment or scheduling limitations. Others may limit enrollment, and, therefore, be closed to new enrollment. Students at Davenport Community Schools enjoy the benefit of significant cooperation between the high schools and Scott Community College. If there is a course that you are interested in taking and it is not available at your high school, please meet with your counselor to determine if the opportunity to take the course is available elsewhere.

I sincerely hope that you will join with us in striving for academic excellence. If you choose appropriate courses, you will be well prepared for the challenges and the opportunities which await you beyond high school. The Davenport Community School District cares about you and your future.

Sincerely,
Dr. Arthur Tate
Superintendent

PREFACE

The subjects and programs outlined in this course-planning guide will make it possible for each student to select a program of studies determined by his/her interests and abilities.

The contents of this course guide will be presented and discussed in the eighth grade and reviewed each succeeding year. Counselors and teachers will assist students and parents in selecting the most appropriate curriculum for the student. Grades, aptitudes and achievement scores, interests and teacher recommendations should be taken into consideration when selecting courses.

Note: Some courses listed in the course planning guide may not be offered due to insufficient enrollment, teacher availability, schedule conflicts, or room limitation.

This course guide is also available at:

<http://www.davenportschools.org/academics/high-school-course-guide/>

PUBLIC NOTICE

Davenport Community Schools Non-Discrimination Statement

It is the policy of the Davenport Community School District not to discriminate on the basis of race, color, national origin, sex, 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. 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's equity coordinator: Dr. Erica Goldstone, Director of Equity & Diversity, 1702 N Main Street, Davenport, Iowa 52803; Phone: 563-336-7487.

DAVENPORT COMMUNITY SCHOOLS

DAVENPORT, IOWA

BOARD OF EDUCATION – 2016-2017

Ralph Johanson, President
Linda Hayes, Vice President

Bruce Potts, Clyde Mayfield,
Daniel Gosa, Julie DeSalvo,
Allison Beck

ADMINISTRATION –

Dr. Arthur Tate Superintendent of Schools

Robert Scott Associate Superintendent (Secondary)
Bill Schneden Associate Superintendent (Elementary)
Corri Guy Director of Curriculum & Staff Development
Patricia Pace-Tracy Director of Exceptional Education
Dr. Erica Goldstone Director of Equity
Gary Sloat Director of Learning Information Services
Claudia Wood Director of Accounting
TJ Schneckloth Director of Federal and State Programs
Paul Flynn Director of Athletics

CENTRAL HIGH SCHOOL – Jon Flynn, Principal

Guy Heller, Associate Principal
Adam Pagett, Associate Principal
J. Ed Veasey, Associate Principal
Brian Ehlinger, Athletics/Activities Director
Wayne Cabel, Guidance Department Head

NORTH HIGH SCHOOL – Jay Chelf, Principal

Cathy Bosco, Associate Principal
Bob Tollefson, Associate Principal
David Shovlain, Associate Principal
Jeremy Mosier, Athletics/Activities Director
Conrad Keibler, Guidance Department Head

WEST HIGH SCHOOL – Cory Williams, Principal

Mike Orfitelli, Associate Principal
Matthew Hassig, Associate Principal
Charlie Driscoll, Associate Principal
Kevin Petersen, Athletics/Activities Director
Erin Soedt, Guidance Department Head

DEFINITION OF TERMS

block: approximately 90 minute period daily
term: 9 week, 90 minutes per day course
course number: each course is assigned a Davenport High School unique number for scheduling and grade reporting purposes.
unit: a form of credit based upon the Carnegie unit; one unit (1.0) is granted for the successful completion of a course which meets one block per day for a two terms, or the equivalent; a half unit (0.5) is granted for the successful completion of a course which meets one period/block per day for a term or the equivalent. One Carnegie Unit is equal to 120 hours of instruction.
prerequisite: a course, which must be taken first before enrollment in another class (Example: Financial Accounting is a prerequisite to Managerial Accounting).
required: a full credit course which must be successfully completed to satisfy graduation requirements.
elective: a course which may be taken for credit but is not required for graduation.
recommended: a course the student would be advised to take but is not required.
grade points: grades are based on a 4-point scale; i.e., A = 4.000, B = 3.000, C = 2.000, D = 1.000; F = 0.000; grade points are totaled at the end of each term for all credit subjects.
grade point average (GPA): computed by dividing the total grade points by the number of credit subjects completed; based on a 4-point scale, i.e., A = 4.000, B = 3.000, C = 2.000, D = 1.000, F = 0.000. Grades in all credit courses are included in the GPA.

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL CONCURRENT ENROLLMENT & ADVANCED PLACEMENT (AP) COURSES

Students have a variety of opportunities to earn college credit including concurrent enrollment, advanced placement and Postsecondary Enrollment Options.

Concurrent Enrollment courses award both high school and college credit. A complete listing of Concurrent Enrollment courses is provided in the course guide.

Concurrent Enrollment courses are typically taught at the high school by Scott Community College adjunct instructors or Davenport School District teachers. Students get registered as college students during the first week of class, and at the end of the course they receive a transcript from the college showing their credits and their grades.

AP CREDIT & CONCURRENT ENROLLMENT CREDIT COMPARISON

	ADVANCED PLACEMENT (AP)	CONCURRENT ENROLLMENT
Description	AP courses enable high school students to participate in college-level course work while still in high school. The AP courses offered currently were created by teams of leading educators nationally and are audited at the College Board.	Concurrent enrollment courses are college-level courses taken by high school students. They receive college and high school credit at the same time. Courses are taught by college-approved instructors.
Eligibility	Students must demonstrate proficiency in reading, mathematics and science. Each high school develops its own criteria for student participation in these rigorous courses. Typically, courses are open to students in grades 10 - 12 who are in good academic standing.	Students must demonstrate proficiency in reading, math and science. Specific eligibility requirements will be provided by your high school counselor.
Grades	AP course grades are given by the teacher.	High School students are taught and graded in the same way as other college students in the same course.
College Credit	Students must take an AP exam to receive college credit. The credit received is based on scores earned. Over 90% of U.S. colleges and universities, as well as colleges in 20 other countries, give credit for AP exams.	Scott Community College awards credit immediately after students successfully complete the course. Many courses transfer to Iowa's public universities when a student earns a "C" or better, but students should check with the post-secondary school of their choice for transfer options.
Cost	Advanced Placement courses are free. AP exam is paid for by DCSD.	Scott Community College credits are awarded at no cost.

ADVANCED PLACEMENT (AP) COURSES

- AP Biology
- AP Calculus
- AP Chemistry
- AP English Literature and Comp
- AP French Language
- AP German
- AP Human Geography
- AP Physics
- AP Psychology
- AP Spanish Language
- AP Statistics
- AP Studio Art
- AP U.S. Government & Politics
- AP U.S. History



The Davenport Community School District is pleased to announce that we will be offering the Iowa Seal of Bilingualism beginning with the spring semester of 2019. The Iowa Seal of Bilingualism is an opportunity to acknowledge and celebrate the diversity of our district and the many languages spoken, by both native and non-native speakers. Below you will find more information about this seal and how your student can earn this distinction.

What is the Iowa Seal of Bilingualism?

The Iowa Seal of Bilingualism is an award given by a district to recognize students who have attained proficiency in two or more languages, one of which is English, by high school graduation.

Why is the Iowa Seal of Bilingualism Important?

Being able to know and use more than one language is a critical skill for the 21st century. The Iowa Seal of Bilingualism:

- Prepares students with 21st century skills that will benefit them in the labor market and the global society.
- Provides employers, universities, and grant/scholarship providers with a method to recognize applicants for their dedication to attainment of bilingualism.
- Recognizes the value of language diversity and cultural identity.

How can my student earn the Iowa Seal of Bilingualism?

Students must show proficiency in English and one other language at any point in grades 9-12

- **English proficiency requirements** (one of the following):
 - ACT English score of 18 or higher
 - SAT English score of 470 or higher
 - English Language Proficiency Assessment (ELPA 21) proficient score
 - Iowa Statewide Assessment of Student Progress (ISASP) proficient score in English
- **Show proficiency in one additional language**
 - Score of 3 or higher on the target language AP exam
 - Demonstrate proficiency in your designated language through one of the approved exams: AAPPL or OPI/WPT combo test (depending on language)
 - This exam will vary based on the language for which you are seeking proficiency. The test will be administered twice yearly in our district, November and March, and will assess reading, writing, speaking, and listening.

How will Iowa Seal of Bilingualism be awarded?

- This seal will be included on transcripts and diplomas of successful candidates.
- Students who earn the seal will be recognized at Awards and graduation.
- Students can put this distinction on resumes and future applications.

For more information, please visit the [State of Iowa website](#) or the District's Website, under the Academics TAB.

CONCURRENT ENROLLMENT COURSES

ACC 142	Financial Accounting	ENG 107	Comp 1: Technical Writing
ACC 146	Managerial Accounting	ENV 111	Environmental Science
ART-101	Art Appreciation	FLS 241	Intermediate Spanish I
AUT 115	Automotive Shop Safety	FLS 242	Intermediate Spanish II
AUT 164	Automotive Engine Repair	GEO 121	World Regional Geography
AUT 404	Automotive Suspension & Steering	GLS 100	Contemporary World Issues
AUT 524	Automotive Brake System & Services	HCM 100	Sanitation and Safety
BIO 157	Human Biology	HCM 116	Fundamentals of Baking
BUS 102	Introduction to Business	HCM 212	Industry Management
CIS 161	C++	HIS 151	U.S. History to 1877
CIS 169	C#	HSC 172	Nurse Aide
CIS 171	Java	LIT 101	Intro to Literature
CIS 251	Fundamentals of Web Design I	MAT 110	Math for Liberal Arts
CIS 450	PLTW-Computer Science Principle	MKT 110	Principles of Marketing
CIS 451	PLTW-Computer Science Application	NET 167	Computer Sys & Troubleshooting
CON 170	Building Construction Techniques I	POL 111	American National Government
CON 171	Building Construction Techniques II	PSY 111	Introduction to Psychology
CSC 110	Intro to Computers	PSY 213	Industrial & Org Psychology
ECE 133	Child Health, Safety, & Nutrition	REL 101	Survey of World Religions
ECE 242	Early Childhood Guidance	SDV 114	Strategies for Academic Success
EDN 130	Principles of Microeconomics	SOC 110	Intro Sociology
EDU 213	Introduction to Education	SPC 112	Public Speaking
EGT 400	Introductions to Engineering Design	WEL 123	Welding Symbols
EGT 410	Principles of Engineering	WEL 192	Gas Tungsten Arc Welding
EGT 420	Digital Electronics	WEL 215	Shielded Metal Arc Weld-Adv I
EGT 450	Computer Integrated Manufacturing	WEL 256	Gas Metal Arc Welding-Basic
EGT 460	Civil Engineering & Architecture	WEL 257	Flux Core Arc Welding
EGT 470	Engineering Design & Development	WEL 274	Shielded Metal Arc Weld I: Sen
ENG 105	Composition I	WEL 275	Shielded Metal Arc Weld II: S
ENG 106	Composition II	WEL 416	Gas Metal Arc Weld-Adv I

DCSD APEX CREDIT RECOVERY GUIDELINES

Currently, APEX Learning provides online courses that DCSD uses for credit recovery purposes. Guidelines for APEX are as follows:

- Students must have failed the course before they can be registered in APEX to "recover" the grade. (They may have failed the course in any school district - not only DCSD.)
- APEX is considered an extension of the DCSD course. Therefore, the failing grade will be changed to the grade achieved in APEX.
- The PE course may only be taken once for a maximum of 0.5 credits. It is the equivalent of course number 230122.
- APEX Summer School courses must be completed by the end of the first term.
- Students must complete APEX credit recovery courses prior to the first day of the next school year in order to qualify for a diploma dated the previous year.
- Students may work on the computer scored activities outside of the school day.
- Students are required to take the Teacher Scored Tests. These tests must be taken under supervision of a school designated person and are graded by a content area teacher. If there is a discrepancy between the computer scored activities and the Teacher Scored Tests, the Teacher Scored Tests will have the greater weight. Students must achieve a score equal to or greater than 60% on the Teacher Scored Tests.

If there are special circumstances, the building site coordinator is to notify the District APEX facilitator. The District APEX facilitator will review the circumstances with the appropriate Executive Director and Building Personnel.

DRIVER EDUCATION

Driver Education may be taken through the Mississippi Bend AEA to earn 0.25 credits. You may contact the AEA at 563-359-1371. Driver Education taken at other facilities will not count for credit towards a DCSD diploma.

GENERAL INFORMATION

REQUIREMENTS FOR GRADUATION

Board Policy 503.11 - Twenty-six (26) credits are required for graduation from the Davenport High Schools. Basic requirements within the twenty six units (26) to be completed in grades nine through twelve are:

- Language Arts: Four units (8 terms)
- Mathematics: Three units (6 terms)
- Science: Three units (6 terms)
- Social Studies: Three units (6 terms)
- Physical Education: Two units (4 terms)
- Health Education Course
- Computer Applications Course
- CPR Training beginning with the class of 2012

ADDITIONAL REQUIREMENTS

- Maintain a full schedule through the third year of high school.
- Non-traditional graduations are addressed in Board Policy #503.14-Non-Traditional Graduation and include guidelines for mid-term and summer graduations, home instruction graduation and accelerated graduation.
- Based on these adopted requirements, the administration shall identify goals, objectives and procedures in each subject area as well as the methods or means for evaluation. The Board approves all basic instructional materials used in each area in fulfilling the above requirements. In all cases, the administration is responsible for ensuring that graduation requirements meet or exceed all minimum requirements established by the Code of Iowa and the Iowa Department of Education.

*The Lifetime Fitness Education course contains a health component.

- Cross References: Board Policies #503.14 Non-Traditional Graduation.

- Legal References: Chapter 12 (Iowa Administrative Code, Rules of Iowa, 281-12.5(256) Educational Programs.
- By action of the Board: 11/8/76; Revised 7/11/83, 11/12/90; Revised 6/10/96; Revised 12/8/97; Revised 1/08/01; Revised 10/11/04; Revised 12, 20/04; Revised 8/14/06; Revised 6/09/08
- Revised 9/27/10
- Edited 6/08, 9/10

TRANSFER STUDENTS

Students transferring to a Davenport high school must meet the graduation requirements as defined by the Board of Education of the Davenport Community School District. The enrollment and placement of transfer students is tentative pending the receipt and evaluation of official transcripts.

STUDENT RECORDS ACCESS

The Davenport Community School District maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: Identification data, attendance data, record of achievement test results, educational and vocational plans, honors and activities, discipline reports, objective counselor or teacher observations and external agency reports. Student records are periodically reviewed and inappropriate material is removed. At a minimum this occurs whenever a student moves from one building to another and when a student transfers out of the district. Those records not of permanent importance are destroyed. Parents of handicapped students or handicapped students over age 18, will be informed when personally identifiable information in the records is no longer needed to provide educational services and before the information is destroyed.

COPY OF STUDENT RECORDS POLICY AND PROCEDURES: A copy of the procedures to be followed in exercising any of the rights under school policies, or rules pertaining to student records may be obtained from building principals or the district office of pupil records. The office of pupil records will assist those who have a primary or home language other than English by making available a copy or an interpretation of the policy and procedures in their native language.

LOCATION OF RECORDS: The records of each student are generally located in the school which the student is attending. Any exception will be known by the person in charge of record maintenance in the building. Contact the building principal or the district office of Record Services for the name and position of the person responsible for the student records in each building

RIGHT TO INSPECT AND REVIEW RECORDS: Parents of students under age 18 and students over age 18 (eligible student) may exercise the opportunity to review educational records of the student. Copies of student records will be made available to parents and eligible students at no cost. Requests from parents or eligible students to view student records will be honored without unnecessary delay and in no instance more than 45 days after the request is made.

RIGHT TO CONSENT TO DISCLOSURE: The parent or eligible student must give prior written consent for the disclosure of records. The following persons, agencies and organizations, however, may have restricted access to student records without prior written consent of the parent or the eligible student. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- a. School officials, teachers and AEA personnel with legitimate educational interest.
- b. Officials of other schools in which the student proposes to enroll.
- c. Representatives of state and local government when auditing and evaluating Federal educational programs.
- d. Officials connected with a student's educational financial aid applications.
- e. Government officials to whom information is to be reported under state law adopted prior to November 19,1974.
- f. Organizations which process and evaluate standardized tests.
- g. Accrediting organizations for accrediting purposes.
- h. Parents of dependent children, regardless of the child's age.
- i. Appropriate parties in a health or safety emergency.

DIRECTORY INFORMATION: The Davenport Community School District has designated the following items as "Directory Information." The district may disclose any of these items without prior written consent, unless the principal is notified in writing by the parent/guardian or eligible student by October 1 of each school year or within 30 days after the student's enrollment. Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, most recent previous school attended and photograph.

RIGHT TO AMEND AND APPEAL: Parents and eligible students may write a response to material in the record, challenge the content of the record on grounds of inappropriateness, inaccuracy or an invasion of privacy and have the records explained. Parents or eligible students, who are not satisfied with the actions of local school officials, have the right to appeal the district's decision to the Department of Education. Parents and students over age 18 may also file with the Department of Education, complaints concerning alleged failures of the school district to comply with federal legislation dealing with student records. Correspondence should be addressed to: United States Department of Education, Office of Human Resources and Administration, 400 Maryland Avenue S.W., Washington, D.C. 20202-4500. NCAA

NO DROP GUIDELINES: Freshman, sophomores and juniors are required to take 4 blocks of classes each term. Failure to complete any class will result in a grade of "F" on the transcript. Student schedules are based upon course selections made by students and parents during the registration process. Due to the fact high school staffing decisions and assignments are based on student selections, dropping classes is not an option. The week following each midterm is designated as "Schedule Correction Week.". Schedule corrections for the next term will be accommodated based on class availability but are not guaranteed. Schedule corrections may be made for the following reasons: computer error, student failed the class, student did not meet the prerequisite and academic misplacement, health/medical reason.

GRADE REPORTING (REPEATING A CLASS):

- If a student wishes to repeat a course in a sequence, the student must do so prior to taking the next course in the sequence.
- In most cases, the grade achieved in a subsequent attempt will be the official grade for the class and should be used in figuring the student's GPA. If any subsequent grade is lower than any previous attempt, the highest grade will stand (ALWAYS USE THE HIGHER GRADE AND DO NOT AVERAGE THE TWO GRADES).
- If the subsequent grade is higher, the previous grade(s) become NC on the transcript. However, if the original grade or any previous attempts result in an F, all F's remain on the transcript and all credits attempted revert to zero. This will allow for a more accurate and complete student record, and address multiple attempts.
- In the case of a W or NG credits attempted and credits earned reverts to zero.

Note: Grades or Transcripts from schools outside the Davenport District cannot be changed or altered in any way

COLLEGE & CAREER READINESS

WHAT DOES COLLEGE READY MEAN? College today means much more than just pursuing a four-year degree at a university. Being “college-ready” means being prepared for any postsecondary (after high school) education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates Degree or Bachelor’s degree);. Being **ready for college** means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework

WHAT DOES CAREER READY MEAN? In today’s economy, a “career” is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary (after high school) training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being **ready for a career** means that a high school — graduate has the English and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. technical/co-vocational program, community college, apprenticeship or significant on-the-job training)

COLLEGE & CAREER PLANNING AND READINESS IN IOWA: Iowa legislation requires public school students create an education and career plan. Davenport Schools uses Career Cruising, a college and career planning software program to help students identify postsecondary options. This program includes activities that teach students about career options and identifies coursework needed in grades 9-12 to support their postsecondary education and career interests. Additional career planning resources can be found at <http://www.davenportschools.org/parent-and-student-resources/planning-for-college-and-career/academic-and-career-planning/>

www.CAREERCRUISING.com

16 NATIONAL CAREER CLUSTERS

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business, Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, & Security
13. Manufacturing
14. Marketing, Sales & Service
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics