



Adel-DeSoto-Minburn
Dallas Center-Grimes
Johnston
Saydel
Urbandale
Waukee

(515)727- 6301

Student Information Book

2018-2019

2018-2019 Metro West Academy Calendar

August

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

January

31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June

3	4	5		

Date Events

Aug. 16 & 17	New Teacher In-Service
Aug. 20-22	Teacher In-Service
Aug. 23	Begin 1 st Semester
Sept. 3	Labor Day (No School)
Sept. 7	No AM Session/Prof Dev
Sept. 28	No PM Session/Prof Dev
Oct. 1	Risky Business Day (No School)
Oct. 19	No AM Session/Prof Dev
Oct. 22	Dist. Prof Dev (No School)
Oct. 25	Parent Teacher Conferences
Oct. 26	End of 1 st Qtr. (44 days)
Nov. 1	Parent Teacher Conferences
Nov. 9	No PM Session/Prof Dev
Nov. 21	Recess Day/No School
Nov. 22-23	Thanksgiving Holiday (No School)
Dec. 7	No AM Session/Prof Dev
Dec. 24-Jan. 4	Winter Break (No School)
Jan. 17	End of 2 nd Quarter (46 days)
Jan. 17	End of 1 st Semester (90 days)
Jan. 18	Full Day PD
Jan. 21	Martin Luther King Day (No School)
Feb. 15	No PM Session/Prof Dev
Feb. 18	Teacher In-Service (No School)
Feb. 21	Parent Teacher Conferences
Feb. 28	Parent Teacher Conferences
Mar. 15	Recess Day/No School
Mar. 18-22	Spring Break/No School
Mar. 29	End of 3 rd Qtr. (46 days)
Apr. 12	No AM Session/Prof Dev
Apr. 26	No PM Session/Prof Dev
May 10	No AM Session/Prof Dev
May 27	Memorial Day (No School)
May 29	Graduation Dinner (tentative)
June 4	End of 4 th Qtr. (44 days)
June 4	End of 2 nd Semester (90 Days)
June 5	Teacher's Last Day

Meet the Staff

Mike Moran, Director

Mike Moran is in his 2nd year as the Director of Metro West for the 2018-2019 school year. Mike joined the Metro West team after teaching, coaching, and being an administrator in the Newton Community School District for the past 13 years. He started his teaching career in South Dakota and Minnesota as an English Teacher with a specialization in Literature and Writing, while also serving as the varsity head coach in boys basketball and boys and girls track and field. Mike moved into an administrative role at Newton High School and was Assistant Principal at Berg Elementary and Newton High School before being named the Head Principal at West Academy High School in Newton. Mike is passionate about every student's success and believes that Metro West will be a fantastic place to have a positive impact on young adults. He is piloting the StLER Profession Problem Solving and Internship Program this year to open up opportunities for Metro West students and their futures by partnering with businesses throughout the Des Moines Metro area and with all of the communities Metro West serves.

Mackenzie Hyde, Social Studies Instructor

I am excited to be working at Metro West Academy and help make an impact on my students and the community. My goal is to bring the social sciences to life for my students by finding topics that interest them and relate to their everyday life. Metro West Academy gives students the opportunity to be an active participant in their learning.

Adam Vaught, Math Instructor

Prior to joining MWA, I worked as an actuary in the annuities and life insurance field. I got into teaching when I realized I wanted to do more for my community. It is my belief that every student is deserving of an education. My goal is for students to see how math is more than just numbers on a page and how it can be connected with aspects of their everyday life.

Jim Happe, Science Instructor

I teach science and health at Metro West Academy. I have chosen to work at an alternative high school because of the rewards I receive from seeing a student who has given up on the idea of graduating from high school turn themselves around and earn a diploma. This setting allows the teachers to explore different ways to get students interested in the subject area being taught. The students then begin to show an interest in learning, gain self-confidence, and succeed. There is no greater reward than seeing this success.

Randy Jungers, P.E. Teacher/Associate

I am very grateful to have the opportunity to influence and build relationships with the students. As someone from a rural community I believe in small schools. I enjoy watching students solve problems and become better versions of themselves one day at a time.

Dyann Kruidenier, Counselor

I am working at Metro West because I have always enjoyed working with this population of students. Being an unconventional student myself, I feel a genuine connection to the students. I have several hopes for the students. Mainly, I hope they will be successful and productive citizens; emotionally well-rounded and content with themselves and their paths in life. Of course, I also want them all to complete their high school education!

Judi Prohaska, Resource Instructor

It is my hope that the students can come here and feel “at home” in order to gain an education. I hope that gaining their diplomas will ignite a fire within the students to follow their dreams with a “can do” attitude. I choose to work in this setting because it is what I believe in – smaller settings, smaller schools. I hope the students will be given opportunities that will relate to their lives and help them meet with success outside of school.

Tracy Rockas, English Instructor

I teach here because I believe all students deserve the right to learn in their own way. As a nontraditional learner myself, I understand that there is a need for the nontraditional classroom. My expectations are to lead my students in a direction where they want to be successful in and out of the classroom.

Jamie Evans, Building Secretary

I am the secretary at Metro West Learning Academy. I have long enjoyed helping others and look forward to doing so in my new role at Metro West.

Instructor Contacts

Mike Moran, Director

moranm1@urbandaleschools.com

Randy Jungers, Physical Education

jungersr@urbandaleschools.com

Mackenzie Hyde, Social Studies Instructor

hydem@urbandaleschools.com

Dyann Kruidenier, Counselor

kruidenierd@urbandaleschools.com

Adam Vaught, Math Instructor

vaughta@urbandaleschools.com

Judi Prohaska, Resource Instructor

prohaskaj@urbandaleschools.com

Jim Happe, Science Instructor

happej@urbandaleschools.com

Tracy Rockas, English Instructor

rockast@urbandaleschools.com

Jamie Evans, Secretary

evansj@urbandaleschools.com

Mission

Metro West Academy is a student-centered environment committed to creating positive change leading to social, emotional, and academic success for high school graduation and beyond.

Vision

Envision a place where

- Everyone is respected.
- Everyone is welcomed into a safe and healthy environment.
- Teachers are facilitators of learning while the students choose their method to demonstrate knowledge.
- Every challenge is met with a positive solution.
- Risks are taken in order to achieve dreams.

Core Values

Respectful

- We accept each student and staff member as an individual.
- We respect each student and staff member and their individuality.

Student Centered

- We focus on students' individual needs: emotional, mental, and academic.

Resourceful

- We focus on individual skills, abilities, accomplishments, and goals.
- We engage in outside-the-box thinking and acting in order for individuals to meet with success.

Problem Solvers

- We find solutions for creating positive change.

Strong Relationships

- We build strong relationships through demonstrating respect, establishing connections, assuring everyone feels a sense of belonging, and creating a safe environment.

Admission Procedures

Students are referred by their home high schools. Once referred, student and parent/guardian must complete an intake interview. The counselor at MWA will ask questions to determine why a student wants to attend MWA and to discover the student's needs. The MWA mission, vision, core values and expectations will be reviewed with the student and parent during the intake interview. At these meetings the student will also be asked to make a commitment to his/her success at MWA.

This book is a student information book, intended to share information with MWA students and families. It is not a handbook. Please refer to home districts handbooks and board policies for additional information.

Attendance/Absences & Punctuality

Regular and punctual patterns of attendance will be expected of each student enrolled at MWA. Students should strive to maintain a good attendance record because there is a direct correlation between attendance and academic success in school.

Reporting an absence: When a student must be absent from school, a parent/guardian must:

1. Phone MWA office (515-727-6301) before the student's regularly scheduled start time of the day the student is absent. Voicemail will take messages between the hours of 3:45 p.m. and 7:45 a.m.
2. The parent/guardian should give the following information when calling:

Student's name

Person calling

Date of absence

Reason for the absence

Cancellation Policy/Emergency School Closings

MWA will follow Urbandale Community School District late starts, early dismissals and cancellation due to weather conditions. If Urbandale announces a late start, morning MWA students will not have classes. If Urbandale announces an early dismissal, afternoon MWA students will not have classes.

School cancellation announcements are made on local television stations. Remember to listen for Urbandale cancellations this year. Sign up for email announcements on the KCCI TV web page. Days will be made up at the end of the school year for all cancellations due to weather.

Code of Conduct

Since MWA is an alternative program shared by six districts (Adel-DeSoto-Minburn, Dallas Center-Grimes, Johnston, Saydel, Urbandale, and Waukee), behaviors that are prohibited by these districts are also prohibited by MWA. Please refer to your home school's handbook for additional information.

For additional information regarding school district and school board policies please refer to student's home high school and district.

Credits and Grading

Metro West uses the following grading scale:

- A: 100 – 90
- B: 89 – 80
- C: 79 – 70

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Students have the opportunity to earn credits as groups or through independent study. To attain credit, students must complete assignments, maintain a grade of a C- or above, and/or have at least an 80% attendance in the course.

If a student earns below a C-, he/she will be given the opportunity to raise his/her grade. No credit will be given for work below the C range. If a student does not maintain 80% attendance in the course, he/she will be given the opportunity to make up time to raise his/her attendance to 80 percent. Due to student individuality, credit may be earned at the discretion of the teacher, which may vary from these guidelines based on individual needs.

Daily Schedule

A.M. Classes

8:40 – 11:40 A.M.

11:40- 12:00 PM MTSS time

12:00 - 12:30 Lunch

P.M. Classes

12:30 - 3:30 P.M.

Dress Guidelines and Backpacks

1. Students are expected to dress and groom themselves in a way that is not offensive or distracting to students and/or staff.
2. Students or parents questioning the appropriateness of a particular item of dress should contact a school administrator before the item is worn to school.
3. Students may not wear clothing or other items which promote the use of alcohol, drugs, or other illegal activities.
4. Backpacks will not be allowed at Metro West as all books and study materials are in each respective classroom. Students do not need to have backpacks with them for any academic purpose so they will not be used at Metro West for any students. If students bring backpacks to Metro West they may be checked in for the day at the director's office or counselor's office and picked up at the end of academic day.

Guests

Students must get permission 24 hours in advance if they wish to bring a guest to school. For safety reasons, guests who come without permission will be sent home.

Graduation

Students attending MWA are working towards the graduation requirement of their home school and earn their diplomas from their home high schools. Therefore, they may participate in all senior and graduation activities at their home high schools. For additional information on graduation requirements and activities, please contact your home high school.

Internet/Computer Policy

All of the District's automated systems, including electronic mail, Internet access and electronic storage systems, are District property. **The District has the right to access, review, copy, modify, and delete any information transmitted through or stored in the system, including e-mail messages, web postings, and other online communications.** However, Internet access records of students shall be subject to the student records policy, and the District will not disclose such access records without complying with the District's student records policy.

Technology is a vital part of the District's curriculum and Internet access is available to staff members and students in the District. Appropriate and equitable use of the Internet will allow staff members and students to access resources unavailable through other means. With access to materials from all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Because information appears, disappears, and changes constantly on the global network, it is not possible to control what students and staff may access. The District believes that the valuable information and interaction available on the Internet far outweighs the possibility that users may procure material that is not consistent with the educational objectives of the District.

Individual staff electronic mail addresses will be issued to staff members. District business shall be conducted on the District's electronic mail address and not through personal electronic accounts of the staff members. Staff members may access personal electronic mail accounts only during personal time from District computers and such access must comply with this policy.

If a student has a personal electronic mail address, the student may access such personal account only with permission of the supervising teacher. Students are to be under staff supervision while on the Internet and are to be monitored to ensure that the students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The District will utilize technology protection measures to protect students from inappropriate access.

The smooth operation of the network relies upon the proper conduct of the user. These rules are provided so that staff and students are aware of the responsibilities they must undertake when accessing the District's network resources. Staff members and students are required to make efficient, ethical, and legal utilization of the network resources. If a District user violates any of these provisions, his or her account

may be terminated and further discipline may be imposed, up to and including termination of employment or expulsion from school.

Acceptable Use. The purpose of the District's Internet access is to support research and education consistent with District goals and objectives by providing access to unique resources and the opportunity for collaborative work. The use of a staff or student account must be in support of education and research and consistent with the educational objectives of the District. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network; however, students remain subject to the District's general rules governing legal and ethical behavior when using such resources on District property or at District activities.

The creation, access, or transmission of any material in violation of any federal or state law, regulation or District policy is prohibited. This includes, but is not limited to: material protected by copyright, trademark, license, or other trade secret laws, and items which are or may be reasonably considered to be defamatory, obscene, pornographic, lewd, profane, indecent, discriminatory, harassing, or otherwise disturbing or harmful to others, including to minors. Use of network resources for commercial activities, product advertisement, political lobbying, and/or other activities in violation of federal or state ethics and campaign disclosure laws is also prohibited. Only properly licensed software authorized by the District may be loaded onto the District's system, and no programs or files shall be downloaded from the Internet without prior permission of the District.

The Internet is available to all students within the District through teacher access. The number of available terminals and the demands for each terminal may limit the amount of time available for each student. To reduce unnecessary system traffic, users may use real time conference features, such as chat/Internet relay chat only as approved by the supervising staff member.

Privilege. The use of the Internet and network resources is a privilege, not a right, and inappropriate use may result in a suspension or cancellation of those privileges or other disciplinary action. The principal or superintendent will deem what is inappropriate use in accordance with this policy and will take appropriate action. The principal, superintendent, or a system administrator may suspend or close an account at any time. Notification of any suspension or cancellation of an account will be given in writing to the user within two weeks of the action. Staff whose accounts are denied, suspended, or revoked may appeal such action using the staff complaint procedure. Students whose accounts are denied, suspended, or revoked may appeal such action using the student complaint procedure.

Network Etiquette (Netiquette). Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. **Be polite.** Do not use abusive or offensive language in messages sent to others. Sign all messages and acknowledge receipt of a document or file.
2. **Use appropriate language.** Do not swear, use vulgarities, profanity, lewd remarks, or any other inappropriate language. Illegal activities are strictly forbidden.
3. **Do not release personal information.** Do not reveal personal addresses or phone numbers or other personal information or that of other students or colleagues except in accordance with law. Apply the same privacy, ethical, and educational considerations utilized in other forms of communication.
4. **Note that email, web postings (including blogs, Facebook/Myspace pages, etc.), and other online communications are not private.** People who operate the system and other school personnel do have access to all information transmitted through or stored in the District's system. Messages relating to or in

support of illegal activities or activities in violation of District policies may be reported to the proper authorities or used against students in school disciplinary proceedings.

5. **Respect other users.** Do not use the District's network in such a way that would disrupt the use of the network by other users, or would waste system resources. Remain on the system long enough to get needed information, then exit the system. Delete unwanted messages immediately. Do not send unsolicited e-mail messages (including spam) and do not use the District's network as a way to harass, bully or intimidate others. Such behavior will not be tolerated and will be subject to disciplinary action.

6. **Protect property rights of others.** Respect all copyright and license agreements. Cite all quotes, references and sources.

6. **Compliance with Laws.** Under no circumstances may any user engage in any activity that is illegal under local, state, federal, or international laws, or that is prohibited by District policies or rules.

Reliability. The District makes no warranties of any kind, whether express or implied, for the service it is providing. The District will not be responsible for any damages that students or other persons may suffer. This includes damages due to loss of data resulting from delays, non-deliveries, mistaken deliveries, or service interruptions, whether caused by the District's own negligence or staff or student errors or omissions. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Security. Security on any computer system is a high priority, especially when the system involves many users. If staff or students identify a security problem with the District's Internet or network resources, they must notify a teacher, principal or the system administrator. Students should not demonstrate the problem to other users. In addition, staff and students should take all necessary steps to prevent unauthorized access to their accounts, and may not use another individual's account. Any attempt to log on to the Internet as a system administrator is prohibited. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the District's Internet and network resources.

Vandalism. Vandalism by a staff member or student will result in cancellation of a staff member's or student's network privileges and may be grounds for other disciplinary action. Vandalism is defined as any malicious act or attempt to harm, modify, or destroy the computer property or data of the District or another user, the Internet or network resources of the District, or any other technologies used in the District.

This includes, but is not limited to, participation in hacking or the uploading or creation of computer viruses and other malicious programs.

Restricted Material. Users shall not intentionally create, access, download, or disseminate any text file, picture, or other material that includes material which is defamatory, harassing, discriminatory, obscene, pornographic, libelous, indecent, vulgar, profane, lewd, harmful to others, including minors, or which advertises any product or service not permitted to minors by law, or which is otherwise prohibited by this policy. This includes insulting or fighting words, the very expression of which injures or harasses others, and material that presents a clear and present likelihood that either because of its content or the manner of distribution will cause a material and substantial disruption of the proper and orderly operation of the school activities or will cause the commission of unlawful acts or the violation of school regulations. If a user encounters such restricted material, the user should immediately terminate contact with the material and notify District personnel.

Unauthorized Costs. Users shall not access any service or site via the Internet that has a cost involved without prior consent of the District. Users accessing such a service without prior consent will have access suspended and will be responsible for all costs.

Account Information. The District will require all users to notify the system administrator of all changes in account information. Currently, there are no user fees for use of the Internet.

Monitoring. The District may monitor the use of District equipment, systems, and network resources at any time, with or without notice to users.

Harassment and Bullying. In accordance with Iowa law, the District's policy against harassment and bullying applies to electronic communications such as e-mail messages, Internet-based communications, cell phones, and electronic text messaging while on District property, at District activities or District sponsored events. Staff and students shall not engage in harassing or bullying behavior via any electronic means, including those means that may not necessarily be a part of the District communications network system.

Internet Safety. To the extent required by federal law, the District shall monitor the online activities of minor students and use technology protection measures to protect against their access of inappropriate material online, including sites that contain obscenity, child pornography, or are otherwise harmful to minors. The District shall also educate staff and students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. This District education does not and should not take the place of, but shall supplement, the education parents provide their children at home about the importance of Internet and other online safety measures.

Training. The District will provide training for staff and age-appropriate training for students. The training will be designed to promote the District's commitment to:

1. the standards and acceptable use of Internet services as set forth in this policy.
2. Student safety with regard to-
 - a. safety on the Internet
 - b. appropriate behavior while online, on social networking websites, and in chat rooms.
 - c. cyber bullying awareness and response.
3. Compliance with the E-rate requirements of the Children's Internet Protection Act.

Student Use of Personal Communication Devices. The District prohibits student use of personal communication devices such as cellular telephones, smart devices, and PDAs for purposes not directly related to established educational programming. This prohibition applies during the school day and while participating in school activities, whether those activities are in the District or elsewhere. If a student has a question regarding the use of a communication device, including but not limited to whether the use of that device is prohibited by this policy, the student should contact the principal before using the device. The prohibition of these devices is required to prevent unnecessary disruption of the educational process.

Policy Maintenance. In compliance with federal law, a copy of this policy will be maintained showing the date and action of adoption for at least five (5) years beyond the termination of funding under the Children's Internet Protection Act (CIPA) or E-Rate.

Date of Revision: April 15, 2013

Legal References: Children's Internet Protection Act, ___ U.S.C. §1701 et seq.; 256.11, 279.8, 280.3, 280.14, Code of Iowa; 281 I.A.C. 12.5(10)

Leaving School Grounds

MWA is a closed campus. Students may not leave the campus once they arrive at school. If a student leaves campus without permission, the student's parent/guardian will be called and the student may be asked to leave campus for the remainder of the day and/or the following school day.

Leaving for Lunch

Students with a split schedule (attending both morning and afternoon classes) may leave for lunch. Students may also eat lunch on campus. Students may bring their lunch. Microwaves are available for students to heat their food in the Faculty Room.

Medical Conditions

MWA does not have a nurse on campus. If possible, student medication should be given at home. If it is necessary for a student to take medication at school, parents must complete an Authorization to Administer Medication to Student form. All medications must be sent to MWA in its original container with the prescription label, or manufacturer's label, clearly visible.

Personal Property/Electronic Devices/Cell Phones

With their instructor's permission, students may be allowed to use electronic devices with headphones in the classroom for instructional purposes or during individual work time. Cell phones are not allowed in class and need to be put away and out of sight; however, students may use their cell phones in the common areas in between classes and before and after school. Misuse of electronic devices and cell phones will result in the parent/guardian being notified and they may be confiscated.

MWA is not responsible for lost, stolen, or damaged items.

Community Learning and Field Trips

Metro West Academy instructors emphasize real world content and experiences. Also, we strive to build strong relationships, especially by inviting staff and students to volunteer and work with Community Partners. Some classes include service learning. Transportation for all these events (usually held once a month), from school is provided by bus, van, or passenger car driven by a staff member.

Student-Centered Learning

Student-centered learning engages student in the learning process. Students' personal interests determine which projects they complete. With student-centered learning, teachers act as advisors

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who help facilitate the learning process. Instead of students sitting in a teacher-driven classroom, students learn through the exploration of topics that interest them.

With some projects, student-centered learning allows students to address standards and benchmarks across curriculum areas. When this occurs, a student may be learning and completing standards and benchmarks from multiple courses in one project. Instead of students demonstrating their mastery of knowledge by taking tests, students will represent what they've learned through the construction of personally meaningful projects. The projects demonstrate knowledge through research papers, community projects, portfolios, submitting business proposals, performing plays or podcasts, blogging, or writing legislators.

The beauty of student-centered learning is that it can work for any student. The process is flexible and can be tailored towards specific learning styles, prior student knowledge, or student motivation. It is our hope that after spending some time adjusting to the student-centered learning system, most students will create, plan, and implement impressive projects of high quality going above and beyond the typical secondary school.

Tobacco Prohibited

No smoking or use of smokeless tobacco products will be permitted in MWA or on its grounds. No smoking or use of smokeless tobacco products will be permitted in MWA vehicles at any time, regardless of the location of the vehicles. This includes e-cigarettes and vape-pens. Notices to this effect will be displayed in all buildings and vehicles. This is state law, and students can be ticketed by law enforcement if they violate the law.

Transportation

Each district provides transportation to and from MWA. For more information on transportation, students should contact their home district.

Courses Offered

ENGLISH

English I/Freshman English/English 9

This is a survey course, which introduces the student to a wide range of English subject areas. The study of literature includes short stories, classic novels, contemporary novels, poetry and a play. Composition is an integral part of the literature program. Grammar and usage are formally studied and stressed in all aspects of speaking and writing. Speaking and vocabulary development are included in every unit of study.

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English II/English 10/Language and Literature

This course includes an expansion of literature and language skills developed in English. The students will explore expository, descriptive and persuasive writing. The study of literature could include short stories, poetry, drama, the novel, and nonfiction. Vocabulary development is also included.

Speech Communication

Speech Communication helps students develop skills for public speaking as well as the communication process. This course emphasizes interpersonal and intrapersonal skills, listening, group dynamics, parliamentary procedure, and the individual speech process.

Composition

Composition emphasizes the writing process in all kinds of writing – narrative, descriptive, and expository. A study of research skills leads to the writing of a research paper. The course also focuses on vocabulary development, sentence expansion and variety, grammar, usage, and mechanics.

Creative Writing

Creative writing focus on imaginative writing style which could include short stories, poetry, and creative nonfiction. Writing skills will be developed through a variety of writing activities. Students will practice reading and responding to literature in all different stages of the writing process. A final summative portfolio of the work will show growth throughout the course.

Survey of Literature & Writing/ *Nonfiction*

Survey of Literature & Writing Nonfiction classes will have a non-fiction and persuasive emphasis. This will be covered across reading a variety of informational selections, writing, and language.

Survey of Literature & Writing/ *Fiction*

Survey of Literature & Writing Fiction classes will have a fiction and narrative emphasis. This will be covered across reading a variety of the novel, short stories, poetry and plays. Writing, and language, are also included.

Independent Reading

Independent Reading is for students who love to read and/or would rather select their own books to read. A writing analysis will be incorporated into the course, along with projects of your choice to show your comprehension of the elements, and interpretation of literature.

FAMILY & CONSUMER SCIENCES

Adult Living Skills

This book is a student information book, intended to share information with MWA students and families. It is not a handbook. Please refer to home districts handbooks and board policies for additional information.

Adult Living Skills is designed to help prepare students for living on their own after high school. Students develop decision-making skills as they relate to food selection and preparation, clothing selection and care, housing alternatives, and personal financial planning. The intent is to help students understand both the immediate and long-range consequences of the decisions they will be making.

Parenting

Parenting is designed to provide information about parenting attitudes, knowledge and skills, which will enable students to make responsible decisions about parenting. Students will learn about the parenting roles and responsibilities involved in caring for and nurturing the development of children from birth through the teen years.

INTERDISCIPLINARY/INTEGRATE & VOCATIONAL

Advisory

This course is an educational opportunity that provides additional support to help students develop positive self-concepts and find success. This course will develop personal and social responsibility and build positive relationships.

Resource/Skill Building

Each student will work toward strengthening basic academic skill areas. Credit is determined by the amount of time a student does skill-building work versus tutorial assistance.

Service Learning

Service Learning offers students an opportunity to get involved with our community through volunteering and mentoring. Through this class, students will make a difference in another person's life as well as their own. Students will participate in a variety of service learning projects to enhance self-esteem, citizenship, work ethic, academic growth, and work skills.

Independent Career Portfolio

Students will be involved in creating a personal notebook, which will highlight personal reflections and employability skills. Components will include career interest and aptitude assessments, goals, personal information, interview information, legal information, and career research.

Work Experience

Work experience is a cooperative arrangement between student, school, and employer. Work Experience allows a student to gain job skills, earn money, and school credit through employment in the community. While on the job, the student will learn first-hand the skills/competencies needed to get and keep a job. Students must have a job ("cash" jobs and working for relatives do not count).

Social Skills

This book is a student information book, intended to share information with MWA students and families. It is not a handbook. Please refer to home districts handbooks and board policies for additional information.

This course focuses on helping students develop the skills needed to interact appropriately both at school and in the community. Issues such as peer pressure, teasing, accepting responsibility, and friendship are discussed.

MATHEMATICS

General Math

General Math is designed to develop and improve a student's arithmetic computation skills. Students are introduced to everyday situations in which they will use math skills. A secondary purpose is to prepare students for Pre-Algebra.

Consumer Math I

Consumer Math I is designed to develop and sharpen arithmetic skills through an exposure to the wide range of everyday uses for mathematics. This course is also designed to provide pertinent information that students will utilize in everyday living situations. Consumer Math I is one semester.

Consumer Math II

Consumer Math II is designed to develop and sharpen arithmetic skills through an exposure to the wide range of everyday uses for mathematics. This course is also designed to provide pertinent information that students will utilize in everyday living situations. Consumer Math II is one semester. (Prerequisite Consumer Math I)

Pre-Algebra

Pre-Algebra is designed to help students make the transition from arithmetic to algebra. Students will develop the understanding and the thinking skills they will need for future work in mathematics.

Algebra I

Algebra I is designed to prepare students for further study of mathematics. We assume the real number system exists and investigate its properties, which apply to algebraic concepts and skills.

Algebra I A

Algebra I A is designed for students who want to take algebra but find the abstract concepts difficult to grasp and need additional time to refine skills and build confidence. This is the first year of a two year course and allows the students to cover the same curriculum as students in Algebra I. Students will spend more time on each concept and will have more time to practice and demonstrate skills that will develop and internalize the abstract concepts presented in algebra.

Algebra I B

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Algebra I B is the second year of the two-year course sequence of Algebra I A and B. This course is designed for students who want to take algebra but find it hard the abstract concepts difficult to grasp and need additional time to refine skills and build confidence. Algebra I B allows students to cover the same curriculum as students in second semester Algebra I. Students will be able to spend more time on each concept and will have more time to practice and demonstrate skills that will develop and internalize the abstract concepts presented in algebra.

Geometry

Geometry is designed to provide insight into the properties of geometry and mathematical proofs, which will provide a good foundation for students who may want to take advanced courses. Most of the work is with two dimensional figures with the idea, that students can transfer these properties to their three dimensional world.

Algebra II

Algebra II is designed to study the properties and applications of algebraic, logarithmic, and exponential functions and series and sequences. It should provide valuable background for those entering technical fields and serve as a useful course for other college-bound students.

Probability and Statistics

Probability provides a framework for dealing with uncertainty and for interpreting predictions based on uncertainty. Students will use probability to make informed observations about the likelihood of events and to interpret and judge the validity of statistical claims. Statistics is utilized for the collecting, representing and processing of important data. Learning to apply these statistical techniques in solving problems, students will enhance their social awareness and career opportunities. Probability and Statistics is one semester. (Prerequisite Algebra II)

PHYSICAL EDUCATION

Physical Education

The objective of 9th/10th grade physical education is to provide students with a variety of activities that include sportsmanship, health/fitness knowledge and skill development.

Students will select an area of focus within 9th and 10th grade. Areas include Fitness, Team Sports, Recreational Activities, and Strength Training,. All sections will integrate the State required components of physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities. Fitness and Strength Training will introduce a variety of fitness programs such as aerobics and free weights. Team games sections will include activities such as basketball and volleyball. Recreational activities will include, but not be limited to, bocce ball and archery.

Physical Education

This book is a student information book, intended to share information with MWA students and families. It is not a handbook. Please refer to home districts handbooks and board policies for additional information.

The objective of 11/12th grade physical education is to provide students with a variety of activities that expand their experience in various physical activities.

Students will select an area of focus to continue to study and demonstrate the state required components of physical education. Students will further develop their skills in movement, participate regularly in physical activities and lifelong activities, comprehend and apply the concepts of fitness, develop social relationships and gain an understanding of their individual fitness level. This course includes the state requirement of cardiopulmonary resuscitation (CPR) training for all graduates.

Contract Physical Education

In extenuating circumstances, students in grades 9–12 may participate in programs other than the regular physical education instructional program and still receive credit to meet graduation requirements.

The student must submit a Contract Program proposal that gives a general outline of activities. Student must meet the following requirements:

- Students must have no physical education failures to make up from previous years.
- Students must have a full academic schedule: 1. The schedule must include band, chorus and foreign language to be considered a full schedule. 2. The schedule includes senior credit deficiency needs. 3. The schedule includes vocational program (such as DMAACC or Central Campus).
- Students must participate in the activity 2.5 hours per week.
- Activities must include but not limited to:
 - 1) Physical fitness activities that increase cardiovascular endurance.
 - 2) Muscular strength and flexibility.
 - 3) Sports and games.
 - 4) Tumbling and gymnastics.
 - 5) Rhythms and dance.
 - 6) Water safety.
 - 7) Leisure and lifetime activities
 - 8) Water-Safety Instructor/Lifesaving

- Students must keep a log of the activity that includes amount of time spent on the activity each week. Logs can be found on the high school page of the website.
- Student and parent/guardian must meet with school administrator or staff designee. During the meeting students will submit their proposal explaining what activities they will participate in to successfully complete the contract. This must be done no later than one week prior to the start of the semester the student is contracting for. In order to be valid the contract must be signed by the student, a parent, the designated teacher, and an administrator all agreeing to its terms.
- Student must meet the CPR certification requirement for graduation

SCIENCE

Physical Science

Physical Science introduces the students to the physical world and prepares them for more advanced science courses. Physical Science is an inquiry-based course introducing students to chemistry topics and covers the following: Dimensional Analysis, Measuring, Matter, the Atom, the Periodic Table, Chemical Bonds, Chemical Reactions, Gas Laws and Acids and Bases, Motion, Forces, Fluids, Electricity, Magnetism, Simple Machines, Waves, Sound, Light and Optics.

Life Science

Life Science is concerned with major real world applications of the following concepts: the characteristics of living organisms, the classification of living organisms, cell structure and heredity, recognizing the main human biological system, dissections of certain animalia classes, and use of scientific method.

General Biology

General Biology is a variety of living organisms. Topics covered include cell structure, life characteristics, mitosis, heredity, and classification. The course also includes the study of plants and animals with emphasis on human comparisons. General Biology is a practical approach to Biology. It is for the student that needs a background in the basic biological language and in how these terms relate to everyday life and our surroundings.

Earth Science

Earth Science is concerned with the study of the planet Earth, its surrounding atmosphere, and universe beyond. Course content includes the following branches of earth science: geology, meteorology, and astronomy. Emphasis is placed on real world applications. Primary focus will be on major concepts.

Geology

This geology class takes a snapshot look at Earth's history and the forces that actively change the earth both today and in the past. Real world geological events will be researched and discussed. Focus will be on the skills of making observations and interpreting those observations.

Meteorology/Astronomy

This class will share time between the two fields of meteorology and astronomy. Meteorology will focus on understanding the processes that take place in our atmosphere and drive weather. Students will be asked to collect, record, organize, interpret, and analyze data that will result in a weather forecast including mapping. One aspect of the class will include research and discussions on historical and recent weather events. The astronomy section will focus on our solar system and bodies in our universe. Students will research and discuss the changing views of the universe and new discoveries.

Environmental Science

In environmental science we will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Some topics investigated include Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change.

Human Anatomy and Physiology

Human Anatomy and Physiology is a year-long course taught to prepare students for college level medical and/or anatomy courses. Students will study the structure and function of the body systems systemically. Students will start the class by reviewing basic biology knowledge, as well as learning important vocabulary and terminology used by the scientific community. A fundamental understanding of chemistry concepts is important to a student's success in this class. The following body systems will be taught during first semester: integumentary, skeletal, muscular, and nervous systems. Second semester will focus on the study of the endocrine, circulatory, respiratory, digestive, urinary, and immune body systems.

Life Skills – Science

Life Skills – Science allows students to explore a variety of science topics. It is designed to allow students to investigate using the process of scientific inquiry. Skills will correlate with life skills needed during their high school career as well as with their post-secondary transition. Students will utilize these skills in a variety of ways.

SOCIAL STUDIES

Topics in History

Topics in History provides students with a knowledge and understanding of history from reconstruction through WWI in the US (1865-1920). Students will view this time period from an American perspective as well as a world perspective. Units of study include: Reconstruction, Westward Expansion, Industrialization, Immigration, Imperialism and World War I. Each unit will tie into the following themes: diversity, tolerance, and unity.

Cultural Geography

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This course introduces students to the connections between the physical geography of a place and how it influences the culture of the people that live there. The curriculum covers the major methods and theories that are used in attempting to explain the world that human beings have created.

World Issues

World Issues is designed to acquaint the student with a wide range of current worldwide and national issues. Important issues or events in the world will be traced to their historical roots.

This course is designed to assist students in becoming more informed world-citizens and to give them the historical background of events necessary to better understand current situations.

Students will become familiar with important people, places and events in the world and will be able to hold opinions based on facts and deeper understandings.

American History

American History is a two semester course required for graduation. In this class, students are asked to examine movements in America, both past and present, which have shaped the American point of view. Students will study periods of American History from post Reconstruction (1877) to present day.

World History: Ancient

World History focuses on the development of civilization from earliest man. Emphasis is placed on human achievement from the Neolithic Period through the Middle Ages. Special emphasis is placed on the arts and sciences and the lasting contributions to Western Civilization made by the major groups studied. The role of the individual in history is stressed. Comparisons are drawn between ancient times and modern where applicable. The student should gain an understanding of their cultural heritage and an appreciation for the contributions made by individuals who lived in ancient times.

European World History: Renaissance to Present

European World History focuses on the political development of modern European nations from 1600 to present. Special emphasis is placed on political and social movements, which include nationalism, imperialism, industrialism, and the effects of war. The students should gain an understanding of the complexity of the modern world and an appreciation for the antecedents of current issues and conflicts.

American Government

American Government is a one semester course required for graduation. Students study a basic overview of the historical development, political process, and the three branches of government. The focus is the national government with additional information on state and local.

Economics

Economics class provides an introduction to the basic principles of macroeconomics and microeconomics. These theories are emphasized and highlighted in relation to the U.S. economy. Additionally, international finance is studied with respect of how the U.S. fits globally

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into world economies. Lastly, personal finance topics such as, but not limited to, savings and investing, insurance, and taxes are emphasized in order to help students prepare for their next step in life.

Non-Western History

Non-Western History focuses on Asian and Middle East Civilizations including China, India, Mesopotamia, Indus Valley, and the Middle East. Emphasis will be on the changing nature of societies through the perspective of political, social, and economic factors.

Psychology

A general survey of the important concepts in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, learning, memory, problem solving, sensation and perception, states of consciousness, motivation, emotions, personality, intelligence, gender, and sexuality and abnormal behavior.

Sociology

Students explore the concepts and theories necessary to systematic understanding of our social worlds. Topics include considering sociology as science, the nature of large-and small-scale groups, social stratification, historical eras and social change, and race, ethnic and gender relations.

MISCELLANEOUS CLASSES

Health

Students are introduced to a spectrum of health-based topics. Areas of study include, but are not limited to the following: self esteem and mental health, hygiene, anatomy, exercise, nutrition, substance abuse, family life, control and prevention of disease, consumer choices, first aid, death/dying, environmental concerns, and human growth and development. Interdisciplinary projects are a routine part of the health curriculum.

Independent Project

Students may request to do an independent project during the school day with a specific teacher. A student should work out the details of the project with the teacher, including credit, length of the project, and specific goals. Paperwork must be finalized and submitted to the guidance office prior to the end of the previous quarter. **All independent projects must be approved by the teacher, counselor, and administrator.**

*****For additional information on school policies, see your home school district's handbook.**

Educational Equity Statement

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (from program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. If you have questions please contact the district office at 11152 Aurora Avenue, Urbandale, IA or call 515.457.5000. The district's Equity Coordinators are Dr. Keri Schlueter, Coordinator of Student Services; Mark Lane, Director of Human Resources; and Crista Carlile, Director of Teaching and Learning.