

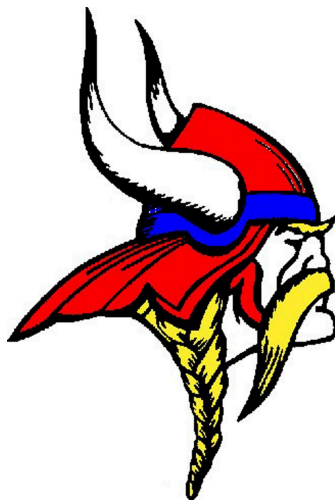
Decorah High School

Parent/Student

Planning

Guide

2024-2025



The Planning Guide can also be found on the High School Page under Forms & Information of the school website: www.decorah.k12.ia.us

The Decorah Community School District offers career and technical programs in the following service areas:

- Agriculture, Food, and Natural Resources
- Business, Finance, Marketing, and Management
- Human Services
- Applied Sciences, Technology, Engineering, and Manufacturing

It is the policy of the Decorah Community School District not to illegally 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, **Mr. Justin Albers**, Middle School Principal, 405 Winnebago Street., (563) 382-8427, justin.albers@decorah.k12.ia.us

DECORAH HIGH SCHOOL

CURRICULUM OFFERINGS 2024 - 2025

English Language Arts pg. 18

Art pg. 13

	Grade
* Art 1	9-12
* Art 2	9-12
* Ceramics	9-12
* Advanced Ceramics	10-12
* Contemporary Art	10-12
* Painting	9-12
* Photography	11-12

Career/Technical Education (CTE)

Agriculture, Food, & Natural

Resources pg. 14

	Grade
AgriScience 9	9
AgriScience 10	10
AgriScience 11	11
* AgriScience 12	12
* Farm Business Management (NICC)	
* Survey Animal Industry(NICC)	
* Veterinary Science	10-12
* Work Experience	11-12

Business, Finance, Marketing, & Management pg. 15

	Grade
Accounting I	10-12
* Accounting II	11-12
Business & Finance**	12
* General Business	9-10
* Introduction to Business (NICC)	
* Work Experience	11-12

Human Services (Culinary Arts) pg.16

	Grade
* Foods I	9-12
* Foods II	9-12
* Foods III	10-12
* Foods for Performance	9-12
* Hospitality	10-12
* International Cuisine	10-12
* Work Experience	11-12

Applied Sciences, Technology,

Engineering, & Manufacturing pg.17

	Grade
* Cabinet Making	9-12
* Cabinet Making II	10-12
* Intro to Construction	9-12
* Construction	11-12
* Electricity/Electronic	11-12
* Gas Engine Principles (NICC)	
* Intro to Metals	11-12
* Work Experience	11-12

	Grade
English 9	9
Advanced English 9	9
English 10	10
Advanced English 10	10
English 11	11
AP Literature & Comp	11-12
* British & World Literature	11-12
* Communication in Workplace	12
* Composition I (NICC)	
* Composition II (NICC)	
* Creative Writing through Film	9-12
* Foundations of Composition	11-12
* Ind. Survey of Lit.	9-12
* Literature of Drama	9-12
* Public Speaking (NICC)	

Foreign Language pg. 20

	Grade
Spanish I	9-12
Spanish II	10-12
Spanish III	11-12
Spanish IV	12

General Education pg. 20

	Grade
* Employability Skills (NICC)	
* Independent Study	11-12
Reading Success	9-10
Strategic Reading	11-12
Supplemental Reading	9-12
Work Based Learning	

Health pg. 21

	Grade
* Health 1	10-12
* Health 2	11-12

Mathematics pg. 22

Bridge to Algebra
Algebra/Algebra TT
Geometry/Geometry TT
Algebra II
Personal Finance TT**
AP Statistics
Pre-Calculus
AP Calculus AB

ELECTIVE MATH CREDITS:

AP Computer Science Principles

Project Lead the Way

Introduction to Engineering (IED)
Principles of Engineering (POE)

PSEO

Class at Luther / P ICC classes at NICC

Music pg. 24

	Grade
Band	9-12
Orchestra 9-10	9-10
Orchestra 11-12	11-12
9 th Grade Chorus	9
Vocal Music -Viking Chorus	10-12
Vocal Music -Concert Choir	11-12
* Class Piano	9-12
A.P. Music Theory	10-12
Independent Study	
Beginning Inst. Course ½ cr.	

Physical Education pg. 26

	Grade
* P.E.	9-12
* P.E. - Advanced	9-12
* P.E. - Buddy	10-12
* P.E. - Early Bird	10-12
* P.E. - Sport Waiver/S1 or S2	11-12
* P.E. - Intro Streng/Cond.	9-12
* P.E. - Strength & Cond.	10-12
* P.E. - Wellness	9-11

Science pg. 27

	Grade
Phy. Science/Phy. Science (TT)	9
Biology / Biology (TA)	10
* Princ. of Biomedical Science	11-12
* Botany	11-12
Chemistry	11-12
Honors Chemistry	11-12
* Electricity/Electronic	10-12
* Environmental Science	11-12
Physics	11-12
* Veterinary Science	10-12
AP Physics: Mechanics C	11-12

PROJECT LEAD THE WAY:

Princ. of Biomedical Science 11-12

Social Studies pg. 29

	Grade
* World Geography	9-10
* World History	9-10
American History	11
Honors World History & Geog.	9-12
* Economics**	11-12
* Government	11-12
* AP Government & Politics-Sem 2	11-12
* Psychology	10-12
* AP Psychology	11-12
* Sociology	10-12
* US History to 1877 (NICC)	
* US History from 1877 (NICC)	
* AP Directed Studies	11-12

AP Online Classes pg. 16

AP Online Classes 11-12

Co-Curricular Offerings pg. 35

*One Semester Classes (TT) Team Taught/Co-Taught
 AP – Advanced Placement (TA) Teamed w/ Associate
 ** Meets Financial Literacy Requirement starting with the Class of 2021

NAVIGATING YOUR ACADEMIC JOURNEY AT DECORAH HIGH SCHOOL

Welcome to the Decorah High School Course Planning Guide! This resource is designed to assist students, alongside their parents or guardians, in navigating the course selection process for the upcoming school year.

Within these pages, you will find valuable information to guide your course choices, ensuring they align with both your current educational needs and future aspirations. Whether your path leads to college or directly into the workforce, we aim to help you select courses that keep all options open, allowing you the flexibility to refine your future career plans.

It is important to reflect annually on your educational journey thus far. Consider how your past experiences can inform your decisions for the upcoming school year. Your choices should not only fulfill the mandatory requirements set by state law and the school board but also include elective courses offered by Decorah High School. These electives play a crucial role in shaping your educational and career opportunities.

We encourage students to openly discuss their educational and career aspirations with parents or guardians. Our teachers and guidance staff are also available for further advice and support in these conversations. Following your review of this guide, you will receive a registration form to list your course selections for the next year. While parental or guardian endorsement on this form is encouraged, the final course registration will be completed online under the guidance of our school Registrar and Guidance Counselor.

Embark on your academic journey confidently, knowing that your choices today will pave the way for your future success. Welcome to an exciting year ahead at Decorah High School!

Crafting Your Academic Path: A Guide to Elective Course Selection

As you design your educational program at Decorah High School, carefully considering elective courses is key. The importance of each factor in your selection process may vary based on individual goals and academic standing. Here are the core elements to guide your choices:

1. **Post-High School Goals:** Reflect on what you aspire to do after graduation. Whether it's further education, entering the workforce, or exploring other avenues, your electives should support these intentions.
2. **Academic Aptitude:** Assess your ability to engage with and master the course material successfully. Choose courses that align with your strengths and areas for growth.
3. **Prerequisite Pathway:** Consider how your current course selections can pave the way for more advanced study in areas of interest.
4. **Personal Interest:** Your enthusiasm for a subject is crucial. Choose courses that genuinely intrigue and motivate you.

An essential reminder: Select courses based on your academic and career aspirations, not just following peers. Your best friend's ideal class might not align with your educational needs or interests. Pay attention to your grade trends and assessment scores, as they can provide insight into suitable course difficulty levels.

If you have any questions after reviewing this guide, we strongly encourage discussions with teachers, the guidance counselor, or the registrar. Remember, the ultimate goal of your high school education is to challenge you academically while ensuring the courses you choose are within your capability to master with dedicated effort. Make choices that will enrich your high school experience and set a strong foundation for your future.

GUIDANCE AND COUNSELING: SUPPORTING YOUR EDUCATIONAL JOURNEY

The guidance and counseling department at Decorah High School offers a specialized service to foster each student's personal and academic growth. Our goal is to assist you in:

- **Self-understanding:** Gain insight into your abilities, interests, and qualities. Understanding yourself is the first step in making informed decisions about your future.
- **Optimizing Potential:** We help you maximize your capacities and talents, guiding you toward achieving your full potential.
- **Environmental Adaptation:** Learn to adjust effectively to various situations and environments within and outside the school setting.
- **Decision-Making and Problem-Solving:** Develop skills to make independent, wise decisions and to solve problems effectively. This is crucial for both academic success and life beyond school.
- **Contributing to Society:** We aim to equip you with the skills and knowledge to make meaningful contributions.

The responsibilities of the guidance staff include:

- **Registration of Students:** Assisting with the course registration process to ensure a smooth academic journey.
- **Counseling, Interviewing, and Testing:** Providing support through one-on-one counseling sessions, conducting interviews, and administering tests to help understand your needs and abilities.
- **Educational, Vocational, and Personal Guidance:** Offering advice and guidance on academic choices, career paths, and personal challenges.
- **Parent and Student Engagement:** Keeping parents and students informed and involved through interviews and regular communication.
- **Record Maintenance:** Keeping accurate and confidential academic and personal development records.

Remember, our guidance counselor is always available to discuss your study program, career aspirations, or any personal issues you might face, whether related to school or external circumstances. We are here to support you every step of the way through your high school experience.

ACCREDITATION

Decorah has continuously been on the accredited list of schools issued by the Iowa State Department of Education. This means that credit earned is acceptable to colleges and universities throughout the United States. It does not mean that students with low grades or taking a misaligned course selection can gain entry to any college or university. Individual colleges and universities establish entrance requirements to suit individual needs. A student desiring to enter a particular college or university should, early in their high school career, determine the entrance requirements of the school of their choice and prepare to meet them. We suggest you consult the guidance office or visit the college or university website for their online catalog.

REGISTRATION FOR CLASSES

Registration for academic courses and co-curricular activities for the upcoming school year begins after the first semester. Information concerning courses and co-curricular activities is located in the Planning Guide booklet. It can be found under Forms and Information on the High School page of the district website.

REGISTRATION FOR SCHOOL

Annual school registration will take place beginning April 15th. At this time, parents will complete online registration through PowerSchool and pay registration fees for the following school year. Registration fees include the instructional fee, towel fee, and technology fees. Other optional fees include student activity tickets, instrument rental, booster club memberships, and lunch account deposits. Student activity tickets will admit the student to regular season activities except for plays, musicals, and postseason sporting events.

CLASS CHANGES

Registration is an essential administrative process. It determines the number of sections of the course to be authorized, which, in turn, establishes the requirements for teachers and classroom space. Schedule changes can be made during the first three weeks of classes. Written consent from a parent/guardian, teacher(s), and counselor may be needed before a change is granted. A grade of (F) will be given if a course is dropped after the first three weeks of classes. Dropping a semester course may be allowed if the class size is lower than the minimum limits for the class to be offered. Adding a semester course may be allowed if the maximum class size is not reached.

REPORTING STUDENT PROGRESS TO PARENTS

Decorah Schools uses PowerSchool to report student grades. Students and parents can and are encouraged to view student progress anytime by logging into PowerSchool. Usernames and passwords can be obtained by contacting the office.

HIGH SCHOOL TRANSCRIPTS

Requests for high school transcripts are to be made to the Registrar's Office.

CHANGE OF ADDRESS

If a student moves to a different residence, they should immediately inform the office of the change of address and telephone number.

EARLY GRADUATION GUIDELINES

The successful completion of any activity requires accomplishing specific requirements. To complete the Decorah High School educational program, a student must accomplish the minimum requirements determined by our school district.

Our school district has made provisions for earning a diploma based on the completion of requirements rather than by

spending a specific number of successive years in accomplishing the requirements. The student must indicate an intention to graduate before the final year classes begin (preferably during registration).

A request from both the student and the parent/guardian must be made in writing to the high school principal for administrative approval by December 1st.

REQUIREMENTS FOR GRADUATION

A credit is earned by obtaining a passing grade in a class for the semester. Approximately 12 credits each year are needed to make regular progress toward a high school diploma. A minimum of 48 credits is required for graduation from Decorah High School. Also to be considered are the specific course requirements listed below.

THE FOLLOWING ARE COURSE REQUIREMENTS FOR GRADUATION:

ENGLISH: Eight (8) credits must be earned, including

- Two (2) credits of English 9
- Two (2) credits of English 10
- Two (2) credits of English 11
- Two (2) elective English courses

MATH: A minimum of six (6) credits must be earned.

SCIENCE: Six (6) credits must be earned, including

- Two (2) credits of Physical Science 9.
- The requirement for a life science credit must be fulfilled through Environmental Science or Biology.

SOCIAL STUDIES: Six (6) credits must be earned, including

- One (1) credit in World Geography
- One (1) credit in World History
- Two (2) Credits in American History
- One (1) credit in Government
- One (1) credit in Economics, including instruction in Financial Literacy.

HEALTH: One (1) credit must be earned.

CPR instruction leading to certification must be completed.

PHYSICAL EDUCATION: Four (4) credits must be earned (½ credit per semester).

FINANCIAL LITERACY: All students must successfully complete one credit of personal financial literacy. The requirement may be met through successfully completing one of the following:

- Personal Finance or Business & Finance
- Economics or Macroeconomics

OTHER CONSIDERATIONS: Music classes (instrumental, vocal, and orchestra) will receive one credit per semester if the class meets a minimum of 200 minutes per week.

SUBJECT LOAD

Students in grades 9, 10, and 11 must carry a minimum of **five full-time academic courses, plus physical education**, unless the counselor or principal has granted special permission to do otherwise. Seniors must be enrolled in and complete a minimum of four classes plus physical education. PSEO, PICC, concurrent, and some career academy classes count toward the minimum course load requirements.

TAKING CORRESPONDENCE OR ONLINE CLASSES WHILE IN HIGH SCHOOL

Any high school student may be eligible to take a correspondence course (online correspondence courses are options as well) with the approval of the Guidance Department and Administration. Courses of this type involve an agreement by the student, a supervisor who is usually a teacher in our school system, and a correspondence instructor at the correspondence school itself. Costs for correspondence courses generally range from \$200.00-500.00 per course.

Prior approval is required if the class is to be considered for credit at Decorah High School. An essential consideration in approving is whether the course is remedial or enrichment in purpose. Remedial courses are used when a student has failed a required course. Enrichment courses are often taken in place of a subject offered in our high school. These courses must be comparable to what is offered at Decorah High School.

POSTSECONDARY PLANNING AT DECORAH HIGH SCHOOL

Choosing the suitable courses in high school to align with your post-secondary plans, whether at a two-year college for immediate career preparation or as a stepping stone to a four-year university, is a strategic decision. Understanding these nuances will help you make informed choices about your high school course selection.

Four-Year College Preparation: Course and Grade Requirements

As you plan to be admitted to a four-year college, understanding and meeting the recommended course requirements is crucial. Here's a breakdown of what most four-year colleges expect:

1. **English:** 8 semesters, encompassing both oral and written communication skills. This ensures a strong foundation in language and literacy.
2. **Mathematics:** 6 semesters, including Algebra II. This requirement is critical for developing quantitative reasoning and problem-solving skills.
3. **Social Science:** 6 semesters, providing a comprehensive understanding of society, history, and human behavior.
4. **Science:** 6 semesters, with courses in chemistry and physics. This forms the basis of a solid scientific background, essential for various fields of study.
5. **Foreign Language:** 6 semesters, enhancing linguistic skills and fostering cultural awareness.

In addition to completing these courses, achieving the necessary grades is essential. A minimum grade point average (GPA) of 3.0 (equivalent to Bs) is often desired for admission to many four-year colleges. However, consider that several colleges are highly selective and may have higher standards regarding GPA and standardized test scores like the ACT.

Striving for academic excellence in these areas will meet the prerequisites for college admission and prepare you for the rigors of collegiate study. Remember, the goal is to build a strong academic foundation that aligns with the expectations of four-year colleges, enhancing your readiness and competitiveness as a college applicant.

Two-Year College Requirements:

When considering admission to a two-year college, it's essential to understand the requirements and expectations. While these colleges offer flexibility, there are still crucial points to keep in mind:

1. **High School Diploma:** A high school diploma is essential for admission to a two-year college. Unlike four-year institutions, specific courses or a minimum grade average may not be mandatory, but the diploma is essential.
2. **Program-Specific Prerequisites:** Some specialized programs at two-year colleges, such as nursing at NICC, have specific prerequisites. These may include completing certain courses with a minimum grade (e.g., C- in NICC's nursing program) or demonstrating proficiency in relevant areas.
3. **Admission vs. Program Requirements:** While general admission to the college might not require specific courses or grades, individual programs within the college could have their own prerequisites or proficiency requirements.
4. **Preparation for Further Education:** Admissions personnel often recommend that students take preparatory classes similar to those required for four-year college students. This is not mandatory for admission but can benefit academic preparedness, especially for those planning to transfer to a four-year institution.
5. **Career and Academic Goals:** Two-year colleges are popular for students aiming to earn an associate's degree, either to prepare for a specific career or fulfill licensure requirements. Additionally, they offer a pathway for students who need to earn additional credits or improve grades to become eligible for a four-year college. This route is also advantageous for completing general education requirements before transferring to a university.

AMERICAN COLLEGE TEST (ACT)

The ACT, representing the American College Testing Program, is suggested or required by every college in Iowa before final admission can be granted. The only exceptions are the area community colleges for those interested in vocational-technical programs or private vocational-type schools such as business schools, cosmetology schools, and mechanic schools.

There are two primary purposes for requiring this test. First, your academic achievement in social studies, mathematics, science, and English can be compared with thousands of other students. This enables the college to supplement your high school grades with other information in determining your chances for college success.

Schools then factor this into their decisions regarding admission and academic merit scholarships. A second purpose lies in the area of course selection (placement). Again, compared to your high school record, you may be encouraged to take advanced coursework or remedial work instead of the "typical" course level offered.

Students can register online at <https://www.act.org>. National testing centers administer the tests seven times a year on Saturday mornings. It is suggested that juniors take the test for the first time during the April testing session of their junior year. Fortunately, Luther College is a testing center.

ADVANCED PLACEMENT COURSES (AP)

AP (Advanced Placement) courses are college-level classes for high school students. These courses allow students to earn college credit while still in high school, depending on the score earned on the AP exam. **Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus, to be eligible to enroll in AP courses.**

Students enrolling in AP courses should have a solid academic record and good grades in related classes. Additionally, some AP courses may have prerequisites, such as taking a certain number of classes in the subject area before enrolling. AP courses are known to be rigorous and demanding, with a fast-paced curriculum and a high level of expectations. The coursework is designed to be college-level and requires students to have strong critical thinking, analytical, and study skills.

To earn credit for an AP course, students must take the AP exam in that subject area. The exam is typically taken in May and is graded on a 1-5 scale, with a score of 3 or higher generally considered passing. Depending on the college or university, a score of 3 or higher on an AP exam can earn students college credit or allow them to drop out of certain college classes.

ARTICULATED CLASSES

Career Technical educators have identified competencies for several courses that may be articulated to NICC or other Iowa Community Colleges within one (1) year of high school graduation and reflected on the student's college transcript. The course description booklets identify Decorah High School courses as articulated courses.

Procedure to Complete the Articulation Process:

1. The Career-Technical instructor will validate that the student has met the identified competencies and sign the course competency certificate.
2. The career-technical instructor and the high school principal will issue a competency certificate to the student, which the course competency checklist must accompany.
3. The student will then submit the competency certificate to the appropriate Career-Technical Department or designated representative of the community college for enrollment and placement during the admission process.

Following the application and a review of the certificate(s), the respective community college will determine the "advanced standing status" of the student. To officially obtain advanced standing status, the student must be admitted to one of the community colleges and enroll in an appropriate career-technical program of study within one academic year of graduation from high school. The student's college transcript will reflect the advanced standing per community college guidelines.

CONCURRENT CLASSES

The concurrent enrollment program, or district-to-community college sharing, promotes rigorous academic or career technical education (CTE) pursuits by providing opportunities for high school students to enroll in eligible nonsectarian courses at or through community colleges.

Concurrent enrollment courses are offered through contractual agreements between community colleges and school districts. Through the program, community college courses are offered to classes of high school students in grades 9 through 12. The classes are college, even if held in a school district classroom. The site is the college's satellite location during the concurrent enrollment course. The instructor may be a community college instructor or a high school instructor employed by the contracted district who meets state and college faculty standards and requirements.

In cooperation with [Northeast Iowa Community College](#), Decorah High School offers several courses in our curriculum that allow students to earn high school and college credit.

Decorah High School instructors with the necessary teaching credentials teach selected classes here on our campus, utilizing NICC course guidelines and textbooks. These courses include the following:

Composition I
Composition II
Employability Skills
Farm Business Management
Gas Engine Principles

Introduction to Business
Public Speaking (Speech)
US History to 1877
US History from 1877

Students enrolling in any of these classes must first be proficient in math, science, and reading as established under Senior Year Plus. If students meet these standards, they must report an ACT or ACCUPLACER score to NICC. In most cases, no specific score is required. The exceptions would be Composition I, which requires an ACT English score of 18, or an ACCUPLACER writing score of 5.

The **ACCUPLACER** is a computer-based placement test used by NICC and other community colleges in Iowa to examine a student's skill levels in several academic programs. The results help to determine student placement in core courses offered by Iowa community colleges.

NATIONAL MERIT SCHOLARSHIP QUALIFICATION TEST (NMSQT/PSAT)

The combination of the [National Merit Scholarship Qualification Test](#) and the [Preliminary Scholastic Aptitude Test \(PSAT\)](#) is a two-hour test battery designed for interested juniors to measure verbal and mathematical abilities essential in performing college-level work. The test is administered in October to those 11th graders who have registered.

The tests are conducted under the National Merit Scholarship Corporation (NMSC), an independent, nonprofit organization established in 1955, by grants from the Ford Foundation and the Carnegie Corporation of New York. This Merit Program combines a yearly nationwide search for talented youth with services designed to increase financial assistance for able college-bound students.

Students are NOT required to take these tests to be eligible for financial assistance in college. The purpose of the tests is to recognize outstanding academic talent in the form of financial rewards through the National Merit Scholarship Corporation.

Approximately 9,000 Iowa high school 11th graders take the test yearly, but only 250 students are designated Merit Scholars. However, since no eligibility criteria exist for taking the test, any junior may take the NMSQT.

REGENTS ADMISSIONS INDEX (RAI) (No longer includes Class Rank)

Although class rank will continue to be used to determine honors, such as valedictorian and salutatorian, Decorah High School will no longer report class rank as a part of the transcript and reporting process. A student's class rank is his/her standing according to the total grade point average, with the highest average taking the top position of first rank. Other indicators, such as grade point average and ACT scores, will be reported on the transcript.

Students applying to Iowa State University, the University of Iowa, or the University of Northern Iowa will need a Regent Admission Index (RAI) of at least 245 to be automatically admitted. The calculation of the RAI score is as follows: $RAI = (3 \times \text{ACT composite score}) + (30 \times \text{high school GPA}) + (5 \times \text{number of high school courses completed in the core subject areas})$. Students can calculate their RAI at regents.iowa.gov/RAI.

POSTSECONDARY ENROLLMENT OPTION (PSEO) COURSES

First established in 1987, the PSEO program is intended to promote rigorous academic pursuits and to provide a wider variety of options to high school students.

The program allows students identified as gifted and talented by their local district to enroll in college courses. Through the program, individual students may enroll in an eligible postsecondary course if a comparable course is not offered at their school. Successful course completion also generates high school credit and applies to district subject area and graduation requirements.

In addition to the Senior Year Plus (SYP) student eligibility requirements, students also must meet the following requirements to be eligible to enroll in PSEO courses.

Definition of Eligible Student

- Must be a resident of Iowa;
- An eleventh or twelfth-grade student;
- A ninth or tenth-grade student identified as gifted and talented according to Iowa Code section 257.43.

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

A school district may not enroll students into a PSEO course when it is possible for such enrollment to be handled through a contracted course offered through the concurrent enrollment program. If the district has a contractual agreement with a community college, enrollments through PSEO are not permissible through any of the state’s 15 community colleges (281 22.17(3)). In practice, most high school students’ enrollment in community college coursework will be through the concurrent enrollment program. Only in rare circumstances, such as a district without any concurrent enrollment agreement, is enrollment in a community college course through PSEO permissible. The school district may continue to enroll students through PSEO in coursework offered by other eligible postsecondary institutions, including Iowa’s public universities, private colleges and universities, and eligible proprietary institutions (see Appendix B).

PROJECT LEAD THE WAY (PLTW) COURSES

Project Lead the Way (PLTW) provides science, technology, engineering, and mathematics (STEM) oriented curriculum in several areas, including engineering, biomedical, and computer science.

SENIOR YEAR PLUS

Iowa law requires that students must meet the criteria to be eligible to participate in [Senior Year Plus](#) programming. Programs included in Senior Year Plus are concurrent classes, PSEO, PICC courses, and Advanced Placement classes. These programs are discussed elsewhere in this guide.

The requirements to be able to complete concurrent PSEO, PICC, or AP classes state, “a student shall demonstrate proficiency in [all content areas of reading, math](#), and science as evidenced by the most recent ISASP scores. [Corresponding cut scores](#) are listed below:

Table 1: Proficiency Cut Score Ranges for ISASP Performance Levels

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

Senior Year Plus rules include students who attend public and non-public high schools and those served through “competent private instruction,” i.e., are dually enrolled. Students absent or choosing not to take the ISASPs are considered non-proficient and not eligible for programming under Senior Year Plus.

Students seeking to enroll in a CTE course via concurrent enrollment are exempt from the ISASP proficiency requirements. However, the student may be required to complete an assessment administered by the eligible community college to determine the applicant’s readiness to enroll in CTE coursework.

Once students establish eligibility under Senior Year Plus, they must still meet all other criteria necessary under concurrent course, PSEO, PICC, and Advanced Placement programming. Questions about Senior Year Plus can be directed to the high school principal or the guidance counselor.

TAKING COLLEGE-LEVEL CLASSES WHILE STILL IN HIGH SCHOOL

When a high school student wishes to take a college-level class while still in high school, and no comparable class is taught in the high school, the school district is financially responsible for student tuition under the Postsecondary Enrollment Options Act.

According to Senior Year Plus, students must score at or above the designated cut score on the reading, math, and science portion of their most recent ISASP assessments. If proficient, students are then required to meet the criteria of the PSEO program as outlined below. A course taken in this manner is treated the same as any other class. Students receive credit for the class, and the grade earned goes on the student's high school record. Specifics related to PSEO classes are available in the guidance office. Students desiring to enroll in PSEO classes should indicate their intent during registration.

To summarize, the essential items of the PSEO include the following:

1. admissibility under Senior Year Plus and college standards,
2. no comparable class available,
3. grade and credit must go on the student's record,
4. students in grades 9-12 are eligible

A different policy applies if a comparable course is taught at our high school. Any admissible high school student can take any class at any school if willing to pay the cost. Grades and credits will become a part of the student record if desired.

To summarize:

1. The student is financially responsible
2. You must be admitted to your college
3. Grade and credit may go on record if requested
4. Grades 9-12 are eligible

DECORAH HIGH SCHOOL ACADEMIC POLICIES, PROCEDURES, AND PROTOCOLS

ACADEMIC ELIGIBILITY STANDARDS

In providing for establishing and enforcing academic standards for students participating in co-curricular activities, local and state guidelines have been put in place to assist students and support the state law requirements. These guidelines are listed below.

A. STATE GUIDELINES

Students in grades 9-12 participating in interscholastic athletic competition for the IGHSAU (Iowa Girls High School Athletic Union) and IHSAA (Iowa High School Athletic Association) shall be subject to the Iowa Department of Education Scholarship Rules regarding academic eligibility. Students in grades 9-12 participating in interscholastic speech competitions shall be subject to the IHSSA (Iowa High School Speech Association) rules regarding academic eligibility. Students in grades 9-12 participating in interscholastic music competitions shall be subject to the IHSMA (Iowa High School Music Association) rules regarding academic eligibility.

The Department of Education, the IHSSA, and the IHSMA rules require the following:

- Students must all receive credit in at least four subjects (each of one period or "hour" or the equivalent) at all times.
- Students must pass all and make adequate progress toward graduation to remain eligible.
- If not passing at the end of the grading period in which a grade will appear on a transcript, the student is ineligible to dress for and compete for the first 30 consecutive calendar days in the interscholastic activity in which the student is a contestant from the first legal competition date of that activity.
- If not passing at the end of the grading period in which a grade will appear on a transcript, the student is ineligible for the first period of 30 consecutive calendar days in any event sanctioned or sponsored by the IHSSA or the IHSMA and those events that are competitive or evaluative and are not sponsored by the IHSSA and the IHSMA in which the student is a contestant.

DRIVER EDUCATION CLASS REGISTRATION

Driver's Education is a two-part process. 1. Students take the online class through [StreetSmarts](#). Students have 45 days to complete the class when they create their online account. 2. Students sign up for and drive six (6) times with one of our instructors. To be eligible, a student must be a minimum of 14 years of age and have a learner's permit one month before class begins.

No high school grades or credits are awarded. The role of our high school is to facilitate the sign-up of prospective students. Driver Education information can be found on the district website under [High School/Forms and Information](#). Registration is completed online through [StreetSmarts](#). Selection for Driver Education is offered to high school students first and then middle school students. Payment is due at the time of online registration. Cost can be found in the online enrollment with StreetSmarts. .

ELECTIVE CLASSES

Students may take any elective class pass/fail by obtaining parent, teacher, and counselor approval.

GRADE IN PROGRESS POLICY

Grades are “in progress” until the end of each semester. Decorah High School has two semesters; semester 1 ends in mid-January, and semester 2 ends at the end of the school year. Midterm grade checks are completed throughout the school year at the middle and end of each quarter. Students and parents are encouraged to check PowerSchool regularly.

GRADE POINT AVERAGES

A+ = 4.00	B+ = 3.33	C+ = 2.33	D+ = 1.33	
A = 4.00	B = 3.00	C = 2.00	D = 1.00	F = .00
A- = 3.67	B- = 2.67	C- = 1.67	D- = .67	

G.P.A. (Grade point average) = Average of all grades that are designated towards graduation.

HONOR ROLLS

- Special Honors (A Honor Roll) - 3.75 and above
- Honors (B Honor Roll) - 3.00 to 3.74

Honor rolls are published at the end of each semester.

To be eligible for honor roll recognition, students must be enrolled in at least five full-time academic subjects, plus physical education, unless the counselor or principal has granted special permission to do otherwise. Seniors must be enrolled in and complete a minimum of four classes plus physical education. PSEO, PICC, concurrent, and some career academy classes count toward the minimum course load requirements. A list of classes that qualify for honor roll recognition is posted in the guidance office. Any questions can be directed to the principal, counselor, or registrar.

INCOMPLETE ACADEMIC WORK

Generally, the use of an incomplete will only be allowed in the case of student absences that occur near the end of the semester and have interfered with the student’s ability to complete the required coursework. A deadline for completing all incomplete work will be set in this case. The student must arrange with the instructor to determine the make-up time for missed academic work.

If the deadline is not met, all incomplete work will be recorded and graded accordingly.

IOWA STATE ASSESSMENT OF STUDENT PROGRESS (ISASPs)

The ISASPs are administered to all grades 9-11 students, including reading, language/writing, and math tests. Students in grade 10 also complete the science assessment. The main reason students complete the ISASPs is to enable them and those concerned with their educational development to see how they progress in achieving primary educational goals.

The ISASPs only attempt to measure some essential skills students have learned. That would be impractical and require an enormous amount of time. However, the tests focus on some of the most important areas covered in a high school curriculum. The test results indicate levels of achievement for individual students and entire classes. They help teachers and counselors plan the most appropriate educational programs for students.

Of course, teachers and counselors only depend partially on these test scores for their knowledge of students and abilities. They get to know students through their class work, conversations, conferences, and involvement in co-curricular activities. Even so, scores on the ISASPs are a particularly valuable source of information about a student’s educational achievement.

Why? One reason is that the test scores provide objective evidence - they don't depend upon anyone's personal opinion. Another reason is that scores in one area can be directly compared to scores in another. Unlike grades, they don't require that differences in teachers' grading standards or differences in courses be taken into account.

Still, another reason the test scores are valuable is that a current year's results can be compared to those of previous years. The year-to-year comparability enables teachers to review how students have improved from one testing window to another.

Finally, the tests tell students how they compare with other students in Iowa and the nation. This information can be beneficial when considering plans after graduation.

MEASURES OF ACADEMIC PROGRESS (MAP)

The MAP Assessment is administered online to all grades 9-11 high school students during each school year's first and second semesters. The three areas tested are math, reading, and language usage, which help to determine student progress throughout the year. The MAP Assessment is aligned with the standards and benchmarks adopted by the Decorah Community School District. The difficulty of the test is adjusted to the student's performance on initial questions and is also based on a student's performance on the previous assessment.

PASS/FAIL POLICY

The option of taking an elective course on a pass/fail basis is available to all 11th and 12th-grade students according to the following guidelines:

1. Teachers can deny pass/fail requests in their elective classes.
2. Contracts may be required that specifically outline the course requirements.
3. The deadline to submit pass/fail requests is the end of the third week of each semester.
4. Special restrictions may apply to two-semester class requests (see below). Courses in which a student earns a passing grade will be marked "pass" on their record. Credit will be awarded as usual. A failure will be recorded as an "F" grade.
5. Students must obtain approval from the teacher, counselor, and parent.

PREREQUISITE COURSES/PROGRAMS

Many high school courses require students to enroll in and complete a prerequisite class before continuing in the program. You must pass the prerequisite class in these sequential programs to enroll in the next semester or course. Instructor approval must be obtained to waive these requirements.

READING CLASSES

Various classes are offered to assist students with improving their reading skills. However, any student who strives to improve their reading skills may enroll in a reading class. Guidance will be provided to assist students in selecting the most appropriate class to help them improve their skills.

Students who did not score at or above the 45th percentile (as identified by the student's most recent winter MAP assessments) in reading comprehension or are working on an individual reading goal will be scheduled into a reading class.

In these classes, a reading assessment will be completed to determine how to help the student improve their reading skills. Based on this assessment, a reading improvement plan will be developed and implemented. Throughout the semester/year, periodic reading assessments will be administered to gauge student progress. Current reading classes include Reading Success, Strategic Reading, and Supplemental Reading.

SEMESTER EXAMINATIONS

Examinations are given at the end of each semester at teachers' discretion. Semester exams can only be taken in advance when exceptional circumstances apply. The classroom teacher must approve.

YEAR-LONG (TWO SEMESTER CLASSES)

Students may take the first semester of a two-semester class pass/fail only with special approval. Approval will be granted only in limited cases when conditions exist which may prevent the student from doing "C" level work or better.

Students may take the second semester of a two-semester class pass/fail without this special approval if the grade earned for the first semester is "C" or poorer. Parent, teacher, and counselor approval is required, however.

COURSE LISTING BY DEPARTMENT

ART

ART I

1 semester 1 credit

Grades 9-12

Prerequisite to many other art classes.

Art I provides a general background in 2D and 3D art forms. The primary focus of the class will be learning the language of art and observational drawing. Line, Shape, and Value will be studied as the building blocks for observational drawing. Students will also study famous works of art and learn to describe, analyze, and interpret the meanings behind them.

ART 2

1 semester 1 credit

Grades 9-12

PREREQUISITE: Successful completion of Art I

This course offers a further study of 2-dimensional Art. Drawing skills will be honed and used as a basis for complex mark-making compositions and printmaking experiences. Drawing media will include colored pencil, conté, charcoal, pen, and ink. Printmaking will explore linocut and reduction techniques. A study of art history and contemporary artists will accompany each unit.

CERAMICS

1 semester 1 credit

Grades 9-12

This class will explore the historical development of the clay building process and its continuing evolution today. Hand-building techniques, experience on the potter's wheel, glazing, and kiln firing will complete this course of study.

ADVANCED CERAMICS

1 semester 1 credit

Grades 10-12

PREREQUISITE: Successful completion of Ceramics

This class continues Ceramics's learning and skill development. Students will further their hand-building technique and the firing and glazing of ceramic creations. Surface design will be an additional focus of their work in this course.

CONTEMPORARY ART

1 semester 1 credit

Grades 10-12

PREREQUISITE: Successful completion of Art I

This class reflects contemporary trends and techniques in the art world. Students will learn about contemporary artists and their studio practices, reflect on the themes in different artists' work, and make artwork based on broad themes in contemporary art and culture.

PAINTING

1 semester 1 credit

Grades 9-12

PREREQUISITE: Successful completion of Art I

This course is designed to follow the successful completion of Art 1. Students will build upon previously learned concepts of color theory, elements, & principles of art. Students will begin by learning about various techniques in watercolor and progress into acrylics. Composition, color choice, focus, and balance will be stressed throughout the course.

PHOTOGRAPHY

1 semester 1 credit

Grades 11-12

PREREQUISITE: Successful completion of Art I

This is a course designed to offer experiences with digital photography. Camera settings will be learned to offer greater creative and technical control. This course also builds the fundamentals for visual literacy regarding the form and content of photographic images. The elements and principles of design relating to photographic composition are emphasized. Students also learn to examine images critically through weekly critiques.

BUSINESS, FINANCE, MARKETING, and MANAGEMENT

ACCOUNTING I

2 semesters 2 credits

Grades 10-12

Principles of Accounting I is a comprehensive course designed to benefit students interested in business, marketing, and management. This course introduces the essential accounting and financial reporting concepts and terminology within contemporary business enterprises. It delves into the methodologies for analyzing and interpreting accounting data, which is essential for making informed decisions in various organizational contexts. The course covers the fundamental mechanics of accounting procedures, laying a solid foundation for understanding complex financial operations. Upon mastering these principles, students will be introduced to computerized accounting applications, enhancing their proficiency in modern accounting practices.

This is an articulated class, allowing the student who completes this class to reach “advanced standing status.” To reach the advanced standing status, please refer to the guidelines for articulated classes located in the informational portion, which is located on page 7.

ACCOUNTING II

1 semester 1 credit

Grades 11-12

PREREQUISITE: Successful completion of Accounting I

Accounting 2 is tailored to expand and deepen understanding of business procedures and accounting principles. Students will further engage with automated accounting systems, building on their knowledge. A key focus of the course is to enhance comprehension of the interplay between automated and manual data processing. Ideally, it suits students aspiring to roles such as accounting clerks or accountant's assistants post-high school. Additionally, it serves as a robust foundation for those planning to pursue higher education in accounting or various aspects of business administration.

BUSINESS & FINANCE

2 semesters 2 credits

Grade 12

The financial skills gained in this course will give high school students the confidence to succeed, regardless of their plans after graduation. Units address goal setting, financial statements, careers, saving and investing, credit and loans, insurance, and retirement planning. Business and Finance is a college-level finance course developed by the University of Northern Iowa. Students who take this course will understand the fundamentals of personal finance and have the opportunity to earn college credit after passing the final exam.

GENERAL BUSINESS

1 semester 1 credit

Grades 9-10

The study of business, a significant component of our economy, is increasingly becoming important to all. Since everyone interacts with business, it is essential that everyone understands the role of business in our society and begins to understand their relationship to business and the economy in which they live. This course will introduce students to how business, labor, and the government fit into our economic system. This course will be beneficial if you have a business background. Students will learn practical things such as managing checking accounts, making financial decisions, and developing a fundamental understanding of insurance, home buying, credit, saving/investing, consumer protection, and the world of work.

INTRO TO BUSINESS (NICC)

1 semester 1 credit

The student will be exposed to contemporary American business concerning the many facets of the business world, including ethics, human resources, marketing functions, production, finance, and types of business organizations.

The school district provides this concurrent course through NICC and offers 3 college credits. An “F” in class may affect a student’s academic status and financial aid at college. All “drops” must be made within the first two weeks of a concurrent course.

HUMAN SERVICES (CULINARY ARTS)

FOODS I

1 semester 1 credit

Grades 9-12

This course will introduce students to the restaurant and food service industry. Students will gain an understanding of food and workplace safety, kitchen professionalism, equipment and techniques, stocks, sauces, soups, fruits and vegetables, and potatoes and grains. This course will include laboratory experiences evaluating products for quality, nutritional standards, and health and a study of cleanliness and sanitation.

FOODS II

1 semester 1 credit

Grades 9-12

PREREQUISITE: Successful completion of Foods I or Foods for Performance

Foods II allows students to improve and expand skills learned in Foods I. More emphasis is placed on the food industry, including lab experiences operating the Viking Cafe. Deadlines and responsibilities are key components of this course. Students will demonstrate the health, safety, and sanitation procedures to meet state food service licensing regulations. Coursework will include communication, breakfast food and sandwiches, nutrition, cost control, salads and garnishing, and meat and poultry.

FOODS III

1 semester 1 credit

Grades 10-12

PREREQUISITE: Successful completion of Foods I/Foods for Performance and Foods II

Foods III allows students to demonstrate skills and knowledge learned in Foods I and Foods II through the responsibilities of managing and operating the Viking Cafe'. Deadlines and responsibilities are key components of this course. Students will demonstrate the health, safety, and sanitation procedures to meet state food service licensing regulations. Coursework will include management, menu planning, recipe cost analysis, purchasing inventory, marketing, desserts, baked goods, sustainability, and global cuisine.

FOODS FOR PERFORMANCE

1 semester, 1 credit

Grades 9-12

The Foods For Performance course introduces students to food nutrition and preparation from the viewpoint of "food is fuel." Through work that takes place primarily in the commercial kitchen, students will learn basic preparation techniques for a variety of foods. Emphasis will be placed on age-appropriate ways students can make good eating decisions to benefit their athletic/activity performance and to plan their diet for training and competition. Students will also learn about their nutritional needs for growth and development. They will examine food and performance through the following: macronutrients, pre-workout/competition, during competition/workout, post-workout, and hydration.

HOSPITALITY

1 semester 1 credit

Grades 10-12

PREREQUISITE: Successful completion of Foods I or Foods for Performance

Hospitality is designed to allow students who have taken at least one Foods course to understand the "front of the house" job duties and responsibilities. Hospitality students take on many of the daily operations of the Viking Cafe'. Emphasis will be on communication, marketing, customer service, food preparation and service, decor and table settings, and building a successful career in the industry.

INTERNATIONAL CUISINE

1 semester 1 credit

Grades 10-12

PREREQUISITE: Successful completion of Foods I or Foods for Performance

The International Cuisine course introduces students to how the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients, and preferred cooking methods. Students will also examine the issues and conditions affecting food availability and quality in the global market. Current issues related to global nutrition from production through consumption will be explored. Through this investigation, students will understand and appreciate diverse cultures.

APPLIED SCIENCES, TECHNOLOGY, ENGINEERING, and MANUFACTURING

CABINETMAKING

1 Semester 1 Credit

Grades 9-12

PREREQUISITE: Successful completion of Intro to Construction, or Exploring Construction, or Instructor's Permission

Cabinetmaking is a logical extension of the skills developed in Intro to Construction. Cabinetmaking furthers the student's understanding of cabinet construction and its use in homes and industry. Topics covered include safety, board feet and cost, face-frame construction, pocket-hole joinery, fine finishing, and others. Students will be given a school project if they choose at the school's expense. Students can make whatever they want with instructor approval at the student's expense.

CABINETMAKING II

1 Semester 1 Credit

Grades 10-12

PREREQUISITE: Successful completion of Intro to Construction, or Exploring Construction, or Instructor's Permission

Cabinetmaking II extends Intro to Construction and Cabinetmaking and challenges students to apply prior learning to create their projects. Google Sketchup and other technology tools are used regularly in this course. Students may be encouraged to participate in competitions depending on their work quality.

INTRO TO CONSTRUCTION

1 Semester 1 Credit

Grades 9-12

Intro to Construction is a one-semester course introducing students to construction and career opportunities. Students will focus on tool identification and usage, shop safety, accurate measurement, construction mathematics, and other topics. Students will build two smaller wooden projects to practice tool usage and safety. They will also be exposed to Google Sketch and CNC plasma cutting.

CONSTRUCTION

1 Semester 1 Credit

Grades 11-12

PREREQUISITE: Successful completion of Intro to Construction or Exploring Construction

Construction is a class where students plan and build projects for the school and the wider Decorah community. A student taking this class must have taken Intro to Industrial Tech or had prior experiences outside the classroom. Each year, we are asked to help construct within the school or community for various projects. Working as a team with other students is essential and expected. Our projects will be carefully planned, built in an organized manner, and analyzed through written documents upon completion. From this class, students may be asked to compete in competitions.

ELECTRICITY/ELECTRONIC

1 Semester 1 Credit

Grades 11-12

May be used as a science credit.

Electrical design and construction is an introductory course in electricity science and its practical applications worldwide. Students will study engineering notation, Ohm's Law, DC series and parallel circuits, transformers, capacitors, inductors, and other topics. Students will learn how to solder and participate in a wiring lab. Students will work with the wiring lab's main panels, GFCIs, single switches, and outlets. Students interested in a career as an engineer, utility lineman, electrician, or in the field of electronics are encouraged to take this class.

GAS ENGINE PRINCIPLES (NICC)

1 semester 1 credit

Gas Engines Principles is a class offered by NICC on our campus. NICC credit is earned after the class. This class emphasizes basic skills in engine theory and maintenance. Students will be able to analyze and repair an engine of their own.

The school district provides this Concurrent course through NICC and offers 3 college credits. An "F" in class may affect a student's academic status and financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.

INTRO TO METALS

1 Semester 1 Credit

Grades 11-12

Intro to Metals is an introductory course that develops skills in metalworking and welding. Students will learn how to safely operate oxy-acetylene torch and welder, Arc welding in AC and DC modes, MIG (wire) welding, SMAW (stick) welding, Tig welding, and plasma cutting. These skills are used extensively in construction and manufacturing, and students will gain further opportunities for learning from field trips and Zoom meetings. A project will be built after basic skills are learned.

This is an articulated class, allowing the student who completes this class to reach "advanced standing status."

ENGLISH/LANGUAGE ARTS

ENGLISH 9 - Required

2 Semesters 2 credits

Grade 9

This course includes reading, writing, speaking, thinking, and listening. Students develop their skills in these areas by reading various types of literature, writing formal essays, doing research projects, and giving oral presentations. Students will read short stories, novels, a Shakespearean play, and epic poems. Students will work on note-taking skills, five-paragraph essays, grammar, punctuation, spelling, and vocabulary. The course also includes a biographical research project.

ENGLISH 10 - Required

2 semesters 2 credits

Grade 10

This course surveys fiction and nonfiction, including poetry, novels, a Shakespearean play, and short stories. Students will analyze, discuss, write, research, and create in response to the literature studied. Students are required to read nonfiction and fiction outside of class. Various public speaking opportunities are offered. This course also includes vocabulary, grammar, punctuation, and spelling.

ENGLISH 11 - Required

2 semesters 2 credits

Grade 11

This course provides an in-depth study of American literature, reflecting the historical events from Native Americans to the present. Students will complete personal and analytical responses to the literature. Students will also write various academic papers, including an extensive research paper focusing on organization, format, and persuasive writing. Students will implement grammar, spelling, punctuation, and vocabulary practice throughout the course.

AP ENGLISH LITERATURE AND COMPOSITION

2 semesters 2 credits

Grade 11-12

Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critically analyzing literature to deepen their understanding of how writers use language to provide meaning and pleasure. As they read, students consider a work's structure, style, themes, and use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. *Note: This course can be taken in lieu of English 11 for qualifying students.*

BRITISH & WORLD LITERATURE

1 semester 1 credit

Grades 11-12

This survey course will include significant British and world literature from ancient times to present. Students will analyze, interpret, and evaluate literature through discussion, written responses, and other assessment forms.

COMMUNICATION IN THE WORKPLACE

1 semester 1 credit

Grade 12

With a focus on preparing students to enter the workforce right out of high school, students will strengthen basic language arts skills through various writing, speaking, and reading assignments. Students will interact thoughtfully and conscientiously and make appropriate connections to their lives and the workplace. Upon completing this course, students will be effectively prepared for their futures through increased confidence, compelling verbal and nonverbal communication, and convincing written expression.

COMPOSITION I (NICC)

1 semester 1 credit

Grade 12

PREREQUISITE: ACT English score of 18 or an ACCUPLACER writing score of 5. Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

Composition prepares students for the types of communication and thought essential to academic success at the college level. Students must submit at least 32 pages of polished writing in portfolio form. This course is highly recommended for college-bound students.

The school district provides this Concurrent course through NICC and offers 3 college credits. An "F" in class may affect a student's academic status and financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.

COMPOSITION II (NICC)

1 semester 1 credit

Grade 12

PREREQUISITE: Successful completion of Composition I

Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

College Composition II further prepares students for the types of communication and thought essential to academic success at the college level. This writing course focuses on analysis, investigation, and the world of research, specifically on one topic. Students must submit at least 32 pages of polished writing on the topic of their choice. This course is highly recommended for college-bound students.

The school district provides this Concurrent course through NICC and offers 3 college credits. An "F" in class may affect a student's academic status and financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.

CREATIVE WRITING THROUGH FILM

1 semester, 1 credit

Grades 9-12

This English elective focuses on developing creative writing skills, emphasizing creative expression through film study and production. Students will engage in various aspects of writing and communicative processes: story writing, scriptwriting, storyboarding, team collaboration and workshopping, editing, and communicating goals and visions to an audience. Students will also analyze a variety of films and videos, considering production elements--storyline, characters, lighting, sound effects, music, voice-overs, camera angles, and editing--and examine how these elements contribute to and enhance visual works.

FOUNDATIONS OF COMPOSITION

1 semester 1 credit

Grades 11-12

This writing course develops fluency and confidence in written communication and focuses on preparing students for college-level writing. Students work to develop and refine their writing abilities through analysis of mentor texts, daily writing activities, and formal essays. Structured assignments build the skills for reasoning, writing across the curriculum, and conveying thought clearly and focused. Students must submit a polished writing portfolio at the semester's end.

INDIVIDUALIZED SURVEY OF LITERATURE

1 semester 1 credit

Grades 9-12

This course allows students to read fiction and nonfiction from a recommended reading list and individual choices. Students will participate in oral book conferences and tests over selected books. In addition, writing assignments will accompany the book reading. A minimum number of books will be required to pass the course. Students may also participate in a Reading Buddy program with elementary students.

LITERATURE OF DRAMA

1 semester, 1 credit

Grades 9-12

This one-semester English elective focuses on the drama genre. Students will read, analyze, write, and perform a variety of dramatic scripts. In addition to learning and practicing performance skills, including vocal inflection, facial expressions, gestures, and body movement, students will analyze how these aspects enhance dramatic texts. Additionally, students will learn theater terms and practices such as staging, blocking, lighting, and costuming. The semester will culminate in a 10-minute play project in which the students will collaborate to write, direct, and perform each other's work.

PUBLIC SPEAKING (NICC)

1 semester 1 credit

Grade 11-12

Prerequisite: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

Students will develop self-confidence and self-expression through a variety of speaking activities. In addition to analyzing the strengths and weaknesses of individual speakers, students will also participate in group discussion activities and argumentation exercises.

The school district provides this Concurrent course through NICC and offers 3 college credits. An "F" in class may affect a student's academic status and financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.

FOREIGN LANGUAGE

SPANISH I

2 semesters 2 credits

Grades 9-12

Spanish I opens a new world to students as they learn about the language and culture of Spain, Latin America, and the Southwest United States. Students develop essential listening, reading, writing, and speaking Spanish skills. Among the many cultural units studied are shopping and bartering in the market, Spanish fiestas and holidays, daily life, the geography of the Spanish-speaking world, and travel.

Spanish is officially recognized as the second language of the United States. Because of the large percentage of Spanish-speaking people in the United States, a Spanish language background is recommended for anybody planning on living in the Southern United States or for those planning a career in business, transportation, journalism, communications, and the medical field.

SPANISH II

2 semesters 2 credits

Grades 10-12

PREREQUISITE: Successful completion of Spanish I or INSTRUCTOR permission.

Students who have completed Spanish I with a C- or better are encouraged to continue their language development by enrolling in Spanish II. Fundamental skills acquired during the first year are reviewed; the students continue to develop new skills through written, audio, and visual media. Emphasis is placed on as much communication as possible in Spanish. The students increase their vocabulary of practical, everyday expressions and continue to grow in their cultural awareness of Spanish-speaking people worldwide.

SPANISH III

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Successful completion of Spanish II or INSTRUCTOR permission.

Spanish skills learned in earlier courses are sharpened. The students will begin to develop both oral and written self-expression to a higher degree. Students will continue to develop self-confidence as they work to improve their Spanish and gain a better understanding of the history and culture of Spanish-speaking people worldwide.

SPANISH IV

2 semesters 2 credits

Grades 12

PREREQUISITE: Successful completion of Spanish III or INSTRUCTOR permission.

Oral and written proficiency development are the primary goals of Spanish IV. Students will apply their language skills to many everyday situations. Grammatical skills will be reviewed, and an emphasis will be placed on increasing the student's vocabulary through various reading and listening materials. Students who complete this course will have a solid background should they continue their Spanish studies after graduation.

GENERAL EDUCATION

EMPLOYABILITY SKILLS (NICC)

1 semester 1 credit

The course provides a basic introduction to skills necessary for an entry-level employment position. Networking and job shadowing (1-2 per semester) with local employers will be crucial. Various guest speakers and business tours will be scheduled during the semester. The course will also include financial literacy as part of the curriculum.

The school district provides this Concurrent course through NICC and offers 3 college credits. An "F" in class may affect a student's academic status and financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.

INDEPENDENT STUDY-EXTENDED LEARNING

1 semester 1 credit

Grades 11-12

Independent study is not a substitute for regularly scheduled courses within the DHS catalog. It is an opportunity to supplement your education with an in-depth study in an area of interest. The course must contain a solid academic component and require motivation, initiative, creativity, and organization. Students interested in pursuing an Independent Study must submit a proposal to Mrs. Lovstuen by one week following registration of classes. Upon approval of this proposal, the student will meet with Mrs. Lovstuen to arrange the logistics of the study and will meet periodically throughout the semester to monitor progress.

READING SUCCESS

2 semesters 2 credits

Grades 9-10

While open to all students, this class is required for 9th and 10th-grade students not proficient (below the 41st percentile) on the winter MAP assessment in reading comprehension and students working on an individual reading goal. The goals of this class are:

- To accelerate the rate at which students read and comprehend
- to engage in extensive reading at the student’s recreational level
- to develop vocabulary skills
- to improve reading comprehension through increased reading fluency and specific instructional strategies
- to incorporate writing strategies as a means to assist in reading comprehension

STRATEGIC READING

2 semesters 2 credits

Grades 11-12

While open to all students, this class is required for 11th and 12th-grade students not proficient (below the 41st percentile) on the winter MAP assessment in reading comprehension and students working on an individual reading goal. This class aims to improve reading comprehension and fluency while teaching a lifelong appreciation for reading. Students are expected to read many books per semester and summarize these books, both verbally and in written form. Students will increase their vocabulary and develop new reading strategies. For students who are seniors, one credit may count as one of the eight required English/Language Arts credits.

SUPPLEMENTAL READING

2 semesters .5 credit per semester

Grades 9-12

Reading is a yearlong course on a half-block basis that concentrates on implementing strategies to improve reading fluency and comprehension. It is a required class for students who did not score at or above the 45th percentile on the winter MAP Assessment in reading comprehension and students who are working on a reading goal. Students are typically scheduled into this class opposite a study hall or PE class.

HEALTH**HEALTH 1 - Required**

1 semester 1 credit

Grades 10-12

During the semester of Health, students will: select foods for healthy eating; identify unsafe diet programs; interpret nutrition labels; calculate fat percentages of food; describe what it means to be mentally healthy; identify ways to build self-esteem and manage stress; describe healthy risk-taking behaviors; identify parts of the problem-solving process, goal setting process, and value clarification; identify aspects of use, non-use and abuse of alcohol and other drugs; describe abuse vs. good use of OTC and prescription drugs; describe signs of suicide and prevention; identify ways to prevent and control disease to include STDs and AIDS; describe why avoidance of early sexual activity is essential, discuss sexual assault, and prevention, identify laws concerning rape; and define and identify a variety of health resources; CPR/AED training to meet a graduation requirement.

HEALTH 2

1 semester 1 credit

Grades 11-12

Health 2 is based on applying facts learned in Health 1. This class must be taken AFTER Health 1. The course will include physical activity, nutrition education, death and grief, stress management, sexual health awareness (including sexual violence & human trafficking education), and social wellness. In addition, we will discuss several college-related health concerns to help students make good choices during that time. Students will also get a first-hand look at how their health is affected by the community. We will also explore several health-related careers and any other health-related interests the students may have.

MATHEMATICS, COMPUTER SCIENCE and ENGINEERING

BRIDGE TO ALGEBRA

2 semesters 2 credits

Grade 9

In Bridge to Algebra, students will be involved in mathematical problem-solving by studying algebraic thinking and problem-solving. Designed as a pre-algebra course, this class aims to help students fill gaps in their mathematical knowledge and build confidence in their algebra skills before entering Algebra 1. Students will be working with solving proportions, graphing/solving linear equations, making multiple representations of scenarios, solving systems of equations, building functions, and using exponent laws. Most class time will be spent working in small groups on mathematical problem-solving. Additionally, students will use the math software MATHia for individual practice and feedback.

ALGEBRA

2 semesters 2 credits

Grades 9-10

In algebra, the student will be actively involved in mathematical problem-solving by studying patterns and linear functions, modeling situations using multiple representations, systems of equations, statistical analysis, quadratics, and exponential functions. Much of the time in this class will be spent working in small groups. Students will also use the math software MATHia for individual practice and feedback.

GEOMETRY

2 semesters 2 credits

Grades 9-11

PREREQUISITE: Successful completion of Algebra

In Geometry, the student will be actively involved in mathematical problem-solving by studying shapes and patterns. Students will focus on polygons, perimeter, area, volume, surface area, angles, triangles, parallel and perpendicular lines, transformations, similarity, congruence, quadrilaterals, circles, and trigonometry. Much of the time in this class will be spent working in small groups. Students will also use math software, MATHia, for individual practice and feedback. This course follows a similar format to Bridge to Algebra or Algebra.

ALGEBRA II

2 semesters 2 credits

Grades 9-12

PREREQUISITE: Successful completion of Algebra PRE/CO- REQUISITE: Successful completion of Geometry

In Algebra II, the student will be actively involved in mathematical problem solving through the study of patterns and quadratic functions, polynomial functions, expressions, and equations, sequences and series, rational functions, radical functions, exponential and logarithmic functions, expressions and equations, trigonometric functions and equations, modeling situations using multiple representations, and making inferences and justifying conclusions. Much of the time in this class will be spent working in small groups. Students will also use math software, MATHia, for individual practice and feedback. A graphing calculator may be helpful but is not required.

PERSONAL FINANCE

2 semesters 2 credits

Grade 12

Personal Finance helps students better plan for and manage their financial futures outside high school. This course teaches students how to manage their money, use credit wisely, understand their paycheck, invest money, take out loans, and deal with insurance. Students will apply their previous math knowledge to these real-world scenarios.

AP STATISTICS

2 semesters 2 credits

Grades 10-12

PREREQUISITE: Successful completion of Algebra II. Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

This A.P. course in statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns.
2. Sampling and Experimentation: Planning and conducting a study.
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
4. Statistical Inference: Estimating population parameters and testing hypotheses.

Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. Graphing calculators will be used as a part of this class.

PRECALCULUS

2 semesters 2 credits

Grades 10-12

PREREQUISITE: Successful completion of Algebra II

This course will combine the study of trigonometry, elementary functions, analytical geometry, and math analysis topics as preparation for calculus. Topics include the study of polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions and their relations, inverses, and graphs; trigonometric identities and equations; complex numbers; vectors; the polar coordinate system; conic sections; matrix algebra; sequences and series; and, as time allows, limits and continuity. A graphing calculator may be helpful but is not required.

AP CALCULUS AB

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Successful completion of Precalculus or Instructor's Permission.

Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

This course can be taken as a co-requisite to Physics or independently of Physics. Topics that may be covered include coordinate geometry, continuity, limits, derivatives, application of the derivative, integration, applications of integration, transcendental functions, and test strategies for taking the A.P. test. This course provides a good background for students pursuing math and science in their postsecondary careers. Students are encouraged to take the A.P. test in May. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester Calculus 1 course. Graphing calculators will be used as a part of this class.

AP COMPUTER SCIENCE PRINCIPLES (CSP)

2 semesters 2 credits

PREREQUISITE: Successful completion of Geometry.

Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is rigorous, engaging, and approachable. It explores many foundational computing ideas so all students understand how these concepts transform our world. For the programming units, students will program in Python. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory Computer Science course.

INTRODUCTION TO ENGINEERING DESIGN

2 semesters 2 credits

PREREQUISITE: Successful completion of Algebra.

Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Students will work individually and in teams to design solutions to various problems using 3D modeling software. Using an engineering notebook to document their work will be a part of the process.

PRINCIPLES OF ENGINEERING

2 semesters 2 credits

PREREQUISITE: Successful completion of Algebra

Principles Of Engineering (POE) is a high school-level survey course in engineering. The course exposes students to some central concepts they will encounter in a post-secondary engineering course. Students have an opportunity to investigate engineering and high-tech careers. POE allows students to develop skills and understand course concepts through activity, project, and problem-based (APPB) learning. Using a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based on engineering concepts. It also allows students to develop strategies to enable and direct their learning, which is the ultimate goal of education.

Students should concurrently enroll in college preparatory mathematics and science to succeed in POE. Students will employ engineering and scientific concepts to solve engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Principles Of Engineering is the second of three foundation courses in the Project Lead The Way (PLTW) high school engineering program. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.

The course study includes mechanisms, energy sources, applications, machine control, fluid power, statics, material properties, testing, statistics, and kinematics.

MUSIC

INDEPENDENT STUDY - BEGINNING INSTRUMENT COURSE

½ Credit

This course is for students who didn't start a wind, brass, percussion or string instrument in middle school and/or didn't enroll in high school ensembles or for students who would like to learn an additional instrument. Students will gain skills and knowledge to enroll in Instrumental Music (Band) or Orchestra in the future if they choose. This course is scheduled as an independent study, requiring an instrumental lesson and practice time each week.

INSTRUMENTAL MUSIC (BAND)

2 semesters 2 credits

Grades 9-12

PREREQUISITE: Participation in 8th-grade band or instructor permission.

The band is made up of two entities: (1) curricular classroom performance laboratory settings (i.e., concert band, marching band, and private lessons) and (2) co-curricular activities (i.e., jazz, and pep band, solo/ensemble experiences, music festivals, All-State participation). The former is the music curricular classroom utilizing music performance as the key element to learning music. These experiences are supplemented with classroom lectures, music listening and analysis, and intense study of music fundamentals, history, and appreciation. This element of the class meets each school day for one period and Monday evening rehearsals during the marching season. The latter (co-curricular) involves optional music activities outside the "curricular" school day.

The marching band is active in the fall and summer, performing at all home football games, local civic events, parades, and selected marching band contests. The concert band is active in winter and spring, presents three concerts yearly, and participates in the state large group contest. The jazz band is active during winter and spring, presents two or three concerts yearly, and participates in selected jazz festivals and competitions. The pep band performs at many school activities, including pep assemblies, boys' and girls' basketball games, and wrestling meets. All students must attend weekly lessons, which will be scheduled during the student's study halls, before or after school, or, in rare cases, rotating from classes.

The students can develop and use their talents through performances as soloists, members of small ensembles, and participants in large ensembles. The music literature performed consists of the classics, contemporary, popular, jazz, and novelty pieces. The selection of these works is based on curricular and performance objectives.

INSTRUMENTAL MUSIC (ORCHESTRA)

2 semesters 2 credits

Grades 9-12

The orchestra is made up of two entities: (1) classroom performance laboratory settings (string orchestra, full orchestra, and private lessons) and (2) co-curricular activities (chamber strings, community performances). The former is the music curricular classroom utilizing music performance as the key element to learning music. These experiences are supplemented with classroom lectures, music listening and analysis, and intense study of music fundamentals, history, and appreciation. This element of the class meets each school day for one period. The latter (co-curricular) involves music activities, rehearsals, and performances outside the "curricular" school day.

All students must attend weekly lessons, which will be scheduled either during the student's study periods, before or after school, or, in rare cases, rotating from classes.

The students are allowed to develop and use their talents in various ways through performance as soloists, members of small ensemble groups, and participants in the orchestra. The music literature consists of classics, contemporary, popular, and novelty music. The selection of these works is based on curricular and performance objectives.

The orchestra presents two to three concerts every year. In the fall, members are encouraged to audition for All-State Orchestra and to compete in the state solo and small ensemble contest held in the spring. Several members are selected to participate in the Chamber Orchestra, Junior Honors Orchestra Festival, Madrigal Dinner, N.E.I.C. Orchestra Festival, UNI Orchestra Festival, and the Luther College Dorian Orchestra Festival. Students are expected to perform for various community organizations and functions during the year.

9TH GRADE CHORUS

2 semesters 1 credit

Grade 9

Term: One year. Students will meet for 40 minutes 2-3 times weekly in both semesters. During the first semester, students will rehearse and perform as treble clef and bass clef choirs.

9th Grade Chorus is a non-auditioned choir that offers training in choral music performance, literacy, and vocal technique. This choir will perform four home concerts annually: Fall Concert, Winter Concert, Mid-Winter Concert, and Spring Concert. A performance at the State Large Group Music Festival is also required. Included during the year will be various special performances in the community. 9th Grade Chorus will perform a variety of bass clef, treble clef, and mixed choral literature from antiquity through the 21st Century, offering training in choral music performance and technique. Attendance is required at all performances. In addition, a voice lesson every two weeks is required. Grades will be based on a point system.*

VIKING CHORUS

2 semesters 1 credit

Grades 10-12

Term: One year. Students will meet for 40 minutes 2-3 times weekly in both semesters.

Viking Chorus is a non-auditioned choir offering training in choral music performance, literacy, and vocal technique. This choir will perform four home concerts annually: Fall Concert, Winter Concert, Mid-Winter Concert, and Spring Concert. A performance at the State Large Group Music Festival is also required. Included during the year will be various special performances in the community. Viking Chorus will perform a variety of mixed choral literature from antiquity through the 21st Century, offering training in choral music performance and technique. Attendance is required at all performances. In addition, a voice lesson every two weeks is required. Grades will be based on a point system. *

CONCERT CHOIR

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Audition

Term: One year. Concert Choir is an auditioned mixed choral ensemble meeting daily and performing four home concerts each year: Fall Concert, Winter Concert, Mid-Winter Concert, and Spring Concert. Performances at State Solo and Ensemble Music Festival and State Large Group Musical Festival are also required. Included during the year will be various special performances in the community. Concert Choir will perform a variety of choral literature from antiquity through the 21st Century, offering advanced training in choral music performance, literacy, and vocal technique. Attendance is required at all performances. In addition, a voice lesson every two weeks is required. Grades will be based on a point system. An audition is required for enrollment. The vocal music director will determine Concert Choir membership and enrollment numbers depending on the overall level of student musicianship. Students selected into this choir are to be enrolled for the entire year.*

* *The Vocal Music Department provides many opportunities for solo and ensemble performances. These include All-State auditions, honor choir festivals, and the State Solo/Ensemble Music Festival. A musical is presented in conjunction with the Drama Department every other year.*

AP MUSIC THEORY

2 semesters 2 credits

Grades 10-12

PRE-REQUISITES: Completing one year of high school music study (choir, band, or orchestra).

Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

Music Theory studies the harmony of tonal music through part-writing, singing, dictation, analysis, and composition exercises. Although it emphasizes the music of the Common Practice Period (1600-1900), music of other stylistic periods is also studied. Every unit includes written and aural analysis of the unit topic, e.g., melody, harmony, phrase structure, motives, etc. Students will learn the musical language and grammar, including note reading, musical notation, harmonic analysis, musical form, and part writing, leading to a thorough understanding of music composition and theory. Students will also gain an understanding of the development of music from a historical perspective.

CLASS PIANO

1 semester ½ credit

Grades 9-12

This course is designed for students who wish to develop basic piano playing skills or expand on their beginning existing skills. While playing, students will be working individually and in pairs to master the techniques of playing and to learn pieces on piano.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

1 semester ½ credit

Grades 9-12

Required for 8 semesters of credit (i.e., 4 credits)

Decorah High School's physical education course meets for 40 minutes, meeting 2-3 times a week. It is an integral part of the student's total education. Students will experience various units and explore wellness dimensions with an emphasis on fitness. Modified versions of team activities experienced include volleyball, soccer, rugby, flag football, Ultimate Frisbee, and softball. Individual/dual activities include bocce ball, KUBB, disc golf, pickleball, badminton, Nitroball, Pilates, and yoga. Lifetime activities such as walking and circuit training will be included.

PHYSICAL EDUCATION (EARLY BIRD)

1 semester ½ credit

Grades 9-12

Early bird is a physical education class that allows students with a full academic schedule to take physical education before the beginning of the regular school day. This class will meet 3 days/week from 7:15-7:45 a.m. for most of the semester. This class will follow the physical education curriculum.

INTRO TO STRENGTH & CONDITIONING

1 Semester ½ credit

Grades 9-12

This class is designed for students new to weightlifting. This class will follow a basic training plan and will be learning the basic movements that will need to be completed in the other Strength and Conditioning classes. The Olympic lifts will be taught. Students must show a good work ethic and the ability to complete the required movements to take this class and then move into the next Strength and Conditioning class.

STRENGTH & CONDITIONING

1 Semester ½ credit

Grades 10-12

Students who take this class will need to have a great work ethic and be able to perform the movements needed in the class to be safe. Students will follow a weight lifting and running program emphasizing various Olympic and Power lifts and running techniques. This class aims to make students faster and more robust, increase flexibility, and reduce chances of injury. Each class period will begin with a dynamic warm-up that will prepare the student to perform at a high level. The classes that have 1st and 2nd hour will start at 7:50 am. The 5th and 6th-hour classes will have a class that goes into their lunch.

BUDDY PE

1 semester ½ credit

Grades 10-12

Prerequisite: Sophomore-Senior standing and teacher approval.

Buddy PE is a program for adapted physical education students who need differentiated instruction in physical education and peer helpers from the general education population. This class would replace a general education PE class. An integral part of Buddy PE is socialization and interpersonal skill development. Students will engage in various team sports, fitness games, lifetime activities, and other recreational activities. It is the hope that the class can parallel the general education PE class with modifications to meet the needs of all students.

WELLNESS PE

1 semester 1/2 credit

Grades 9-12

Students will experience a variety of activities, both team and individual activities. We will modify activities as much as possible to accommodate individual needs; however, students must change clothes and participate in daily activities to gain attendance points. This class is intended for students with unique situations, exceptional circumstances, or with a counselor's recommendation.

ADVANCED PHYSICAL EDUCATION

1 semester ½ credit

Grades 9-12

This class will focus on lifetime physical activity, including weight lifting, yoga, pilates, walking, jogging, and the development of personal wellness programs. This class will be for students interested in wellness development who have taken at least one semester of physical education, early bird physical education, strength, or Intro to Strength.

SPORTS WAIVER

1 semester ½ credit

Grades 11-12

Juniors and seniors can request and utilize the PE/Sports waiver. Upon approval of this request, junior and senior athletes can waive required PE attendance during the semester in which their sport is held. Before requesting a sports waiver, students must be enrolled in SIX CLASSES unless the student is traveling to a college campus that would not allow them to attend PE regularly. In that case, enrollment in FIVE classes can be sufficient.

Please take careful note of these additional requirements:

1. The Sports Waiver request must be made during the registration process for the next school year.
2. The Sports Waiver can only be utilized one semester during the junior year and one semester during the senior year.
3. The Sports waiver must be used in the fall semester for a fall sport and during the spring semester for a winter or spring sport.
4. Students on a Sports Waiver who quit or do not fulfill that sport or have the waiver withdrawn must either enroll in a PE class during that semester or complete double PE classes the next semester. Since PE is required each semester of the high school career, seniors who drop from a spring sport while on a waiver must take double PE for the spring semester to graduate.
5. Juniors who drop from their sport while on the waiver cannot use the Sports Waiver as a senior. Seniors who drop from a fall sport while on a waiver may not use the privilege during the final semester of their senior year.
6. The Sports Waiver privilege can be denied or withdrawn at the discretion of the principal, athletic director, and coach under the following circumstances:
 - frequent unexcused absences from practice or contests;
 - lack of serious effort and attitude;
 - delaying participation until junior or senior year;
 - having illustrated a record of not fulfilling the obligation of a sport or sports during the 9th or 10th-grade year.

SCIENCE

PHYSICAL SCIENCE - REQUIRED

2 semesters 2 credits

Grade 9

Prerequisite: Current enrollment in Bridge to Algebra or higher level math class.

Physical Science is a required course for all 9th-grade students. The class focuses on physics, chemistry, and astronomy. This course allows all students to become more acquainted with the physical world around them.

Through audio-visual experiments, field trips, and lectures, the student is guided to expand the horizons of science appreciation. Basic principles that shape our lifestyles are illustrated with practical, hands-on examples.

With the reasoning as to why something happens, the application may be made of that "why" to future occasions.

BIOLOGY

2 semesters 2 credits

Grades 10

Biology is the study of life. This course will teach students about the interrelationships of living and nonliving factors in ecosystems and how disruptions to these relationships result in environmental problems. Students will also explore the inner processes that make life function, from the simplest single-celled organism to the complex human body, which contains trillions of cells living and working synchronously. Students will learn about life through field trips to explore a variety of ecosystems in the Decorah area.

Additional forms of learning include frog dissection, growing and selling mushrooms, culturing bacteria, building a website, and carrying out inquiry-based lab experiments. Ultimately, students will be provided enough information on life science to make informed decisions for their future, regardless of their career path after high school.

PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW)

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Successful completion of Biology

Principles of Biomedical Science (PBS) is a full-year high school source in the [PLTW Biomedical Science Program](#).

This course provides foundation knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology, as well as engages students in how this content can be applied to real-world situations, cases, and problems.

Through individual and collaborative team activities, projects, and problems, students will tackle real-world challenges biomedical professionals face. They will use the same tools and equipment in hospitals and labs as they engage in relevant hands-on work. Students will develop skills in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines, such as computer science and engineering, shape medicine's future and practice collaboration techniques to help them connect with professionals across any field.

BOTANY

1 semester 1 credit

Grades 11-12

PREREQUISITE: Successful completion of Biology

This course intends to introduce students to Botany. Primary plant and soil science will be taught. The course's primary emphasis will revolve around "hands-on" experiences working with greenhouse crops, outdoor gardens, and landscaping projects. Students will also gain experience using Google Sheets. A student needs only an interest in botany to take this course. This course will prepare students for an entry-level job in this field or serve as a background to enter post-high school education as a botany major.

CHEMISTRY

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Successful completion of Biology and Algebra II (may be currently enrolled)

Chemistry termed the central science, concerns the interactions between matter. What is observed at the macroscopic level is due to the interactions at the atomic and subatomic levels. Therefore, chemistry is the concrete study of visible matter while explaining the reactions on an atomic level.

Laboratory investigations are an integral part of chemistry. Each student participates in laboratory activities designed to develop good laboratory techniques, gain experience in handling chemical reagents, and aid the student in visualizing and understanding the chemical concepts under study.

An understanding of chemical concepts is beneficial for all students since the world has become increasingly technological. Students who are undecided but are thinking of careers involving biological, medical, engineering, architectural, or agricultural training should take chemistry.

Students are expected to complete one year of biology and take or take Algebra II concurrently.

HONORS CHEMISTRY

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Successful completion of Algebra II; Chemistry recommended or instructor approval. Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

The critical concepts of Honors Chemistry are organized around six Big Ideas that encompass core scientific principles, theories, and processes. These Big Ideas form the core structure of the course:

- Chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms.
- Chemical and physical properties of materials can be explained by the structure and arrangement of atoms, ions, or molecules and the forces between them.
- Changes in matter involve the rearrangement of atoms and the transfer of electrons.
- Details of molecular collisions determine rates of chemical reactions.
- The laws of thermodynamics describe the role of energy and explain and predict the direction of changes in matter.
- Bonds or attractions that can be formed can be broken. These two processes are constantly competitive and sensitive to initial conditions and external forces or changes.

Learning associated with these Big Ideas will be supported through the completion of laboratory investigations in which students will ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. Students who successfully complete the course and AP exam may receive credit, advanced placement, or both for an introductory college Chemistry course.

ELECTRICITY/ELECTRONIC

1 semester 1 credit

Grades 10-12

May be used as a science credit.

Electrical Design and Construction is an introductory course in electricity science and its practical application worldwide. Students will study Ohm's Law, magnetism, DC series and parallel circuits, broadcast and wireless technology, power generation, motors, capacitors, inductors, alternative energy, and other topics. Students will learn to solder and participate in an extensive house wiring lab project. In the wiring lab, the student will work with main panels, GFCIs, single, 3-way, and 4-way switches, outlets, and more. Students interested in a career as an engineer, utility lineman, electrician, or in electronics are encouraged to take this class, as well as students who simply want to improve their understanding of electricity.

ENVIRONMENTAL SCIENCE

1 semester 1 credit

Grades 11-12

The inter-relationships of human society with the environment continue to evolve as the scope of the human impact increases on the Earth. Environmental Science students will research the issues surrounding these interrelationships better to understand the cause and effect of human actions. Students become aware that they can make a positive difference in today's complicated workings of the environmental machine. As a result, tomorrow's world will be a better place to live.

PHYSICS

2 semesters 2 credits

Grades 10-12

Prerequisite: Successful completion of Algebra II or Instructor's permission

The primary objective of physics is to prepare students who will take college-level science. Secondly, its mission is to generally enhance the student's view of our universe with the unique perspective that science gives. Topics include the description and prediction of motion, the causes of motion, energy and work, and wave phenomena. Many units feature hands-on activities and projects well supported by mathematical analysis.

Though there are benefits for anyone who enrolls in the course, they are more evident for those pursuing careers in math, medicine, chemistry, biomechanics, architecture, physical therapy, and engineering. Though not a prerequisite, it is helpful if students have also taken chemistry or one of the POE courses and are at least concurrently enrolled in Pre-Calculus.

VETERINARY SCIENCE

1 semester 1 credit

Grades 10-12

This course does not require a prerequisite and will prepare students for entry-level employment or additional courses in the field of veterinary science. The curriculum focuses on safety, animal behavior, anatomy, physiology, nutrition, health and diseases, hospital procedures, and clinical exams.

AP PHYSICS: MECHANICS C

2 semesters 2 credits

Grades 11-12

Pre/Co-Requirement: Successful Completion of or Enrollment in AP Calculus AB

Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

Topics include kinematics, Newton's laws of motion, energy, and momentum in translation and rotational contexts, and exploring oscillations. Lab skills are developed throughout. The course offers a rigorous exploration of a fundamental science while strengthening problem-solving skills that apply advanced math skills. The curriculum should prepare students wanting to pursue majors in the hard sciences, engineering, or applied mathematics. Taking the A.P. test in May can earn students a score that most post-secondary institutions will give elective credit, credit toward their major, or advanced placement in the primary curriculum for the first semester of a typical Physics with Calculus course.

SOCIAL STUDIES**WORLD GEOGRAPHY - Required**

1 semester 1 credit

Grades 9-10

World Geography is a semester-long course focused on exploring the seven continents and various local areas through the lens of five geographic themes. These themes are a foundation for developing geography skills and understanding different world regions' physical and human geographical elements. The course employs diverse activities, including oral and written reports and hands-on exercises, to enhance map and graph skills. Additionally, it connects current events to the major geographical themes, enriching students' understanding of global dynamics.

WORLD HISTORY - Required

1 semester 1 credit

Grades 9-10

World History is a course centered on Western civilization. It introduces students to key historical events, ideas, and figures shaping global cultures. The curriculum enhances historical thinking skills and encourages viewing history from diverse perspectives. Thematic units cover topics such as the development of civilization, world religions, technological innovation and expansion, governments and revolution, and imperialism. Students will gain insights into the formation of the modern world and understand how historical events have contributed to contemporary global situations.

AMERICAN HISTORY - Required

2 semesters 2 credits

Grade 11

American History is a course that studies the history of the United States from the late 19th century to the present, building upon knowledge gained in the 8th-grade curriculum. The course adopts a chronological approach to help students understand the historical events that have shaped the nation. It aims to prepare high school students to be informed and active participants in a democratic society, drawing lessons from the experiences and decisions of past generations.

HONORS WORLD HISTORY AND GEOGRAPHY

2 semesters 2 credits

Grades 9 - 12

Prerequisite: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

This year-long course combines the 10th-grade World History curriculum with AP Human Geography and current events, taught at an accelerated pace to prepare students for the AP Human Geography Exam in May. Within a historical framework, it explores vital geography concepts such as Population, Migration, Culture, Political Organization of Territory, Agriculture, Industry, and Rural and Urban Patterns. Typically taken in 10th Grade, this course is also available to 9th-grade students with advanced reading skills and can fulfill World History and Geography requirements.

ECONOMICS - Required

1 Semester 1 credit

Grade 11 - 12

Economics provides an introductory overview of economic theory and its practical application in decision-making. It covers essential microeconomic concepts like supply, demand, pricing, and competition. The macroeconomic topics include taxation, income taxes, money and banking, monetary policy, Gross Domestic Product (GDP), and the business cycle. Additionally, the course emphasizes personal finance, focusing on budgeting, banking, and principles of financial responsibility and money management.

GOVERNMENT - Required

1 semester 1 credit

Grades 11 - 12

This course offers an in-depth exploration of the American government, focusing on the relationship between federal, state, and local governments. It covers the U.S. Constitution, detailing rights and responsibilities, the roles of the federal government's three branches, political parties, and the electoral process. The curriculum also includes a comparative analysis of state and federal government systems and discusses the varying opportunities different states offer.

AP GOVERNMENT & POLITICS1 semester 1 credit - **Offered S2**

Grade 11-12

Prerequisite: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

AP Government and Politics is a course designed to introduce students to the fundamental concepts of American government within the Advanced Placement framework. The curriculum encompasses six key areas: Constitutional Underpinnings; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. The course emphasizes the development of solid reading and writing skills, crucial for academic success in this subject. Students will also be able to take the AP exam in May.

PSYCHOLOGY

1 semester 1 credit

Grades 10-12

The Psychology course offers an intriguing exploration of human behavior and mental processes. Students will delve into scientific methods in psychology, understand the brain and nervous system, and study human growth and development. Key areas include cognitive processes like memory, learning, sensation, and perception and examining psychological disorders and therapies. This course provides valuable insights and tools for understanding both personal behavior and that of others, extending its benefits beyond the classroom.

A.P. PSYCHOLOGY1 Semester 1 Credit - **Offered S2**

Grade 11-12

Prerequisite: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

A.P. Psychology is a one-semester introductory college course that guides students through the scientific study of behavior and mental processes. The course is organized into nine units: Scientific Foundations of Psychology; Biological Bases of Behavior; Sensation and Perception; Learning; Cognitive Psychology; Developmental Psychology; Motivation, Emotion, and Personality; Clinical Psychology; and Social Psychology.

Students will engage with each topic through reading, discussion, and analysis of psychological research, preparing them for the AP Psychology test in May. This comprehensive approach offers insights into human and animal behavior, mental processes, and how our biology and environment interact, shaping our perceptions and behaviors over a lifetime.

SOCIOLOGY

1 semester 1 credit

Grades 10-12

Sociology studies human groups and their behaviors. This class centers around understanding how groups influence individual behavior and exploring various theories and perspectives on human interaction. Key topics include cultural norms and their impact on daily behaviors, the process of socialization, and the examination of social structures and inequality. The course engages students in both small and large group discussions, primarily focusing on issues relevant to their lives. Through this interactive and reflective approach, students gain a comprehensive understanding of the complex dynamics that shape societies and individual actions within them.

US HISTORY TO 1877 (NICC)

1 semester 1 credit

Prerequisite: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

A survey of the emergence of the United States from the colonial era to 1877, including colonization, the Revolutionary period, the early Republic, the Jacksonian Era, the Civil War, and Reconstruction. Political, economic, and social themes will be considered and offered during the fall semester.

The school district provides this Concurrent course through NICC and offers 3 college credits. An “F” in the class may affect a student’s academic status and financial aid at college. All “drops” must be made within the first two weeks of a concurrent course.

US HISTORY FROM 1877 (NICC)

1 semester 1 credit

Prerequisite: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

A survey of American life from 1877 to the present, including the Age of Industrialization, the Progressive Era, World War I, developments between the wars, World War II, and postwar foreign and domestic issues. Offered during the spring semester

This Concurrent course is offered during the spring semester by the school district through NICC and offers 3 college credits. An “F” in the class may affect a student’s academic status and financial aid at college. All “drops” must be made within the first two weeks of a concurrent course.

A.P. DIRECTED STUDIES (SOCIAL STUDIES)

1 semester 1 credit

Grades 10-12

Prerequisite: Varies by IOAPA Course requirements.

Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

Students are provided a structure and regular contact with an instructor to pursue an advanced social studies course either not offered by the district or one in which scheduling conflicts prevent taking. Students must spend one scheduled period during the day working on the course and will likely need an additional hour per class period outside of school based on the reading and writing required. Teacher-facilitated courses include AP Comparative Government, AP European History, AP Human Geography, and AP US History. Online courses provided through the IOAPA include AP Environmental Science, AP American Government, AP Macroeconomics, AP Microeconomics, and AP Psychology.

Most AP Directed Studies Social Studies courses should be taken during spring. Still, they will start during the first week in January to allow for the possibility of taking the corresponding Advanced Placement Exam for the course and possible college credit. AP European History and AP US History will require both semesters. It is also possible to pair some semester AP courses to create a year-long course with the goal of preparation for two separate Advanced Placement Exams in May. Please discuss course interests with the instructor.

AP ONLINE COURSES

Grades 11-12

PREREQUISITE: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, and science, as established by Senior Year Plus.

Sponsored by the Belin-Blank Center at the University of Iowa, the Iowa Online Advanced Placement Academy (IOAPA) provides free access to AP courses online. Interested students have online access to AP Chemistry, AP English Literature and Composition, AP English Language and Composition, AP Calculus, AP Environmental Studies, AP Physics, AP Statistics, AP Psychology, and AP U.S. History, to name a few of the courses. In May, students can choose to take the related AP tests. Scores on these tests that are high enough can result in receiving college credit for the course or courses. APEX Learning provides online teachers who assign and grade coursework. Final course grades must be placed on a student’s transcript. No Pass/Fail grading is allowed. Enrollment for the next school year begins each May by contacting Mr. Trewin to sign up for an AP Online class.

CO-CURRICULAR ACTIVITIES/CLUBS/ORGANIZATIONS

ART CLUB

Art club has been formed to provide additional experiences with project interests and art appreciation outside the regular classroom. The club has speakers, plans time for working on group and individual projects, and encourages attendance at local art exhibits, concerts, dance recitals, and plays.

COLOR GUARD/WINTER GUARD

The color guard is part of the marching band, consists of flags and rifles combined with additional props, and incorporates simple dance routines. Members learn military discipline, marching, and performing skills—the color guard practices with the marching band during class and Monday night band rehearsals. The color guard performs with the marching band at all home football games and street parades and travels to all marching band competitions with the band. You must be a member of the band to participate during the marching band season. Winter guard is open to all students within DHS and rehearses outside school hours. This group performs at selected home basketball games in middle and high school.

COMMUNITY CLUB/TAATU (Teens Against Alcohol and Tobacco Use)

Community Club/TAATU is open to all students 9-12 who want to work on worthwhile projects to benefit our school and the greater community. Students can volunteer for various projects, including raising money for the food pantry and other needs. They also create opportunities to educate peers and middle school students on the dangers of substance use and abuse. Meetings are once a month, with opportunities to participate in events and activities occurring throughout each month.

"D" CLUB

The "D" Club is open to membership of any boy or girl who has earned a letter in athletics, drama, and music. The "D" Club aims to promote standards of good leadership, sportsmanship, and fair play among the student body and its members. Letters are received by the participants when they have completed the requirements for the activity.

DRAMA ACTIVITIES

Drama activities are open to all students in the high school. The purpose of drama is to promote self-confidence and cooperation. Opportunities exist in areas both on-stage and in production crews. The drama department tries to produce a variety of shows ranging from serious to comedies to musicals. Musical and variety shows are usually produced in alternate years.

Students are cast in musicals and variety shows through auditions. Everyone can audition for a role; however, only some who try out will get a part. Students are always needed for production crews in make-up, costumes, box office, publicity, set work, backstage crews, lighting, and sound. Students who participate on stage and off stage receive points for the speech & drama letter.

ENVIROTHON

The Envirothon is North America's largest high school environmental competition. The Pennsylvania Association of Conservation Districts started in 1979. The first National Envirothon competition was held in 1988, with Iowa joining in the 1995-1996 school year. Teams representing over 45 states and Canadian provinces compete nationally for scholarships and prizes. Prospective team members begin to study in November and continue through the state competition in April. Meetings are held on the most convenient evening of the week for those participating. Areas of study include aquatics, forestry, wildlife, soils, and current environmental issues. If you would love to learn more about those subjects and have fun doing it, we will see you signed up to participate.

FFA

FFA is open only to students taking Agriscience 9-12. By being a member of the Decorah FFA, you will also be a part of the Iowa FFA and National FFA Associations. Membership in the FFA will provide you with premier leadership training and personal growth development throughout high school and prepare you to be more successful in your chosen career. You can attend local, state, and national leadership conferences as an FFA member. By working with community service projects, you will be given challenges to make our community a better place to live. You will have several options to compete in skills contests and leadership career development events.

Most importantly, you will meet students from across Iowa and our nation and develop lasting friendships. Today, almost half a million FFA student members are engaged in various agricultural education activities, leading to over 300 career opportunities in the food, fiber, and natural resources industries. Student success remains the primary mission of the FFA!

GSA

The Decorah Gay-Straight Alliance is a group that advocates for lesbian, gay, bisexual, transgender, questioning intersex, and asexual youth in our school, community, state, and country. We are a group that provides safe and enjoyable activities for all youth. We do service projects, hold recreational events, and serve as an educational and support resource for all LGBTQ+ students.

MUSIC (see also course descriptions - instrumental music, orchestra, and vocal music)

Prerequisite for band, orchestra, and vocal music: satisfactory completion of middle school band, orchestra, and chorus. In case of transfer, late entry, or re-entry students, an audition and approval by the high school director will be required for admittance.

- A. Band definition: Band class is a one-year course made up of various types of bands, which include marching bands, pep bands, concert bands, and jazz bands. Students must be in all bands except jazz and pep band.
- B. Orchestra definition: the orchestra is a one-year course of stringed instruments with wind instruments added occasionally for full orchestra.
- C. Jazz Band performs all styles of jazz repertoire. The Jazz Band competes at jazz festivals and performs at Band home concerts. Band and Orchestra members are eligible for Jazz Band.
- D. Vocal Music definition: vocal music is a one-year course consisting of various types of ensembles. Two mixed choruses are offered, as well as treble clef and bass clef choruses. Madrigal and other small groups are also offered.
- E. All music department students must enroll in four academic classes per semester, while in any music organization, orchestra and vocal music members will take either an individual or a class lesson each week. Lessons will be approximately 20 minutes and given during the student's study period or at another pre-arranged time.
- F. All music students will be encouraged to participate in solo and small ensembles during the school year.
- G. Select music students will be encouraged to participate in honor and festival groups such as Dorian and other select festivals.
- H. Band members will be expected to furnish music for some athletic commitments during the school year and pep assemblies. Considering the above-listed requirements, music students will receive one credit per semester with grades applying to G.P.A.

NATIONAL HONOR SOCIETY

Juniors or seniors who have acquired a 3.5 GPA (**3.75 GPA, starting with the class of 2027**) will be invited to apply based on scholarship. Eligible students must indicate their desire to be considered by submitting materials demonstrating their character, leadership, and service accomplishments.

Candidates will be considered based on the quality of their essays and evidence of character, leadership, and service. Because all four areas are considered in the selection process, a top academic student may not be selected if the other areas are lacking.

While membership in the National Honor Society is an honor for deserving students, it is also a responsibility. Upon induction into NHS, selected students will be expected to participate in chapter activities, including meetings and service projects, and uphold character, scholarship, leadership, and service standards.

SILVER CORD PROGRAM

The Silver Cord Award is given to DHS students who volunteer for 200 service hours. It is awarded at the annual Awards Ceremony in the spring and at Commencement.

Students wishing to earn a Silver Cord Award must complete and verify the required hours by graduation. Students can start counting volunteer hours the day after their last day of 8th grade. If students transfer to Decorah High School during their high school career, they will be required to complete 50 hours per year starting with the year they transfer.

Students are encouraged to volunteer an average of 50 hours per year. However, they can accumulate the hours at any point to achieve 200 hours by the first Monday of May of their senior year. If more than 50 hours are accumulated in one year, extra hours will be carried over to the following year. The Silver Cord committee will review the hours submitted.

SPECIAL OLYMPICS

Students in the Life Skills program can participate in Special Olympics. Special Olympics Iowa offers a variety of activities, including bowling, track and field, basketball, roller-skating, bocce ball, and many others. Here at Decorah, we participate in track and field bowling events and a Unified Sports Day to work on sports and social skills. District competition is held in the spring for track and field, usually at the UNI-Dome in Cedar Falls and Bowling in Waterloo in the fall. Athletes who place 1st in the regional Bowling event advance to the State event in Waterloo or Cedar Rapids.

Special Olympics are an excellent experience for our students. They practice teamwork, social skills, and daily living skills and have the opportunity to make many new friends from all over Iowa. Students enjoy the Special Olympics and look forward to it each year.

SPEECH ACTIVITIES

Decorah High School participates in the Iowa High School Speech Association contests from December through March. Contests are divided into large group and individual categories. Students do not need to be enrolled in a speech class to participate.

DHS has two levels of participation. The 9th grade is a separate team, and students can participate in one or two areas in both large group and individual contests. Tryouts will determine the best placement for the students. Tenth, eleventh & twelfth graders will participate in the Varsity team for the contest. Participation in this team is through tryouts. Students may participate in two events in both large group and individual contests.

Large group categories include one-act plays, readers theater, choral reading, group improvisation, ensemble acting, solo mime, group mime, musical theater, radio broadcasting, TV news broadcasting, and short films. Individual contest events include public address, poetry, prose, literary program of prose & poetry, original oratory, spontaneous speaking, radio news announcing, after-dinner speaking, reviewing, improvisation, acting, musical theatre, and storytelling.

Participants perform their selections at district competitions. Those with I ratings advance to the State competition. Students selected at State as Outstanding Performers will participate in the All-State Outstanding Performance Festival. Performers earn points towards a speech and drama letter through their participation.

VIKING YEARBOOK

The Viking Yearbook staff is responsible for the school's composition, financing, sale, and distribution annually. The staff determines the book's layout design, text, photography, and theme. The yearbook is computer-generated using InDesign CS5.5. Deadlines are a significant component of the class. Every student in Decorah High School is eligible for this activity through the Entrepreneurship class.

ATHLETICS

BASEBALL

Baseball, a summer sport at Decorah High School, welcomes boys from 8th to 12th grade. Practices begin on May 1st, in compliance with I.H.S.A.A. regulations. Teams are allowed up to 40 regular season games, which could be a mix of single games and doubleheaders. The varsity team engages in conference play against NEIC schools, playing each opponent in home-and-away doubleheaders. Including non-conference games, the varsity team plays around 38-40 games annually, concluding with the I.H.S.A.A. State Tournament Series.

BASKETBALL (GIRLS AND BOYS)

Basketball at Decorah High School is open to boys and girls in grades 9-12 and features teams for various skill levels. For boys and girls in grades 9-12, basketball at Decorah High School comprises varsity, junior varsity, and 9th-grade teams. This structure ensures a consistent and comprehensive approach to team formation and skill development across genders. The varsity teams typically comprise the most skilled players from the 11th and 12th grades. Both boys' and girls' teams adhere to a 21-game schedule, as permitted by the state associations, with the season running from mid-November through February. This sport provides an opportunity for extensive team participation and skill development in a competitive setting.

BOWLING (GIRLS AND BOYS)

Open to 9th-12th graders, the Decorah High School Bowling Team begins its season in mid-November, concluding with the state tournament in late February. The sport, comprising individual and team events, schedules up to 12 meets for junior varsity and varsity levels. Practices and home meets take place at King Pin Entertainment Center.

CHEERLEADING

Decorah High School offers separate Fall and Winter cheerleading squads for varsity and junior varsity and varsity levels. Winter cheer includes two varsity squads for basketball and wrestling and a junior varsity squad for home JV events. Squad selection is based on tryouts, attendance, ability, and conduct. Cheerleaders are provided with uniforms, excluding shoes.

CROSS COUNTRY (GIRLS AND BOYS)

Decorah High School's cross-country team, for boys and girls in grades 9-12, competes in 5000-meter races. The season, starting as per state association dates features grass course runs in various settings and concludes with district and state meets in late October. The program caters to a range of abilities, with eight meets plus the Northeast Iowa Conference meet.

FOOTBALL

Football season at Decorah High School starts in early August, with the length depending on state playoff qualifications. The 10th grade and varsity teams have two daily practices until school starts, then switch to one. The regular season consists of eight or nine games, with potential state playoff games. The program focuses on safety, skill development, and participation, adhering to a no-cut policy.

GOLF (GIRLS AND BOYS)

Golf at Decorah High School, offered to boys and girls in grades 9-12, starts indoor practice in March, moving outdoors as weather permits. The sport emphasizes individual skill, with both varsity and JV meets. The season includes conference, sectional, district, and state meets, with letter awards for significant participation.

ROBOTICS

For 9th-12th graders interested in STEM, the Robotics Team begins its season in early September. Supported by local grants and donations, the team participates in the FIRST Tech Challenge program, involving multiple tournaments and potential advancement to the Iowa State Championships in March.

SOCCER (GIRLS AND BOYS)

For 9th-12th grade girls and boys, soccer starts mid-March, extending through the state tournament in early June. The sport features Varsity and Junior Varsity games in a regular season schedule. Soccer played outdoors, adapts to various weather conditions.

SOFTBALL (GIRLS)

Girls' high school varsity softball commences practice in early May, with the season starting late May and running through early July. The schedule includes conference games and participation in state summer tournaments.

SWIMMING (GIRLS AND BOYS)

Boys' and girls' swimming teams for 9th-12th graders have seasons from mid-November to February and early August to November, respectively. The teams, promoting individual and team skills, compete in up to 12 meets with practices at Luther College Aquatic Center. Girls' swimming also includes diving, with thrice-weekly practice sessions.

TENNIS (GIRLS AND BOYS)

Boys and Girls Tennis, open to 9th-12th graders, starts practice in mid-March, with the season ending in late May. The sport accommodates various skill levels, from beginners to experienced players. The schedule includes team matches, tournaments, and district/state competitions, with six singles and doubles players each.

TRACK (GIRLS AND BOYS)

Track & Field for boys and girls in grades 9-12 includes indoor meets in March and outdoor meets from April to late May. The sport offers a range of events like distance running, sprinting, hurdling, and field events, catering to diverse abilities and interests.

VOLLEYBALL (GIRLS)

Girls' high school volleyball, available for 9th-12th graders, runs from early August to late October. The sport focuses on developing critical skills like bump, set, spike, block, and dig, emphasizing teamwork and strategy.

WRESTLING (GIRLS AND BOYS)

Decorah High School's wrestling program, for boys and girls in grades 9-12, starts in November and concludes with state-sponsored tournaments in February. The sport offers opportunities to develop physical fitness, self-defense skills, sportsmanship, and self-confidence. The schedule includes 15 meets and a post-season tournament series.

This Four Year Plan is a Google Doc shared with the students/parents.
 The student will then complete it and reshare their completed, named plan with the Registrar.

Decorah High School
2024-2025
4 Year Plan Registration



STUDENT NAME: _____
 PARENT NAME: _____

GRADE NEXT YEAR: _____
 CLASS OF: _____

24-25 Planning Guide

FRESHMAN (9TH GRADE)			
HRS	FIRST SEMESTER	SECOND SEMESTER	CREDITS
1	English 9	English 9	1
2	Math	Math	1
3	Physical Science	Physical Science	1
4	World Geography (1st or 2nd Semester)		1
5	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	0.5
6			
7			
TOTAL 1ST SEMESTER CREDITS			4.5
TOTAL 2ND SEMESTER CREDITS			3.5

PE is .5 credit.
 Vocal is .5 credit in 9th & 10th grade

TOTAL FRESHMEN HOURS

8

SOPHOMORE (10TH GRADE)			
HRS	FIRST SEMESTER	SECOND SEMESTER	CREDITS
1	English 10	English 10	1
2	Math	Math	1
3	Biology	Biology	1
4	World History (1st or 2nd semester)	Health (1st or 2nd semester)	1
5	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	0.5
6			
7			
TOTAL 1ST SEMESTER CREDITS			4.5
TOTAL 2ND SEMESTER CREDITS			4.5

PE is .5 credit.
 Vocal is .5 credit in 9th & 10th grade

TOTAL SOPHOMORE HOURS

9

9th, 10th, & 11th graders must be enrolled in and complete a minimum of FIVE full time academic, subjects plus PE Each semester.

JUNIOR (11TH GRADE)			
HRS	FIRST SEMESTER	SECOND SEMESTER	CREDITS
1	English 11	English 11	1
2	Math	Math	1
3	Science	Science	1
4	American History or US To 1877	American History or US From 1877	1
5	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	0.5
6			
7			
TOTAL 1ST SEMESTER CREDITS			4.5
TOTAL 2ND SEMESTER CREDITS			4.5

PE is .5 credit.
 Vocal is 1 credit in 11th & 12th grade

TOTAL JUNIOR HOURS

9

SENIOR (12TH GRADE)			
HRS	FIRST SEMESTER	SECOND SEMESTER	CREDITS
1	Government or AP US Pol. & Gov.	Economics or Macroeconomics	1
2	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	0.5
3			
4			
5			
6			
7			
TOTAL 1ST SEMESTER CREDITS			1.5
TOTAL 2ND SEMESTER CREDITS			1.5

PE is .5 credit.
 Vocal is 1 credit in 11th & 12th grade

TOTAL SENIOR HOURS

3

12th graders must be enrolled in and complete a minimum of FOUR full time academic, subjects plus PE Each semester.



DECORAH HIGH SCHOOL BELL SCHEDULES

Breakfast: 7:00 to 7:55 a.m.



MONDAY & THURSDAY

Hours 1, 3, 5, 7

Hour	Time
Tier 1 (1st hr.)	7:50 to 8:50
1st	8:05 to 9:35
3rd	9:40 to 11:05
5th A Lunch	11:10 to 11:50
5th A Class	11:55 to 1:25
5th B Class	11:10 to 11:55
5th B Lunch	11:55 to 12:35
5th B Class	12:40 to 1:25
7th	1:30 to 3:00

WEDNESDAY

All Classes/Hours Meet

Hour	Time
Tier 1 (1st hr.)	8:50 to 9:50
1st	9:05 to 9:50
2nd	9:55 to 10:35
3rd	10:40 to 11:20
5th A Lunch	11:25 to 12:05
5th A Class	12:05 to 12:45
5th B Class	11:25 to 12:05
5th B Lunch	12:05 to 12:45
4th	12:50 to 1:30
6th	1:35 to 2:15
7th	2:20 to 3:00

TUESDAY & FRIDAY

Hours 2, 4, 6, Homeroom, Flextime

Hour	Time
Tier 1 (2nd hr.)	7:50 to 8:50
2nd	8:05 to 9:35
4th	9:40 to 11:05
6th A Lunch	11:10 to 11:50
6th A Class	11:55 to 1:25
6th B Class	11:10 to 11:55
6th B Lunch	11:55 to 12:35
6th B Class	12:40 to 1:25
Homeroom	1:30 to 1:50
Flex 1	1:55 to 2:27
Flex 2	2:31 to 3:00



All students are required to attend Homeroom and each Flex session. Flex is designed to provide students access to work with their teachers for assistance, make-up work, and enrichment opportunities.

Excused absences from Homeroom and Flex are only approved work experience placement or an off campus PSEO or PICC class. Students must visit with the principal for approval.

DECORAH HIGH SCHOOL ACTIVITIES



SPORTS			
FALL	WINTER	SPRING	SUMMER
FOOTBALL VOLLEYBALL GIRLS SWIMMING & DIVING GIRLS CROSS COUNTRY BOYS CROSS COUNTRY FOOTBALL CHEERLEADING	GIRLS WRESTLING BOYS WRESTLING GIRLS BASKETBALL BOYS BASKETBALL GIRLS BOWLING BOYS BOWLING BOYS SWIMMING BASKETBALL CHEERLEADING WRESTLING CHEERLEADING	GIRLS TRACK BOYS TRACK GIRLS SOCCER BOYS SOCCER GIRLS GOLF BOYS GOLF GIRLS TENNIS BOYS TENNIS	SOFTBALL BASEBALL
FINE ARTS			
FALL	WINTER	SPRING	YEAR ROUND
VOCAL MUSIC -ALL-STATE -FALL VOCAL CONCERT ORCHESTRA -ALL-STATE -HARVEST MOON CONCERT BAND -ALL-STATE -MARCHING BAND SPEECH & DRAMA -VARIETY SHOW/MUSICAL	VOCAL MUSIC -HOLIDAY CONCERT -HONORS VOCAL FESTIVAL -MADRIGAL SINGERS -JAZZ CONCERT ORCHESTRA -HOLIDAY CONCERT -HONORS ORCHESTRA FESTIVAL -CHAMBER ORCHESTRA CONCERT BAND -HOLIDAY CONCERT -HONORS BAND FESTIVALS -SYMPHONIC WIND CONCERT -JAZZ CONCERT SPEECH & DRAMA -LARGE GROUP SPEECH CONTEST -INDIVIDUAL SPEECH CONTEST	VOCAL MUSIC -STATE SOLO & ENSEMBLE CONTEST -STATE LARGE GROUP CONTEST -VOCAL/ORCHESTRA CONCERT ORCHESTRA -STATE SOLO & ENSEMBLE CONTEST -STATE LARGE GROUP CONTEST -VOCAL/ORCHESTRA CONCERT BAND -STATE SOLO & ENSEMBLE CONTEST -STATE LARGE GROUP CONTEST -BAND CONCERT -LUNCH TIME CONCERT	FFA MOCK TRIAL MATH MODELING ROBOTICS LEGO LEAGUE ENVIROTHON PHYSICS OLYMPICS ART CLUB COMMUNITY CLUB "D" CLUB NATIONAL HONOR SOCIETY SILVER CORD
DHS GOAL = ALL STUDENTS INVOLVED IN AT LEAST 2 ACTIVITIES			