

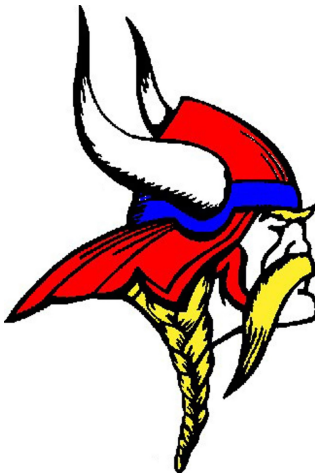
# Decorah High School

## Parent/Student

### Planning

### Guide

## 2023-2024



The Planning Guide can also be found on the High School Page under Forms & Information of the school website: [www.decorah.k12.ia.us](http://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](mailto:justin.albers@decorah.k12.ia.us)

# DECORAH HIGH SCHOOL

## CURRICULUM OFFERINGS 2023 - 2024

<b>Art</b>	<b>pg. 13</b>
	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)

<b><u>Agriculture, Food, &amp; Natural Resources</u></b>	<b>pg. 14</b>
	Grade
AgriScience 9	9
AgriScience 10	10
AgriScience 11	11
* AgriScience 12	12
* Farm Business Management	10-12
* Vet Science	10-12
* Work Based Learning	11-12

<b><u>Business, Finance, Marketing, &amp; Management</u></b>	<b>pg. 15</b>
	Grade
Accounting I	10-12
* Accounting II	11-12
Business & Finance**	12
* Business Law	11-12
Business & Marketing Comm.	12
* General Business	9-10
* Information Computing	11-12
* Work Based Learning	11-12

<b><u>Human Services (Culinary Arts)</u></b>	<b>pg. 16</b>
	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 Based Learning	11-12

<b><u>Applied Sciences, Technology, Engineering, &amp; Manufacturing</u></b>	<b>pg. 17</b>
	Grade
* Cabinet Making	9-12
* Cabinet Making II	10-12
* Intro to Construction	9-12
Construction	11-12
* Electricity	10-12
* Gas Engine Principles	11-12
* Intro to Metals	11-12
* Work Based Learning	11-12

<b><u>English Language Arts</u></b>	<b>pg. 18</b>
	Grade
English 9 / English 9 (TT)	9
English 10 / English 10 (TT)	10
English 11 / English 11 (TT)	11
* British & World Literature	11-12
* Communication in Workplace	12
* Composition I	
* Composition II	
* Creative Writing through Media	10-12
* Foundations of Composition	11-12
* Ind. Survey of Lit.	10-12
* Literature of Drama	10-12
* Speech	
Strategic Reading	11-12

<b><u>Foreign Language</u></b>	<b>pg. 20</b>
	Grade
Spanish I	9-12
Spanish II	10-12
Spanish III	11-12
Spanish IV	12

<b><u>General Education</u></b>	<b>pg. 21</b>
	Grade
* Employability Skills	
* F.I.R.S.T.	9
* Independent Study	11-12
Reading	9-10
Reading	11
Reading Success	9-10
* Work Based Learning	11-12

<b><u>Health</u></b>	<b>pg. 22</b>
	Grade
* Health 1	10-12
* Health 2	10-12

<b><u>Mathematics</u></b>	<b>pg. 22</b>
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

<b><u>Project Lead the Way</u></b>
Introduction to Engineering (IED)
Principles of Engineering (POE)

<b><u>Music</u></b>	<b>pg. 25</b>
	Grade
Band	9-12
Orchestra 9-10	9-10
Orchestra 11-12	11-12
9 <sup>th</sup> 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	

<b><u>Physical Education</u></b>	<b>pg. 27</b>
	Grade
* P.E.	9-12
* P.E. - Advanced	9-12
* P.E. - Buddy	10-12
* P.E. - Early Bird	10-12
* P.E. - IDPE (Band)	9-12
* P.E. - Sport Waiver/S1 or S2	11-12
* P.E. - Strength & Cond.	9-12
* P.E. - Wellness	9-12

<b><u>Science</u></b>	<b>pg. 28</b>
	Grade
Phy. Science/Phy. Science (TT)	9
Biology / Biology (TA)	10
* Botany	10-12
Chemistry	11-12
Honors Chemistry	11-12
* Electricity	10-12
* Environmental Science	11-12
Physics	11-12
* Vet Science	10-12
AP Physics: Mechanics C	11-12

### **PROJECT LEAD THE WAY:**

Princ. of Biomedical Science	11-12
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<b><u>Social Studies</u></b>	<b>pg. 31</b>
	Grade
* World Geography	9-10
* World History	10
American History	11
Honors World History & Geog.	9-12
* Economics**	12
* Macroeconomics**	12
* Government	12
* AP Government & Politics-Sem 2	12
* Psychology	11-12
* AP Psychology	11-12
* Sociology	11-12
* US History to 1877	
* US History from 1877	
* AP Directed Studies	11-12

<b><u>AP Online Classes</u></b>	<b>pg. 16</b>
AP Online Classes	11-12

### **Co-Curricular Offerings** **pg.35**

#### **PSEO**

Class at Luther / PICC classes at NICC

\*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

## GENERAL INFORMATION FOR STUDENTS AND THEIR PARENTS/GUARDIANS

This booklet has been prepared to provide information and guidance to students in the course selection process for the coming school year.

The information found in this booklet will help you make realistic course choices. The courses you select must satisfy requirements that may exist for your educational and/or employment plans. If you do not know whether you will attend a college or pursue a work opportunity, you are encouraged to take the courses which will "keep the doors open" until you make decisions regarding your future career plans.

Each year it is necessary to evaluate your past educational experiences and decide which courses and activities will be the most valuable in the school year or years ahead.

Some courses are required, and all students who expect to graduate from high school must successfully complete them. State law and/or the school board directors have established these requirements as an educational framework for all high school students. Students must select elective classes offered by Decorah High School to round out their experience. It is these electives that this booklet is primarily concerned with because choices made in the elective areas often determine the future educational and work possibilities for students.

Students should discuss their educational and career plans with their parents/guardians. Teachers and guidance personnel are also available for additional discussions with parents and/or students. After reading the information in this booklet, students will be given a registration form on which they will list their classes for next year. Parental/Guardian signature on the registration form is encouraged. The final registration will take place online and will be completed under the direction of the Registrar and Guidance Counselor.

### PLANNING YOUR EDUCATIONAL PROGRAM

The following factors should be considered when selecting elective courses (these are not necessarily in the rank order of importance since the relative importance would vary with different students and with different grades in school):

1. Your intentions after completing high school.
2. Your ability to master the selected course.
3. Your selection of prerequisites allows you to take more advanced courses.
4. Your interest in the course.

Remember when selecting elective courses that a class selected by your best friend may be a wise selection for them but an entirely inappropriate selection for you. Information can also be furnished relative to the general direction that your grades and assessment scores are moving: whether they are improving each year, remaining about the same, or falling.

Students are encouraged to talk with their teachers, the guidance counselor, or the registrar if questions remain after the information in this booklet has been studied. If you are to benefit from attending high school, the courses you select should be difficult enough to challenge you but should be courses you can master if you apply yourself.

### FOUR-YEAR COLLEGE PREPARATION PROGRAM

The course requirements **recommended** for admission to a four-year college are as follows:

- 8 semesters of English (including both oral and written communications),
- 6 semesters of math (including algebra II),
- 6 semesters of social science
- 6 semesters of science (including chemistry or physics)
- 4 semesters of foreign language

In addition to enrolling in and completing the required courses, a student must also earn the necessary grades. A grade average of 3.0 (Bs) is a desired minimum grade point average for four-year college admission to many or most colleges. Keep in mind that many colleges are very selective and have higher standards for one's GPA or ACT score.

## **TWO-YEAR COLLEGE PREPARATION PROGRAM**

The requirements for admission to a two-year college are essentially that no courses are required, and there is no required minimum grade average. Two-year college admissions personnel hope you will take the same preparatory classes as the four-year college student, but it is not required for admission. Attending a two-year community college serves several purposes. Some students choose this option to complete more of the same type of coursework (English, math, science, social studies, etc.) they had in high school. Other students use this avenue to earn the additional credits and grades necessary to be admissible to a four-year college and to complete general education requirements for the first two years at a university.

## **ONE OR TWO-YEAR COMMUNITY COLLEGE SCHOOL PREPARATION PROGRAMS**

Like the two-year colleges, no certain classes or minimum grades are required. Due to space limitations, some community college programs may limit enrollment. As a result, first come, first served usually applies. Similarly, the student who seems best prepared to handle the coursework will be selected for community college admission. If we assume the students with the best skills will get the best-paying jobs, then preparation is as important as working to develop the skills needed to succeed in their college program of study. Preparing for a community college education involves taking appropriate classes in high school.

## **GUIDANCE AND COUNSELING**

Guidance and counseling is a special service of the school designed to help the individual student:

- 1) understand themselves,
- 2) make the most of their capacities, interests, and other qualities,
- 3) adjust themselves satisfactorily to the varied situations of the environment
- 4) develop the ability to make their own decisions wisely and solve their problems independently
- 5) make their contributions to society to the fullest extent

The guidance staff is responsible for:

- 1) Registration of students
- 2) Counseling, interviewing, and testing
- 3) Educational, vocational, and personal guidance
- 4) Informing and interviewing parents and students
- 5) Maintenance of student academic and personal records

The guidance counselor is available to talk with you about your program of studies, career plans, or about any problems that occur in or out of school.

## **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 is completed. 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 15<sup>th</sup>. 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 unless it lowers the class size below the minimum limits for the class to be offered. Adding a semester course may be allowed if the maximum class size has not yet been reached.

### **REPORTING STUDENT PROGRESS TO PARENTS**

Decorah Schools uses PowerSchool to report grades for students. 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 inform the office at once of the change of address and telephone number.

### **EARLY GRADUATION GUIDELINES**

The successful completion of any activity requires accomplishing certain 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 of early graduation 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 November 1<sup>st</sup>.

## **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 normal 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:**

<b>ENGLISH:</b>	Eight (8) credits must be earned, including <ul style="list-style-type: none"><li>• Two (2) credits of English 9</li><li>• Two (2) credits of English 10</li><li>• Two (2) credits of English 11</li><li>• Two (2) elective English courses</li></ul>
<b>MATH:</b>	A minimum of six (6) credits must be earned.
<b>SCIENCE:</b>	Six (6) credits must be earned, including <ul style="list-style-type: none"><li>• Two (2) credits of Physical Science 9.</li><li>• The requirement for a life science credit must be fulfilled through Environmental Science or Biology.</li></ul>
<b>SOCIAL STUDIES:</b>	Six (6) credits must be earned, including <ul style="list-style-type: none"><li>• One (1) credit in World Geography</li><li>• One (1) credit in World History</li><li>• Two (2) Credits in American History</li><li>• One (1) credit in Government</li><li>• One (1) credit in Economics, including instruction in Financial Literacy.</li></ul>
<b>HEALTH:</b>	One (1) credit must be earned. CPR instruction leading to certification must be completed.
<b>PHYSICAL EDUCATION:</b>	Four (4) credits must be earned (½ credit per semester).
<b>F.I.R.S.T.:</b>	One (1) credit must be earned in F.I.R.S.T.
<b>FINANCIAL LITERACY:</b>	All students must successfully complete one credit of personal financial literacy. The requirement may be met through successfully completing one of the following: <ul style="list-style-type: none"><li>• Personal Finance or Business &amp; Finance</li><li>• Economics or Macroeconomics</li></ul>
<b>OTHER CONSIDERATIONS</b>	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 are required to 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 important 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.

### **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 will be shared with students.

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

If a comparable course is taught at our high school, a different policy applies. Any admissible high school student can take any class at any school if willing to pay the cost. Tuition costs per course range from \$200.00-800.00 per semester. 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 admissible to your college
3. grade and credit may go on record if requested
4. grades 9-12 are eligible

## CONCURRENT CLASSES

Decorah High School, in cooperation with Northeast Iowa Community College, offers several courses in our curriculum that allow students to earn both high school and college credit.

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

Composition I	Public Speaking (Speech)
Composition II	Farm Business Management
Gas Engine Principles	Employability Skills
Information Computing	US History to 1877
Macroeconomics	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 are then required to report to NICC either an ACT or ACCUPLACER score. 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.

## 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. Decorah High School courses considered articulated courses are identified in the course description booklets.

Procedure to Complete the Articulation Process:

1. The Career-Technical instructor will validate that the identified competencies have been met by the student 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 must be accompanied with the course competency checklist.
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 advanced standing will be reflected on the student's college transcript per community college guidelines.

## READING CLASSES

To assist students with improving their reading skills, various classes are offered. 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 in grades 9 through 11 who did not score at or above the 45<sup>th</sup> 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 best 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, Reading Success, Reading Fundamentals, and Strategic Reading.

## SEMESTER EXAMINATIONS

Examinations are given at the end of each semester at the discretion of teachers. Semester exams can only be taken in advance when special circumstances apply. Approval must be granted by the classroom teacher.



### **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 on a regular basis.

### **INCOMPLETE ACADEMIC WORK**

Generally, the use of an incomplete will only be allowed in the case of student absences which occur near the end of the semester and have interfered with the student’s ability to complete the required coursework. In this case, a deadline will be set for completing all incomplete work. The student must make arrangements 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.

### **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 have the right to deny pass/fail requests in their elective classes.
2. Contracts may be required that specifically outline the course requirements.
3. 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.

### **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.

### **ELECTIVE CLASSES**

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

### **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](http://regents.iowa.gov/RAI).

## 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 a minimum of 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.

## GRADE POINT

A+	=	4.00
A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F	=	.00

G.P.A. (Grade point average)

= Average of all grades that are designated towards graduation.

## MEASURES OF ACADEMIC PROGRESS (MAP)

The MAP Assessment is administered online to all high school students in grades 9-11 during first and second semesters of each school year. 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.

## IOWA STATE ASSESSMENT OF STUDENT PROGRESS (ISASPs)

The ISASPs are administered to all students in grades 9-11 and include 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 major educational goals. The ISASPs do not attempt to measure all the important skills students have learned. That would be impractical and require an enormous amount of time. The tests do, however, 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 do not depend entirely on these test scores for their knowledge of students and their 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 very helpful when considering plans after graduation.

### **American College Test (A.C.T.)**

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 main 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, in comparison 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.

### **National Merit Scholarship Qualification Test (NMSQT/PSAT)**

The combination National Merit Scholarship Qualification Test and the Preliminary Scholastic Aptitude Test is a two-hour test battery designed for interested juniors to measure verbal and mathematical abilities important 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 each year take the test, but only 250 students are designated as Merit Scholars. However, since there are no eligibility criteria for taking the test, any junior may take the NMSQT.

### **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 from the time 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. Selection for Driver Education is offered to high school students first and then middle school students. Driver Education information and enrollment forms can be found in the High School office and under Forms and Information on the High School page of the District website. Payment is due by the first day of class that the student is enrolled in. Please check with the high school office regarding the cost of the course.

### **PREREQUISITE COURSES/PROGRAMS**

Many high school courses require a student to enroll in and successfully 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 this requirement.

### **ADVANCED PLACEMENT COURSES (AP)**

AP (Advanced Placement) courses are college-level classes offered to high school students. These courses provide students with an opportunity 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 strong 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 being 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 place out of certain college classes.

### **ACADEMIC ELIGIBILITY STANDARDS**

In providing for the establishment and enforcement of academic standards for students participating in co-curricular activities, both local and state guidelines have been put in place to provide assistance to 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 IGSAU (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 receive credit in at least four subjects (each of one period or “hour” or the equivalent therefore) 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.

# 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. Students will be introduced to techniques in drawing, painting, pottery, and fibers. Students will gain an understanding and appreciation of other cultures by looking at specific artists and their works. Further, students will learn about various cultures and how art captures their way of life.

### ART 2 1 semester 1 credit

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, and pen and ink. Printmaking will explore linocut and reduction techniques. A study of art history and contemporary artists will accompany each of the units.

### CERAMICS

1 semester 1 credit

Grades 9-12

This class will explore the historic 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. The design will be an additional focus of their work.

### 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. Some areas that will be covered include computer graphics, sculpture, black-and-white photography, traditional and non-traditional book forms, and conceptual art.

### 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. Students will research and briefly present about a contemporary painter as well as display & critique the work of their peers and that of their own. Elements of art history will be studied with each unit.

### PHOTOGRAPHY

1 semester 1 credit

Grades 11-12

**PREREQUISITE: Successful completion of Art I**

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



## **BUSINESS, FINANCE, MARKETING, and MANAGEMENT**

### **ACCOUNTING I**

2 semesters 2 credits

Grades 10-12

Principles of Accounting I is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Introduces the accounting and financial reporting concepts and terminology for modern business enterprises. Examines the processes for analyzing and interpreting accounting information for making decisions about organizations and presents the basic mechanics of accounting procedures. Computerized accounting applications will be introduced after the fundamental principles have been learned.

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**

This course will broaden and improve knowledge about business procedures and accounting principles. Students will continue learning and using automated accounting systems. This is meant to develop a better understanding of the relationship between automated and manual processing of data. Designed for students who desire to become accounting clerks, or accountant's assistants upon graduation from high school, to go to college and major in accounting or some other phase of business administration.

### **BUSINESS & FINANCE**

2 semesters 2 credits

Grade 12

**Meets Financial Literacy Requirement. This does not qualify as a math credit.**

The financial skills gained in this course will give high school students the confidence needed to succeed in life, 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 gain a clear understanding of the fundamentals of personal finance and have the opportunity to earn college credit after passing the final exam.

### **BUSINESS LAW**

1 semester 1 credit

Grade 11-12

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities that influence business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts.

### **BUSINESS & MARKETING COMMUNICATIONS**

2 semesters 2 credits

Grades 12

In this course, through the operation of the Viking Corner School Store, students develop an understanding of the processes involved, from the creation to the consumption of products. Students develop an understanding and skills in distribution, marketing-information management, market planning, pricing, product management, promotion, and selling. Students develop an understanding of marketing functions applications and their impact on business operations. Most assignments are project-based. Independent research and effort will be essential for students to contribute to this course's collaborative nature successfully.

### **GENERAL BUSINESS**

1 semester 1 credit

Grades 9-10

The study of business, a major component of our economy, is increasingly becoming important to all. Since everyone interacts with business, it is important 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 do not have any business background. Students will learn practical things such as managing checking accounts, financial decision-making, and develop a very basic understanding of insurance, home buying, credit, saving/investing, consumer protection, and the world of work.

## INFORMATION COMPUTING

1 semester 1 credit

This course presents the basic concepts of information systems and computer literacy. The course incorporates theory as well as hands-on practice which focuses on spreadsheets, word processing, presentation software, and database management applications. This is a college level course through NICC (3 semester hours) that also offers students the opportunity to receive Microsoft Office Specialist certification.

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/or 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 with 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 needed 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 to this course. Students will demonstrate the health, safety, and sanitation procedures needed 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 gain an understanding of 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 used 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, and/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, and/or Instructor's Permission**

Cabinetmaking II is an extension to both 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 the world of 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**

2 Semesters 2 Credits

Grades 11-12

**PREREQUISITE: Successful completion of Intro to Construction or Exploring Construction**

Construction is a class in which 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. The ability to work as a team with other students is important 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**

1 Semester 1 Credit

Grades 11-12

May be used as a science credit.

Electrical design and construction is a basic 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 field of electronics are encouraged to take this class.

**GAS ENGINE PRINCIPLES (Small Gas Engines)** 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/or 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 a basic 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 successfully 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 6.

## **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 various formal essays, doing research projects, and oral presentations. Students will read short stories, novels, Shakespearean plays, 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 focusing on research, computer, presentation, and speaking skills.

**ENGLISH 10 - Required**

2 semesters 2 credits

Grade 10

This course is a survey of 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, chronological study of American literature as it reflects the historical events from Native American to the present. Students will complete personal and analytical responses to the literature. Students will also write a variety of 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.

**BRITISH & WORLD LITERATURE**

1 semester 1 credit

Grades 11-12

This will be a British and World Literature survey course.

This survey course will include a wide range of significant literary works from ancient times to the present that will develop reading and writing skills. Students will have many opportunities to analyze, interpret, and evaluate literature through discussion and written responses. This course is highly recommended for college-bound students.

**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. Interacting thoughtfully and conscientiously, students will 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**

1 semester 1 credit

**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.

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

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

**COMPOSITION II**

1 semester 1 credit

**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 a minimum of 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/or financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.**

**CREATIVE WRITING THROUGH MEDIA**

1 semester, 1 credit

Grades 10-12

This one-semester English elective focuses on the development of creative writing skills with an emphasis on creative expression through visual media. 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

(previously Foundations of Writing)

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 are used to build the skills needed for reasoning, writing across the curriculum, and conveying thought in a clear, focused manner. Students must submit a portfolio of polished writing at the end of the semester.

**INDIVIDUALIZED SURVEY OF LITERATURE**

1 semester 1 credit

Grades 10-12

This course allows students to read individual literature selections from a recommended reading list and from individual choices. Students will participate in oral book conferences with the instructor 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 will also participate in a Reading Buddy program with elementary students.

### LITERATURE OF DRAMA

1 semester, 1 credit

Grades 10-12

This one-semester English elective focuses on the genre of drama. 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.

### SPEECH (PUBLIC SPEAKING)

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.

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/or financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.**

### STRATEGIC READING

2 semesters 2 credits

Grades 10-12

While open to all students, this is a required class for students who did not score at or above the 45<sup>th</sup> percentile on the winter MAP assessment in reading comprehension and/or students who are 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.

## 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 basic 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 successfully 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 will gain a better understanding of the history and culture of Spanish-speaking people throughout the world.

**SPANISH IV**

2 semesters 2 credits

Grades 12

**PREREQUISITE: Successful completion of Spanish III or INSTRUCTOR permission.**

Oral and written proficiency development are the major 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 that successfully complete this course will have a solid background should they decide to continue their Spanish studies after graduation.

**GENERAL EDUCATION****EMPLOYABILITY SKILLS**

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 a key component. A variety of 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/or financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.**

**F.I.R.S.T. (Finding Information, Reporting Solutions with Technology)****Required**

1 semester 1 credit

Grade 9

A one-semester course required of freshmen, F.I.R.S.T. offers students the chance to do extended research on a topic of their choosing and produce a website. Half of the freshmen class take the course each semester. Each school year selects a broad theme, and the F.I.R.S.T. students develop a research question under that theme and use online databases and internet searches to gather data to prove their "thesis" question.

Using Google Sites, the students build a website that will be published near the end of the semester. Students will also utilize Garageband and iMovie to produce multimedia pieces for inclusion on their websites. The school provides a NoodleBib account for each student, and the MLA style of citations is utilized.

In late May, 9<sup>th</sup> graders, in groups of approximately 15 ninth, tenth, and eleventh graders and teachers, share their findings in a presentation using various technologies. Nearly every assignment is completed in class using Macintosh computers, iLife, and iWork software.

**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 a particular area of interest. The course must contain a strong academic component and requires motivation, initiative, creativity, and organization. Students interested in pursuing an Independent Study must submit a proposal to Mrs. Lovstuen no later than 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**

2 semesters .5 credit per semester

Grades 9-11

Reading is a yearlong course offered on an every-other-day basis that concentrates on the implementation of strategies to improve reading fluency and comprehension. It is a required class for students who did not score at or above the 45<sup>th</sup> percentile on the winter MAP Assessment in reading comprehension and/or students who are working on a reading goal. Students are typically scheduled into this class opposite a study hall or PE class.

**READING SUCCESS**

2 semesters 2 credits

Grades 9-11

While open to all students, this is a required class for 9th through 11th-grade students who did not score at or above the 45<sup>th</sup> percentile on winter MAP assessment in reading comprehension and/or students who are 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

**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****BRIDGE TO ALGEBRA**

2 semesters 2 credits

Grade 9

In Bridge to Algebra, students will be involved in mathematical problem solving through the study of algebraic thinking and problem solving. Designed as a pre-algebra course, the goal of this class is 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. The majority of class time will be spent working in small groups on mathematical problem solving. Additionally, students will be using math software, called 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 through the study of patterns and linear functions, proportional reasoning and linear functions, modeling situations using multiple representations, linear equations, and systems of equations, statistical analysis, quadratics, and laws of power. Much of the time in this class will be spent working in small groups. Additionally, students will be using math software, called 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 through the study of 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. Additionally, students will be using math software, called 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. Additionally, students will be using math software, called MATHia, for individual practice and feedback. A graphing calculator may be useful but is not required.

**PERSONAL FINANCE**

2 semesters 2 credits

Grade 12

**Meets the Financial Literacy requirement**

Personal Finance helps students better plan for and manage their financial futures outside of high school. In this course, students will learn 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, Analytic 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 useful but is not required.

**AP CALCULUS AB**

2 semesters 2 credits

Grades 11-12

**PREREQUISITE:** Successful completion of Precalculus. Students must score at or above the designated cut score on the most recent ISASP assessments in reading, math, & 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, and transcendental functions, as well as test strategies for taking the A.P. test. This course provides a good background for students pursuing math and/or 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.

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 and explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. 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 of engineering. The course exposes students to some of the major 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.

To succeed in POE, students should concurrently enroll in college preparatory mathematics and science. 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

## 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 each year, and participates in the state large group contest. The jazz band is active during winter and spring, presents two-three concerts per year, 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 are required to attend weekly lessons, which will be scheduled either during the student's study halls, before or after school, or rare cases, rotating from classes.

The students can develop and use their talents in various ways 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 are required to attend weekly lessons, which will be scheduled either during the student's study periods, before or after school, or 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 performed 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 a week both semesters. During the first semester, students will rehearse and perform as treble clef and bass clef choirs.

9<sup>th</sup> 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 State Large Group Music Festival is also required. Included during the year will be various special performances in the community. 9<sup>th</sup> Grade Chorus will perform a variety of bass clef, treble clef, and mixed choral literature from antiquity through the 21<sup>st</sup> 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 a week 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 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 21<sup>st</sup> 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 21<sup>st</sup> 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 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: Successful completion of 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 related to 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 which will lead to a thorough understanding of music composition and music 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 physical education is a 40-minute period meeting 2-3 times a week course and is an integral part of the total education of the student. Students will experience a variety of units and explore dimensions of wellness with an emphasis of fitness. Modified versions of team activities experienced include: volleyball, soccer, rugby, flag football, Ultimate Frisbee, and softball. Individual/dual activities such as bocce ball, Kubb, disc golf, pickle ball, 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 who have a full academic schedule to take physical education before the beginning of regular school day. This class will meet 3 days/week from 7:30-8:00 for most of the semester. This class will follow physical education curriculum.

### **STRENGTH & CONDITIONING**

1 Semester ½ credit

Grades 9-12

This class meets 1st and 2nd hour for one semester at 7:55 am and during 5th and 6th periods. Students will follow a weight lifting and running program that will emphasize various Olympic and Power lifts as well as running techniques. The goal of this class is to make students faster and stronger, increase flexibility, and reduce chances for injury. Each class period will begin with a dynamic warm up that will prepare the student to perform at a high level.

### **INTERDISCIPLINARY P.E. (IDPE)**

1st semester ½ credit

Grades\_9-12

#### **Band Members**

The purpose of this curriculum is to integrate physical education and the marching band activities into a collaborative, credited physical education course. Integrating the marching band activities creates new opportunities for students to learn life-long physical activities. The classes begin during the summer band program and will be scheduled at the teacher's discretion. This provides greater flexibility for students' scheduling so that they can take Advanced Placement courses, college credit courses, and additional electives. It is required that students enrolled in IDPE choose one semester and only one session to complete the term of this course.

### **BUDDY PE**

1 semester ½ credit

Grades 10-12

**Prerequisite: Sophomore-Senior standing and teacher approval.**

Buddy PE may only be taken once during HS.

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

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

Decorah High School physical education is a 40-minute class period required 2-3 days per week. The course is an integral part of the total education of the student. Students will experience a variety of activities, both team and individual activities. We will modify activities as much as possible to allow for individual needs; however, students will be required to 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 10-12, 9 second semester

This class will focus on lifetime physical activity including: weight lifting, yoga, pilates, walking, jogging, and development of personal wellness programs. This will be a class for students who are interested in wellness development and have taken at least one semester of physical education, early bird physical education, strength or basic 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 are required to take double PE for the duration of the spring semester in order to graduate.
5. Juniors who drop from their sport while on the waiver are not allowed to 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 9<sup>th</sup> or 10<sup>th</sup> 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 offers all students the opportunity to become more acquainted with the physical world around them. Through audio-visual, experiment, field trips, and lectures, the student is guided to expanding 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, application may be made of that "why" to future occasions.

**BIOLOGY**

2 semesters 2 credits

Grades 10

Biology is the study of life and life depends on the inter-relationships between non-living and living things. This course will teach students about the interrelationships of living and non-living 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 human body, which contains trillions of cells living and working in synchrony. Students will learn about life through field trips to explore a variety of ecosystems in the Decorah area. Additional learning opportunities will be offered ranging from lab work to traditional learning activities to creative and innovative assignments and projects of their own design. In the end, students will be provided enough information to make informed decisions concerning their past, present and future place in the web of life.

**PRINCIPLES OF BIOMEDICAL SCIENCE**

2 semesters 2 credits

Grades 11-12

**PREREQUISITE: Successful completion of Biology**

In the introductory course of the Project Lead the Way (PLTW) Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**BOTANY**

1 semester 1 credit

Grades 10-12

The intent of this course is to introduce students to one of the most rapidly "growing" industries, horticulture. Basic plant science will be taught. The main emphasis of the course will revolve around "hands on" experiences in working with greenhouse crops, terrariums, dish gardens, corsage making, flower arranging, and ending with on-site landscaping projects. Students will also have experience in using power point and designing landscape plans using a computer program. A student needs only an interest in horticulture to take this course. This course will prepare students for an entry-level job in this field or will serve as background to enter post high school education as horticulture 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 level. Therefore, chemistry is the concrete study of visible matter while explaining the reactions on an atomic level. The study of chemistry begins with fire and moves through ancient peoples to the advent of the scientific method; from then on careful experimentation becomes the source of chemical understanding. For that reason the process of how chemistry is done, as well as the theories of chemistry, are taught. The understanding of concepts is emphasized through specific examples and problems to solve, demonstrations, and lab work.

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. Two special global concerns upon which the course focuses are air and water pollution and nuclear energy. Students who are undecided but are thinking of careers involving biological, medical, engineering, architectural, or agricultural training should take chemistry. It is expected that students have satisfactorily completed one year of physical science, one year of algebra, and have taken or are taking 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 key concepts of AP 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/or the transfer of electrons.
- Rates of chemical reactions are determined by details of molecular collisions.
- 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 in constant competition, 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 exam may receive credit, advanced placement, or both for an introductory college Chemistry course.

**ELECTRICITY**

1 semester 1 credit

Grades 10-12

**May be used as a science credit.**

Electrical Design and Construction is a basic course in the science of electricity and its practical application in the world. 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 will also 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 the field of 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 inter-relationships to better 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. Tomorrow's world will certainly be a better place to live as a result.

**PHYSICS**

2 semesters 2 credits

Grades 11-12

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

The primary objective of physics is to prepare students who are going to take college level science of any kind. 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; wave phenomena; and the application of these concepts in the annual Physics Olympics. 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 obvious for those pursuing careers in the fields of math, medicine, chemistry, biomechanics, architecture, physical therapy, and engineering of any type. Though not prerequisite, it is helpful if students have also taken chemistry or one of the POE courses and at least be concurrently enrolled in Pre-Calculus.

**AP PHYSICS: MECHANICS C**

2 semesters 2 credits

Grades 11-12

**COREQUISITE: 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 followed by an exploration of 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 major curriculum for the first semester of a typical Physics with Calculus course.

**VET 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.

## SOCIAL STUDIES

### WORLD GEOGRAPHY - Required

1 semester 1 credit

Grades 9-10

World Geography is a course designed to help students better understand the seven continents of the world and local areas through the five geographic themes. These themes will guide the development of geography skills in exploring the physical and human geographical elements of different regions of the world. Various activities, ranging from oral and written reports to hands-on activities, will be used in this semester-long course to develop map and graph skills while connecting current events in the world to the five major geographical themes.

### WORLD HISTORY - Required

1 semester 1 credit

Grade 10

World History focuses primarily on western civilization. Human settlement and the development of agriculture, Ancient Rome and Greece, Islam and Middle Eastern History, the Middle Ages, The Renaissance and Reformation, The Age of Discovery, The Industrial Revolution, The French Revolution, and Nationalism and Imperialism are the units that are studied. Students will learn how our modern world developed and an understanding of how the events of the past have created some of the situations of our modern world.

### AMERICAN HISTORY - Required

2 semesters 2 credits

Grade 11

Students in American History examine the history of the United States from the end of the 19th century through the present. It is a continuation of the 8th grade course. A chronological approach is used to encourage an understanding of the sequence of events that shaped our nation.

The goal of high school students of American History is to become an informed and participating member of a democratic society. The study of the past furthers this goal by providing the lessons of our forefathers and mothers.

### HONORS WORLD HISTORY AND GEOGRAPHY

2 semesters 2 credits

Grade 9 - 12

**Prerequisite: Grades 9 - Meets TAG Identification**

**Grades 10-12 - 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.**

This year-long course blends the curriculum of the required 10<sup>th</sup> Grade World History course at an accelerated pace with the content of AP Human Geography and current events in order to prepare the student for taking the AP Human Geography Exam in May. Geography concepts of Population, Migration, Culture, Political Organization of Territory, Agriculture, Industry, Rural and Urban Patterns will be examined within a historical context. *The course is most typically taken in 10<sup>th</sup> Grade but may be taken in 9<sup>th</sup> Grade by students with advanced reading skills and TAG identification.*

### ECONOMICS - Required

1 Semester 1 credit

Grade 12

**Meets the Financial Literacy Requirement.**

Economics is the social science that deals with matters relating to the efforts of people attempting to use resources to produce and consume goods and services. Since peoples' wants are unlimited but their resources are limited, the problem of scarcity must be visited. In short, economics is all about choices.

The need for economic knowledge is apparent in our daily lives as we participate as consumers, producers, citizens, and voters. Everyone plays a role in the American economy.

The content of the course includes an introductory look into economic theory and the practical application of personal decisions. From the world of microeconomics come supply, demand, pricing, and competition units. Macroeconomic units include taxation/income taxes, money and banking, monetary policy, GDP, and the business cycle. Personal finances make up the final aspect of the course, emphasizing budgets, banking, and personal financial responsibility/money management.

**MACROECONOMICS**

1 semester 1 credit - Offered S1 Grade 12

**Meets the Financial Literacy Requirement.**

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 will present material essential to an understanding of the economic forces at work in our global society: the market system, supply and demand, gross national product, gross domestic product, the banking system, fiscal policy and monetary policy, international trade, and various economics systems employed throughout the world.

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/or financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.

**GOVERNMENT - Required**

1 semester 1 credit Grade 12

Nearly every American adult has an opinion on some aspect of their government, yet many are unable to tell you the name of any of their elected officials. Truly productive citizens must have knowledge before they can hope to make a difference in their communities.

The emphasis of this course is American government. The focus is the relationship between the federal, state, and local levels. Units include the formation of the rights and responsibilities created in the U.S. constitution, the roles of the three branches of the federal government, political parties and the electoral process. Comparisons are made between the state and federal level. Also mentioned are the various ways other states may present opportunities for future residents.

During this first semester class, an emphasis is also placed on local government through attending a public meeting, following local issues/public votes, etc. The need to be an active citizen is stressed throughout the semester.

**AP GOVERNMENT & POLITICS**

1 semester 1 credit - Offered S2 Grade 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 is an introductory course designed to expose students to the six basic concepts of the American government content within the Advanced Placement format: 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.

A strong skill set in reading and writing is crucial for success. In May, the student may opt to take the nationally administered A.P. exam.

**PSYCHOLOGY**

1 semester 1 credit Grades 11-12

Psychology, the study of behavior and mental processes, is studied in this class by looking at such topics as sensation and perception, motivation and emotion, human development, personality theory, psychological disorders, and behavioral analysis. Many will take this class to personally benefit them by attempting to understand their behavior as well as the behavior of other individuals. Others will find the information useful in preparing for careers in medicine, education, business, ministry, etc.

**A.P. PSYCHOLOGY**

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.

A.P. Psychology is a one-semester, introductory college course in psychology. Students will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. They will examine the concepts of psychology through reading and discussion and analyze data from psychological research studies. This course will prepare students to take the AP Psychology test in May.



## SOCIOLOGY

1 semester 1 credit

Grades 11-12

Sociology, the study of human groups and group behavior, is studied in this class by looking at such topics as bureaucracies, social movements, collective behavior, stereotyping and discrimination, theory, and behavioral analysis. How groups affect human behavior will be the central focus of the class. These topics will be studied and analyzed in small and large group discussions. Most discussions revolve around topics relevant to the lives of students.

## US HISTORY TO 1877

1 semester 1 credit

**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. 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/or financial aid at college. All “drops” must be made within the first two weeks of a concurrent course.**

## US HISTORY FROM 1877

1 semester 1 credit

**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/or 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 11-12

**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 are required to 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, or 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 interest 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 and 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 time and during 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 of school hours. This group performs at selected home basketball games at the 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 greater community. Students can volunteer for a variety of 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 purpose of the "D" Club is to promote standards of good leadership, sportsmanship, and fair play among the student body and its members. Letters are received by the participant when they have completed the requirement 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. Musicals and variety shows are usually produced in alternate years.

Students are cast in musicals and/or variety shows through auditions. Everyone is eligible to audition for a role; however, not everyone who tries 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. Currently, teams representing over 45 states and Canadian provinces compete at the national level 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 a current Environmental Issue. 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. As an FFA member, you will have many opportunities to attend local, state, and national leadership conferences. 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 that you will develop lasting friendships with. 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 industry. 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/or 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 band, pep band, concert band, and jazz band. Students must be in all bands except jazz and pep band.
- B. Orchestra definition: orchestra is a one-year course made up 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 will be invited to apply based on scholarship. Eligible students must indicate their desire to be considered by submitting materials demonstrating their accomplishments in the remaining three areas of character, leadership, and service.

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 any of the other areas are lacking.

While membership into 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 to uphold the standards of character, scholarship, leadership, and service.

### **SILVER CORD PROGRAM**

The Silver Cord Award is a distinguished graduation award available to DHS students who volunteer for a total of 200 service hours. It is awarded at the annual Awards Ceremony in the spring and at Commencement.

Students who wish to earn a Silver Cord Award must complete and verify the required hours by their 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 next year. The Silver Cord committee will review hours submitted.

### **SPECIAL OLYMPICS**

Students in the Life Skills program have the opportunity to 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 and 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 held in Waterloo or Cedar Rapids. Special Olympics are a great 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 Special Olympics and look forward to it each year.

### **SPEECH ACTIVITIES**

Decorah High School participates in the Iowa High School Speech Association contests through December through March. Contests are divided into a 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, and TV news broadcasting. Individual contest events include public address, interpretative reading, literary program of prose & poetry, original oratory, spontaneous speaking, radio news announcing, after-dinner speaking, reviewing, improvisation, acting, and storytelling.

Participants perform their selections at district competitions. Those with I ratings advance to 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 major component of the class. Every student in Decorah High School is eligible for this activity through the Entrepreneurship class.

## **ATHLETICS**

### **BASEBALL**

Baseball is played in the summer. Practice begins on May 1st as dictated by the I.H.S.A.A. and is open to all 8th, 9th, 10th, 11th, and 12th-grade boys. The boys' athletic association limits the number of games played by allowing each member school to play 40 regular season games. This can be 20 double headers or 40 single games, or a combination thereof. This rule applies to the 8th, 9th, and 10th team schedules. Each player is also limited to 40 regular-season games, whether played at one level or a combination of levels (for example, 20 varsity, 8 junior varsity, and 12 sophomore games for a total of 40 games.)

The summer schedule finds the varsity baseball team involved in conference play. Each of the NEIC schools is played on a home-and-away basis. Each conference opponent's conference dates are a conference doubleheader. With this conference format, we play 20 conference games each year. Eighteen to twenty other non-conference games are played to add to the 20 conference games. The varsity team is entered in the I.H.S.A.A. State Tournament Series, and if fortunate enough to go to the state tournament, another four to six games would be played.

### **BASKETBALL - BOYS**

The boy's basketball is a team sport for boys in grades 9-12. There are four teams in the high school. The varsity team generally consists of the best 9-12th grade players. Typically it is only 11th & 12th graders. The varsity reserve team consists mainly of varsity players who do not play extensively during the varsity games. The junior varsity team consists of 10th graders with 9th graders occasionally playing at this level. The 9th grade team consists of 9th graders. There is no limit as to the number of boys who may participate with any of the basketball teams. The state association allows a 21 game schedule and the season runs from mid-November through February.

### **BASKETBALL - GIRLS**

The girl's basketball is a team sport for girls in grades 9-12. There are three teams in the high school. The varsity team generally consists of the best 9-12<sup>th</sup> grade players. Typically it is only 11th & 12th graders. The junior varsity team consists of 9-12<sup>th</sup> graders. The 9th grade team consists of 9th graders. There is no limit as to the number of girls who may participate with any of the basketball teams. The Iowa Girls High School Athletic Union (IGHSAU) allows a 21-game schedule and the season runs from mid-November through February.

### **BOWLING - GIRLS/BOYS**

Decorah High School Bowling is open to boys and girls grades 9 - 12. The season begins in mid-November and concludes with the state tournament during the last week in February. Bowling is both an individual and team sport providing benefits for all participants. Competitions will involve participants at both the Junior Varsity and Varsity levels and only 12 meets are allowed to be scheduled. All home meets and practices will take place at King Pin Entertainment Center in Decorah. Participants conclude their season with a team conference meet and the state qualifying meet.

### **CHEERLEADING**

Decorah High School cheerleaders will consist of separate Fall and Winter varsity/junior varsity squads. Winter cheer will consist of two varsity squads and will cheer for basketball and wrestling on a rotating basis along with a junior varsity squad cheering for home JV basketball and wrestling events. Placement on squads will be decided by coaches on the basis of tryouts, attendance, ability, and conduct during the season. Cheerleaders may not be a member of an athletic squad at the time they are involved in cheerleading, but may be a member of marching band/color guard. The uniform (except shoes) will be furnished by the school.

### **CROSS COUNTRY - GIRLS/BOYS**

Cross-country is the sport of distance running for Decorah High School boys/girls in grades 9-12. The competitive distance run is 5000 meters for boys and girls. The season begins at the date set by the state association and continues through the district and state meets in late October. Most of the competition is run on grass courses in parks, country clubs, and campus settings of the host school. Cross country stresses conditioning of both the mind and the body. Participation is open to any student who has a current, valid physical, insurance verification, and a code of conduct card. A wide variety of abilities are expected and the program is designed to take this into account with the level of workouts and competition available to each athlete.

The meet schedule includes eight meets plus the Northeast Iowa Conference meet in which all of the squad competes. The district meet is limited to the varsity squad of seven and the state meet participation is for those varsity squad members who qualify for the state meet. Anyone who meets the current lettering benchmarks will earn a varsity letter.

### **FOOTBALL**

The starting date for football, set by the Iowa High School Athletic Association, is the early part of August. The length of the season is dependent on qualifying for the state playoff series.

The 10th grade and varsity squads will conduct two drills per day until the start of school when we will drop to one practice a day. Each squad will play a regular eight or nine game schedule. By finishing as one of the top two teams in district competition, the varsity squad could play four more games in the State playoff series. Tenth graders will be given a chance to participate on the playoff team.

Each squad member will be provided with the best equipment available with safety always considered in practice and competition. The proper blocking and tackling techniques will be shown and drilled on constantly.

A varsity letter can be earned by anyone who meets the requirements. Decorah has a no-cut policy and the basic philosophy is to let everyone have a chance to participate at some phase of the game. Pride and having fun are two main outcomes of the program.

### **GOLF - BOYS**

Golf is a highly individual sport. Boy's golf is offered to any boy in grades 9-12. Both varsity and JV meets are held to give an opportunity for many individuals to compete in golf matches and tournaments with other schools. Indoor practice starts in March and moves to the golf courses when weather permits. Letters are awarded to those participating in the majority of the meets. Conference, sectional, district & state meets are conducted following the regular season.

### **GOLF - GIRLS**

Girls' golf is offered to all girls in high school starting approximately in the middle of March and continuing to the end of the school year. Both varsity and JV meets are held to give an opportunity for many individuals to compete in golf matches and tournaments with other schools. Following directly is the state series of regional and state tournaments. Basic fundamental areas taught are grip, stance, swing, and putting all of which have a tremendous carry-over as a means of exercise, a hobby, or leisure-time activity in the years to come.

### **ROBOTICS**

Any students in grades 9-12 interested in furthering their knowledge and skills in STEM are invited to and given the opportunity to join the Decorah High School Robotics Team. Through local grant funding and donations from Gemini, the Robotics Team gains professional mentoring and financial support to have necessary resources for success. The team participates in local league competitions as part of the FIRST Tech Challenge program. The season begins in October and concludes with opportunities to advance and compete in the Iowa State Championships in February.

### **SOCCER - GIRLS/BOYS**

High school soccer is open to 9 - 12th grade girls and boys. It currently has a regular season schedule with Varsity/Junior Varsity games. The girls and boys soccer practice begins in mid-March and runs through the state tournament, which is held the beginning of June. Soccer is a high-energy game and is for the true outdoor person. It is possible to play in rain, snow or heat. It is a great team sport utilizing eleven players on the field.

### **SOFTBALL - GIRLS**

High school varsity softball begins practice for the summer season the early part of May with games beginning in the end of May. A conference schedule is included in the schedule and continues through the beginning of July with entry in the state summer tournaments.

### **SWIMMING - BOYS**

Boys' high school swimming is open to boys in grades 9 - 12. The season begins the middle of November and culminates the 3rd week in February with the state meet in Iowa City. Swimming is both an individual and team sport providing excellent health benefits for all participants. Schedule includes no more than 12 meets and practices at the Luther College Aquatic Center.

### **SWIMMING & DIVING - GIRLS**

Girls' high school swimming is open to girls in grades 9 - 12. The season begins the early part of August and runs through the state meet the first weekend in November. Swimming is both an individual and team sport providing excellent health benefits for all participants. Schedule includes no more than 12 meets and practices at the Luther College Aquatic Center. Diving is also a part of the girl's high school swimming program. The divers practice three times a week.

### **TENNIS - GIRLS/BOYS**

Tennis offers an individual the opportunity to be a state champion!! In order for an interested 9 - 12 grade student to reach success in tennis he/she will start practice in Mid-March and finish the season at the end of May. Those participating can expect dual team matches, tournaments, and district/state competition. A team includes six players in a singles competition and six students in doubles play. A full junior varsity schedule is also included so that all players have the opportunity to participate.

### **TRACK - BOYS**

Track & Field practice begins early in March in preparation for a combined indoor-outdoor season. At least two indoor meets are held in the latter part of March. Outdoor meets begin the first week of April, weather permitting, and finish late in May with the state outdoor meet. Junior Varsity competitions usually precede all varsity competition. Areas of competition involve distance running, sprinting events, hurdling, and field events, (such as high jump, long jump, shot put, and discus). There are five relay events ranging from longer distance to short sprint relays. This provides a wide variety for the opportunity to use your skills. All capable individuals 9-12 may compete at the varsity level.

### **TRACK - GIRLS**

Open to any girls in grades 9-12. The team has several indoor meets in March. The outdoor season starts in April and extends through the state meet in May. The team has varsity/junior varsity meets. We compete in the Northeast Iowa Conference meet and other varsity only meets in the outdoor season. The district meet, which is held in early May, qualifies people for the state meet. Talent and work ethic determine meet participation. Self-discipline and self-improvement along with team improvements are the major goals for the season.

### **VOLLEYBALL - GIRLS**

High school volleyball is open to girls grades 9-12. The season begins the early part of August and runs through the end of October. High school volleyball is one of the fastest growing sports for girls in our schools today. Much time will be spent on the techniques of the game. We will strive to command the "power volleyball" skills: bump, set, spike, block, dig, etc.

### **WRESTLING - BOYS**

This sport has much to offer the fellow, no matter what his size, because established weight classes assure him that he will be competing against opponents of approximately the same size. From wrestling the participant can develop physical fitness and strength, ability to protect himself, sportsmanship, friendship, and self-confidence in preparing to be a better citizen. There is a 15 meet schedule starting in November and ending the first week of February. Starting in February they will participate in state sponsored tournaments. Wrestlers will no doubt have a chance to meet and compete with some of the top athletes in the state.

### **WRESTLING - GIRLS**

High school girls wrestling is one of the newest activities Decorah High School has to offer female student athletes. No matter the size, athletes will be competing against opponents of approximately the same size, thanks to established weight classes. From wrestling a participant can develop physical fitness and strength, the ability to protect one's self, sportsmanship, friendship and self-confidence in preparing to be a better citizen. A formidable schedule is established each year for athletes to show improvement and compete against fellow female athletes that begins in November and ends in February. With girls wrestling being sanctioned for the first time in the winter 2022-2023 season, a post-season tournament series will now be offered by the IGSAU.

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  
4 Year Plan Registration**



STUDENT NAME: \_\_\_\_\_  
 PARENT NAME: \_\_\_\_\_

GRADE NEXT YEAR: \_\_\_\_\_  
 CLASS OF: \_\_\_\_\_

[Planning Guide Link](#)

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	F.I.R.S.T. (1st or 2nd Semester)	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			4.5
TOTAL FRESHMEN HOURS			9

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

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
TOTAL SOPHOMORE HOURS			9

PE is .5 credit.  
 Vocal is .5 credit in 8th & 10th grade

**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
TOTAL JUNIOR HOURS			9

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

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
TOTAL SENIOR HOURS			3

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

**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 8:05 a.m.

MONDAY & THURSDAY Hours 1, 3, 5, 7	
Hour	Time
Tier 1 (1st hr.)	7:55 to 8:55
1st	8:15 to 9:40
3rd	9:45 to 11:10
5th A Lunch	11:15 to 11:55
5th A Class	12:00 to 1:30
5th B Class	11:15 to 12:00
5th B Lunch	12:00 to 12:40
5th B Class	12:45 to 1:30
7th	1:35 to 3:00

TUESDAY & FRIDAY Hours 2, 4, 6, Homeroom & Flexitime	
Hour	Time
Tier 1 (2nd hr.)	7:55 to 8:55
2nd	8:15 to 9:40
4th	9:45 to 11:10
6th A Lunch	11:15 to 11:55
6th A Class	12:00 to 1:30
6th B Class	11:15 to 12:00
6th B Lunch	12:00 to 12:40
6th B Class	12:45 to 1:30
Homeroom	1:35 to 1:55
Flexitime A	2:00 to 2:30
Flexitime B	2:30 to 3:00

WEDNESDAY All Classes/Hours Meet	
Hour	Time
Tier 1 (1st hr.)	8:55 to 9:55
1st	9:15 to 9:55
2nd	10:00 to 10:40
3rd	10:45 to 11:25
5th A Lunch	11:25 to 12:03
5th A Class	12:08 to 12:45
5th B Class	11:30 to 12:08
5th B Lunch	12:08 to 12:45
4th	12:50 to 1:30
6th	1:35 to 2:15
7th	2:20 to 3:00

**DECORAH HIGH SCHOOL**  
Pride • Tradition • Excellence



*Flexitime*

Homeroom and Flexitime are on Tuesdays and Fridays.  
Flexitime is designed to provide students access to work with their teachers to receive assistance and support with coursework, make-up work, or have enrichment opportunities.  
All students are required to attend Homeroom and each Flexitime session unless they have an approved work experience placement or an off campus PSEO or PICC class at that time.



# 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			