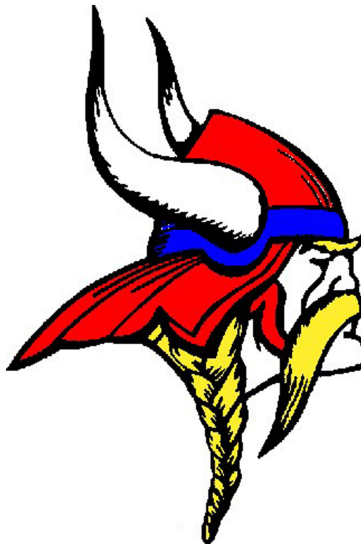


# **Decorah High School Parent/Student Planning Guide 2020-2021**



This Planning Guide can also be found on the [High School Page](http://www.decorah.k12.ia.us) of the school website:  
[www.decorah.k12.ia.us](http://www.decorah.k12.ia.us)

It is the policy of the Decorah Community Schools not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. & 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. & 206 et seq.), Title IX (Educational Amendments, 20 U.S.C. & 1681 – 1688, Section 504 (Rehabilitation Act of 1973, 29 U.S.C. & 794), and the Americans with Disabilities Act (42 U.S.C. & 12101, et seq.). Inquiries about this policy and its practices should be made to Sarah Tobiason, Principal, Carrie Lee Elementary, 210 Vernon Street, Decorah, IA 52101, or by phone at 563-382-3771.

# DECORAH HIGH SCHOOL

## CURRICULUM OFFERINGS



2020 - 2021

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

### Agriscience

	Grade
AgriScience 9	9
AgriScience 10	10
AgriScience 11	11
AgriScience 12	12
* Ag Business Management	12
* Vet Science	11-12

### Art

	Grade
* Art 1	9-12
* Advanced Art	11-12
* Art 2-Dimensional	9-12
* Computer Graphics	9-12
* Contemporary Art	10-12
* Digital Painting	9-12
* Painting	9-12
* Ceramics	9-12
* Photography	9-12
* Advanced Ceramics	10-12

### Business Education

	Grade
Accounting I	10-12
Accounting II (Advanced)	11-12
Business & Marketing Comm.	12
Business & Finance**	12
* General Business	9-10

### English Language Arts

	Grade
* British & World Literature	11-12
* Composition I	11-12
* Composition II	11-12
English 9 / English 9 (TT)	9
English 10 / English 10 (TT)	10
English 11 / English 11 (TT)	11
Reading Success	9-10
Reading	9-10
Reading	11
Strategic Reading	11-12
* Ind. Survey of Lit.	10-12
* Communication in the Workplace	12
* Speech	11-12
* Writing Foundations	11-12

### Family & Consumer Science

	Grade
* Culinary Basics	9-12
* Foods I	9-12
* Foods II	10-12
* Foods III	10-12
* Hospitality	10-12
* International Cuisine	10-12
* Employability Skills	11-12

### Foreign Languages

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

### General Education

	Grade
* F.I.R.S.T	9

### Industrial Technology Education

	Grade
* Cabinet Making	10-12
Exploring Construction	9-12
* Community Construction	10-12
* Construction Metals	11-12
* Electricity/Electronics	10-12
* Gas Engine Principles	11-12

### Health

	Grade
* Health	10-12
* Health & Life Management	11-12
* Total Health	11-12

### Mathematics

	Grade
Bridge to Algebra	9
Algebra	9-10
Geometry	9-11
Algebra II	9-12
Consumer Math**	12
AP Statistics	10-12
Pre-Calculus	10-12
AP Calculus	11-12
AP Calc/Phys	12

#### ELECTIVE MATH CREDITS:

	Grade
<u>Project Lead the Way</u>	
Introduction to Engineering (IED)	9-12
Principles of Engineering (POE)	10-12
AP Computer Science Principles (CSP)	10-12

### Music

	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
A.P. Music Theory	10-12

### Physical Education

	Grade
* Physical Education	9-12
* P.E. Early Bird	10-12
* Interdisciplinary PE (IDPE)	9-12
* Buddy PE	10-12
* PE Sport Waiver/1 <sup>st</sup> or 2 <sup>nd</sup> sem.	11-12
* Strength & Conditioning	10-12

### Science

	Grade
AP Calc/AP Phys	11-12
AP Chemistry	11-12
Biology / Biology (TA)	10
* Botany (Horticulture)	10-12
Chemistry	11-12
* Electricity/Electronics	10-12
* Environmental Science	11-12
Phy. Science/Phy. Science (TT)	9
AP Physics	11-12
Physics	11-12
<u>PROJECT LEAD THE WAY:</u>	
Biomedical Science	11-12

### Social Studies

	Grade
American History	11
* AP Human Geography	10-12
* Economics**	12
* Macroeconomics**	12
* Government	12
* AP Government & Politics	12
(Semester 2)	
* Psychology	11-12
* Sociology	11-12
* US History to 1877	11-12
* US History from 1877	11-12
* World Geography	9-10
* World History	10

### Special Permission Classes

	Grade
Ind. Study - Extended Learning	9-12
Transitions	9
Tools	9-11

### PSEO

Class at Luther  
PICC classes at NICC

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

# DECORAH HIGH SCHOOL 2020 - 2021 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 & Flextime		
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	
Flextime A	2:00 to 2:30	
Flextime 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* **Flextime**



Homeroom and Flextime are on Tuesdays and Fridays.  
Flextime 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 Flextime session unless they have an approved work experience placement or an off campus PSEO or PICC class at that time.

## **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.

Please study this booklet. The information found in this booklet, will help you make realistic course choices. The courses you select must satisfy requirements, which 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 educational experiences of the past and make decisions as to which experiences (courses and activities) will be the most valuable in the school year or years ahead.

Some courses are required; that is, all students who expect to graduate from high school must successfully complete them. State law and/or the directors of the school board have established these requirements as an educational framework for all high school students. Many of the classes offered by Decorah High School are elective and may be selected by the individual student to round out his/her high school experience. It is with these electives that this booklet is primarily concerned 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 students have read the information in this booklet, they 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, which will be completed under the direction of the Registrar and Guidance Counselor.

Parents are encouraged to talk with the counselor or registrar before signing the course request sheet. If a problem appears to exist, a conference may be arranged with the guidance office by telephoning 382-3643 and asking to talk with the 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 so that you can take more advanced courses.
4. Your personal interest in the course.

Keep in mind when selecting elective courses that a class selected by your best friend may be a wise selection for him/her, but an entirely inappropriate selection for you. You may wish to know your class rank as well as your comparative rank with Iowa students of your grade in the Iowa Assessments to assist you in making decisions about courses. Upon your request, the counselor or registrar can furnish this information. 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 urged to talk with teachers and the guidance counselor or registrar if questions remain after information contained 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 that 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 advanced algebra)
- 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 necessary courses, a student must also earn the necessary grades. A grade average of 3.0 (B's) is a general rule of thumb as a desired minimum grade point average for four-year college admission. You generally must also rank in the upper half of your class and have acceptable A.C.T. scores.

## **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 course work (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.

## **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, most community colleges must limit enrollment. As a result, first come, first served usually applies. Similarly, the student who seems best prepared to handle the course work 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 important. Preparing for community college education involves taking appropriate classes while enrolled in high school.

## **GUIDANCE AND COUNSELING**

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

- 1) understand himself/herself
- 2) make the most of his/her capacities, interests, and other qualities
- 3) adjust himself/herself satisfactorily to the varied situations of the environment
- 4) develop the ability to make his/her own decisions wisely and solve his/her problems independently
- 5) make his/her own 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 improper courses 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 his high school career, determine the entrance requirements of the school of his choice and prepare to meet them. We suggest you consult the guidance office or write directly to the college or university registrar for a catalog.

## **REGISTRATION**

Registration for academic courses and co-curricular activities for the upcoming school year begin after first semester is completed. Information concerning courses and co-curricular activities is located in a special registration/planning guide booklet and can be found on the High School page of the district website. Students will select their classes with the assistance of the Guidance Dept. and their parents.

In August, final registration will take place. At this time each student will complete his/her portion of online eRegistration, pay registration fees and finalize his/her first semester class schedule. Registration fees include textbook, towel and technology fees. An activity ticket may be purchased for an additional fee and will admit the student to regular season activities with the exception of plays, musicals, and post season sporting events.

## **CLASS CHANGES**

Registration is a very important administrative process. It determines the number of selections 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 two weeks of classes. Written consent from a parent/guardian, teacher(s), and a counselor may be needed before a change will be granted. A grade of (F) will be given if a course is dropped after the first two weeks of classes.

Dropping a semester course may be allowed unless it lowers the class size below the minimum limits set 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**

Currently student progress reports are usually sent home after 4½ weeks of each quarter. Students and parents can and are encouraged to view student progress at any time by logging into PowerSchool. User names 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, he/she should inform the office at once of his/her change of address and telephone number.

## **EARLY GRADUATION GUIDELINES**

The successful completion of any activity requires the accomplishment of certain requirements. In order to complete the Decorah High School educational program, a student must accomplish the minimum requirements as determined by our school district.

Our school district has made provisions to earn 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 intention of early graduation before 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.

## **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></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 fulfilled either 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 ( $\frac{1}{2}$ credit per semester). Grades will be awarded which <u>will count</u> toward honor roll determination, but <u>will not count</u> in grade point averages and rank in class calculations.
<b>F.I.R.S.T.:</b>	One (1) credit must be earned in F.I.R.S.T.
<b>FINANCIAL LITERACY:</b>	Starting with the class of 2021, all students must successfully complete one credit of personal financial literacy. The requirement may be met through successful completion of one of the following: <ul style="list-style-type: none"><li>• Consumer Math or Business &amp; Finance</li><li>• Economics</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. Grades will be awarded which <u>will count</u> toward honor roll determination, and <u>will count</u> in grade point averages and rank in class calculations.

## **SUBJECT LOAD**

All students are required to carry a minimum of five full-time academic subjects, plus physical education unless special permission to do otherwise has been granted by the counselor or principal. 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 granting approval is whether the course is remedial or enrichment in purpose. Remedial courses are used when prior courses have been failed. Enrichment courses are often taken in place of a subject offered in our high school. If so, it must be a comparable course.

## **SENIOR YEAR PLUS**

Iowa law requires that students must meet 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 a concurrent, PSEO, PICC, or AP class 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.

Students who are absent or who choose not to take the Iowa Assessments are considered non-proficient and are not eligible for programming under Senior Year Plus. Absences from testing should first be excused by the high school principal, however, this does not excuse students from the necessity of meeting the criteria of Senior Year Plus.

Senior Year Plus rules include students who attend public and nonpublic high schools and those students who are served through “competent private instruction”; i.e. dual enrolled.

Once a student establishes eligibility under Senior Year Plus, he/she 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 an eleventh or twelfth grade student, as well as some 9<sup>th</sup> and 10<sup>th</sup> grade students, wish 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 responsible financially 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 the student’s most recent spring MAP 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 of 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 P.S.E.O. are:

1. admissibility under Senior Year Plus and college standards
2. no comparable class available
3. grade and credit must go on the record
4. 11th or 12th grade students (certain 9th or 10th grade students may qualify) are eligible

If a comparable course is taught at our high school, a different policy applies. Now, any admissible high school student can take any class at any school if they are willing to pay the cost of doing so. 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. you are 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
- Contact the guidance office for additional details.

### **CONCURRENT CLASSES**

Decorah High School, in cooperation with Northeast Iowa Community College offers a number of 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	Ag Business Management
Gas Engine Principles	Employability Skills
AP Computer Science Principles (CSP)	US History to 1877
Macroeconomics	US History from 1877
Introduction to Engineering Design (IED)	Principles of Engineering (POE)

Students enrolling in any of these classes must first be proficient in math, science and reading as is 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 student skill levels in a number of 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 a number of 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 that are 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 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 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 in accordance with community college guidelines.

### **READING CLASSES THAT PROVIDE INTERVENTION AND ASSISTANCE**

To assist students with the improvement of reading skills, a variety of classes are offered. However, any student who strives to improve his/her reading skills may enroll in a reading class. Guidance will be provided to assist the student(s) in selecting the most appropriate class to help them improve his/her skills. Students in grades 9 through 11 who did not score at or above the 45<sup>th</sup> %tile (as identified by the student's most recent spring 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 his/her reading skills. Based upon this assessment, a reading improvement plan will be developed and put into place. Throughout the semester/year periodic reading assessments will be administered to gauge student progress. Current reading classes include; Reading, Reading Success, and Strategic Reading.

## **SEMESTER EXAMINATIONS**

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

## **GRADE IN PROGRESS POLICY**

The first and third quarter grades are "in progress" grades and only indicate a level of performance at that time. The quarter report card sent to parents will show a grade in progress after 9 weeks of work. The semester grade will be a cumulative average during the entire 18 week semester. This plus the semester test constitute the semester grade. Midterm reports may be sent out 4 ½ weeks into each quarter. Both students and parents have access to grade reports through PowerSchool.

## **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 course work. In this case, a deadline will be set for the completion of all work not received by the teacher at the time the incomplete is awarded. If the deadline is not met, all incomplete work becomes failing work and is graded accordingly. It is the responsibility of the student to make arrangements with the instructor to determine the make-up time for academic work missed.

## **PASS/FAIL POLICY**

The option of taking any 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 which specifically outline the course requirements.
3. Deadline to submit pass/fail requests is the end of the third week each semester.
4. Special restrictions may apply to two semester class requests (see below). Courses in which you earn a passing grade will be marked "pass" on your 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)**

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

If a student is applying to Iowa State University, the University of Iowa, or the University of Northern Iowa, he/she will need a Regent Admission Index (RAI) of at least 245 to be automatically admitted. The Board of Regents decided to discontinue the use of class rank in the RAI calculation to reflect changes occurring in Iowa's high schools. A growing number of high schools, both in Iowa and nationally, including Decorah High School, have dropped the use of class rank. The RAI change will affect students who seek admission for summer 2020 and later. The new calculation is:  $RAI = (3 \times \text{ACT composite score}) + (30 \times \text{high school GPA}) + (5 \times \text{number of high school courses completed in the core subject areas})$ . Students can calculate their RAI at [regents.iowa.gov/RAI](https://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 special permission to do otherwise has been granted by the counselor or principal. 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 Mrs. Sheppard, Mr. Trewin, or Mr. Pankow.

## **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 on-line to all high school students in grades 9-11 during the fall and spring semesters of each school year. The three areas tested are math, reading, and language usage and help to determine student progress throughout the year. In addition, some students are tested in Science. The MAP Assessment is aligned with the standards and benchmarks that have been 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 tests in reading, language/writing, and math. 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 are progressing in the achievement of 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 in planning of the most appropriate educational programs for all 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 and conferences, and through 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 area. 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 this year's results can be compared to those of previous years. The year-to-year comparability enables teachers to review how you, and your class as a whole, have improved from one testing window to another.

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

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

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

There are two main purposes for requiring this test. First, your academic achievement in the areas of social studies, mathematics, science, and English can be compared with thousands of other students. This enables the college to supplement your high school grades and class rank with another piece of information in determining your chances for college success. 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 course work or remedial work instead of the "typical" course level offered. Students can access registration materials online. The tests are given seven times a year on Saturday mornings at national testing centers. 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 doing 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) which is 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.

Each year, approximately 9,000 Iowa high school 11th graders take the test, but only 250 of the students are designated as Merit Scholars. However, since there is no criteria for eligibility to take the test, any junior may take the NMSQT.

## **DRIVER EDUCATION CLASS REGISTRATION**

A private company called Streetsmarts (formerly Drive Tek) conducts Driver Education. Consequently, no high school grades or credits are awarded. The role of our high school is facilitating the sign-up of prospective students.

To be age-eligible, a student must be a minimum of 14 years of age and have a learner's permit by the time class begins. To date, classes have been taught in the evenings during the spring and fall terms, as well as in the summer. Specifics such as class size, start and completion dates, driving times, etc. are dependent on the availability of instructors and are determined by Streetsmarts.

Selection for Driver Education will be offered to high school students first and then middle school students. Driver Education materials can be found in the High School office and on the High School web page.

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.

State law requires that the student complete 30 hours of classroom plus 6 hours of behind-the-wheel instruction. Streetsmarts offers exactly these minimums, which means a student must attend regularly and be on time to complete this program.

## **PREREQUISITE COURSES/PROGRAMS**

Many 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 in order to enroll in the next semester or course. Instructor approval must be obtained to waive this requirement.

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

Advanced Placement courses are courses designed to meet the needs of students who have demonstrated proficiency in a given curricular area. Students may be asked to pass a comprehensive assessment at the end of the course to demonstrate knowledge gained. Students who receive appropriate scores are given college credit. There is a course-processing fee.

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.

## **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 competition shall be subject to the IHSSA (Iowa High School Speech Association) rules regarding academic eligibility. Students in grades 9-12 participating in interscholastic music competition 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 that:

- Student must receive credit in at least 4 subjects (each of one period or "hour" or the equivalent therefore) at all times.
- Student 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, 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, 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 in nature and are not sponsored by the IHSSA and the IHSMA in which the student is a contestant.

# COURSE LISTING BY DEPARTMENT

## AGRISCIENCE

### AGRISCIENCE 9

2 semesters 2 credits

Grade 9

This is an entry course into the Agri Science department, which will introduce students to the exciting and challenging fields of agriculture. Areas of learning include animal science, leadership development, soil science, plant science, construction, and record keeping. Anyone who has an interest in agriculture, not just those who live in rural settings are encouraged to take this course, as most of the careers in agriculture today are non-farm related.

### AGRISCIENCE 10

2 semesters 2 credits

Grade 10

This course does not require a prerequisite and will prepare students in the Agri Science area for any possible career they may choose. Science areas such as soil conservation, animal nutrition, animal reproduction, swine and corn production, as well as carpentry construction, will be emphasized. In addition, a unit will be taught on parliamentary procedure. This unit is meant to better prepare students to become leaders by learning how to take charge of business meetings.

### AGRISCIENCE 11

2 semesters 2 credits

Grade 11

This course does not require a prerequisite and will prepare students in the Agri Science area for any possible career they may choose. Areas of learning include science such as dairy production and evaluation, silage and soybean production, as well as business areas including agricultural businesses, salesmanship, and career preparation. Career preparation involves writing resumes', letters of application, and simulating job interviews. Students will also be given the opportunity to form a corporation in their agribusiness unit and as a result will design and construct a carpentry project that will be sold.

### AGRISCIENCE 12

1 semester 1 credit

Grade 12

This course does not require a prerequisite and will prepare students in the Agri Science area for any possible career they may choose. Science areas taught will include soil fertility and beef production. Management areas will include machinery management as well as agribusiness management. Concrete and carpentry construction will also be taught. At the end of the course, each student will choose an agricultural area in which they are interested and prepare and present a power point presentation using the technology in the school as well as the technology in the Agri Science room.

### AG BUSINESS MANAGEMENT

1 semester 1 credit

Grade 12

This course is designed for high school seniors as an overview of the farm management process. It will prepare students for the process of farm decision-making. Topics include record keeping, budgeting, year-end analysis, enterprise analysis, and tax management.

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.

### VET SCIENCE

1 semester 1 credit

Grades 11-12

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.

## **ADVANCED PLACEMENT CLASSES ONLINE**

### **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 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 course work. 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.

## **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.

### **ADVANCED ART -**

**PREREQUISITE:** Art 1 + Instructor Permission

1 semester 1 credit

Grades 11-12

This course is designed for the student who wishes to pursue advanced study in one of the following areas: pottery, 2-dimensional, or fibers. Students must have a solid foundation in the advanced area they choose to pursue, and have demonstrated the ability to work independently. The student and the instructor will discuss goals for each student's program and a contract outlining them agreed upon. Evaluation will be based upon completion of those goals. The number of students selected for this class will be limited.

### **2 - DIMENSIONAL**

1 semester 1 credit

Grades 9-12

**PREREQUISITE:** Art I

This course offers further study in the 2-dimensional area. Drawing skills will be honed and used as a basis for painting and printmaking experiences. Drawing media will include pencil, conté and charcoal, pastels, pen and ink, and colored pencils. Printmaking will explore monoprint, etching, and multiple color techniques. Study of art history will accompany each of the units.

### **COMPUTER GRAPHICS**

1 semester 1 credit

Grades 9-12

**PREREQUISITE:** Art I recommended but not required.

This introductory course will explore graphic art using the computer. Students will learn to use various graphic software, peripherals, and manipulating of images to create different projects using the Macintosh computer.

### **CONTEMPORARY ART**

1 semester 1 credit

Grades 10-12

**PREREQUISITE:** Art I

This class is designed to reflect contemporary trends and techniques in the art world. Some of the areas that will be covered include computer graphics, sculpture, black and white photography, traditional and non-traditional book forms, and conceptual art.

**DIGITAL PAINTING**

1 semester 1 credit

Grades 9-12

**PREREQUISITE:** Art I recommended but not required.

Digital Painting is a companion class to Computer Graphics and one that can be taken either before or after that course. Students will use Photoshop to create art in the style of several artists from history. Lessons will focus on various techniques of the software and will allow students to generate their own original images once each lesson is learned. Students will work in the style of such artists as Vincent Van Gogh, Georgia O'Keeffe and Paul Cezanne. In addition, they will create images such as those created by TV artist Bob Ross and learn how to do a Paint-by-Numbers image.

**PAINTING**

1 semester 1 credit

Grades 9-12

**PREREQUISITE:** Art I

This course is designed to follow 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:** 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 both form and content of photographic images. The elements and principles of design as they relate 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.

**CERAMICS**

1 semester 1 credit

Grades 9-12

This class will explore 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:** CERAMICS

This class continues the learning and skill development of Ceramics. Students will further their hand building technique and the firing and glazing of ceramic creations. Design will be an additional focus of their work.



## **BUSINESS EDUCATION**

### **ACCOUNTING I**

2 semesters 2 credits

Grades 10-11

Accounting is the universal language of business, which makes it an essential element in efficiently running a business. In this course the student will learn the basic principles of accounting. The student will progress through the general ledger accounting system from a small service business, to a partnership and to a corporation, with the preparation of financial statements for each.

The use of special journals, special accounting transactions such as payroll, depreciation, bad debts, and taxes will be covered. The use of computerized accounting applications will be introduced after the fundamental principles have been learned.

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

### **ACCOUNTING II**    Successful completion of Accounting I

This course will broaden and improve knowledge about business procedures and accounting principles. Students will continue learning and using the 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 have a desire to become accounting clerks, or an accountant's assistant upon graduation from high school, to go to college and major in accounting or some other phase of business administration.

### **BUSINESS & MARKETING COMMUNICATIONS**

2 semesters 2 credits

Grades 11-12

Business and Marketing Communications is a course designed to help students develop an understanding and appreciation for effective communication in business situations and environments. Emphasis is placed on all phases of communication including speaking, listening, thinking, responding, communicating non-verbally, and utilizing technology to perform supervisor and leadership role tasks.

Students will act as team leaders and use the time to assist in preparation for and implementation of several school-based activities. Students enrolled in this class will also work with the principal to produce a student-based school newsletter.

### **BUSINESS & FINANCE**

2 semesters 2 credits

Grade 12

Meets Financial Literacy Requirement: Beginning with the 2020-2021 SY.

The course provides some of the mathematical skills needed for everyday business and daily life. Topics covered include: a review of basic arithmetic skills, appropriate use of the calculator, conversions, basic credit literacy, computing of earnings and yields, financial planning, personal budgeting, insurance opportunities and responsibilities, rates and proportions, practical geometry, and topics related to life survival skills. A four-function calculator is needed for this course.

**GENERAL BUSINESS**

1 semester 1 credit

Grades 9-10

The study of business, which is 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 what their relationship is 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. If you do not have any business background, this course will be very helpful. You will become aware of producer/worker and consumer roles in our economy. The impact of technology has changed and will continue to change the business world. Students will learn practical things such as managing checking accounts, financial decision-making, computer technology and changing career opportunities as well as explore some basic keyboarding skills to improve efficiency with computer use.

**ENGLISH/LANGUAGE ARTS****ENGLISH 9 - Required**

2 Semesters 2 credits

Grade 9

This course includes areas of reading, writing, speaking, thinking and listening. Students develop their skills in these areas through reading various types of literature, writing various formal essays, through research projects and through oral presentations. Students will read short stories, a novel, a Shakespearean play, and an epic poem.

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. After studying autobiographical forms, students will write their own autobiography, which includes personal narratives, poetry, and other reflective pieces.

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 events in history 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 survey course of British and World Literature.

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.

**COMPOSITION I**

1 semester 1 credit

Grades 11-12

**PREREQUISITE:** ACT English score of 19 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 will be required to 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

Grades 11-12

### **PREREQUISITE: 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 is a writing course that focuses on analysis, investigation, and the world of research specifically on one topic. Students will be required to submit a minimum of 32 pages of polished writing on the topic of their choice. 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.**

## **INDIVIDUALIZED SURVEY OF LITERATURE**

1 semester 1 credit

Grades 10-12

This course provides students with the opportunity to read individual selections of literature from a recommended reading list and from individual choices. Students will participate in oral book conferences with the instructor as well as 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.

## **COMMUNICATION IN THE WORKPLACE**

1 semester 1 credit

Grade 12

With a focus on today's career needs, students will strengthen essential language arts skills through various writing, speaking, and reading assignments. Interacting thoughtfully and conscientiously, students will make appropriate connections to their lives and to the workplace. Upon completion of this course, students will be effectively prepared for their futures through increased confidence, compelling verbal and nonverbal communication, and convincing written expression.

## **SPEECH (PUBLIC SPEAKING)**

1 semester 1 credit

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.**

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

**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.**

## **WRITING FOUNDATIONS**

1 semester 1 credit

Grades 11-12

This writing course develops fluency and confidence in written communication. Students work to develop and refine their writing abilities through writer's notebooks and descriptive, expository, narrative, and argumentative writing. Structured assignments are used to explore personal goals and values and to

exercise the skills needed for reasoning, writing across the curriculum, and conveying thought in a clear, focused manner. Students will be required to submit 21 pages of polished writing in portfolio form.

### **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> %tile on the Spring 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.

Two semesters (1 credit) of this reading class may count as one of the credits toward the English/Language Arts requirement.

### **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> %tile in spring 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

One credit of this reading class may count as one of the elective English/Language Arts credits.

### **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> % tile in the spring MAP assessment in reading comprehension and/or students who are working on an individual reading goal. The goal of this class is 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.

## **FAMILY & CONSUMER SCIENCE**

### **CULINARY BASICS**

1 semester 1 credit

Grades 9-12

The Culinary Basics course focuses on the fundamentals and principles related to the art of cooking and the science of baking. Through work that takes place primarily in the commercial kitchen, students will learn basic preparation techniques for various types of food products. Emphasis is placed on working skillfully and efficiently in the kitchen, preparing taste-tempting, nutritious foods, and serving them creatively. “Hands-on” activities are varied to make the course extremely practical as well as academic.

### **FOODS I**

1 semester 1 credit

Grades 9-12

This course will introduce students to the Restaurant & Food Service Industry. Students will gain an understanding of food & workplace safety, kitchen professionalism, equipment & techniques, stocks, sauces, and soups, fruits and vegetables, potatoes and grains. This course will include laboratory experiences with an evaluation of products for quality, nutritional standards & health, and a study of cleanliness & sanitation.

### **FOODS II**

1 semester 1 credit

Grades 10-12

**PREREQUISITE:** Foods I or Culinary Basics

Foods II allows students the opportunity 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 a key component to this course. Students will demonstrate the health, safety, and sanitation procedures needed in meeting State Food Service Licensing regulations. Coursework will include communication, breakfast food & sandwiches, nutrition, cost control, salads & garnishing, meat and poultry.

### **FOODS III**

1 semester 1 credit

Grades 10-12

**PREREQUISITE:** Foods I & 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 a key component to this course. Students will demonstrate their knowledge of health, safety, and sanitation procedures needed in meeting State Food Service Licensing regulations. Coursework will include management, menu planning, recipe cost analysis, purchasing inventory, marketing, desserts & bake goods, sustainability, and global cuisine.

### **HOSPITALITY**

1 semester 1 credit

Grades 10-12

**PREREQUISITE:** Foods I

Hospitality is designed to allow students who've taken foods courses gain an understanding of the “front of the house” job duties & responsibilities. Hospitality takes on many of the daily operations of the Viking Cafe’. Emphasis will be given 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

The International Cuisine course introduces students to the ways in which 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 which affect the availability and quality of food 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.

## **EMPLOYABILITY SKILLS**

1 semester 1 credit

Grades 11-12

The course provides a basic introduction to skills necessary for an entry-level employment position. Networking and job shadowing (one per quarter) with local employers will be a key component. A work performance rating and a National Career Readiness Certificate will be awarded based on results of Work Keys testing. This certification will be recognized in interviewing and compensation practices of some local employers.

**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.**

## **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 begin to develop basic skills in listening, reading, writing, and speaking the Spanish language. 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 such areas as 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; and the students continue to develop new skills through the use of 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 the Spanish-speaking people throughout the world.

### **SPANISH III**

2 semesters 2 credits

Grades 11-12

**PREREQUISITE: Successful completion of Spanish II**

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**

Oral and written proficiency development is the major goals of Spanish IV. Students will apply their language skills to many everyday situations. Grammatical skills will be reviewed and an emphasis is placed on increasing the students' vocabulary through a variety of 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**

### **F.I.R.S.T. - Required**

1 semester 1 credit

Grade 9

*Finding Information, Reporting Solutions with Technology*

A one semester course required of freshmen, F.I.R.S.T. offers students with the chance to do extended research on a topic of their own choosing and produce a website. Half of the freshmen class takes the course each semester. A broad theme is selected each school year 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 and iLife and iWork software.

### **INDEPENDENT STUDY-EXTENDED LEARNING**

1 semester 1 credit

Grades 11-12

Independent study is not intended as a substitute for courses regularly scheduled within the DHS catalog of courses. 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.

## **HEALTH EDUCATION**

### **HEALTH - 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 STD's and AIDS; describe why avoidance of early sexual activity is important, discuss sexual assault, and prevention, identify laws concerning rape; and define and identify a variety of health resources; complete CPR/AED training to meet a graduation requirement.

### **TOTAL HEALTH**

1 Semester 1 credit (Semester 2)

Grades 11-12

The class will meet daily for one semester.

The goal of this class is for students to develop skills for life-long wellness. The course will include physical activity, nutrition education, stress management, and social wellness. Functional fitness will be stressed with activities that can be done day-to-day to stay healthy.

**HEALTH & LIFE MANAGEMENT**

1 semester 1 credit

Grades 11-12

Health and Life Management is based on the application of facts learned in Health 1. This class must be taken AFTER Health 1. During the semester, students will understand what they eat effects how they perform, understand how to deal with death/grief, realize the importance of physical activity, get a first hand look at how teen sex affects teens around them, understand the dangers associated with drinking and drugs and other risky behaviors now and in college, and get a first hand look at how their health is affected by the community. Some semesters these students will also be responsible for setting up, organizing and running a Health Fair for HS/ MS students.

**MATHEMATICS****BRIDGE TO ALGEBRA**

2 semesters 2 credits

Grade 9

In Bridge to Algebra, the student will be involved in mathematical problem solving through the study of algebraic thinking, fractions, operations with fractions and mixed numbers, integers, algebraic problem solving, geometric figures and their properties, area and the Pythagorean Theorem, probability and statistics, volume and surface area, linear functions, number systems, and transformations. Much time in this class will be spent working in small groups. Additionally students will spend approximately two days a week working individually on a computer program that is part of the course curriculum.

**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 spend approximately two days a week working individually on a computer program that is part of the course curriculum.

**ALGEBRA II**

2 semesters 2 credits

Grades 9-12

**PREREQUISITE: Algebra****PRE- OR CO- REQUISITE: 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 spend approximately two days a week working individually on a computer program that is part of the course curriculum. A graphing calculator may be useful but is not required.

**AP CALCULUS**

2 semesters 2 credits

Grades 11-12

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

This course can be taken as a co requisite to Physics or independently of Physics. Topics that may be covered include coordinate geometry, continuity, limits, derivatives, application of the derivative, integration, applications of integration, and transcendental functions, as well as test strategies for taking the A.P. test. This course provides a good background for students planning on 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 one semester Calculus 1 course. Graphing calculators will be used as a part of this class.

### **AP STATISTICS**

2 semesters 2 credits

Grades 10-12

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

The purpose of this A.P. course in statistics is to introduce 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.

### **AP COMPUTER SCIENCE PRINCIPLES (CSP)**

2 semesters 2 credits

Grades 10-12

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

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

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. Students also have the option of taking the CSP AP Exam.

### **BUSINESS & FINANCE**

2 semesters 2 credits

Grade 12

**Meets the Financial Literacy requirement: Beginning with the 2020-2021 SY.**

The course provides some of the mathematical skills needed for everyday business and daily life. Some topics covered include: a review of basic arithmetic skills, appropriate use of the calculator, conversions, basic credit literacy, computing of earnings and yields, financial planning, personal budgeting, insurance opportunities and responsibilities, rates and proportions, practical geometry, and topics related to life survival skills. A four-function calculator is needed for this course.

This course is intended as a terminal mathematics course for students who are most likely to use non-theoretical mathematics in their chosen field of work.

### **CONSUMER MATH**

2 semesters 2 credits

Grades 11-12

**Meets the Financial Literacy requirement: Beginning with the 2020-2021 SY.**

This course is intended as a terminal mathematics course for students who are most likely to use non-theoretical mathematics in their chosen field of work.

The course provides some of the mathematical skills needed for everyday business and daily life. Some topics covered include: a review of basic arithmetic skills, appropriate use of the calculator, conversions, basic credit literacy, computing of earnings and yields, financial planning, personal budgeting, insurance

opportunities and responsibilities, rates and proportions, practical geometry, and topics related to life survival skills. A four-function calculator is required for this course.

## **GEOMETRY**

2 semesters 2 credits

Grades 10-12

### **PREREQUISITE: Algebra**

In Geometry, the student will be actively involved in mathematical problem solving through the study of shapes and patterns. Students will focus on the topics of 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 spend approximately two days a week working individually on a computer program that is part of the course curriculum. This course follows a similar format to Bridge to Algebra or Algebra.

## **INTRODUCTION TO ENGINEERING DESIGN**

2 semesters 2 credits

Grades 9-12

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

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

**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.**

## **PRECALCULUS**

2 semesters 2 credits

Grades 10-12

### **PREREQUISITE: Advanced Algebra**

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 is required for this class.

## **PRINCIPLES OF ENGINEERING**

2 semesters 2 credits

Grades 10-12

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

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

To be successful in POE, students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of 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 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, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics.

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.

## **MUSIC**

### **INSTRUMENTAL MUSIC (BAND)**

2 semesters 2 credits

Grades 9-12

**PREREQUISITE:** Participation in 8<sup>th</sup> 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, 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 marching season. The latter (co-curricular) involves optional music activities, outside of 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 the winter and spring and presents three concerts each year and participates in the state large group contest. 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 are given the opportunity to develop and use their talents in a variety of 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. 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, 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 of 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 given the opportunity to develop and use their talents in a variety of ways, through performance as soloists, members of small ensemble groups, and participants in orchestra. The music literature performed consists of classics, contemporary, popular, and novelty music. 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 on odd days 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 offering training in choral music performance, music literacy, and vocal technique. This choir will perform four home concerts per year: 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, one voice lesson per eight-day cycle is required. Grades will be based on a point system. \*

### **VIKING CHORUS**

2 semesters 1 credit

Grades 10-12

Students will meet on odd days both semesters.

Viking Chorus is a non-auditioned choir offering training in choral music performance, music literacy, and vocal technique. This choir will perform four home concerts per year: 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, one voice lesson per eight-day cycle 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 every day 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, music literacy, and vocal technique. Attendance is required at all performances. In addition, one voice lesson per eight-day cycle 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:** 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.

## **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 48-minute, every other day required course and is an integral part of the total education of the student. Students will experience a variety of units and explore the dimensions of wellness. This program fulfills the state mandates of a rhythms unit and a water safety unit. Modified versions of team activities experienced are: team handball, speedball, volleyball, soccer, flag football, ultimate Frisbee, and softball. Individual/dual activities: tennis, pickle ball, table tennis, badminton, bowling, cross-country skiing, bocce ball, disc golf, Pilates, and yoga. The components of health related fitness will be explored and experienced with the units of jogging/walking, and circuit training/set rep lifting.

### **PHYSICAL EDUCATION (EARLY BIRD)**

1 semester ½ credit

Grades 9-12

Taking physical education class from 7:00 a.m. to 8:00 a.m. allows students more time during the school day for classes. This class will meet 26 days, which will be scheduled at the teacher's discretion. Only students with seven classes (meaning P.E. would require the student to give up another class) are eligible for this class. You cannot have any study halls to enroll in Early Bird PE.

### **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. This creates new opportunities for students to learn life-long physical activities through integration of the marching band 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 might be able to 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 a variety of 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.

### **SPORTS WAIVER**

1 semester ½ credit

Grades 11-12

Juniors and seniors are eligible to request and utilize the PE/Sports waiver. Upon approval of this request, junior and senior athletes are allowed to 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 regularly attend PE. 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 winter or spring sport.
4. Students who are on a Sports Waiver and 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;
  - receiving a second Good Conduct Code violation.

### **STRENGTH & CONDITIONING**

1 Semester ½ credit

Grades 10-12

Grade 9 - Second Semester - with instructor permission

This class meets 1<sup>st</sup> period every other day for one semester at 8:00 a.m. and during 4<sup>th</sup> period. A section will be offered on odd days and a section will be offered on even days. (Both semesters).

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.

# **SCIENCE**

## **BIOLOGY**

2 semesters 2 credits

Grades 10-12

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: Biology**

In the introductory course of the 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 (HORTICULTURE)**

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: 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 reasons 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 advanced algebra concurrently.

**AP CHEMISTRY**

2 semesters 2 credits

Grades 11-12

**PREREQUISITE:** 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/ELECTRONICS**

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.

**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.



## **PHYSICS**

2 semesters 2 credits

Grades 11-12

**Prerequisite:** 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

**PREREQUISITE:** Pre-calculus; **COREQUISITE:** Calculus

**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.

## **SOCIAL STUDIES**

### **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.

### **AP HUMAN GEOGRAPHY**

1 semester 1 credit

Grade 10 - 12

**PREREQUISITE:** World Geography, World History or permission from instructor. **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.**

An introductory college course in human geography is designed to introduce individuals to the systematic study of patterns and processes that have shaped human development. Students will be able to employ the different methods of analysis and concepts in their study of human cultures. Students will examine how humans have altered of the earth's surface to their benefit. They will also be able to weigh the consequences of these decisions on the environment and society as a whole. In May, students may select to take the national Advanced Placement Human Geography Exam to prove competency and possibly receive college credit in Human Geography.

**Meets the Financial Literacy Requirement beginning with the 2020-2021 SY.**

Economics is the social science that deals with matters relating to the efforts of people attempting to make use of resources in the production and consumption of 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 in the roles of consumer, producer, and citizen/voter. It is obvious that every citizen plays some role in the American economy.

The content of the course includes an introductory look into economic theory as well as the practical application of personal decisions. From the world of microeconomics come units in supply, demand, pricing and competition. Macroeconomic units include taxation/income taxes, money and banking, monetary policy, GDP and the business cycle. Personal finances makes 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 beginning with the 2020-2021 SY.**

**Students must score at or above the designated cut score on the most recent ISASP assessment 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.

**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.**

**ADVANCED SOCIAL STUDIES DIRECTED COURSES****1 semester 1 credit****Grades 11-12**

**Prerequisite: Varies by course & permission from instructor. Students should possess strong reading skills as demonstrated by scoring above the 85th percentile on their most recent MAP reading RIT score.**

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 day outside of school based on the reading and writing required. Examples include Comparative Government, Advanced European or World History, AP Human Geography, AP US History, and possibly other AP Social Studies courses such as AP American Government, AP Macro Economics, AP Micro Economics, or AP Psychology provided by the IOAPA.

Ideally Advance Social Studies Directed Studies should be taken during the spring semester to allow for the possibility of taking the corresponding Advanced Placement Exam for the course and possible college credit. It is possible to pair Comparative Government, Environmental Science, or Advanced European or World History with AP Human Geography to create a year long Advanced Social Studies Directed course with the goal of preparation for two separate Advanced Placement Exams in May.

**GOVERNMENT - Required**1 semester 1 credit - **Offered S1**

Grade 12

Nearly every American adult has an opinion on some aspect of their government, yet many are unable to tell you the name 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 own behavior as well as the behavior of other individuals. Others will find the information useful in preparing for careers in the fields of medicine, education, business, the ministry, etc.

**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 then analyzed many 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

Grades 11-12

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

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 fall semester.

**This Concurrent course is provided 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.**

**US HISTORY FROM 1877**

1 semester 1 credit

Grades 11-12

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

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 spring semester

This Concurrent course is provided 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.

**WORLD GEOGRAPHY - Required**

1 semester 1 credit

Grades 9-10

World Geography is a course designed to help students develop a better understanding of the seven continents of the world, as well as local areas through the five geographic themes. These themes will be a guide to the development of geography skills in terms of exploring the physical and human geographical elements of different regions of the world. A variety of 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

Grades 9-10

World History is a course that focuses mostly upon 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 gain the knowledge of 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.

**INDUSTRIAL TECHNOLOGY EDUCATION****CABINET MAKING**

1 semester 1 credit

Grades 10-12

**PREREQUISITE:** Exploring Construction and/or Instructors Permission.

Cabinetmaking is a logical extension of the skills developed in Exploring Construction class. Cabinetmaking furthers the students understanding of cabinet construction and its use in homes and industry. Topics that will be covered include planning, face-frames construction, biscuit and pocket-hole joinery, fine finishing, material estimating, and others. Safety is strongly emphasized. Students are encouraged to make a project of their own choice with input and advice from the instructor.

**EXPLORING CONSTRUCTION**

2 semesters 2 credits

Grades 9-12

Exploring Construction is a two-semester class introducing students to the world of construction techniques and career opportunities. Students will focus on tool identification and usage, shop and jobsite safety, accurate measurement and construction mathematics, material identification, and other topics. Student will build two smaller wooden projects to practice tool usage, and the student will be involved with a much larger construction project chosen by the school. This capstone project allows the student to explore and install siding, framing, roofing, fasteners, windows, and doors. Periodic quizzes are given to assess student understanding of the math, vocabulary, and general concepts. Girls are welcome and encouraged in the Exploring Construction class.

**COMMUNITY CONSTRUCTION**

1 semester 1 credit

Grades 10-12

**Prerequisite:** Exploring Construction

Community 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 Exploring Construction in order to safely use the power tools in the wood and metal shops. Each year our Industrial Technology program is asked to build a wide range of projects for various community uses. The ability to work as a team with other students is important and expected. Our projects will be carefully planned, built in an organized way, and analyzed through written documents upon completion.

**CONSTRUCTION METALS**

1 semester 1 credit

Grades 11-12

Construction Metals is a basic course that develops skills in metalworking and welding. Students will learn how to safely operate oxy-acetylene welders, Arc welding in AC and DC modes, MIG (wire) welding in both steel and aluminum, resistance welding, metal measuring and cutting. These skills are used extensively in construction and manufacturing, and students will gain further opportunities for learning from field trips to area manufacturers. Students will improve writing skills by reporting on these trips. A project may be built after basic skills are learned.

This is an articulated class, which can allow the student who successfully completes this class to reach “advanced standing status.” To reach the advance standing status, please refer to the guidelines for articulated classes located in the informational portion, which is located on page 6.

**ELECTRICITY / ELECTRONICS**

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 applications 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.

**GAS ENGINE PRINCIPLES (Small Gas Engines)**

1 semester 1 credit

Grades 11-12

Gas engines principles is a class offered by NICC on our campus. NICC credit is earned at the completion of the class. This class emphasizes basic skills in engine theory and maintenance. Students will have an opportunity to analyze and repair an engine of their own.

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.

**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**

The color guard is part of the marching band. It consists of flags and rifles used in combinations with additional props as well as incorporating simple dance routines. Members learn military discipline, marching, and performing skills. The color guard practices with the marching band during the first hour every day as well as Monday night band rehearsals. The color guard performs with the marching band at all home football games, street parades, and travels with the band to all marching band competitions. You must be a member of the band to participate.

**COMMUNITY CLUB**

The Community Club is an organization open to all students who want to work on worthwhile projects to benefit our town or people in need. We often raise money to give to organizations such as the United Way, the fire department, the food closets, or other causes that help our community.

## **"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 "D" Club is to promote standards of good leadership, sportsmanship, and fair play among the student body as well as its own members. Letters are received by the participant when he/she has 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 comedy to musicals. Musicals and variety shows are usually produced in alternate years. Regular theater and children's plays are also included in the types of shows produced.

Students are cast in musicals and/or the variety show through tryouts. Everyone is eligible to audition for a role. 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 both on stage and off stage receive points towards 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.

Decorah first competed in the 2000 school year along with 64 other teams from throughout Iowa. That team along with the 2002 team were crowned state champs and competed nationally in Nova Scotia and Massachusetts respectively. The 2001 and 2003 teams each finished second by just one point both years. Decorah competes well and is constantly looking for team members to carry on our tradition.

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 a bunch of fun doing it, then we will see you signed up to participate.

## **FFA**

FFA is an organization open only to students who take Agri Science 9-12. By being a member of the Decorah FFA, you will also be a part of the Iowa FFA and National FFA Associations as well. Membership in the FFA will provide you with premier leadership training and personal growth development throughout high school along with preparing you to be more successful with your chosen career in life. As an FFA member, you will have many opportunities to attend leadership conferences local, as well as state and national. You will be given challenges to make our community a better place to live, by working with community service projects. You will have several options to compete in skills contests as well as 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 a wide range of 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!

## **FIRE SQUAD**

The fire squad group is made up of student representatives who are enrolled in the Entrepreneurship Class and who work to promote school spirit and student achievement. Through their leadership, this group of students has assisted with 9<sup>th</sup> grade orientation, created the Road to Victory at Viking Stadium, and organized the Scarlet Fever and Blue Wave movements at athletic events. Fire Squad members also work to promote academic accomplishments and have raised funds to recognize students on the honor roll, the all academic trophy, class of the week, class of the semester, etc.

## GSA

The Decorah Gay-Straight Alliance is a group that advocates for gay, lesbian, bisexual, and transgender 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 and hold recreational events as well as serve as an educational and support resource for all G.L.B.T. 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 will be required to 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. Swing choir, madrigal, and other small groups are also offered.
- E. All music department students must enroll in four academic classes per semester while they are in any of the music organizations and, orchestra, and vocal music members will take either an individual or a class lesson each week. Lessons will be approximately 20 minutes in length, and will be 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 of the athletic commitments during the school year and for pep assemblies. In consideration of the above listed requirements, music students will receive 1 credit per semester with grades applying to G.P.A.

## SPECIAL OLYMPICS

Students in the Life Skills program have the opportunity to participate in Special Olympics. Special Olympics offers a variety of activities, including bowling, track and field, basketball, roller-skating, bocce ball and many others. Here at Decorah, we participate in the track and field events. There is a district competition held in the spring, usually at the UNI-Dome in Cedar Falls. Athletes who earn first place go on to the State Summer Games, held in Ames on the Iowa State University campus in May.

Special Olympics are a great experience for our students. They practice teamwork, social skills, daily living skills, and have the opportunity to make many new friends from all over the state of Iowa. Students really 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 the months of December through March. Contests are divided into large group and individual categories. Students do not need to be enrolled in a speech class to participate.

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

Large group categories include one act play, 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 composition, financing, sale, and distribution of the school annual. The staff determines the layout design, text, photography, and theme of the book. 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 Entrepreneurship class.

## **ATHLETICS**

### **BASEBALL**

Baseball is played in the summer. Practice begins on approximately 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 and or a combination thereof. This rule also applies to the 8th, 9th and 10th team schedule. Each player is also limited to a total of 40 regular-season games whether they are played at one level or a combination of levels (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. One of the conference dates with each conference opponent is a conference double header. The other date with each conference opponent is a single conference game. With this conference format, we play a total of 18 conference games each year. Eighteen to twenty additional non-conference games are played to add to the 18 conference games. The varsity team is entered in the I.H.S.A.A. State Tournament Series and if fortunate enough to go all the way to the State, 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 state association 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 Oneota Lanes in Decorah. Participants conclude their season with a team conference meet and the state qualifying meet.

## **CHEERLEADING**

Decorah High School football cheerleaders will consist of separate varsity and 10th & 9th grade squads. Varsity boys' basketball, varsity girls' basketball, and wrestling will each have a Varsity and JV squad. 9th grade basketball will have one squad that is shared between the boys' & girls' teams. 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. 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 two miles or 3200 meters for 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 four teams in district competition, the varsity squad could play five 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 Rockwell Collins, 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**

High school wrestling is one of the fastest-growing sports in our schools today.

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. As this sport continues to grow, more opportunities will be prevalent for post-season competition.

# DECORAH HIGH SCHOOL REGISTRATION SHEET



PLEASE PRINT AND USE PENCIL

STUDENT NAME: \_\_\_\_\_ GRADE NEXT YEAR: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ CLASS OF: \_\_\_\_\_

FRESHMEN (9 <sup>TH</sup> GRADE)			
First Semester	Credit	Second Semester	Credit
English 9		English 9	
Math		Math	
Physical Science		Physical Science	
F.I.R.S.T. (1 <sup>st</sup> or 2 <sup>nd</sup> Sem.)		World Geog. (1 <sup>st</sup> or 2 <sup>nd</sup> Sem.)	
Phys. Education	1/2	Phys. Education	1/2
Credits:		Credits:	

SOPHOMORE (10 <sup>TH</sup> GRADE)			
First Semester	Credit	Second Semester	Credit
English 10		English 10	
Math		Math	
Science		Science	
World History (1 <sup>st</sup> or 2 <sup>nd</sup> Sem.)		Health** (1 <sup>st</sup> or 2 <sup>nd</sup> Sem.)	
Phys. Education	1/2	Phys. Education	1/2
Credits:		Credits:	

Freshmen, Sophomores, and Juniors must be enrolled in and complete a minimum five fulfilling academic subjects plus P.E. each semester.  
Seniors must be enrolled in and complete a minimum of four classes plus P.E. each semester.

JUNIOR (11 <sup>TH</sup> GRADE)			
First Semester	Credit	Second Semester	Credit
English 11		English 11	
Math		Math	
Science		Science	
American History		American History	
Phys. Education	1/2	Phys. Education	1/2
Credits:		Credits:	

SENIOR (12 <sup>TH</sup> GRADE)			
First Semester	Credit	Second Semester	Credit
Government (1 <sup>st</sup> or 2 <sup>nd</sup> Sem.)		Economics (1 <sup>st</sup> or 2 <sup>nd</sup> Sem.)	
Phys. Education	1/2	Phys. Education	1/2
Credits:		Credits:	