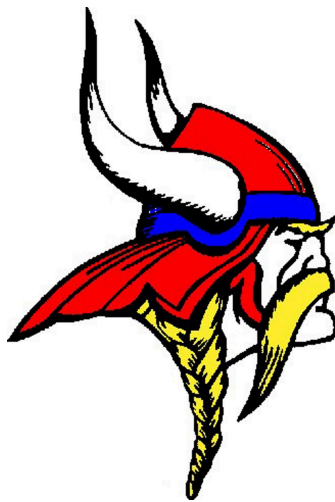


Decorah High School Parent/Student Planning Guide 2025-2026



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

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

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

It is the policy of the Decorah Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, **Mr. Justin Albers**, Middle School Principal, 405 Winnebago Street., (563) 382-8427, justin.albers@decorah.k12.ia.us

DECORAH HIGH SCHOOL

CURRICULUM OFFERINGS 2025 - 2026

Art pg. 14

	Grade
* Art 1	9-12
* Art 2	9-12
* Ceramics	9-12
* Advanced Ceramics	10-12
* Art 3	10-12
* Painting	9-12
* Photography	11-12

Career/Technical Education (CTE)

Agriculture, Food, & Natural Resources pg. 15

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

Business, Finance, Marketing, & Management pg. 16

	Grade
Accounting I	10-12
* Small Bus Mgmt (NICC)	10-12
* Business & Finance**	11-12
* Entrepreneurship	10-12
* Intro to Business (NICC)	10-12
* Info Computing (NICC)	10-12
* Work Experience	11-12

Human Services (Culinary Arts) pg.17

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

Applied Sciences, Technology, Engineering, & Manufacturing pg.18

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

English Language Arts pg. 19-20

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

Foreign Language pg. 20-21

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

General Education pg. 21

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

Health pg. 22

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

Mathematics pg. 22-23

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

ELECTIVE MATH CREDITS:

* Computer Science Principles	
* AP Computer Science Principles	

Project Lead the Way

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

PSEO

Class at Luther / PICC classes at NICC	
--	--

Music pg. 24-25

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

Physical Education pg. 26

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

Science pg. 27-28

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

Social Studies pg. 29-30

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

AP Online Classes pg.7

AP Online Classes	11-12
-------------------	-------

Co-Curricular Offerings pg.31-36

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

NAVIGATING YOUR ACADEMIC JOURNEY AT DECORAH HIGH SCHOOL

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

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

It is essential to reflect annually on your educational journey thus far. Consider how your past experiences can inform your decisions for the upcoming school year. Your choices should fulfill the mandatory requirements set by state law and the school board and include elective courses offered by Decorah High School. These electives play a crucial role in shaping your educational and career opportunities.

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

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

Crafting Your Academic Path: A Guide to Elective Course Selection

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

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

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

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

GUIDANCE AND COUNSELING: SUPPORTING YOUR EDUCATIONAL JOURNEY

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

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

The responsibilities of the guidance staff include:

- **Registration of Students:** Assisting with the course registration process to ensure a smooth academic journey.
- **Counseling, Interviewing, and Testing:** Providing support through one-on-one counseling sessions, conducting interviews, and administering tests to help understand your needs and abilities.

- **Educational, Vocational, and Personal Guidance:** Offering advice and guidance on academic choices, career paths, and personal challenges.
- **Parent and Student Engagement:** Keeping parents and students informed and involved through interviews and regular communication.
- **Record Maintenance:** Keeping accurate and confidential academic and personal development records.

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

ACCREDITATION

Decorah High School is fully accredited by the Iowa Department of Education, ensuring that credits earned are accepted by colleges and universities nationwide. However, accreditation does not guarantee college admission, as each institution sets its entrance requirements. Students planning to attend a specific college or university should research its requirements early in their high school career and tailor their course selection accordingly. For assistance, consult the guidance office or visit the college's website for its online catalog.

REGISTRATION FOR CLASSES

Registration for the next school year's academic courses and co-curricular activities begins after the first semester. The Planning Guide details available options and can be accessed under "Forms and Information" on the district website's High School page.

REGISTRATION FOR SCHOOL

Annual school registration begins April 15th. Parents will complete online registration through PowerSchool and pay fees for the upcoming school year. Fees include instructional, towel, and technology fees and optional fees for student activity tickets, instrument rental, booster club memberships, and lunch deposits. Student activity tickets provide entry to regular-season events but exclude plays, musicals, and postseason sports.

SCHEDULE CHANGES

Course registration is critical for determining course sections, teacher assignments, and classroom space. Schedule changes are permitted during the first week of each semester, often requiring written consent from a parent/guardian, teacher(s), and counselor. Dropping a course after three weeks will result in a grade of (F). Semester courses may be dropped if class size falls below the minimum requirement or added if the maximum capacity has not been reached.

REPORTING STUDENT PROGRESS TO PARENTS

Decorah Schools uses PowerSchool for student grade reporting. Students and parents are encouraged to monitor progress anytime by logging into PowerSchool. Usernames and passwords can be obtained by contacting the school office.

HIGH SCHOOL TRANSCRIPTS

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

CHANGE OF ADDRESS

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

EARLY GRADUATION GUIDELINES

To complete the Decorah High School educational program, students must meet the minimum requirements established by the district. Diplomas are awarded based on the requirement of earning course credits rather than the years attended. Students intending to graduate early must indicate their plan before the final year begins, preferably during registration. A written request from the student and parent/guardian must be submitted to the high school principal for administrative approval by the November Decorah School Board meeting.

Students graduating at midyear then forfeit their eligibility for the subsequent semester, including the remainder of the winter sports season, spring sports season, and the summer baseball season. If a student wants to compete in spring activities, the student must be enrolled in four courses in which they can receive credit.

REQUIREMENTS FOR GRADUATION

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

THE FOLLOWING ARE COURSE REQUIREMENTS FOR GRADUATION:

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

- Two (2) credits of English 9 (or Advanced English 9)
- Two (2) credits of English 10 (or Advanced English 10)
- Two (2) credits of English 11 (or A.P. English Literature and Composition)
- Two (2) elective English courses

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

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

- Two (2) credits of Physical Science 9th Grade.
- Two (2) credits of Biology, 10th Grade

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

- One (1) credit in World Geography (or Honors World History and Geography)
- One (1) credit in World History (or Honors World History and Geography)
- Two (2) credits in American History (or NICC US History)
- One (1) credit in Government (or A.P. Government)
- One (1) credit in Economics (or A.P./NICC Economics course)

HEALTH: One (1) credit must be earned.

CPR instruction leading to certification must be completed.

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

FINANCIAL LITERACY: All students must complete one credit of personal financial literacy.

The requirement may be met through completing one of the following:

- Personal Finance
- Business & Finance
- Economics
- A.P. or NICC Macroeconomics

ELECTIVES: All students must earn at least 17 elective credit hours to count toward the 48 credit hours required for graduation. These can be earned by taking courses in Career and Technical Education (CTE), music, art, foreign language, additional core-area courses, NICC courses, PICC courses, etc.

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

SUBJECT LOAD

Students in grades 9, 10, and 11 must take at least **five** full-time academic courses plus physical education unless the counselor or principal grants special permission. Seniors are required to complete a minimum of **four** classes plus physical education. PSEO, PICC, concurrent, and career academy classes count toward these minimum requirements.

POSTSECONDARY PLANNING AT DECORAH HIGH SCHOOL

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

Four-Year College Preparation: Course and Grade Requirements

If you plan to attend a four-year college or university, meeting the recommended course requirements is essential. Below is an overview of what most four-year colleges expect:

- **English:** 8 semesters, including both oral and written communication skills. These courses build a strong foundation in language and literacy.
- **Mathematics:** 6 semesters, with Algebra II as a required course. This prepares students with critical quantitative reasoning and problem-solving abilities.
- **Social Science:** 6 semesters, offering a well-rounded understanding of society, history, and human behavior.
- **Science:** 6 semesters, including courses in chemistry and physics, to provide a solid background in scientific principles and methods.
- **Foreign Language:** 6 semesters, focusing on language proficiency and fostering cultural awareness.

Iowa Regent University Requirements

Iowa's Regent Universities (University of Iowa, Iowa State University, and University of Northern Iowa) have specific course requirements that students must complete for admission. Be sure to consult their admissions guidelines to ensure you meet these expectations.

Subject Area	Iowa State University	University of Iowa	University of Northern Iowa
English/Language Arts	4 years emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.	4 years, with an emphasis on the analysis and interpretation of literature, composition and speech.	4 years, including one year of composition; may also include one year of speech, communication, or journalism.
Math	3 years, including one year each of algebra, geometry, and advanced algebra.	3 years, including two years of algebra and one year of geometry, for admission to the College of Liberal Arts and Sciences. 4 years, including two years of algebra, one year each of geometry and higher math (trigonometry, analysis or calculus), for admission to the College of Engineering.	3 years, including the equivalent of algebra, geometry and algebra II.
Natural Science	3 years, including at least two years of courses which emphasize elements of biology, chemistry or physics.	3 years, including courses in physical science, biology, chemistry, environmental science and physics for admission to the College of Liberal Arts and Sciences. 3 years, with at least one year each in chemistry and physics, for admission to the College of Engineering. Nursing - 3 years including one year each of biology, chemistry and physics.	3 years, including courses in general science, biology, chemistry, earth science or physics. Laboratory experience highly recommended.
Social Studies	2 years for admission to the Colleges of Agriculture and Life Sciences, Business, Design, Human Sciences and Engineering. 3 years for admission to the College of Liberal Arts and Sciences.	3 years, with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years, with U.S. history and world history recommended, for admission to the College of Engineering.	3 years, including courses in anthropology, economics, geography, government, history, psychology or sociology.
World Languages	2 years of a single world language for admission to the College of Liberal Arts and Sciences and the College of Engineering.	2 years of a single world language are required for admission. For many degrees, the fourth year of proficiency is required for graduation. Nursing - Minimum second-level proficiency in one world language.	World language courses are not required for admission. However, two years of a world language in high school with a C- or above in the last term will meet the university graduation requirement.
Other Courses	Specific elective courses are not required for admission.	Specific elective courses are not required for admission.	2 years of additional courses from the required subject areas, world languages or fine arts.

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

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

Two-Year College Requirements:

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

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

AMERICAN COLLEGE TEST (ACT)

The ACT (American College Testing Program) is required or recommended by most colleges in Iowa, except for community colleges offering vocational-technical programs and private vocational schools. This test serves two primary purposes: comparing academic achievement in social studies, mathematics, science, and English with peers to aid in admission and scholarship decisions and assisting with course placement by identifying the need for advanced or remedial coursework. Students can register online at www.act.org, and the test is administered nationally seven times a year on Saturday mornings. Juniors are encouraged to take the test for the first time during the April session of their junior year. Luther College serves as a local testing center.

ADVANCED PLACEMENT (A.P.) COURSES

[Advanced Placement \(A.P.\) courses](#) are college-level classes for high school students. Students can earn college credit based on their performance on the A.P. exam. Eligibility requires meeting designated [ISASP cut scores](#) in reading, math, and science.

A.P. courses are rigorous and fast-paced, designed for students with strong academic records, good grades in related subjects, and solid critical thinking and study skills. Some courses may have prerequisites, such as prior classes in the subject area. To earn credit, students must take the A.P. exam in May, graded on a 1-5 scale. Scores of 3 or higher are typically considered passing and may qualify for college credit or advanced placement, depending on the institution.

TAKING COLLEGE-LEVEL CLASSES WHILE STILL IN HIGH SCHOOL

The Postsecondary Enrollment Options (PSEO) program, established in 1987 and now part of [Senior Year Plus](#), allows high school students to take college-level courses at eligible postsecondary institutions when no comparable course is offered at the high school. The school district covers tuition for these courses, and grades and credits earned are added to the student's high school transcript.

Students must meet Senior Year Plus requirements, including specific ISASP cut scores in reading, math, and science, and fulfill PSEO program criteria. Eligible students include juniors, seniors, gifted and talented first-year students, and sophomores. Students should indicate their intent to enroll during registration; additional details are available in the guidance office.

PSEO Highlights:

- Open to students in grades 9-12 who meet Senior Year Plus and college admission standards.
- The district covers tuition if no comparable high school course is offered.
- Grades and credits are recorded on the high school transcript.
- If a comparable high school course is available, students may still enroll in a college-level course at their own expense. In such cases:
 - The student is responsible for all associated costs.
 - College admission requirements must still be met.
 - Grades and credits may be added to the student's record upon request.

This program encourages academic rigor and provides students with valuable opportunities to earn high school and college credit simultaneously.

CONCURRENT CLASSES

The Concurrent Enrollment Program, or district-to-community college sharing, allows high school students to take eligible nonsectarian courses through community colleges. This program promotes rigorous academic, career, and technical education (CTE) pursuits. School districts and community colleges within their service areas offer these courses through agreements, following the guidelines of Senior Year Plus.

Key Features of Concurrent Enrollment:

- Available to students in grades 9-12.
- Courses are college-level, even when taught in high school classrooms.
- The classroom becomes a satellite location of the community college during the course.
- Instructors are either community college faculty or high school teachers who meet state and college credentialing standards.
- Students earn both high school and college credit for these courses.

Concurrent Enrollment at Decorah High School:

In collaboration with [Northeast Iowa Community College \(NICC\)](#), Decorah High School offers several concurrent enrollment courses, allowing students to earn dual credit. These courses are taught by Decorah High School instructors with appropriate credentials, who follow NICC guidelines and use college-approved textbooks.

Courses offered include:

- | | | |
|----------------------------|-----------------------------|---------------------------------|
| ● Composition I | ● Farm Business Management | ● Survey of the Animal Industry |
| ● Composition II | ● Gas Engine Principles | ● U.S. History to 1877 |
| ● Introduction to Business | ● Small Business Management | ● U.S. History from 1877 |
| ● Public Speaking (Speech) | | |
| ● Employability Skills | | |

Enrollment Requirements:

Students must demonstrate proficiency in math, science, and reading as established under Senior Year Plus and provide an ACT or [ACCUPLACER](#) score to NICC. While most courses do not require a specific score, Composition I requires an ACT English score of 18 or an ACCUPLACER writing score of 5.

About the ACCUPLACER:

The ACCUPLACER is a computer-based placement test used by NICC and other Iowa community colleges to assess students' skill levels in various academic areas. The results help determine placement in core courses offered by community colleges.

Concurrent enrollment provides an excellent opportunity for Decorah High School students to experience college-level coursework and earn valuable credits while still in high school. For more information, please contact the guidance office.

PLACEMENT IN COLLEGE COURSES (PICC)

PICC courses are college-level classes offered through NICC (Northeast Iowa Community College) and are funded by Decorah High School, similar to concurrent enrollment courses. However, unlike concurrent courses, PICC classes are not taught at Decorah High School but are delivered online or on the NICC campus. These courses are governed by NICC and PICC regulations, which may vary depending on the course and can change over time. Students must meet specific qualifications to enroll, and many PICC courses are in Career-Technical Education fields. Common examples

include nursing prerequisites such as Anatomy and Physiology I and II, Introduction to Nutrition, and Medical Terminology.

Restrictions and Guidelines

Some restrictions apply to PICC courses:

- If a course is offered at Decorah High School, students are generally not allowed to take the same course through NICC.
- Schools are not required to cover the cost of summer courses.
- If a student fails a course, the school will not pay to retake the course.

Students are reminded that these are rigorous, college-level courses with expectations often exceeding those of high school classes. Decorah High School has limited capacity to assist students with these courses, as NICC policies govern them. Students can consult the NICC website for additional information and a list of available classes: [NICC College Credit for High School Students](#).

Advising and Support

School counselors are available to advise students on PICC courses, helping them determine eligibility and select classes that align with their academic and career goals. Students are encouraged to seek guidance to ensure they make informed decisions about their course options.

POSTSECONDARY ENROLLMENT OPTION (PSEO) COURSES

First established in 1987, the PSEO program is intended to promote rigorous academic pursuits and provide high school students with various options.

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

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

Definition of Eligible Student

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

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

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

PROJECT LEAD THE WAY (PLTW) COURSES

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

NATIONAL MERIT SCHOLARSHIP QUALIFICATION TEST (NMQT/PSAT)

The combination of the [National Merit Scholarship Qualification Test](#) and the [Preliminary Scholastic Aptitude Test \(PSAT\)](#) is a two-hour test battery designed for interested juniors to measure verbal and mathematical abilities

essential in performing college-level work. The test is administered in October to those 11th graders who have registered.

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

Students are NOT required to take these tests to be eligible for financial assistance in college. The purpose of the tests is to recognize outstanding academic talent in the form of monetary rewards through the National Merit Scholarship Corporation. Approximately 9,000 Iowa high school 11th graders take the test yearly, but only 250 students are designated Merit Scholars. However, since no eligibility criteria exist for taking the test, any junior may take the NMSQT.

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

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

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

DECORAH HIGH SCHOOL ACADEMIC POLICIES, PROCEDURES, AND PROTOCOLS

ACADEMIC ELIGIBILITY STANDARDS

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

A. STATE GUIDELINES

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

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

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

DRIVER EDUCATION CLASS REGISTRATION

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

No high school grades or credits are awarded. The role of our high school is to facilitate the sign-up of prospective students. Driver Education information can be found on the district website under [High School/Forms and Information](#). Registration is completed online through [StreetSmarts](#). High school students are

first selected for driver education, followed by middle school students. Payment is due at the time of online registration. The cost can be found in the online enrollment with StreetSmarts.

ELECTIVE CLASSES

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

GRADE IN PROGRESS POLICY

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

GRADE POINT AVERAGES

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

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

HONOR ROLLS

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

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

INCOMPLETE ACADEMIC WORK

Generally, the use of an incomplete will only be allowed for student absences near the end of the semester and have interfered with the student’s ability to complete the required coursework. A deadline for completing all incomplete work will be set in this case. The student must arrange with the instructor to determine the make-up time for missed academic work. If the deadline is not met, all incomplete work will be recorded and graded accordingly.

IOWA STATE ASSESSMENT OF STUDENT PROGRESS (ISASP)

[The Iowa Statewide Assessment of Student Progress \(ISASP\)](#) is the summative accountability assessment for Iowa students, meeting the federal Every Student Succeeds Act (ESSA) requirements. Developed by Iowa Testing Programs (ITP) at the University of Iowa as mandated by the Iowa Legislature (HF 2235), the ISASP has been administered since spring 2019. The assessments align with Iowa Core academic standards, accurately measuring student achievement and growth.

Subjects and Grade Levels:

- Mathematics: Grades 3-11
- English-Language Arts (Reading and Writing): Grades 3-11
- Science: Grades 5, 8, and 10

At Decorah High School, all grade 9-11 students take ISASP assessments in reading, language/writing, and math. Grade 10 students also complete the science assessment.

Purpose:

The ISASPs aim to track student progress toward achieving key educational goals. While the tests do not measure all skills learned, they focus on critical areas of the high school curriculum. The results provide valuable insights into individual and class-wide achievement levels, helping teachers and counselors design appropriate educational plans.

Benefits of ISASP Scores:

- Objective Evidence: Test scores are impartial and not influenced by personal opinion.

- **Comparability:** Scores in different subjects can be directly compared, offering consistency regardless of teacher grading standards or course differences.
- **Year-to-Year Insights:** The results can track student growth across testing windows, helping educators identify areas for improvement over time.
- **Benchmarking:** Scores allow students to see how their performance compares to peers across Iowa and the nation, aiding post-graduation planning.

Although ISASP scores are critical, teachers and counselors consider additional factors such as classwork, conversations, and co-curricular involvement when assessing a student’s abilities. These sources provide a comprehensive understanding of each student’s educational progress.

ONLINE COURSES

Decorah High School offers online courses on a limited basis using a State of Iowa-approved curricular platform, with Imagine Learning being the most recent. Online courses may be requested under the following criteria:

1. **Seniors** with Work-Based Learning Internships.
2. **Seniors** with schedule conflicts that prevent enrollment in another desired class.
3. At the **discretion of the High School Principal**, particularly for medical, behavioral, or academic concerns. Online courses transferred from an approved platform, such as Kirkwood’s High School Distance Learning, require pre-approval by a Decorah High School Principal.

Grading Policy:

1. **Online courses are graded on a Pass/Fail basis, with a minimum of 80% required to pass.**
2. Transferred online courses are graded similarly.
3. For partial online (hybrid) courses, scores may be blended with face-to-face class performance to calculate a letter grade using the DHS Standard Grade Scale.

While online courses align with state and federal standards, Decorah High School emphasizes the value of classroom interaction and rigor. **Students must complete at least 24 credits in a traditional classroom setting to graduate from Decorah High School.**

PASS/FAIL POLICY

The option of taking one course per semester on a pass/fail basis is available to all 10th through 12th-grade students according to the following guidelines:

1. Teachers can deny pass/fail requests in their elective classes.
2. The Pass/Fail option may be requested for one course each semester that is an elective or is elective, meaning - a Math, Science, or Foreign Language that is beyond the 3-year requirements. AP Statistics, AP Physics or Physics, AP Calculus, or Spanish IV classes are examples of this.
3. Students and parents must request the pass/fail option 30 calendar days into the semester. (The teacher may hold off on the final approval of the Pass/Fail option until later in the semester to provide grading incentives for students.)
4. Courses in which you earn a passing grade will be marked “P” for passing 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.
6. All courses from a college or university may be transferred in as pass/fail. This does not apply to college courses taught in Decorah High School.
7. In addition, teachers have the right to give a “P” for Passing any course where a student has an extenuating circumstance, such as a long-term illness, that has harmed their ability to work up to their usual potential. Students must have completed the required learning for the course before this will be considered. This is at the discretion of the teacher, not the student.
8. Students and parents should consider the other possible outcomes of taking a pass/fail grade on a transcript. It’s important to note that some colleges or scholarship organizations may not look as highly on a “P” as opposed to an “A-” for instance. Understanding these implications can help you make the best decision for your academic future.

PREREQUISITE COURSES/PROGRAMS

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

READING CLASSES

Decorah High School offers specialized reading courses to help students refine their reading skills, a cornerstone of success across all academic pursuits. These courses are tailored to meet individual needs based on assessment results and ensure students are well-prepared for the challenges of high school and beyond. Students seeking to enhance their reading abilities are welcome to enroll, and guidance is provided to ensure appropriate placement.

Placement Criteria:

- **Intensive Full-Block Courses:**
 - **Reading Success (Grades 9-10) and Strategic Reading (Grades 11-12):** Students who score below the 41st percentile on the winter MAP Reading assessment and are considered not proficient are enrolled in these intensive courses. These classes provide focused instruction to address significant reading comprehension and skills development gaps.
 - **Students with IEPs:** Students with an Individualized Education Program (IEP) and a reading goal are automatically placed in a reading course to receive their Specially Designed Instruction (SDI) in reading.
- **Less Intensive Half-Block Course:**
 - **Reading:** Students scoring between the 41st and 45th percentiles on the winter MAP Reading assessment, achieving basic proficiency, are enrolled in this course for targeted, less intensive support.

Benefits of Reading Courses:

Reading classes offer students structured opportunities to refine and advance their reading skills, essential for success in high school and future endeavors. These courses help students:

1. **Build Foundational Skills:** Enhance comprehension, vocabulary, and fluency, enabling them to tackle increasingly complex texts.
2. **Prepare for Academic Challenges:** Develop critical reading strategies for understanding intricate concepts and succeeding in rigorous courses, particularly during the challenging junior year.
3. **Boost Confidence:** Foster a sense of achievement as students improve their abilities, helping them thrive academically and personally.
4. **Track Progress:** Benefit from personalized reading improvement plans and regular assessments to monitor and celebrate growth.

Course Features:

1. **Initial Assessment:** Students complete an initial assessment to identify areas of need and develop a personalized improvement plan.
2. **Ongoing Monitoring:** Periodic assessments are conducted throughout the semester or year to track progress and refine instruction.
3. **Tailored Instruction:** Lessons are designed to target specific areas for improvement, ensuring each student receives the support they need.

Flexibility and Support:

Students scoring below the 45th percentile on the winter MAP Reading assessment or those with an IEP reading goal are automatically enrolled in an appropriate reading course. This step ensures students receive the support they need to succeed academically. Reading courses provide a structured environment for all students to strengthen the skills that form the foundation of their educational and lifelong success.

SEMESTER EXAMINATIONS

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

YEAR-LONG (TWO SEMESTER CLASSES)

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

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

COURSE LISTINGS BY DEPARTMENT

ART

ART I 1 semester 1 credit Grades 9-12

Prerequisite to many other art classes.

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

ART 2 1 semester 1 credit Grades 9-12

PREREQUISITE: Successful completion of Art I

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

CERAMICS 1 semester 1 credit Grades 9-12

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

ADVANCED CERAMICS 1 semester 1 credit Grades 10-12

PREREQUISITE: Successful completion of Ceramics

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

ART 3 1 semester 1 credit Grades 10-12

PREREQUISITE: Successful completion of Art 2

This class builds on students' progress in Art 1 & Art 2 and additionally adds reflections on contemporary trends and techniques in the art world. Students will learn about contemporary artists and their studio practices, reflect on the themes in different artists' work, and make artwork based on broad themes in modern art and culture.

PAINTING 1 semester 1 credit Grades 9-12

PREREQUISITE: Successful completion of Art I

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

PHOTOGRAPHY 1 semester 1 credit Grades 11-12

PREREQUISITE: Successful completion of Art I

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

CAREER AND TECHNICAL EDUCATION (CTE)

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

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

AGRICULTURE, FOOD, AND NATURAL RESOURCES

AGRISCIENCE 9

2 semesters 2 credits

Grade 9

This is an entry course into the AgriScience department, which will introduce students to agriculture's exciting and challenging fields. Areas of learning include animal science, leadership development, soil science, plant science, and record keeping. Anyone interested in agriculture, not just those who live in rural settings, is 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 Agricultural Science area for any possible career they may choose. Science areas such as soil conservation, animal nutrition, animal reproduction, swine production, and corn production will be emphasized. In addition, a unit on parliamentary procedure will be taught. This unit is meant to prepare students to become leaders by learning 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 Agricultural Science area for any possible career they may choose. Areas of learning include dairy production and evaluation, ag biotechnology, equine, meats and food science, poultry, and soybean production. Business areas, including agricultural business, salesmanship, and career preparation, will also be included in this class. Career preparation involves writing resumes, letters of application, and simulating job interviews.

AGRISCIENCE 12

1 semester 1 credit

Grade 12

This course does not require a prerequisite and will prepare students in the Agricultural Science area for any possible career they may choose. Science areas taught will include soil evaluation, soil fertility, and beef production. Management areas will consist of agribusiness management and agricultural economics.

FARM BUSINESS MANAGEMENT (NICC)

1 semester 1 credit

This course provides an overview of the farm management process, preparing students to apply business and economic principles in farm decision-making and problem-solving. Topics include record keeping, cash flow, partial, enterprise, and whole farm budgeting, year-end analysis, enterprise analysis, and tax management. Students will also explore information systems for farm accounting, analysis, and control and examine strategies for obtaining and managing land, capital, and labor resources. The course provides alternatives for farm business organization and risk management, equipping students with the skills to manage a farm business effectively.

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

SURVEY OF THE ANIMAL INDUSTRY (NICC)

1 semester 1 credit

During this course, students will be introduced to the various species and breeds of domestic animals, developing an understanding of the principles of food animal production, product marketing, and the challenges facing the animal industry.

The school district provides this concurrent course through NICC and offers 2 college credits. An "F" in class may affect a student's academic status and financial aid at college. All "drops" must be made within the first two weeks of a concurrent course.

VETERINARY SCIENCE

1 semester 1 credit

Grades 10-12

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

BUSINESS, FINANCE, MARKETING, and MANAGEMENT

ACCOUNTING I

2 semesters 2 credits

Grades 10-12

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

BUSINESS & FINANCE

1 semester 1 credit

Grade 11-12

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

ENTREPRENEURSHIP

1 semester 1 credit - **Offered S1**

Grade 10-12

This project-based semester-long course equips students with the knowledge and skills to start and manage their own business. Topics include economics, marketing, human relations, business law, financial planning, and strategic management.

INTRO TO BUSINESS (NICC)

1 semester 1 credit - **Offered S1**

Grade 11-12

This course provides an in-depth exploration of contemporary American business, offering students a comprehensive understanding of its facets. Topics include ethics, human resources, marketing functions, production, finance, and various business organizations. Through this course, students will gain valuable insights into the structure and operation of the modern business world.

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

SMALL BUSINESS MANAGEMENT (NICC)

1 semester 1 credit - **Offered S2**

Grade 11-12

This course provides a thorough and contemporary exploration of the startup and management of small business entities. Emphasis is placed on entrepreneurial opportunities and the new venture activities essential for the successful operation of small businesses.

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

INFORMATION COMPUTING (NICC)

1 semester 1 credit - **Offered S2**

Grades 10-12

This course introduces the fundamental concepts of information systems and computer literacy, combining theory with hands-on practice. Emphasis is placed on spreadsheets and database management systems (DBMS). Additionally, students can earn the Microsoft Office Specialist Certification (Certiport) credential as part of the course.

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

HUMAN SERVICES (CULINARY ARTS)

FOODS I

1 semester 1 credit

Grades 9-12

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

FOODS II

1 semester 1 credit

Grades 9-12

PREREQUISITE: Successful completion of Foods I or Foods for Performance

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

FOODS III

1 semester 1 credit - **Offered S2**

Grades 10-12

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

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

FOODS FOR PERFORMANCE

1 semester, 1 credit

Grades 10-12

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

HOSPITALITY

1 semester 1 credit

Grades 10-12

PREREQUISITE: Successful completion of Foods I and Foods II

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

INTERNATIONAL CUISINE

1 semester 1 credit

Grades 10-12

PREREQUISITE: Successful completion of Foods I and Foods II

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

APPLIED SCIENCES, TECHNOLOGY, ENGINEERING, and MANUFACTURING

CABINETMAKING

1 Semester 1 Credit - **Offered S2**

Grades 9-12

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

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

CABINETMAKING II

1 Semester 1 Credit - **Offered S1**

Grades 10-12

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

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

INTRO TO CONSTRUCTION

1 Semester 1 Credit

Grades 9-12

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

CONSTRUCTION

1 Semester 1 Credit - **Offered S2**

Grades 11-12

PREREQUISITE: Successful completion of Intro to Construction

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

ELECTRICITY/ELECTRONIC

1 Semester 1 Credit

Grades 11-12

May be used as a science credit.

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

GAS ENGINE PRINCIPLES (NICC)

1 semester 1 credit

Grades 11-12

This course introduces students to gasoline engine operation and maintenance principles. Offered in partnership with NICC, this class emphasizes basic engine theory and maintenance skills. Students will earn NICC credit upon completion and have the opportunity to analyze and repair an engine.

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

INTRO TO METALS

1 Semester 1 Credit

Grades 11-12

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

ENGLISH/LANGUAGE ARTS

ENGLISH 9 - Required

2 Semesters 2 credits

Grade 9

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

ENGLISH 10 - Required

2 semesters 2 credits

Grade 10

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

ENGLISH 11 - Required

2 semesters 2 credits

Grade 11

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

A.P. ENGLISH LITERATURE AND COMPOSITION

2 semesters 2 credits

Grade 11-12

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

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

COMPOSITION I (NICC)

1 semester 1 credit

Grade 12

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

This course prepares students for the types of communication and critical thinking essential for academic and professional success. Emphasizing writing as a process, the course helps students develop and refine their personal writing skills. Instruction includes basic research and documentation techniques, and students must submit at least 32 pages of polished writing in portfolio form. This course is highly recommended for college-bound students.

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

COMPOSITION II (NICC)

1 semester 1 credit

Grade 12

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

Composition II builds on skills developed in Composition I, focusing on advanced research, analysis, and investigative writing. Students will refine their ability to evaluate, analyze, and document information while exploring a single topic of their choice. A minimum of 32 pages of polished writing is required. This course is highly recommended for college-bound students.

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

CREATIVE WRITING THROUGH FILM

1 semester, 1 credit

Grades 9-12

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

INDIVIDUALIZED SURVEY OF LITERATURE

1 semester 1 credit

Grades 9-12

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

LITERATURE OF DRAMA

1 semester, 1 credit

Grades 9-12

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

PUBLIC SPEAKING (NICC)

1 semester 1 credit

Grade 11-12

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

This introductory course helps students develop skills as speakers and critical listeners while increasing their understanding of the concepts and principles of verbal communication. Students will build self-confidence and self-expression through various speaking activities, including group discussions, argumentation exercises, and analyzing individual speakers' strengths and weaknesses. The course prepares students to communicate effectively in formal and informal speaking situations.

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

SPEECH AND COMMUNICATION

2 semesters 2 credits

Grade 12

Speech and Communication is a course designed for 12th-grade students, focusing on developing versatile writing and speaking skills applicable to career and academic settings. The course emphasizes practical communication skills, including writing, preparing, and delivering speeches on various topics and lengths. Students will develop confidence and effectiveness in communicating their thoughts and ideas, equipping them with essential tools for success in their chosen paths after high school—whether entering the workforce, pursuing higher education, or both.

FOREIGN LANGUAGE

SPANISH I

2 semesters 2 credits

Grades 9-12

Spanish I introduces students to the fundamentals of the Spanish language and the cultures of Spanish-speaking countries, including Spain, Latin America, and the United States. Students develop fundamental listening, speaking, reading, and writing skills in Spanish. The course includes practical vocabulary and conversational topics such as shopping, holidays, daily routines, travel, and the geography of the Spanish-speaking world. This course also explores the cultural significance of Spanish as the second most widely spoken language in the United States. A foundation in Spanish is beneficial for students considering careers in business, transportation, journalism, communications, healthcare, and other fields where bilingual communication is an asset.

SPANISH II

2 semesters 2 credits

Grades 10-12

PREREQUISITE: Successful completion of Spanish I or INSTRUCTOR permission.

Students who have completed Spanish I with a C- or better are encouraged to continue their language development by enrolling in Spanish II. Fundamental skills acquired during the first year are reviewed; the students continue to develop new skills through written, audio, and visual media. Emphasis is placed on as much

communication as possible in Spanish. The students increase their vocabulary of practical, everyday expressions and continue to grow in their cultural awareness of Spanish-speaking people worldwide.

SPANISH III 2 semesters 2 credits Grades 11-12

PREREQUISITE: Successful completion of Spanish II or INSTRUCTOR permission.

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

SPANISH IV 2 semesters 2 credits Grades 12

PREREQUISITE: Successful completion of Spanish III or INSTRUCTOR permission.

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

GENERAL EDUCATION

EMPLOYABILITY SKILLS (NICC) 1 semester 1 credit Grades 11-12

This course prepares students for entry-level employment by aligning career goals with education plans and developing the skills and attitudes necessary for job success. Key components include resume writing, interviewing techniques, workplace problem-solving strategies, and financial literacy. Students will network with local employers, participate in job shadowing opportunities (1-2 per semester), and gain insights through guest speakers and business tours. Learning about local employment opportunities will be a central focus of the course.

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

INDEPENDENT STUDY-EXTENDED LEARNING 1 semester 1 credit Grades 11-12

Independent study is an opportunity to supplement your education with an in-depth exploration of a specific interest, not a replacement for regular DHS courses. It requires academic rigor, motivation, creativity, and organization. Students must submit a proposal to Mrs. Lovstuen within one week of class registration. Logistics will be arranged upon approval, and progress will be monitored through periodic meetings during the semester.

READING SUCCESS 2 semesters 2 credits Grades 9-10

This class, while open to all students, is required for 9th and 10th-grade students who are not proficient in reading comprehension, as indicated by scoring below the 41st percentile on the winter MAP assessment, and for students working on an individual reading goal. The primary objectives of this class are to accelerate the rate at which students read and comprehend by engaging in extensive reading of fiction and nonfiction texts at their instructional level. Additionally, the course aims to improve reading comprehension through increased fluency and targeted instructional strategies in vocabulary, spelling, and specific literacy skill practice while incorporating writing to support and enhance reading comprehension.

STRATEGIC READING 2 semesters 2 credits Grades 11-12

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

READING 2 semesters .5 credit per semester Grades 9-12

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

HEALTH

HEALTH 1 - Required

1 semester 1 credit

Grades 10-12

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

HEALTH 2

1 semester 1 credit

Grades 11-12

PREREQUISITE: Successful completion of Health 1

Building on the foundational knowledge from Health 1, Health 2 focuses on applying these concepts to develop lifelong wellness habits. This course must be taken *after* completing Health 1. Topics covered include anatomy, physical activity, nutrition, stress management, death and grief, sexual health awareness (including education on sexual violence and human trafficking), and social wellness. Students will explore health concerns relevant to life after high school, gaining information to make informed decisions for their well-being. The course also provides insights into how community factors influence individual health. Students will have opportunities to visit local health facilities and learn about the services they provide. Additionally, the class will delve into various health-related careers, encouraging students to explore areas of personal interest.

MATHEMATICS, COMPUTER SCIENCE and ENGINEERING**BRIDGE TO ALGEBRA**

2 semesters 2 credits

Grade 9

Bridge to Algebra is a pre-algebra course designed to strengthen students' foundational math skills and build confidence before progressing to Algebra 1. The course focuses on algebraic thinking and problem-solving, covering topics such as solving proportions, graphing and solving linear equations, representing scenarios in multiple ways, solving systems of equations, building functions, and applying exponent laws. Students work primarily in small groups on problem-solving activities and use MATHia software for individualized practice and feedback.

ALGEBRA

2 semesters 2 credits

Grades 9-10

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

GEOMETRY

2 semesters 2 credits

Grades 9-11

PREREQUISITE: Successful completion of Algebra

Geometry engages students in mathematical problem-solving through the study of shapes and patterns. Key topics include polygons, perimeter, area, volume, surface area, angles, triangles, parallel and perpendicular lines, transformations, similarity, congruence, quadrilaterals, circles, and trigonometry. The course emphasizes collaborative small-group work and individual practice using MATHia software for feedback.

ALGEBRA II

2 semesters 2 credits

Grades 9-12

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

Algebra II engages students in mathematical problem-solving by studying quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions, sequences, series, and modeling with multiple representations. Students will also explore inferences and justify conclusions. Class time emphasizes collaborative small-group work, supplemented by individual practice and feedback using the MATHia software. While a graphing calculator may be helpful, it is not required.

PERSONAL FINANCE

2 semesters 2 credits

Grade 12

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

A.P. STATISTICS

2 semesters 2 credits

Grades 10-12

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

A.P. Statistics introduces students to statisticians' methods to analyze and interpret data. The course begins with exploring single-variable data, representing data, describing distributions, and drawing conclusions. Students then expand their skills by analyzing two-variable data, comparing distributions, modeling relationships, and making predictions. Emphasis is placed on understanding study design, including randomization, and interpreting results from well-designed studies. Students also learn the fundamentals of probability and probability distributions, which form the foundation for statistical inference.

The course progresses into key inference methods, including procedures for categorical data (proportions and chi-square tests) and quantitative data (population means and regression slopes). Students gain experience constructing confidence intervals, performing significance tests, and applying these methods to real-world scenarios. By the end of the course, students will be prepared for the AP Statistics exam, which can earn them college credit for an introductory statistics course. A graphing calculator is essential for success in this class.

PRECALCULUS

2 semesters 2 credits

Grades 10-12

PREREQUISITE: Successful completion of Algebra II

This course combines the study of trigonometry, elementary functions, analytic geometry, and mathematical analysis as preparation for calculus. Students will explore polynomial, logarithmic, exponential, rational, trigonometric, and circular functions, including their relationships, inverses, and graphs. Key topics also include trigonometric identities and equations, complex numbers, vectors, the polar coordinate system, conic sections, matrix algebra, sequences and series, and, as time allows, an introduction to limits and continuity. Students will deepen their understanding of functions by modeling periodic phenomena, exploring new function types, and analyzing relationships between exponential and logarithmic functions. The course also emphasizes connections to real-world applications and prepares students for the analytical rigor of calculus. While a graphing calculator is not required, it may be helpful for specific topics.

A.P. CALCULUS AB

2 semesters 2 credits

Grades 11-12

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

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

AP Calculus AB is a rigorous course designed to provide a strong foundation in calculus for students pursuing math and science in their postsecondary careers. This course can be taken as a co-requisite to A.P. Physics or independently. Students will explore limits, continuity, derivatives, and integrals, applying these concepts to solve real-world problems involving rates of change, optimization, and accumulation. Topics include the Fundamental Theorem of Calculus, transcendental functions, differential equations, and integration applications, such as finding areas and volumes.

The course emphasizes developing mathematical reasoning and problem-solving skills while preparing students for May's A.P. Calculus AB exam. Students who successfully complete the course and exam may earn credit, advanced placement, or both for a one-semester Calculus I course. Graphing calculators are essential to the class and will be provided if needed. This course is ideal for students looking to strengthen their analytical abilities and prepare for advanced studies in STEM fields.

COMPUTER SCIENCE PRINCIPLES

1 semester 1 credit - **Offered S1**

Grades 9-12

PREREQUISITE: Successful completion of Algebra.

Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms, and the impact that these have on science, business, and society. Central units focus on digital information, the Internet, and programming in Python, including variables, conditionals, functions, lists, loops, and traversals.

A.P. COMPUTER SCIENCE PRINCIPLES

1 semester 1 credit - **Offered S2**

Grades 9-12

PREREQUISITE: Successful completion of Computer Science Principles.

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

AP Computer Science Principles is an introductory college-level computing course designed to give students a broad understanding of computer science concepts and their application across various disciplines. The course emphasizes creative problem-solving, computational thinking, and ethical collaboration in developing innovative solutions. Students will design and evaluate solutions, create algorithms and programs, and analyze data to

discover new insights. Major topics include data, cybersecurity, the global impact of computing, and programming in Python, covering advanced concepts such as parameters, complex conditionals, and libraries.

Organized around five big ideas—Creative Development, Data, Algorithms and Programming, Computer Systems and Networks, and Impact of Computing—the course challenges students to think and act like computer scientists. The framework incorporates computational thinking practices like solution design, program development, code analysis, and responsible computing. Students who successfully complete the course and AP exam may earn college credit or advanced placement for a one-semester introductory computer science course.

INTRODUCTION TO ENGINEERING DESIGN (PLTW) 2 semesters 2 credits Grades 9-12
Offered Every Other Year → 2024-25, 2026-27, 2028-29, etc.

PREREQUISITE: Successful completion of Algebra.

Introduction to Engineering Design (IED) immerses students in the engineering design process, blending math, science, and engineering standards into practical, hands-on projects. Throughout the course, students learn to communicate design ideas through concept sketching, 3D modeling, and Computer-Aided Design (CAD). They develop and document their work using engineering notebooks while refining problem-solving skills through individual and collaborative projects. Students apply statistical analysis to evaluate and improve designs, gaining essential tools for real-world engineering challenges.

The course introduces a range of foundational engineering topics, including technical drawing, prototyping, and reverse engineering. Students progress from designing simple mechanical systems to creating complex assemblies, integrating material science, manufacturing considerations, and sustainable practices. They culminate their learning by developing and presenting electromechanical systems that solve practical problems, showcasing their knowledge and skills through public displays and presentations. This course is ideal for students interested in exploring engineering as a future career path.

PRINCIPLES OF ENGINEERING (PLTW) 2 semesters 2 credits Grades 9-12
Offered Every Other Year → 2023-24, 2025-26, 2027-28, etc.

PREREQUISITE: Successful completion of Algebra

Principles of Engineering (POE) is a hands-on course that introduces students to the breadth of engineering disciplines, tools, and practices. Using an activity-, project-, and problem-based (APPB) learning approach, students explore real-world challenges across fields like robotics, mechanical systems, energy, product design, and infrastructure development. Through teamwork and individual work, they apply the engineering design process to solve problems, develop prototypes, and bring solutions to life using tools such as 3D modeling software, robotics hardware, and programming platforms. The course fosters critical skills like collaboration, communication, problem-solving, and ethical reasoning while providing a meaningful context for how engineering impacts society, sustainability, and innovation.

Throughout the year, students engage in rigorous projects that build their technical and analytical skills, including creating mechanical devices, programming robotic systems, exploring energy applications, and redesigning infrastructure. Topics like fluid power, kinematics, statics, and material properties are introduced in a way that connects theory to practice. By the end of the course, students will have explored various engineering careers and developed the skills and mindset needed for success in postsecondary STEM programs and the rapidly evolving world of engineering.

MUSIC

INDEPENDENT STUDY - BEGINNING INSTRUMENT COURSE ½ Credit

This course is for students who did not begin a wind, brass, percussion, or string instrument in middle school, did not join high school ensembles, or wish to learn an additional instrument. It provides the skills and knowledge needed to join Instrumental Music (Band) or Orchestra in the future. Scheduled as an independent study, the course includes weekly instrumental lessons and practice time.

INSTRUMENTAL MUSIC (BAND) 2 semesters 2 credits Grades 9-12

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

The band program consists of two components: (1) curricular performance settings, such as concert band, marching band, and private lessons, which focus on learning music through performance, supplemented by lectures, music analysis, and the study of music fundamentals, history, and appreciation, and (2) co-curricular activities, including jazz band, pep band, solo/ensemble experiences, and participation in music festivals and All-State, which occur outside the school day. The marching band performs at football games, parades, and

competitions in fall and summer, while the concert band and jazz band are active in winter and spring, presenting concerts and participating in contests. The pep band supports school events, and all students attend weekly lessons. Students perform diverse music literature, including classical, contemporary, jazz, and popular works, to develop their talents as soloists, ensemble members, and large group participants.

INSTRUMENTAL MUSIC (ORCHESTRA)

2 semesters 2 credits

Grades 9-12

The orchestra program consists of two components: (1) curricular performance settings, including string orchestra, full orchestra, and private lessons, which focus on learning music through performance, supplemented by lectures, music analysis, and the study of music fundamentals, history, and appreciation, meeting daily during the school day, and (2) co-curricular activities, such as chamber strings and community performances, occurring outside of school hours. Students attend weekly lessons during study periods or outside school hours and develop their talents as soloists, small ensemble members, and orchestra participants. The orchestra performs diverse music, including classical, contemporary, and popular works, selected based on curricular and performance objectives. Annual activities include two to three concerts, auditions for All-State Orchestra, and participation in events like the Chamber Orchestra, Junior Honors Orchestra Festival, and community functions.

9TH GRADE CHORUS

2 semesters 1 credit

Grade 9

The 9th Grade Chorus is a non-auditioned, year-long choir that meets 2-3 times weekly for 40 minutes and focuses on choral music performance, literacy, and vocal technique. During the first semester, students rehearse as treble clef and bass clef choirs, performing a variety of choral literature spanning from antiquity to the 21st century. The choir presents four annual concerts—Fall, Winter, Mid-Winter, and Spring—and participates in the State Large Group Music Festival and special community performances. Attendance at all performances and bi-weekly voice lessons is required, with grades based on a point system.

VIKING CHORUS

2 semesters 1 credit

Grades 10-12

Viking Chorus is a year-long, non-auditioned choir that meets 2-3 times weekly for 40 minutes and focuses on choral music performance, literacy, and vocal technique. The choir performs four annual concerts—Fall, Winter, Mid-Winter, and Spring—and participates in the State Large Group Music Festival and various community performances. Students will study and perform mixed choral literature from antiquity to the 21st century. Attendance at all performances and bi-weekly voice lessons is required, with grades determined by a point system.

CONCERT CHOIR

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Audition

Concert Choir is a year-long, auditioned mixed choral ensemble that meets daily and offers advanced choral music performance, literacy, and vocal technique training. The choir performs four annual concerts—Fall, Winter, Mid-Winter, and Spring—and participates in the State Solo and Ensemble Music Festival, State Large Group Music Festival, and various community performances. Students will study and perform diverse choral literature from antiquity to the 21st century. Attendance at all performances and bi-weekly voice lessons is required, with grades based on a point system. Enrollment is determined by audition, with membership and numbers based on the overall level of student musicianship. Students must commit to the whole year, and additional opportunities include All-State auditions, honor choirs, and the biennial musical presented by the Drama Department.

A.P. MUSIC THEORY

2 semesters 2 credits

Grades 10-12

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

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

A.P. Music Theory is a year-long course that explores the harmony of tonal music through part-writing, singing, dictation, analysis, and composition exercises, emphasizing the Common Practice Period (1600-1900) while also studying other stylistic periods. Topics include melody, harmony, phrase structure, motives, harmonic analysis, musical form, and part-writing, providing students with a comprehensive understanding of music composition, theory, and historical development. Pre-requisites include completing one year of high school music study (choir, band, or orchestra) and achieving the designated cut score on the most recent ISASP assessments in reading, math, and science, as Senior Year Plus requires.

CLASS PIANO

1 semester ½ credit

Grades 9-12

This course is designed for students to develop or expand basic piano-playing skills. Students will work individually and as a group to master piano techniques and learn various pieces, building on their existing skills or starting as beginners.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

1 semester ½ credit

Grades 9-12

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

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

PHYSICAL EDUCATION (EARLY BIRD)

1 semester ½ credit

Grades 9-12

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

INTRO TO STRENGTH & CONDITIONING

1 Semester ½ credit

Grades 9-12

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

STRENGTH & CONDITIONING

1 Semester ½ credit

Grades 10-12

PREREQUISITE: Completion of 1 year of Introduction to Strength and Conditioning.

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

BUDDY PE

1 semester ½ credit

Grades 10-12

PREREQUISITE: Sophomore-Senior standing and teacher approval.

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

WELLNESS PE

1 semester 1/2 credit

Grades 9-12

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

ADVANCED PHYSICAL EDUCATION

1 semester ½ credit

Grades 9-12

This class will focus on lifetime physical activity, with an emphasis on weight lifting, as well as yoga, Pilates, walking, jogging, and the development of personal wellness programs. It is designed for students interested in wellness development who have completed at least one semester of physical education, Early Bird Physical Education, Strength, or Intro to Strength.

SPORTS WAIVER

1 semester ½ credit

Grades 11-12

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

Please take careful note of these additional requirements:

1. The Sports Waiver request must be made during the registration process for the next school year.

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

SCIENCE

PHYSICAL SCIENCE

2 semesters 2 credits

Grade 9

PREREQUISITE: Current enrollment in Algebra or higher level math class.

Physical Science, a required course for all 9th-grade students, focuses on physics, chemistry, and astronomy to help students better understand the physical world. Through hands-on experiments, lectures, audio-visual materials, and field trips, students explore basic scientific principles that shape everyday life. Emphasis is placed on understanding the reasoning behind phenomena and applying this knowledge to future situations.

PHYSICAL SCIENCE TA

2 semesters 2 credits

Grade 9

PREREQUISITE: Current enrollment in Bridge to Algebra

Physical Science TA is a modified version of Physical Science designed for students enrolled in Bridge to Algebra. This course covers the same core concepts in physics, chemistry, and astronomy as Physical Science but includes additional scaffolding and supports to align with students' current math skill levels. Students will build a foundational understanding of the physical world through hands-on experiments, lectures, audio-visual materials, and field trips, emphasizing practical applications and preparing for future science coursework.

BIOLOGY

2 semesters 2 credits

Grades 10

Biology studies life, focusing on the relationships between living and nonliving factors in ecosystems and how disruptions affect the environment. Students will explore life processes, from single-celled organisms to the complex human body. Learning experiences include field trips to local ecosystems, frog dissection, mushroom cultivation, bacterial culturing, website creation, and inquiry-based lab experiments. This course equips students with a strong foundation in life science to make informed decisions, regardless of their future career paths.

PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW)

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Successful completion of Biology

Principles of Biomedical Science (PBS) is a year-long introductory course in the PLTW Biomedical Science Program, offering students hands-on experience in foundational topics such as biology, anatomy and physiology, genetics, microbiology, and epidemiology. Students explore real-world challenges biomedical professionals face through engaging projects and problem-solving activities. They analyze crime scenes, diagnose medical cases, investigate outbreaks, and design innovative solutions for global health issues using the same tools and techniques in hospitals and labs. The course emphasizes technical documentation, professional communication, and critical thinking, preparing students for advanced study or careers in biomedical and healthcare fields.

Students develop interdisciplinary connections throughout the course with fields like computer science and engineering. They engage in activities such as creating CAD models, designing medical devices, and exploring sustainable healthcare practices. Collaboration is key, with students working individually and in teams to innovate solutions, analyze data, and present their findings. PBS equips students with the skills and knowledge to pursue further studies or careers in medicine, healthcare, or related STEM disciplines by fostering curiosity, creativity, and an understanding of biomedical decisions' ethical and societal impact.

BOTANY

1 semester 1 credit

Grades 11-12

PREREQUISITE: Successful completion of Biology

Botany introduces students to plant and soil science through hands-on experiences with greenhouse crops, outdoor gardens, and landscaping projects. Students will also develop skills using Google Sheets to support their work. No prior knowledge is required—just an interest in botany. This course prepares students for entry-level jobs or provides a foundation for further education as a botany major. It pairs well with Environmental Science for students interested in practical, sustainable applications of plant science.

CHEMISTRY

2 semesters 2 credits

Grades 11-12

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

Chemistry, often called the central science, explores the interactions between matter at macroscopic and atomic levels. Laboratory investigations are central to the course, helping students develop lab techniques, handle chemical reagents, and understand key chemical concepts. This course is valuable for all students, especially those considering careers in biological, medical, engineering, architectural, or agricultural fields.

HONORS CHEMISTRY

2 semesters 2 credits

Grades 11-12

PREREQUISITE: Successful completion of Algebra II (may be currently enrolled with high math ISAPS score)

Honors Chemistry focuses on six Big Ideas encompassing core scientific principles and processes: the atomic structure of matter, the relationship between material properties and nuclear arrangements, the rearrangement of atoms during chemical changes, molecular collisions and reaction rates, thermodynamics and energy changes, and the formation and breaking of bonds. Learning is reinforced through collaborative laboratory investigations, where students design experiments, analyze data, and construct scientific arguments. Completing the course and AP exam may earn students college credit, advanced placement, or both.

ELECTRICITY/ELECTRONIC

1 semester 1 credit

Grades 10-12

May be used as a science credit.

Electrical Design and Construction introduces students to the science of electricity and its practical applications. Topics include Ohm's Law, magnetism, DC circuits, wireless technology, power generation, motors, alternative energy, and more. Students will learn to solder and complete a house wiring lab project, working with main panels, GFCIs, switches, and outlets. This course is ideal for students interested in careers in engineering, electronics, or electrical work and those seeking a better understanding of electricity.

ENVIRONMENTAL SCIENCE

1 semester 1 credit

Grades 11-12

PREREQUISITE: Successful completion of Biology

Environmental Science focuses on the relationship between human society and the environment, emphasizing hands-on work in the school gardens and greenhouses. Students actively support the school nutrition program and recycling and composting initiatives while researching environmental issues to understand the causes and effects of human actions. This course empowers students to positively impact the environment and contribute to a more sustainable future.

PHYSICS

2 semesters 2 credits

Grades 10-12

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

Physics prepares students for college-level science and broadens their understanding of the universe through topics such as motion, energy, work, and wave phenomena. The course features hands-on activities, projects, and mathematical analysis, benefiting students pursuing careers in medicine, engineering, architecture, and physical therapy. While not required, prior coursework in chemistry or Principles of Engineering (POE) and concurrent enrollment in Precalculus is recommended.

AP PHYSICS: MECHANICS C

2 semesters 2 credits

Grades 11-12

PRE/CO-REQUISITE: Successful Completion of or Co-Enrollment in AP Calculus AB

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

AP Physics C: Mechanics is a rigorous, calculus-based course covering kinematics, Newton's laws, energy, momentum, rotational motion, and oscillations, focusing on advanced problem-solving and lab skills. This course prepares students for college-level physics and is designed for students pursuing science, technology, engineering, or applied mathematics majors. Students may take the AP exam in May to earn college credit, advanced placement, or elective credit for a first-semester Physics with Calculus course.

SOCIAL STUDIES

WORLD GEOGRAPHY - Required

1 semester 1 credit

Grade 9

World Geography is a semester-long course that explores the seven continents and local areas through the five geographic themes. Students develop geography skills and examine physical and human geography through reports, hands-on exercises, and map and graph analysis. The course also connects current events to geographic themes, deepening students' understanding of global dynamics.

WORLD HISTORY - Required

1 semester 1 credit

Grade 10

World History focuses on Western civilization, exploring key events, ideas, and figures shaping global cultures. The course develops historical thinking skills and encourages diverse perspectives through thematic units on topics like the rise of civilizations, world religions, technological advancements, governments and revolutions, and imperialism. Students will better understand the modern world and the historical events that influence contemporary global issues.

AMERICAN HISTORY - Required

2 semesters 2 credits

Grade 11

American History examines the United States' history from the late 19th century to the present, building on the 8th-grade curriculum. The course follows a chronological approach to explore key events and their impact on the nation. It prepares students to become informed and active participants in a democratic society by learning from past generations' experiences and decisions.

HONORS WORLD HISTORY AND GEOGRAPHY

2 semesters 2 credits

Grades 9 - 10

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

This year-long, accelerated course combines the 10th-grade World History curriculum with A.P. Human Geography and current events, preparing students for May's AP Human Geography Exam. It explores key geography concepts—Population, Migration, Culture, Political Organization, Agriculture, Industry, and Urban/Rural Patterns—within a historical framework. The course is also open to advanced 9th-grade readers and fulfills World History and Geography requirements.

ECONOMICS - Required

1 Semester 1 credit

Grade 12

Economics offers an introduction to economic theory and its application in decision-making. It covers microeconomic concepts like supply, demand, pricing, competition and macroeconomic topics such as taxation, monetary policy, GDP, and the business cycle. The course also emphasizes personal finance, including budgeting, banking, and financial responsibility.

GOVERNMENT - Required

1 semester 1 credit

Grade 12

This course provides an in-depth study of the American government, examining the relationships between federal, state, and local governments. Topics include the U.S. Constitution, citizens' rights and responsibilities, the roles of the three branches of government, political parties, and the electoral process. The course also compares state and federal government systems and explores opportunities across different states.

A.P. U.S. GOVERNMENT & POLITICS

1 semester 1 credit - **Offered S2**

Grade 11-12

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

A.P. U.S. Government and Politics introduces students to the core concepts of American government through six key areas: Constitutional Underpinnings, Political Beliefs and Behaviors, Political Parties and Media, Institutions of National Government, Public Policy, and Civil Rights and Liberties. The course emphasizes strong reading and writing skills and prepares students to take the AP exam in May.

PSYCHOLOGY

1 semester 1 credit

Grades 10-12

Psychology explores human behavior and mental processes, covering scientific methods, the brain and nervous system, and human development. Key topics include memory, learning, sensation, perception, psychological disorders, and therapies. This course offers valuable insights into personal and interpersonal behavior, with applications extending beyond the classroom.

A.P. PSYCHOLOGY

1 Semester 1 Credit - **Offered S2**

Grade 11-12

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

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

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

SOCIOLOGY

1 semester 1 credit

Grades 10-12

Sociology explores human groups and their behaviors, focusing on how group dynamics influence individuals. Key topics include cultural norms, socialization, social structures, and inequality. Through discussions and interactive activities, students examine theories and issues relevant to their lives, gaining a deeper understanding of the complex dynamics that shape societies and individual actions.

US HISTORY TO 1877 (NICC)

1 semester 1 credit - **Offered S1**

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 fall-semester course explores the emergence of the United States from the pre-colonial era through Reconstruction, covering key periods such as colonization, the Revolutionary period, the early Republic, the Jacksonian Era, the Civil War, and Reconstruction. Students will examine political, economic, and social themes throughout these historical eras.

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

US HISTORY SINCE 1877 (NICC)

1 semester 1 credit - **Offered S2**

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 spring-semester survey course examines the maturation of the United States from the end of Reconstruction to modern times, covering key historical periods such as the Age of Industrialization, the Progressive Era, World War I, interwar developments, World War II, and postwar foreign and domestic issues. Students will explore significant events, movements, and challenges that have shaped contemporary America.

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

A.P. DIRECTED STUDIES (SOCIAL STUDIES)

1 semester 1 credit

Grades 10-12

PREREQUISITE: Varies by IOAPA Course requirements.

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

This course provides structure and instructor support for students pursuing advanced social studies courses not offered by the district or those with scheduling conflicts. Students dedicate one scheduled period during the day to the course and may need additional study time outside of school. Available courses include teacher-facilitated options such as A.P. Comparative Government, A.P. European History, A.P. Human Geography, and A.P. US History, as well as online IOAPA courses like A.P. Environmental Science, A.P. American Government, A.P. Macroeconomics, A.P. Microeconomics, and A.P. Psychology.

Most A.P. Directed Studies courses begin in January and are designed to align with spring Advanced Placement Exams. Full-year courses span both semesters, like A.P. European History and A.P. US History. Semester-long A.P. courses can be paired to prepare for two separate A.P. Exams. Students should discuss course interests with the instructor.

A.P. 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, IOAPA offers free online access to A.P. courses such as A.P. Chemistry, A.P. English Literature, A.P. English Language, A.P. Calculus, A.P. Environmental Science, A.P. Physics,

A.P. Statistics, A.P. Psychology, and A.P. U.S. History, among others. Students may take the related A.P. exams in May, with qualifying scores potentially earning college credit. APEX Learning provides online teachers who assign and grade coursework, and final grades must be recorded on transcripts—Pass/Fail is not an option. Enrollment for the following school year opens each May; students should contact Mr. Trewin to sign up.

CO-CURRICULAR ACTIVITIES/CLUBS/ORGANIZATIONS

ART CLUB

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

COLOR GUARD/WINTER GUARD

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

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

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

"D" CLUB

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

DRAMA ACTIVITIES

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

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

ENVIROTHON

[The Envirothon®](#) is North America's largest high school environmental and natural resources conservation competition, engaging students from across the United States, Canada, China, and Singapore. Originating in Pennsylvania in 1979, the program became a national competition in 1988, with Iowa joining in the 1995-1996 school year. This program incorporates STEM (Science, Technology, Engineering, and Math) principles, hands-on learning, and outdoor field experiences to foster student learning in aquatics, forestry, soils and land use, wildlife, and current environmental issues.

Teams begin preparation in November, studying for the state competition held in April, with weekly meetings scheduled for participants' convenience. Students develop critical thinking skills to create solutions to local and global environmental challenges while competing nationally for scholarships and prizes. Participants gain the knowledge and skills to educate others, inspire local action, and promote lifelong environmental stewardship and sustainability.

FAMILY, CAREER, AND COMMUNITY LEADERS OF AMERICA (FCCLA)

[Family, Career, and Community Leaders of America \(FCCLA\)](#) is a national Career and Technical Student Organization (CTSO) for students in Family and Consumer Sciences (FCS) education. FCCLA offers intra-curricular resources and opportunities for students to pursue careers that support families while addressing important personal, work, and societal issues through FCS education. Since its founding in 1945, FCCLA members have made a meaningful impact on their families, careers, and communities.

The organization focuses on various youth concerns, including parenting, family relationships, substance abuse, peer pressure, sustainability, nutrition and fitness, teen violence, and career preparation in four specific Career Pathways. FCCLA helps members expand their leadership potential and develop essential skills for life—planning, goal setting, problem-solving, decision making, and interpersonal communication—necessary in the home and workplace.

The FCCLA chapter at Decorah High School was established in the 2024-2025 school year. Membership is open to all students who have taken any FCS class during their high school career, providing opportunities to make a difference and grow as leaders.

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

[Future Business Leaders of America \(FBLA\)](#) is a national organization that empowers students to develop leadership, business, and career skills through competitive events, workshops, and networking opportunities. It provides an opportunity for students to explore business concepts, enhance their professional abilities, and connect with industry leaders, preparing them for future career success.

DHS' chapter of FBLA was founded during the 2024-2025 school year. Membership is open to students in grades 10-12 enrolled in at least one semester of a business course. FBLA meetings are held one evening each month. By joining FBLA, you will have the unique opportunity to shape the future of the organization at DHS!

GAY-STRAIGHT ALLIANCE (GSA)

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

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

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

1. Band definition: Band class is a one-year course made up of various types of bands, which include marching bands, pep bands, concert bands, and jazz bands. Students must be in all bands except jazz and pep band.
2. Orchestra definition: the orchestra is a one-year course of stringed instruments with wind instruments added occasionally for full orchestra.
3. 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.
4. Vocal Music definition: vocal music is a one-year course consisting of various types of ensembles. Two mixed choruses are offered, as well as treble clef and bass clef choruses. Madrigal and other small groups are also provided.
5. All music department students must enroll in four academic classes per semester, while in any music organization, orchestra and vocal music members will take either an individual or a class lesson each week. Lessons will be approximately 20 minutes and given during the student's study period or at another pre-arranged time.
6. All music students will be encouraged to participate in solo and small ensembles during the school year.
7. Select music students will be encouraged to participate in honor and festival groups such as Dorian and other select festivals.
8. Band members will be expected to furnish music for some athletic commitments during the school year and pep assemblies. Considering the above-listed requirements, music students will receive one credit per semester with grades applying to G.P.A.

NATIONAL FFA ORGANIZATION (FFA)

[The National FFA Organization](#) is a dynamic youth organization dedicated to preparing its members for premier leadership, personal growth, and career success through agricultural education. FFA helps students discover their

potential and talents through hands-on experiences that provide the tools for real-world success. Members of FFA are future farmers, chemists, veterinarians, government officials, entrepreneurs, teachers, and professionals in diverse career fields related to food, fiber, and natural resources.

FFA is an intracurricular student organization, serving as one of the three core components of agricultural education. At Decorah High School, FFA membership is open to students enrolled in Agriscience courses (grades 9-12). As a member of Decorah FFA, you will also be part of the Iowa FFA and National FFA Associations, gaining access to premier leadership training, personal growth opportunities, and career preparation.

FFA members can attend local, state, and national leadership conferences, participate in community service projects to improve the local community, and compete in a variety of skills contests and leadership career development events. Membership offers the chance to connect with students across Iowa and the nation, building lifelong friendships while exploring over 300 career opportunities in the agriculture and natural resources industries.

NATIONAL HONOR SOCIETY

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

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

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

SILVER CORD PROGRAM

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

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

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

SKILLSUSA

SkillsUSA is the nation's leading organization for workforce development, empowering students to become skilled professionals, career-ready leaders, and responsible community members. It serves as a partnership between students, teachers, and industry professionals, providing hands-on learning experiences, career preparation, and leadership development. Representing over 413,000 career and technical education students and teachers, SkillsUSA chapters thrive in middle schools, high schools, and postsecondary institutions nationwide.

Through the SkillsUSA Framework, which emphasizes Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics, students develop career-readiness skills such as teamwork, communication, and professionalism while honing their technical abilities in more than 130 occupational areas, including 3D animation, welding, construction, and cabinetmaking.

Students can showcase their skills in local, state, and national competitions, with winners advancing to the SkillsUSA National Championships to compete for medals in their individual skill areas. Since 1965, SkillsUSA has been a vital solution to the ongoing skills gap, helping prepare the next generation of skilled professionals for the workforce. Its mission is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

SPECIAL OLYMPICS

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

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

SPEECH ACTIVITIES

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

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

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

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

UNIFIED CHAMPIONS

Decorah High School is proud to be a [Special Olympics Unified Champion School](#), promoting social inclusion and fostering an environment where all students feel welcome and valued. The Unified Champion Schools program focuses on creating a school climate of acceptance and inclusion through three key components: inclusive sports, inclusive youth leadership opportunities, and whole-school engagement

At Decorah High School, the Unified Champions group brings together Special Olympics athletes and general education students to plan and participate in activities that promote awareness and inclusion of students with disabilities. The group meets monthly to organize events such as annual football and basketball games, Inclusion Week, and other activities aimed at expanding opportunities for meaningful connections and inclusive experiences. This program is woven into the fabric of the school, supporting and engaging all learners while driving meaningful change toward a socially inclusive community.

VIKING YEARBOOK

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

ATHLETICS

BASEBALL

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

BASKETBALL (GIRLS AND BOYS)

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

BOWLING (GIRLS AND BOYS)

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

CHEERLEADING

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

CROSS COUNTRY (GIRLS AND BOYS)

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

FOOTBALL

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

GOLF (GIRLS AND BOYS)

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

ROBOTICS

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

SOCCER (GIRLS AND BOYS)

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

SOFTBALL (GIRLS)

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

SWIMMING (GIRLS AND BOYS)

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

TENNIS (GIRLS AND BOYS)

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

TRACK (GIRLS AND BOYS)

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

VOLLEYBALL (GIRLS)

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

WRESTLING (GIRLS AND BOYS)

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

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

Decorah High School

4 Year Plan Registration



STUDENT NAME: _____
 PARENT NAME: _____

CLASS OF: _____

25-26 Planning Guide

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

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

TOTAL FRESHMEN HOURS

9

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

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

TOTAL SOPHOMORE HOURS

9

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

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

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

TOTAL JUNIOR HOURS

9

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

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

TOTAL SENIOR HOURS

3

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



DECORAH HIGH SCHOOL BELL SCHEDULES

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



MONDAY & THURSDAY

Hours 1, 3, 5, 7

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

WEDNESDAY

All Classes/Hours Meet

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

TUESDAY & FRIDAY

Hours 2, 4, 6, Homeroom, Flextime

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



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

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

DECORAH HIGH SCHOOL ACTIVITIES



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