

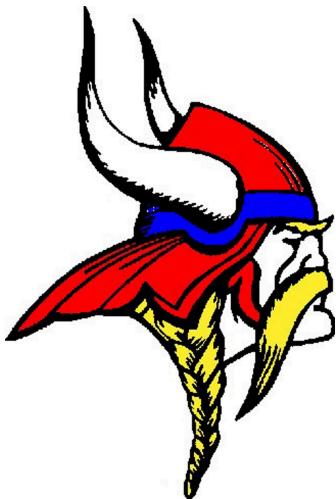
# Decorah High School

## Parent/Student

### Planning

### Guide

# 2026- 2027



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

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

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

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

# DECORAH HIGH SCHOOL

## CURRICULUM OFFERINGS



2026 - 2027

<u>Art</u> pg. 14	Grade	<u>English Language Arts</u> pg. 20-22	Grade	<u>Music</u> pg. 27-28	Grade
Art 1*	9-12	English 9	9	Band	9-12
Art 2*	9-12	English 10	10	Orchestra	9-12
Ceramics*	9-12	English 11	11	Vocal 9th	9
Advanced Ceramics*	10-12	English 12	12	Viking Chorus	10-12
Art 3*	10-12			Concert Choir	11-12
Painting*	9-12	<b>Elective Courses</b>		Class Piano	9-12
Photography*	11-12	Individual Survey of Literature*	9-12	Independent Study (Instruments)	9-12
		Creative Writing Through Film*	9-12		
		Yearbook	11-12		
		Speech and Communication*	12		
<b>Career &amp; Technical Education (CTE)</b>					
<u>Agriculture</u> pg. 15-16	Grade	<u>AP Courses</u>		<u>AP Courses</u>	
AgriScience 09	9	AP Literature & Composition	11-12	AP Music Theory	
AgriScience 10	10				
AgriScience 11	11				
AgriScience 12*	12				
Veterinary Science*	10-12	<b>NICC Courses</b>		<u>Physical Education</u> pg. 28-29	Grade
Work Experience	11-12	Public Speaking*	11-12	Physical Education (PE)/Early Bird	9-12
		Composition I*	12	Intro Strength & Conditioning	9-12
		Composition II*	12	Strength and Conditioning	10-12
				Buddy PE	10-12
				Wellness PE	9-12
				Advanced Physical Education	9-12
				Sports Waiver	11-12
<b>NICC Courses</b>					
Farm Business Management*	11-12	<u>World Language</u> pg. 22	Grade	<u>Science</u> pg. 30-32	Grade
Survey of the Animal Industry*	11-12	Spanish I	9-12	Physical Science/TA	9
Introduction to Agronomy*	11-12	Spanish II	10-12	Biology	10
Intro to Agriculture Markets*	11-12	Spanish III	11-12	Chemistry/Honors Chemistry	11-12
		Spanish IV	12	Physics	11-12
<u>Business</u> pg. 16-17	Grade	<u>General Education</u> pg. 22-23	Grade	<b>Electives</b>	
Accounting I	10-12	Reading Success	9-12	Botany*	11-12
Business & Finance**	11-12	Strategic Reading	11-12	Environmental Science*	11-12
Entrepreneurship*	10-12	Reading	9-12	Prin of Biomed-Forensic Science*	11-12
Work Experience	11-12			Prin of Biomed-Clinical Care*	11-12
		<b>NICC Courses</b>		Human Body Systems (PLTW)	12
<u>NICC Courses</u>		Gas Engine Principles*			
Principles of Marketing*	11-12	<u>Health</u> pg. 23-24	Grade	<u>AP Courses</u>	
Sports Marketing*	11-12	Health 1*	9-12	AP Physics C, Mechanics	11-12
Small Business Management*	11-12	Health 2*	11-12		
<u>Human Services</u> pg.17-18	Grade	<u>Mathematics</u> pg. 24-26	Grade	<u>Social Studies</u> pg. 32-34	Grade
Foods I*	9-12	Bridge to Algebra	9	World Geography*	9
Foods II*	9-12	Algebra 1	9-10	World History*	10
Foods III (S2)*	10-12	Geometry	9-12	Honors World History & Geo.	9-10
Foods for Performance*	11-12	Algebra 2	9-12	American History	11
Hospitality*	10-12			Economics*	12
International Cuisine*	10-12	<b>Elective Courses</b>		Government*	12
Work Experience	11-12	Comp. Science Principles (S1)*	9-12		
		Precalculus (S1)*	11-12	<b>Electives</b>	
		Intro to Engineering Design (PLTW)	9-12	Psychology*	10-12
		Principles of Engineering (PLTW)	9-12	Sociology*	10-12
		Personal Finance**	12		
<u>Industrial Technology</u> pg.19	Grade	<u>AP Courses</u>		<b>AP Courses</b>	
Intro to Construction*	9-12	AP Comp. Science Principles (S2)*	9-12	AP Psychology*	10-12
Intro to Metals*	9-12	AP Statistics	10-12	AP US Govt. & Politics*	12
Cabinetaking*	9-12	AP Calculus AB	11-12	AP Directed Studies	10-12
Cabinet Making II*	10-12			AP Online Courses	11-12
Construction*	11-12	<b>NICC Courses</b>			
Electricity/Electronic*	11-12	Precalculus (S2)*	11-12	<b>NICC Courses</b>	
Work Experience	11-12			US History to 1877*	10-12
				US History since 1877*	10-12

## **NAVIGATING YOUR ACADEMIC JOURNEY AT DECORAH HIGH SCHOOL**

Welcome to the Decorah High School Course Planning Guide. This resource is designed to support students, in partnership with their parents or guardians, as they plan coursework for the upcoming school year. The information provided is intended to help students make informed choices that align with current academic needs and future goals, whether those plans include postsecondary education, career training, or direct entry into the workforce.

Students are encouraged to reflect annually on their academic progress and learning experiences when planning future coursework. Course selections must meet graduation requirements established by state law and the Board of Education while also incorporating elective opportunities offered at Decorah High School. Elective courses play an important role in helping students explore interests, build skills, and keep multiple postsecondary pathways open.

Open communication between students and parents or guardians is strongly encouraged throughout the planning process. Teachers, counselors, and guidance staff are available to provide additional support and guidance. Following review of this guide, students will complete course registration using an online system with assistance from the school Registrar and Guidance Counselor. While parental or guardian input is encouraged, final course registration is completed by the student.

As you plan for the year ahead, approach course selection with purpose and confidence, knowing that thoughtful choices today help build a strong foundation for future success at Decorah High School and beyond.

### **Crafting Your Academic Path: A Guide to Elective Course Selection**

As you plan your educational program at Decorah High School, a thoughtful selection of elective courses is essential. The relative importance of each factor may vary based on your academic readiness and postsecondary goals.

When selecting electives, students should consider their post-high school plans, including further education, career training, or entry into the workforce, and choose courses that support those goals. Academic readiness is also critical; students should select courses that align with their strengths while providing appropriate challenge. Course sequencing matters as well, as many electives serve as prerequisites for advanced coursework. Finally, personal interest should guide decision-making, as engagement and motivation are key to academic success.

Students are encouraged to make course selections based on their individual goals and needs rather than on their peers' choices. Trends in grades and assessment data can help determine the appropriate level of course rigor.

Questions about course selection should be discussed with teachers, counselors, or the registrar. The goal of course planning is to create an academic program that is both challenging and achievable, laying a strong foundation for future success while supporting a meaningful and rewarding high school experience.

## **COUNSELING: SUPPORTING YOUR EDUCATIONAL JOURNEY**

The counseling department at Decorah High School provides specialized services to support each student's academic, personal, and postsecondary growth. Our goal is to help students develop self-understanding, maximize their strengths and potential, adapt effectively to academic and life environments, make informed and independent decisions, and prepare to contribute meaningfully to their community and society.

Counseling staff assist students through course registration; individual counseling, interviewing, and assessment; academic, career, and personal guidance; ongoing communication with students and families; and the maintenance of accurate and confidential records.

Counselors are available to discuss course planning, career goals, and personal concerns related to school or outside circumstances, and are committed to supporting students throughout their 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 own 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.

### **COURSE REGISTRATION**

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

### **SCHOOL REGISTRATION**

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, as well as optional fees for student activity tickets, instrument rental, booster club memberships, and lunch deposits. Student activity tickets provide entry to regular-season events but do not include plays, musicals, or postseason sports.

### **MINIMUM SUBJECT LOAD**

For both semesters, students are required to enroll in a minimum number of courses. Students in grades 9, 10, and 11 must enroll in at least 5 academic classes, plus physical education, unless the counselor or principal grants special permission.

Seniors are required to enroll in at least 4 classes, including physical education. PSEO, PICC, concurrent enrollment, and career academy courses count toward meeting these minimum enrollment requirements.

### **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 and may require written consent from a parent/guardian, teacher(s), and counselor. Dropping a course after three weeks will result in a grade of (F).

## **REPORTING STUDENT PROGRESS TO PARENTS**

Decorah Schools uses PowerSchool for student grade reporting. Students and parents are encouraged to monitor progress at any time by logging in to 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.

## **EARLY GRADUATION GUIDELINES**

Students seeking to graduate before completing the traditional four-year high school sequence must submit a written request for early graduation. The request must be signed by the student and the student's parent or legal guardian and submitted to the high school principal for administrative review and Board consideration. Early graduation is granted only after verification that all graduation requirements have been satisfied and after approval by the Board of Education.

In accordance with the Board-approved student handbook, the following timelines apply:

- **Midyear (first-semester) graduation requests for students in their senior year** must be submitted in writing prior to the **December Board of Education meeting of the student's senior year**.
- **Requests to graduate one year early, at the conclusion of the junior year**, must be submitted in writing prior to the **August Board of Education meeting preceding the start of the student's junior year**.

Requests submitted outside these timelines may be denied due to limitations related to administrative review, Board action, or verification of graduation requirements.

Upon approval and completion of the approved graduation plan, the student is no longer considered enrolled in the Decorah Community School District and is recognized as a graduate and alumnus of the District. Early graduates may participate in commencement exercises, subject to Board policy.

## **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](http://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.

## **NATIONAL MERIT SCHOLARSHIP QUALIFICATION TEST (NMSQT/PSAT)**

The NMSQT/PSAT is a two-hour assessment administered in October to registered juniors. It measures verbal and mathematical skills associated with college-level readiness and serves as the qualifying exam for the National Merit Scholarship Program, administered by the National Merit Scholarship Corporation (NMSC).

Participation in the NMSQT/PSAT is **not required** for college admission or financial aid eligibility. The purpose of the exam is to identify outstanding academic achievement and award scholarships through the National Merit program. While approximately 9,000 Iowa juniors take the test each year, only about 250 are named National Merit Scholars. There are no eligibility requirements beyond grade level, and any junior may choose to take the exam.

## **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 listed below are also to be considered.

**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)
  - o Per [Iowa Senate File 369](#), all high school students must pass the [U.S. Citizenship and Immigration Services Naturalization Civics Test](#) in order to graduate, starting in 2026-27
- 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 ( $\frac{1}{2}$  credit per semester).

**FINANCIAL LITERACY:** All students must complete 1 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, world language, additional core-area courses, NICC courses, PICC courses, etc.

Music classes (instrumental, vocal, and orchestra) will receive 1 credit per semester if they meet a minimum of 200 minutes per week.

## 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.

If you plan to attend a four-year college or university, meeting the recommended course requirements is essential.

### Iowa Regent University Admission Requirements

In addition to meeting the Regent Admission Index (RAI) requirement, students must complete the minimum number of high school courses specified below for the institution to which they're applying.

Subject Area	Iowa State University	University of Iowa	University of Northern Iowa
English	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, also may include one year of speech, communication or journalism.
Math	3 years, including at least two years of courses which emphasize elements of algebra, geometry and advanced algebra.	3 years, including algebra, geometry and advanced algebra. 4 years with the addition of pre-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 and physics.	3 years, including courses in physical science, biology, chemistry, environmental science and physics for admission to the Colleges of Liberal Arts and Sciences and Engineering. 3 years, with at least one year each in biology, chemistry and physics, for admission to the College of Nursing.	3 years, including courses in general science, biology, chemistry, earth science or physics. Laboratory experience is highly recommended.
Social Studies	2 years for admission to the Colleges of Agriculture and Life Sciences, Business, Design, Engineering, and Health and Human Sciences. 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 for admission to the College of Engineering.	3 years, including courses in anthropology, economics, geography, government, history, psychology or sociology.
World Language	2 years of a single world language for admission to the Colleges of Engineering and Liberal Arts and Sciences.	2 years of a single world language are required for admission.	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 language or fine arts.

## **FOUR-YEAR COLLEGE ADMISSION REQUIREMENTS (GENERAL GUIDELINES)**

Beyond Iowa's three Regent universities, most four-year colleges and universities expect students to complete a core sequence of high school coursework. Typical admission requirements include eight semesters of English; six semesters of mathematics, including Algebra II; six semesters of social science; six semesters of science, often including chemistry and physics; and six semesters of a world language.

In addition to course completion, many institutions require a minimum grade point average of approximately 3.0 (B average). More selective colleges may expect higher GPAs and may consider standardized test scores, such as the ACT or SAT, in the admissions process.

Completing a rigorous academic program and earning strong grades helps ensure college readiness and strengthens a student's competitiveness for admission to four-year institutions.

## **TWO-YEAR COLLEGE ADMISSION REQUIREMENTS (GENERAL GUIDELINES)**

Admission to a two-year college generally requires a high school diploma. Unlike many four-year institutions, specific high school courses or a minimum grade point average are not typically required for general admission.

Some specialized programs, such as nursing at Northeast Iowa Community College (NICC), have additional prerequisites. These may include completing specific coursework, meeting minimum grade requirements, or demonstrating proficiency in designated areas. While general admission to the college may be open, individual programs may impose separate entry requirements.

Students planning to transfer to a four-year institution or pursue academically rigorous programs are often encouraged to complete college-preparatory coursework in high school. Two-year colleges also serve students seeking career-specific training, licensure preparation, or an opportunity to strengthen academic records before transferring to a university.

## **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 AP 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 and be 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 (PSEO)**

The Postsecondary Enrollment Options (PSEO) program, established in 1987 and part of Iowa's Senior Year Plus initiative, allows eligible high school students to enroll in college-level courses at approved postsecondary institutions when a comparable course is not offered at Decorah High School. Successful completion of a PSEO course earns both high school and college credit and may be applied toward district graduation requirements.

Eligible students include juniors and seniors, as well as ninth- or tenth-grade students identified as gifted and talented under Iowa law, who meet Senior Year Plus eligibility requirements and the admission standards of

the postsecondary institution. Students must be Iowa residents and should indicate interest in PSEO during course registration. Additional information is available through the counseling office.

For eligible courses, the school district pays the postsecondary institution the lesser of \$250 or the institution's tuition cost. Courses are provided at no cost to the student upon successful completion, except for required materials or equipment. If a student fails to complete a course and is not eligible for a waiver, the student, parent, or guardian may be required to reimburse the district for associated costs.

PSEO enrollment is limited when coursework can be provided through a contracted concurrent enrollment agreement. When such agreements exist, PSEO enrollment through Iowa community colleges is generally not permitted. In rare circumstances, PSEO may be used for courses offered by Iowa's public universities, private colleges and universities, or other eligible postsecondary institutions.

PSEO offers qualified students the opportunity to pursue advanced coursework while earning college credit during high school.

### **CONCURRENT ENROLLMENT (NICC)**

Concurrent enrollment, also known as district-to-community college sharing, allows high school students to take eligible nonsectarian college-level courses through a community college while earning both high school and college credit. Offered through agreements between school districts and community colleges in accordance with Iowa's Senior Year Plus guidelines, these courses support rigorous academic, career, and technical education pathways.

At Decorah High School, concurrent enrollment is offered in partnership with Northeast Iowa Community College (NICC). Courses may be taught at Decorah High School by Decorah High School instructors who meet NICC and state credentialing requirements, or by community college faculty. During the course, the high school classroom functions as a satellite location of the community college, and college-approved curricula and materials are used.

Concurrent enrollment courses are available to students in grades nine through twelve who meet Senior Year Plus eligibility requirements. Students must demonstrate ISASP proficiency in reading, mathematics, and science, and provide ACT or ACCUPLACER scores to NICC. While most courses do not require minimum placement scores, Composition I requires an ACCUPLACER writing score of five.

Concurrent enrollment provides students with early exposure to college-level expectations while allowing them to earn transferable credit during high school. Additional information is available through the counseling office.

### **PLACEMENT IN COLLEGE COURSES (PICC)**

Placement in College Courses (PICC) allows eligible high school students to enroll in college-level courses at Northeast Iowa Community College (NICC), funded by Decorah High School. Similar to concurrent enrollment, students earn college credit; however, PICC courses are not taught at Decorah High School and are delivered either online or on the NICC campus.

PICC courses are governed by NICC policies and program requirements, which may vary by course and are subject to change. Students must meet specific eligibility criteria to enroll, and many PICC offerings are in career and technical education fields, including nursing prerequisites such as Anatomy and Physiology I and II, Introduction to Nutrition, and Medical Terminology.

Certain restrictions apply to PICC participation. Students are generally not permitted to enroll in a PICC course if a comparable course is offered at Decorah High School. The district is not required to cover the cost of summer courses, and funding will not be provided for retaking failed courses. PICC courses are rigorous, college-level classes governed by NICC expectations, and district support is limited due to college oversight.

Counselors are available to assist students in determining eligibility and selecting PICC courses that align with academic and career goals. Additional course information is available through the NICC College Credit for High School Students website.

### **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.

## **DECORAH HIGH SCHOOL ACADEMIC POLICIES, PROCEDURES, AND PROTOCOLS**

### **ACADEMIC ELIGIBILITY STANDARDS**

Academic eligibility standards for participation in co-curricular activities are established through state law and the governing rules of recognized activity associations to support student success and ensure compliance.

Students in grades nine through twelve who participate in interscholastic athletics are subject to academic eligibility rules established by the Iowa Department of Education and enforced by the Iowa High School Athletic Association (IHSAA) and the Iowa Girls High School Athletic Union (IGHSAU). Students participating in interscholastic speech and music activities are subject to eligibility rules established by the Iowa High School Speech Association (IHSSA) and the Iowa High School Music Association (IHSMA).

Under these rules, students must be enrolled in and receiving credit for a minimum of four courses, each equivalent to one instructional period, and must be passing all courses while making adequate progress toward graduation. Students who are not passing at the conclusion of a grading period that appears on the transcript are ineligible to participate for the first thirty consecutive calendar days of the affected interscholastic activity, beginning with the first legal competition date. For speech and music activities, this ineligibility applies to all sanctioned, sponsored, or evaluative events during the same thirty-day period.

These standards apply uniformly and are enforced in accordance with state law and association regulations.

### **DRIVER EDUCATION INFORMATION**

The Decorah Community School District partners with Northeast Iowa Community College (NICC) to offer [Driver Education](#). This program is designed to help novice drivers develop the knowledge, skills, and attitudes necessary to become safe, low-risk, and responsible drivers. To meet Iowa Department of Transportation (DOT) requirements, students must attend and successfully complete 30 hours of classroom instruction and six hours of behind-the-wheel (BTW) driving experience. Attendance is required at all sessions. Students must have a valid Iowa learner's permit before the first class, and driving sessions are scheduled outside of classroom instruction.

For registration and program details, families should contact NICC directly. Registration may also be completed by phone by calling [563-562-3263, ext. 1399](tel:563-562-3263, ext. 1399), for assistance or questions related to Driver Education courses. For additional information, please contact [Ellen Brown](mailto:ellenbrown@nicc.edu) at [ellenbrown@nicc.edu](mailto:ellenbrown@nicc.edu) or [Marty Hemann](mailto:martyhemann@nicc.edu) at [martyhemann@nicc.edu](mailto:martyhemann@nicc.edu).

## **ELECTIVE CLASSES**

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

## **GRADE IN PROGRESS POLICY**

Grades are “in progress” until the end of each semester. Decorah High School has two semesters: semester 1 ends before winter break, 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**

Decorah High School recognizes academic achievement through semester honor roll designations. Special Honors (A Honor Roll) is awarded to students earning a grade point average of 3.75 or higher, and Honors (B Honor Roll) is awarded to students earning a grade point average of 3.00 to 3.74.

Honor rolls are published at the conclusion of each semester. To be eligible for honor roll recognition, students must be enrolled in at least 5 full-time academic courses at Decorah High School, including physical education, unless the counselor or principal grants special permission. Seniors must be enrolled in and successfully complete at least four courses, including physical education. PSEO, PICC, concurrent enrollment, and approved career academy courses may count toward minimum course load requirements.

A list of courses eligible for honor roll consideration is available in the guidance office. Questions regarding honor roll eligibility may 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 has 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 Iowa’s statewide assessment system and fulfills federal ESSA accountability requirements. ISASP aligns with the Iowa Core and is designed to measure student achievement and growth. ISASP assessments are administered in mathematics and English language arts (reading and writing) in grades 3–11, and in science in grades 5, 8, and 10. At Decorah High School, students in grades 9–11 complete ISASP assessments in reading, writing, and mathematics, and grade 10 students also complete the science assessment.

ISASP results provide objective, comparable information that helps students, families, and staff understand academic progress over time and informs instructional and course-planning decisions. ISASP proficiency is also used as a readiness indicator for advanced coursework.

Under Iowa's Senior Year Plus rules ([281—22.2\[261E\]](#)), students must demonstrate proficiency in reading, mathematics, and science—or meet an approved equivalent measure—to be eligible for postsecondary credit programs such as PSEO, concurrent enrollment, and PICC. ISASP results may also be considered, along with other criteria, when advising and placing students into Advanced Placement (AP) courses, consistent with district-established prerequisites.

### **ONLINE COURSE OPTIONS ([Board Policy 604.10](#))**

Decorah High School is not an [Iowa-approved online academy](#). Students are expected to attend classes in person each day, and online coursework may not be used as a substitute for regular attendance. Under rare and exceptional circumstances, students may be approved to enroll in an online course through Decorah High School's Edgenuity (E2020) program, which utilizes a state-approved curriculum. Online coursework is considered a last-resort option and is not intended to replace the rigor, accountability, and interaction of daily, teacher-led instruction.

Research and district data consistently show that students achieve the strongest academic outcomes through in-person learning, where they benefit from direct instruction, structured routines, real-time feedback, and meaningful peer interaction. Full-time online programs in Iowa have produced lower achievement and weaker postsecondary readiness, reinforcing the district's commitment to classroom-based instruction.

Online courses may be approved only for:

- Seniors participating in verified work-based learning internships requiring schedule flexibility
- Seniors with documented, unavoidable scheduling conflicts
- Students with significant medical, behavioral, or academic circumstances, as determined by the principal
- Students enrolled in specific, pre-approved courses through a state-approved provider (e.g., Kirkwood Distance Learning)

All requests must originate through the Counseling Office and require written approval from both a school counselor and the building principal. Approved students must complete online coursework during a scheduled class period on campus, maintain daily attendance, and demonstrate satisfactory academic progress. Failure to meet attendance or performance expectations may result in removal from the course and loss of future online eligibility.

All online courses taken through Edgenuity, as well as online credits transferred from other institutions, are recorded as **Pass/Fail**. A minimum score of **80 percent** is required to pass. To earn a Decorah High School diploma, students must complete **at least 24 credits** through traditional, in-person, teacher-led instruction.

### **PASS/FAIL GRADING POLICY**

Students in grades 10 through 12 may request to take one course per semester on a Pass/Fail basis. This option is limited to elective courses or coursework taken beyond minimum core graduation requirements, such as additional courses in mathematics, science, or world language beyond the required sequence. Pass/Fail enrollment requires approval from the course teacher, a school counselor, and a parent or guardian.

Teachers may deny Pass/Fail requests in their elective courses. Requests must be submitted **within the first 30 calendar days of the semester**, though the teacher may delay final approval to maintain academic accountability. Exceptions to the deadline may be granted by the principal for documented extenuating circumstances, such as extended illness.

A final grade of Pass (P) indicates successful completion and earns credit without impacting the student's grade point average. A final grade of Fail (F) results in no credit and is calculated as 0.00 in the GPA.

Under limited circumstances, teachers may assign a Pass grade when a student's ability to demonstrate learning is affected by documented needs in an IEP, 504 Plan, or ELL plan, or by other extenuating factors. Small-group special education courses taught exclusively by special education staff and aligned to students' IEP goals are graded on a Pass/Fail basis only.

College coursework completed outside of Decorah High School may be transferred as Pass/Fail; this does not apply to college courses taught at Decorah High School. Students and families are encouraged to consider the potential impact of Pass/Fail grading on college admission and scholarship decisions, as some institutions may prefer letter grades when reviewing transcripts.

### **PREREQUISITE COURSES/PROGRAMS**

Many high school courses require students to complete a prerequisite course before continuing in the program. You must pass the prerequisite course(s) 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 reading courses designed to strengthen comprehension and literacy skills essential for success across all academic areas. Instruction is targeted to individual student needs and supports readiness for increasingly complex coursework.

Reading course placement is determined using multiple data points, with the Winter MAP Reading assessment serving as a primary indicator, along with RIT scores, Lexile measures, and demonstrated instructional need. Placements are made for the full academic year to ensure continuity of instruction and sustained progress.

Students requiring intensive support may be enrolled in full-block reading courses, including Reading Success (grades 9–10) or Strategic Reading (grades 11–12). Students with an IEP that includes a reading goal are automatically placed in a reading course to receive required Specially Designed Instruction (SDI). Students with moderate needs may be placed in a half-block reading course for targeted support. These courses provide structured, data-informed instruction to build confidence, improve reading skills, and support access to learning across the curriculum.

### **SEMESTER FINALS**

End-of-semester final examinations are given at the teacher's discretion and can only be taken in advance when exceptional circumstances apply and the classroom teacher approves.

## COURSE LISTINGS BY DEPARTMENT

### ART

#### ART I

1 semester 1 credit

Grades 9-12

#### **Prerequisite to many other art classes.**

Art I provides a foundational introduction to two-dimensional and three-dimensional art forms, with an emphasis on the language of art and observational drawing. Students develop skills using line, shape, and value as the core elements of visual expression. The course also includes the study of significant works of art, helping students learn to describe, analyze, and interpret artistic meaning.

#### ART 2

1 semester 1 credit

Grades 9-12

#### **PREREQUISITE: Successful completion of Art I**

This course advances two-dimensional art skills, emphasizing refined drawing techniques, complex mark-making, and printmaking. Students work with a variety of media and explore linocut and reduction processes, supported by the study of art history and contemporary artists to deepen artistic understanding.

#### 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 course builds on skills developed in Art I and Art II while introducing contemporary trends and techniques in the art world. Students study contemporary artists and studio practices, examine recurring themes in modern art, and create an original portfolio of work based on a sustained inquiry.

#### PAINTING

1 semester 1 credit

Grades 9-12

#### **PREREQUISITE: Successful completion of Art I**

This course is designed for students who have successfully completed Art I and builds on foundational concepts of color theory and the elements and principles of art. Students explore a range of painting media, beginning with watercolor techniques and progressing to acrylics, with emphasis on composition, color selection, focus, and balance throughout the course.

#### PHOTOGRAPHY

1 semester 1 credit

Grades 11-12

#### **PREREQUISITE: Successful completion of Art I**

This course introduces students to digital photography, with emphasis on understanding camera settings to develop creative and technical control. Students build visual literacy by studying the form and content of photographic images, focusing on the elements and principles of design as they relate to composition. Regular critiques help students develop skills in analyzing and evaluating photographic work.

## 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-level course in the AgriScience department that introduces students to the exciting and challenging fields of agriculture. Areas of learning include animal science, leadership development, soil science, plant science, and record keeping. Anyone interested in agriculture, not just those living in rural areas, is encouraged to take this course, as most 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

Grade 11-12

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 Grade 11-12

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.**

**INTRODUCTION TO AGRONOMY (NICC)** 1 semester 1 credit Grade 11-12

Provides a foundation course in agronomy. Applies crop, soil, and environmental sciences to understand agricultural systems worldwide. Introduces concepts of plant, soil, tillage, pest, environmental, and sustainable aspects of crop production.

**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.**

**INTRO TO AGRICULTURE MARKETS (NICC)** 1 semester 1 credit Grade 11-12

Presents basic concepts and economic principles related to markets for agricultural inputs and products. Reviews current marketing problems faced by farms and agribusinesses, farm and retail price behavior, structure of markets, food marketing channels, food quality and food safety, and the role of agriculture in the general economy. Analyzes the implications of consumer preferences at the farm level. Introduces hedging, futures, and other risk management tools.

**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

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

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 introduces essential accounting concepts, terminology, and financial reporting practices relevant to modern business. Students learn the fundamentals of accounting procedures, analyze and interpret financial data for decision-making, and gain exposure to computerized accounting applications used in contemporary business environments.

**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.

#### **PRINCIPLES OF MARKETING (NICC)**

1 semester 1 credit - **Offered S1** Grade 10-12

This course covers the broad concept of marketing, including product, distribution, promotion, and price decisions. Subjects include the role of buyers, the social issues involved in the marketing process, environmental problems, and the philosophy of marketing. A major course objective is to examine the role of marketing in a business, with an emphasis on consumer satisfaction and profitability.

**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.**

#### **SPORTS MARKETING (NICC)**

1 semester 1 credit - **Offered S2** Grade 10-12

#### **PREREQUISITE: Successful completion of Principles of Marketing (NICC)**

Sports Marketing is an advanced, hands-on course building on foundational marketing concepts and theories with a focus on the sports industry. Students will actively engage in real-world projects and simulations to apply marketing concepts to the unique and fast-paced environment of sports and sporting events.

**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.**

### **HUMAN SERVICES**

#### **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, as well as a study of cleanliness and sanitation.

<b><u>FOODS FOR PERFORMANCE</u></b>	1 semester, 1 credit	Grades 10-12
Foods for Performance explores nutrition and food preparation through the concept of food as fuel. Working primarily in the commercial kitchen, students learn basic food preparation techniques while examining how macronutrients, hydration, and meal timing support growth, development, training, and athletic or activity performance before, during, and after competition or exercise.		
<b><u>FOODS II</u></b>	1 semester 1 credit	Grades 9-12
<b>PREREQUISITE:</b> Successful completion of Foods I		
Foods II builds on skills developed in Foods I with increased emphasis on the food industry and advanced food preparation. Students focus on professionalism, deadlines, and responsibility while demonstrating health, safety, and sanitation practices aligned with state food service standards. Coursework includes communication, nutrition, cost control, breakfast foods and sandwiches, salads and garnishing, and meat and poultry preparation.		
<b><u>FOODS III</u></b>	1 semester 1 credit - <b>Offered S2</b>	Grades 10-12
<b>PREREQUISITE:</b> Successful completion of Foods I and Foods II		
Foods III allows students to apply and extend skills from Foods I and II through advanced food service operations and management. Emphasis is placed on responsibility, time management, meeting deadlines, and demonstrating health, safety, and sanitation practices aligned with state food service standards. Coursework includes management, menu planning, recipe cost analysis, purchasing and inventory control, marketing, desserts and baked goods, sustainability, and global cuisine.		
<b><u>HOSPITALITY</u></b>	1 semester 1 credit	Grades 10-12
<b>PREREQUISITE:</b> 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.		
<b><u>INTERNATIONAL CUISINE</u></b>	1 semester 1 credit	Grades 10-12
<b>PREREQUISITE:</b> Successful completion of Foods I and Foods II		
International Cuisine explores how culture and tradition influence food choices around the world. Students prepare and compare foods from various regions, examine ingredients and cooking methods, and investigate global issues affecting food production, availability, nutrition, and quality, building appreciation for diverse cultures.		
<b><u>CHILD DEVELOPMENT (NICC)</u></b>	1 semester 1 credit	Grades 10-12
Child Development courses provide students with knowledge about the physical, mental, emotional, social, and moral growth and development of children from conception to pre-school age, emphasizing the application of this knowledge in child care settings and/or home environments. Brain development and current developmental research are addressed. These courses typically include related topics such as the appropriate care of infants, toddlers, and young children.		

**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.**

## **APPLIED SCIENCES, TECHNOLOGY, ENGINEERING, and MANUFACTURING**

### **INTRO TO CONSTRUCTION**

1 Semester 1 Credit

Grades 9-12

Intro to Construction is a one-semester course that introduces students to construction fundamentals and related career pathways. Students learn tool identification and use, shop safety, accurate measurement, and construction mathematics, and apply these skills through hands-on projects. The course also provides introductory exposure to design and fabrication technologies, including Google Sketch and CNC plasma cutting.

### **INTRO TO METALS**

1 Semester 1 Credit

Grades 11-12

Intro to Metals introduces students to the fundamentals of metalworking and welding. Students learn safe operation of an oxy-acetylene torch and multiple welding processes, including arc welding (AC and DC), MIG, SMAW (stick), TIG, and plasma cutting. After developing basic skills, students complete a project and gain additional exposure to construction and manufacturing through field trips and virtual industry connections.

### **CABINET MAKING**

1 Semester 1 Credit - **Offered S2**

Grades 9-12

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

Cabinetmaking builds on skills developed in Intro to Construction, deepening students' understanding of residential and industrial cabinet construction. Instruction emphasizes safety, board-foot calculations and cost, face-frame construction, pocket-hole joinery, and fine finishing techniques. Students may complete a school-sponsored project or, with instructor approval, design and construct an individual project at their own expense.

### **CABINET MAKING II**

1 Semester 1 Credit - **Offered S1**

Grades 10-12

#### **PREREQUISITE: Successful completion of Cabinet Making or Instructor's Permission**

Cabinetmaking II extends Intro to Construction and Cabinetmaking, challenging students to apply and refine their skills through independent, student-designed projects. Google SketchUp and other technology tools are used regularly, and students may be encouraged to participate in competitions based on the quality of their work.

### **CONSTRUCTION**

1 Semester 1 Credit - **Offered S2**

Grades 11-12

#### **PREREQUISITE: Successful completion of Intro to Construction**

Construction provides students with hands-on experience planning and building projects for the school and the broader Decorah community. Students work collaboratively as a team, with projects carefully planned, constructed in an organized manner, and analyzed through written documentation. Participation in competitions may be part of the course experience.

### **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 electrical science and its real-world applications. Students study engineering notation, Ohm's Law, DC series and parallel circuits, transformers, capacitors, and inductors, while gaining hands-on experience through soldering and wiring labs involving panels, GFCIs, switches, and outlets. This course is well-suited for students interested in careers in engineering, electrical work, utilities, or electronics.

## ENGLISH/LANGUAGE ARTS

### **ENGLISH 9 – Required**

2 Semesters 2 credits

Grade 9

This course develops students' reading, writing, speaking, listening, and critical thinking skills through the study of diverse literature and structured communication tasks. Students read short stories, novels, and a Shakespearean play, write formal essays, complete a biographical research project, and deliver oral presentations. Emphasis is placed on note-taking, essay structure, grammar, punctuation, spelling, and vocabulary development.

### **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**

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, practicing 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.**

### **ENGLISH 12**

2 semesters 2 credits

Grade 12

This course builds on the skills developed in English 11 and surveys British and world literature from classical to contemporary authors. Students read and analyze novels, drama, poetry, short stories, and literary nonfiction while producing personal, analytical, and argumentative writing. Emphasis is placed on research, citation, formal academic style, discussion, and presentations, with continued reinforcement of grammar, punctuation, spelling, and vocabulary to prepare students for postsecondary success and civic engagement.

### **COMPOSITION I (NICC)**

1 semester 1 credit

Grade 12

**PREREQUISITE: Students must score at or above the designated cut score on the most recent ISASP assessments in reading, mathematics, and science, as established by Senior Year Plus, or earn an ACCUPLACER Writing score of 5.**

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 25 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: C- or higher grade in Composition 1. Students must score at or above the designated cut score on the most recent ISASP assessments in reading, mathematics, and science, as established by Senior Year Plus, or earn an ACCUPLACER Writing score of 5.**

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 as they explore 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.**

**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.

**CREATIVE WRITING THROUGH FILM**

1 semester, 1 credit

Grades 9-12

This English elective develops creative writing through film study and production. Students practice storytelling, scriptwriting, storyboarding, collaboration, workshopping, editing, and communicating creative vision, while analyzing films and videos for elements such as storyline, character development, lighting, sound, music, camera angles, and editing.

**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. In addition, writing assignments will accompany the book reading. A minimum number of books will be required to pass the course.

**SPEECH AND COMMUNICATION**

1 semester 1 credit

Grade 12

Speech and Communication is a course designed for 12th-grade students that focuses 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 a variety of 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.

**YEARBOOK**

2 semesters 2 credits

Grade 11-12

Yearbook is a yearlong, hands-on course in which students design, create, and publish the school yearbook. Students develop skills in photography, writing, editing, layout, and design while working collaboratively to tell the story of the school year. Emphasis is placed on accuracy, deadlines, organization, and professional standards. Because yearbook staff members are responsible for documenting school life as it happens, students must be willing and available to take photographs and gather content outside of regular school hours, including evenings, weekends, and school events. Students should be dependable, self-motivated, and comfortable working both independently and as part of a team.

**WORLD 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 regions, including Spain, Latin America, and the United States. Students develop basic listening, speaking, reading, and writing skills while learning practical vocabulary related to daily routines, shopping, holidays, travel, and geography. The course also explores the cultural significance of Spanish as a widely spoken language in the United States and provides a strong foundation for careers where bilingual communication is an asset.

**SPANISH II**

2 semesters 2 credits

Grades 10-12

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

Spanish II builds on skills developed in Spanish I for students who earned a C- or higher. The course reviews foundational concepts while expanding listening, speaking, reading, and writing skills through written, audio, and visual media. Emphasis is placed on frequent communication in Spanish, increased use of practical vocabulary, and deeper cultural understanding of Spanish-speaking communities 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 further develop both oral and written self-expression. 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.**

Spanish IV emphasizes the development of oral and written proficiency through the application of Spanish in everyday situations. Students review and refine grammatical skills while expanding vocabulary through varied reading and listening materials, providing a strong foundation for continued Spanish study beyond high school.

**GENERAL EDUCATION****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.

**GAS ENGINE PRINCIPLES (NICC)**

1 semester 1 credit

Grades 11-12

This course introduces students to the principles of gasoline engine operation and maintenance. 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.**

**READING SUCCESS**

2 semesters 2 credits

Grades 9-10

Reading Success is a full-year, full-block course providing intensive reading instruction for students in grades 9 and 10. Enrollment is required for students whose Winter MAP Reading data or IEP goals indicate a need for significant reading support, with placement made for the full academic year to promote consistent growth.

The course focuses on improving reading comprehension and fluency through sustained reading of fiction and nonfiction texts at instructional levels, with emphasis on vocabulary development, targeted practice of literacy skills, and writing to support comprehension.

**STRATEGIC READING**

2 semesters 2 credits

Grades 11-12

Strategic Reading is a full-year, full-block course providing targeted reading instruction for students in grades 11 and 12. Enrollment is required for students whose Winter MAP Reading data or IEP goals indicate a need for intensive reading support, with placement made for the full academic year to ensure continuity and progress monitoring.

The course emphasizes improved comprehension, fluency, and strategic reading skills through engagement with multiple texts. Students practice summarizing, analyzing, and discussing readings in written and verbal formats, with focused instruction in vocabulary development, note-taking, and strategies that support academic and postsecondary success.

**READING**

2 semesters .5 credit per semester Grades 9-12

Reading is a yearlong, half-block course providing targeted reading support for students who need focused instruction without a full instructional block. Placement is based on Winter MAP Reading data, including RIT scores, Lexile measures, and demonstrated instructional needs, and is made for the full academic year.

The course emphasizes strategies to improve reading fluency and comprehension and is typically scheduled opposite study hall or physical education, allowing students to strengthen reading skills while maintaining flexibility in their schedules.

**HEALTH****HEALTH 1 - Required**

1 semester 1 credit

Grades 9-12

Health 1 is a required course designed to equip students with the knowledge and skills needed to make informed, healthy decisions throughout life. Students study physical, mental, and emotional health, with emphasis on nutrition, food labels, unsafe diet practices, stress management, self-esteem, healthy risk-taking, and decision-making through problem-solving, goal-setting, and values clarification. Additional instruction addresses substance use education; disease prevention and control, including STDs and HIV/AIDS; healthy relationships, consent, and sexual assault prevention; suicide awareness; and available health resources. The course includes CPR and AED training, which is required for graduation.

**HEALTH 2**

1 semester 1 credit

Grades 11-12

**PREREQUISITE: Successful completion of Health 1**

Health 2 is an elective for students in grades 11 and 12 that builds on Health 1. The course focuses on applying health knowledge to support lifelong wellness and informed decision-making beyond high school. Topics include human anatomy, physical activity, nutrition, stress management, death and grief, sexual health awareness, social wellness, and the influence of family, community, and society, with exposure to local health services and health-related careers.

**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, solving systems of equations, conducting statistical analysis, working with quadratics, and working with exponential functions. Much of 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 I or Instructor Approval**

Geometry engages students in mathematical problem-solving by studying shapes and patterns. Key topics include perimeter, area, volume, angles, triangles, parallel and perpendicular lines, transformations, similarity, congruence, 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 I 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, as well as 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.

**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.**

AP Statistics introduces students to the methods for analyzing and interpreting data. Students study single- and two-variable data, data representation, distributions, modeling relationships, prediction, and study design,

including randomization. The course also covers probability, probability distributions, and the foundations of statistical inference.

Instruction progresses to inference techniques for categorical and quantitative data, including confidence intervals, significance testing, and regression analysis. Emphasis is placed on real-world applications and clear interpretation of results. Students are prepared for the AP Statistics exam, which may earn college credit for an introductory statistics course. A graphing calculator is required.

**PRECALCULUS/NICC PRECALCULUS**

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.**

Precalculus / NICC Precalculus is a full-year course for students in grades 10–12 who have successfully completed Algebra II. The first semester is a high school–only course for high school credit, while the second semester is offered as a concurrent enrollment course through Northeast Iowa Community College (NICC) and earns four college credits.

The course prepares students for calculus by strengthening advanced algebraic, geometric, and trigonometric skills with emphasis on functions and mathematical reasoning. Topics include polynomial, rational, exponential, logarithmic, trigonometric, and circular functions; identities and equations; complex numbers; vectors; polar coordinates; conic sections; matrices; and sequences and series. As time allows, students are introduced to limits and continuity. Instruction and grading for the second semester follow NICC policies.

**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 that provides a strong foundation in calculus for students pursuing mathematics or science beyond high school. The course may be taken independently or as a co-requisite with AP Physics.

Students study limits, continuity, derivatives, and integrals, applying these concepts to real-world problems involving rates of change, optimization, and accumulation. Additional topics include the Fundamental Theorem of Calculus, transcendental functions, differential equations, and applications of integration, such as area and volume. The course emphasizes mathematical reasoning and problem-solving and prepares students for the AP Calculus AB exam. Successful completion of the course and exam may earn college credit or advanced placement in Calculus I. A graphing calculator is required and will be provided if needed.

**COMPUTER SCIENCE PRINCIPLES**

1 semester 1 credit - **Offered S1**

Grades 9-12

**PREREQUISITE: Successful completion of Algebra I**

Computer Science Principles introduces students to programming, computational thinking, and data analysis through the creation of digital artifacts and projects. The course explores key topics such as digital information, the Internet, algorithms, and the impact of computing on science, business, and society, with a central focus on Python programming concepts, 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 course that provides a broad foundation in computer science and its applications across disciplines. Students engage in creative problem-solving, computational thinking, and ethical collaboration while designing algorithms, developing programs, and analyzing data.

The course emphasizes data, cybersecurity, computer systems and networks, the global impact of computing, and Python programming, including advanced concepts such as parameters, complex conditionals, and libraries. Organized around the AP framework's five big ideas, the course prepares students for the AP exam, which may earn college credit or advanced placement in an introductory computer science course.

**INTRODUCTION TO ENGINEERING DESIGN (IED)**

2 semesters 2 credits

Grades 9-12

**PREREQUISITE: Successful completion of Algebra I**

Introduction to Engineering Design (IED) is a two-semester, two-credit Project Lead The Way (PLTW) course open to students in grades 9–12 and offered every other year (2024–25, 2026–27, 2028–29, etc). Successful completion of Algebra is required.

The course immerses students in the engineering design process through hands-on projects that integrate math, science, and engineering concepts. Students communicate ideas through sketching, 3D modeling, and CAD, document work in engineering notebooks, and use problem-solving and basic statistical analysis to evaluate and improve designs. Instruction includes technical drawing, prototyping, reverse engineering, material selection, manufacturing considerations, and sustainability, culminating in the design and presentation of an electromechanical system that addresses a real-world problem.

**PRINCIPLES OF ENGINEERING (POE)**

2 semesters 2 credits

Grades 9-12

**PREREQUISITE: Successful completion of Algebra I**

Principles of Engineering (PLTW) is a two-semester, two-credit PLTW course open to students in grades 9–12 and offered every other year (2023–24, 2025–26, 2027–28). Successful completion of Algebra is required.

This hands-on course introduces students to multiple engineering disciplines through activity, project, and problem-based learning. Students explore real-world challenges in robotics, mechanical systems, energy, product design, and infrastructure, while applying the engineering design process to develop and test solutions. Using tools such as 3D modeling software, robotics hardware, and programming platforms, students work individually and in teams to build prototypes, analyze performance, and strengthen skills in collaboration, communication, and problem-solving.

**PERSONAL FINANCE**

2 semesters 2 credits

Grade 12

Personal Finance is a full-year course that prepares students to manage their financial lives beyond high school. Instruction emphasizes real-world applications of mathematics, including budgeting, income and expense management, understanding paychecks and taxes, responsible credit use, investing, loans, and insurance. The course is primarily intended for seniors with IEPs that include math goals, providing structured instruction and applied practice to strengthen functional math skills and financial decision-making in preparation for greater independence after graduation.

## 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 includes curricular and co-curricular components designed to develop musical skills through performance and study. Curricular offerings include concert band, marching band, and private lessons, supported by instruction in music fundamentals, history, analysis, and appreciation.

Co-curricular opportunities include jazz band, pep band, solo and ensemble events, music festivals, and All-State participation outside the school day. Marching band performs at football games, parades, and competitions in the fall and summer, while the concert band and jazz band are active in winter and spring, supporting school events and performing a wide range of classical, contemporary, jazz, and popular music.

### INSTRUMENTAL MUSIC (ORCHESTRA)

2 semesters 2 credits

Grades 9-12

The Orchestra Program includes curricular and co-curricular components that support musical growth through performance and study. Curricular offerings include string orchestra, full orchestra, and private lessons, with daily in-school rehearsals reinforced by instruction in music fundamentals, history, analysis, and appreciation.

Co-curricular opportunities include chamber strings and community performances outside the school day. Students attend weekly lessons during study periods or outside school hours and develop skills as soloists, small ensemble members, and orchestra musicians. The orchestra performs a diverse repertoire of classical, contemporary, and popular works and participates annually in concerts, All-State auditions, honor ensembles, and community events.

### VOCAL 9TH

2 semesters 1 credit

Grade 9

Vocal 9th is a non-auditioned, year-long 9th-grade 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 two to three times per week for forty minutes and focuses on choral performance, music literacy, and vocal technique. Students study and perform choral works spanning from antiquity to the twenty-first century. The choir presents four annual concerts, including Fall, Winter, Mid-Winter, and Spring, and participates in the State Large Group Music Festival and community performances. Attendance at all performances and biweekly voice lessons is required, with grades based on a point system.

<b><u>CONCERT CHOIR</u></b>	2 semesters 2 credits	Grades 11-12
<b>PREREQUISITE:</b> Audition		
Concert Choir is a year-long, auditioned mixed choral ensemble that meets daily and provides advanced instruction in choral performance, music literacy, and vocal technique. Students study and perform a wide range of choral literature from antiquity through the twenty-first century.		
The choir presents four annual concerts, including Fall, Winter, Mid-Winter, and Spring, and participates in the State Solo and Ensemble Music Festival, State Large Group Music Festival, and community performances. Attendance at all performances and biweekly voice lessons is required, with grades based on a point system. Enrollment is determined by audition, with membership based on overall musicianship. Students must commit to the full year and may also participate in All-State auditions, honor choirs, and the biennial musical.		
<b><u>A.P. MUSIC THEORY</u></b>	2 semesters 2 credits	Grades 10-12
<b>PRE-REQUISITES:</b> 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.		
<b><u>CLASS PIANO</u></b>	1 semester $\frac{1}{2}$ credit	Grades 9-12
This course is designed to help students develop or expand their basic piano-playing skills. Students will work individually and in groups to master piano techniques and learn various pieces, building on their existing skills or starting as beginners.		
<b><u>PHYSICAL EDUCATION</u></b>		
<b><u>PHYSICAL EDUCATION (PE)</u></b>	1 semester $\frac{1}{2}$ credit	Grades 9-12
<b>Required for 8 semesters of credit (i.e., 4 credits)</b>		
Physical education meets for forty minutes, two to three times per week, and is an integral part of each student's overall education. The course emphasizes fitness and wellness while allowing students to explore multiple dimensions of physical health.		
Students participate in a variety of modified team activities, including volleyball, soccer, rugby, flag football, Ultimate Frisbee, and softball, as well as individual and dual activities such as bocce ball, KUBB, disc golf, pickleball, badminton, Nitroball, Pilates, and yoga. Lifetime fitness activities, including walking and circuit training, are also incorporated.		
<b><u>PHYSICAL EDUCATION (EARLY BIRD)</u></b>	1 semester $\frac{1}{2}$ 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.		

<b><u>INTRO TO STRENGTH &amp; CONDITIONING</u></b>	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 learn the movements required for the other Strength and Conditioning classes. The Olympic lifts will be taught. Students must demonstrate a strong work ethic and the ability to complete the required movements to take this class and then move on to the next Strength and Conditioning class.		
<b><u>STRENGTH &amp; CONDITIONING</u></b>		

<b><u>STRENGTH &amp; CONDITIONING</u></b>	1 Semester ½ credit	Grades 10-12
<b>PREREQUISITE: Completion of 1 year of Introduction to Strength and Conditioning.</b> Students enrolled in this course are expected to demonstrate a strong work ethic and the ability to perform all movements safely. Instruction follows a structured weightlifting and running program that emphasizes Olympic and power lifts, proper running techniques, flexibility, and injury prevention.		
Each class period begins with a dynamic warm-up designed to prepare students for high-level performance. The course is intended to improve strength, speed, mobility, and overall athletic readiness. First- and second-hour sections begin at 7:50 a.m., and fifth- and sixth-hour sections extend into the lunch period.		

<b><u>BUDDY PE</u></b>	1 semester ½ credit	Grades 10-12
<b>PREREQUISITE: Sophomore-Senior standing and teacher approval.</b> 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 the development of interpersonal skills. Students will engage in various team sports, fitness games, lifetime activities, and other recreational activities. The class strives to parallel the general education PE class with modifications to meet the needs of all students.		
<b><u>WELLNESS PE</u></b>		

<b><u>WELLNESS PE</u></b>	1 semester 1/2 credit	Grades 9-12
Students in this course participate in a variety of team and individual activities, with modifications made when possible to accommodate individual needs. Students are expected to change clothes and participate daily in order to earn attendance points. This class is intended for students with unique situations or exceptional circumstances and is typically taken with a counselor's recommendation.		

<b><u>ADVANCED PHYSICAL EDUCATION</u></b>	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.		

<b><u>SPORTS WAIVER</u></b>	1 semester ½ credit	Grades 11-12
Juniors and seniors may request a Physical Education Sports Waiver to waive PE during the semester their sport is in season. Students must be enrolled in at least six classes. Each student may use one waiver during junior year and one during senior year. Waivers apply in the fall for fall sports and in the spring for winter or spring sports. Students who quit a sport, fail to meet expectations, or have a waiver revoked must enroll in PE that semester or complete double PE the following semester. Seniors who withdraw from a spring sport while on a waiver must complete double PE in the spring to graduate. Juniors who drop a sport forfeit waiver eligibility senior year, and seniors who withdraw from a fall sport may not use a waiver in their final semester.		

Waivers may be denied or revoked by the principal, activities director, and coach due to attendance issues, lack of effort or attitude, late athletic participation, or a pattern of unmet athletic commitments.

## SCIENCE

### PHYSICAL SCIENCE

2 semesters 2 credits

Grade 9

#### **PREREQUISITE: Current enrollment in Algebra or a 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 the Bridge to Algebra program. The course addresses the same core concepts in physics, chemistry, and astronomy while providing additional scaffolding and instructional supports aligned to students' current math skills. Emphasis is placed on understanding the reasoning behind scientific phenomena and applying that understanding to future learning situations.

### BIOLOGY

2 semesters 2 credits

Grade 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.

### 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 a high math ISASP 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.

### PHYSICS

2 semesters 2 credits

Grades 11-12

#### **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 are recommended.

**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.

**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.

**PRINCIPLES OF BIOMEDICAL SCIENCE (PBS)**

2 semesters 2 credits

Grades 11-12

**PREREQUISITE: Successful completion of Biology**

*Students may sign up for one or two semesters: The first semester will focus mainly on forensic science, with the second semester more on introduction to clinical care.*

Principles of Biomedical Science (PLTW) is a year-long introductory course in the PLTW Biomedical Science Program that provides hands-on experience in biology, anatomy and physiology, genetics, microbiology, and epidemiology. Students investigate real-world biomedical challenges through projects such as analyzing crime scenes, diagnosing medical cases, studying disease outbreaks, and developing solutions to global health issues. The course emphasizes critical thinking, problem solving, professional communication, and technical documentation while introducing the tools and practices used in medical and laboratory settings.

**HUMAN BODY SYSTEMS (PLTW)**

2 semesters 2 credits

Grade 12

**PREREQUISITE: Successful completion of Chemistry and/or PLTW: Principles of Biomedical Science**

Human Body Systems (HBS) is a full-year high school course that provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in applying this content to real-world situations, cases, and problems.

The HBS course includes interviews, challenges, and testimonials from biomedical professionals in a variety of settings - clinical, research, and public health. Students work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. They explore BioDigital 3D interactive models, simulations, and assessments to visualize human anatomy and physiology.

Students experience real-world scenarios and cases to see medicine in action as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, and work in a research center to design laboratory investigations to explore development and aging.

**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 degrees in science, technology, engineering, or applied mathematics. 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 selected local regions through the five geographic themes. Students build geographic skills by examining physical and human geography through reports, hands-on activities, and map and graph analysis. The course also connects current events to geographic concepts, strengthening students' understanding of global patterns and interactions.

**WORLD HISTORY - Required**

1 semester 1 credit

Grade 10

World History focuses on Western civilization and examines key events, ideas, and figures that have shaped global cultures. Through thematic units, students study the rise of civilizations, world religions, technological developments, governments and revolutions, and imperialism. The course emphasizes historical thinking skills and multiple perspectives to help students better understand the modern world and the historical roots of contemporary global issues.

**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 tenth-grade World History curriculum with AP Human Geography and current events, preparing students for the AP Human Geography exam in May. Students study key geographic concepts, including population, migration, culture, political organization, agriculture, industry, and urban and rural patterns, all examined within a historical framework. The course fulfills both World History and Geography requirements and is open to advanced ninth-grade readers as well as tenth-grade students seeking a rigorous, interdisciplinary social studies experience.

**AMERICAN HISTORY - Required**

2 semesters 2 credits

Grade 11

American History is a required, yearlong course for 11th-grade students that examines the development of the United States from the late nineteenth century to the present. Building on prior social studies coursework, the class follows a chronological approach to explore major events, movements, and decisions that shaped the nation. Emphasis is placed on civic understanding, historical thinking, and preparing students to participate thoughtfully in a democratic society.

**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.

<b><u>GOVERNMENT</u></b> - 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.		
<b><u>PSYCHOLOGY</u></b>	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.		
<b><u>SOCIOLOGY</u></b>	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.		
<b><u>A.P. PSYCHOLOGY</u></b>	1 Semester 1 Credit - <b>Offered S2</b>	Grade 11-12
<b>PREREQUISITE:</b> 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 five units: Biological Bases of Behavior, Cognition, Development and Learning, Social Psychology and Personality, and Mental and Physical Health. 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 to shape our perceptions and behaviors over a lifetime.		
<b><u>A.P. U.S. GOVERNMENT &amp; POLITICS</u></b>	1 semester 1 credit - <b>Offered S2</b>	Grade 11-12
<b>PREREQUISITE:</b> 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.		
<b><u>A.P. DIRECTED STUDIES (SOCIAL STUDIES)</u></b>	1 semester 1 credit	Grades 10-12
<b>PREREQUISITE:</b> Varies by IOAPA Course requirements.		
<b>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.</b>		
This course provides structure and instructor support for students pursuing advanced social studies courses that are not offered by the district or that conflict with their schedules. Students are assigned one scheduled class period during the school day to work on coursework and may need additional study time outside of school.		

Available options include teacher-facilitated courses such as AP Comparative Government, AP European History, AP Human Geography, and AP United States History, as well as online IOAPA courses including AP Environmental Science, AP American Government, AP Macroeconomics, AP Microeconomics, and AP Psychology. Most AP Directed Studies courses begin in January and are designed to align with spring Advanced Placement exams. Some courses span the full year, while others are semester-based and may be paired to prepare for multiple AP exams. Students are encouraged to discuss course interests and expectations with the instructor before enrolling.

**US HISTORY TO 1877 (NICC)**

1 semester 1 credit - **Offered S1**      Grades 10-12

**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.**

US History to 1877 (NICC) is a one-semester concurrent enrollment course offered in the fall to students in grades 10 through 12. Students explore the foundations of the United States from the pre-colonial era through Reconstruction, including colonization, the American Revolution, the early Republic, the Jacksonian Era, the Civil War, and Reconstruction. The course examines political, economic, and social developments that shaped the nation's early history.

**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**      Grades 10-12

**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.**

US History Since 1877 (NICC) is a one-semester concurrent enrollment course offered in the spring to students in grades 10 through 12. This course surveys United States history from the end of Reconstruction to the modern era, including industrialization, reform movements, World Wars, the Cold War, and contemporary domestic and global issues. Students analyze how historical events and movements have shaped present-day 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. 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 provides free online access to a wide range of AP courses, including AP Chemistry, AP English Literature, AP English Language, AP Calculus, AP Environmental Science, AP Physics, AP Statistics, AP Psychology, and AP United States History. Students may take the corresponding AP exams in May, with qualifying scores potentially earning college credit. Courses are delivered through APEX Learning, with online instructors who assign and grade coursework. Final grades are recorded on the student transcript and must be reported as letter grades; Pass/Fail is not permitted.

Enrollment for the following school year opens each May, and interested students should contact Mr. Trewin for registration information.

## 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, 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 DHS students and rehearses outside of school hours. This group performs at selected home basketball games at the middle and high school levels.

### **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. Participants receive letters upon completing the activity's requirements.

### **DRAMA ACTIVITIES**

Drama activities are open to all high school students. The purpose of drama is to promote self-confidence and cooperation. Opportunities exist in both on-stage and production crew roles. The drama department tries to produce a variety of shows, ranging from serious to comedies to musicals. Musicals 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- 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 in April, with weekly meetings scheduled to accommodate 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 intracurricular 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 life skills—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 students with an opportunity to explore business concepts, enhance their professional skills, and connect with industry leaders, preparing them for future career success.

DHS's 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 once a month in the evening. 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)

Enrollment in band, orchestra, or vocal music requires satisfactory completion of the corresponding middle school program. Transfer students, late-entry students, or students re-entering a music program must audition and receive approval from the appropriate high school music director before admission.

**Band** is a yearlong course that includes participation in multiple ensembles, such as marching band, concert band, pep band, and jazz band. Students are expected to participate in all required band ensembles, except

jazz band and pep band, which may have additional eligibility requirements. Band members are expected to provide music for selected athletic events and pep assemblies during the school year.

**Orchestra** is a yearlong course primarily for stringed instruments, with wind instruments occasionally added to form a full orchestra as repertoire requires.

**Jazz Band** is open to eligible band and orchestra students and focuses on performing jazz repertoire across a variety of styles. The ensemble performs at concerts and competes at jazz festivals throughout the year.

**Vocal Music** is a yearlong course consisting of multiple choral ensembles, including mixed choruses, treble clef and bass clef choruses, and select small ensembles such as madrigal groups.

Students participating in any music organization must enroll in four academic classes per semester. Orchestra and vocal music students will also participate in either individual or group lessons each week, typically lasting approximately 20 minutes and scheduled during a study period or another pre-arranged time. All music students are encouraged to participate in solo and small-ensemble events, and select students may be invited to honor choirs, honor bands, and festivals such as Dorian and other select events.

In recognition of the instructional and performance requirements, music students earn one credit per semester, with grades applying toward the student's GPA.

### **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 equip them with 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 that serves 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 with a **3.75 GPA** or higher will be invited to apply for the National Honor Society. 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 the 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 hours at any time to reach 200 hours by the first Monday of May of their senior year. If more than 50 hours are accumulated in a year, the excess 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 more. 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 in the fall for bowling in Waterloo. Athletes who place 1st in the regional Bowling event advance to the State event in Waterloo or Cedar Rapids.

Special Olympics is 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 AND DRAMA**

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-, and twelfth-graders will participate on the Varsity team for the contest. Participation in this team is through tryouts. Students may participate in two events: 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 school's fabric, 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, including single games and doubleheaders. The varsity team plays conference games against NEIC schools, facing 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 offers teams for players of all 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 offers 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 and concludes 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, 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 on 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 to ten meets.

### **FOOTBALL**

Football season at Decorah High School starts in early August, and its length depends 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, which includes multiple tournaments and the potential to advance to the Iowa State Championships in March.

## **SOCCER (GIRLS AND BOYS)**

For 9th-12th-grade girls and boys, soccer starts mid-March and runs 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 practice sessions three times a week.

## **TENNIS (GIRLS AND BOYS)**

Girls Tennis, open to 9th-12th graders, is a Fall Sport. Boys Tennis is open to 9th-12th graders, starts practice in mid-March, and ends in late May. The sport accommodates players of all 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 such as bump, set, spike, block, and dig, while 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.

# Decorah High School

## 4 Year Plan Registration



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

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

CLASS OF: \_\_\_\_\_

PE is .5 credit.

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

### 25-26 Planning Guide

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

PE is .5 credit.

Vocal is 1 credit in 11th & 12th grade

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

JUNIOR (11TH GRADE)		
HRS	FIRST SEMESTER	CREDITS
	SECOND SEMESTER	CREDITS
1	English 11	1
2	Math	1
3	Science	1
4	American History or US To 1877	1
5	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	0.5
6		
7		
TOTAL 1ST SEMESTER CREDITS		4.5
TOTAL JUNIOR HOURS		9

PE is .5 credit.

Vocal is 1 credit in 11th & 12th grade

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

SOPHOMORE (10TH GRADE)		
HRS	FIRST SEMESTER	CREDITS
	SECOND SEMESTER	CREDITS
1	English 10	1
2	Math	1
3	Biology	1
4	World History (1st or 2nd semester)	1
5	PE(.5)/Vocal (.5) OR PE(.5)/Study Hall	0.5
6		
7		
TOTAL 1ST SEMESTER CREDITS		4.5
TOTAL SOPHOMORE HOURS		9

PE is .5 credit.

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

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

PE is .5 credit.

Vocal is 1 credit in 11th & 12th grade

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



## DECORAH HIGH SCHOOL BELL SCHEDULES

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

<b>MONDAY &amp; THURSDAY</b> <b>Hours 1, 3, 5, 7</b>	
<b>Hour</b>	<b>Time</b>
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

<b>WEDNESDAY</b> <b>All Classes/Hours Meet</b>	
<b>Hour</b>	<b>Time</b>
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

<b>TUESDAY &amp; FRIDAY</b> <b>Hours 2, 4, 6, Homeroom, Flextime</b>	
<b>Hour</b>	<b>Time</b>
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	VOCAL MUSIC -HOLIDAY CONCERT -HONORS VOCAL FESTIVAL -MADRIGAL SINGERS -JAZZ CONCERT	VOCAL MUSIC -STATE SOLO & ENSEMBLE CONTEST -STATE LARGE GROUP CONTEST -VOCAL/ORCHESTRA CONCERT	FFA MOCK TRIAL MATH MODELING ROBOTICS LEGO LEAGUE ENVIROTHON PHYSICS OLYMPICS ART CLUB COMMUNITY CLUB "D" CLUB NATIONAL HONOR SOCIETY SILVER CORD
ORCHESTRA -ALL-STATE -HARVEST MOON CONCERT	ORCHESTRA -HOLIDAY CONCERT -HONORS ORCHESTRA FESTIVAL -CHAMBER ORCHESTRA CONCERT	ORCHESTRA -STATE SOLO & ENSEMBLE CONTEST -STATE LARGE GROUP CONTEST -VOCAL/ORCHESTRA CONCERT	
BAND -ALL-STATE -MARCHING BAND	BAND -HOLIDAY CONCERT -HONORS BAND FESTIVALS -SYMPHONIC WIND CONCERT -JAZZ CONCERT	BAND -STATE SOLO & ENSEMBLE CONTEST -STATE LARGE GROUP CONTEST -BAND CONCERT -LUNCH TIME CONCERT	
SPEECH & DRAMA -VARIETY SHOW/MUSICAL	SPEECH & DRAMA -LARGE GROUP SPEECH CONTEST -INDIVIDUAL SPEECH CONTEST		

**DHS GOAL = ALL STUDENTS INVOLVED IN AT LEAST 2 ACTIVITIES**