

# Program of Studies



**Fargo Public Schools**  
**2025-26**  
**Course Description Catalog**  
**Grades 9-12**

**PROGRAM OF STUDIES**  
**Fall 2025 Course Descriptions -- Grades 9-12**  
**Fargo Public Schools - Fargo, North Dakota**

**Dr. Rupak Gandhi**  
Superintendent of Schools  
**Dr. Robert Grosz**  
Associate Superintendent for Secondary Education

FPS Homepage: [www.fargo.k12.nd.us](http://www.fargo.k12.nd.us)

Welcome to Fargo Public High Schools! We proudly introduce you to the 2025-2026 Program of Studies, a resource that details the wide variety of diverse and challenging learning opportunities available to you. Use this guide to inform the choices and decisions you must make to plan a high school program that will support your personal career goals and prepare you with 21<sup>st</sup> Century skills.

Each student's success is important to us and we believe the following suggestions will serve you well as you plan for your future:

- Select courses that meet district graduation requirements and your post-secondary education and career goals.
- Choose courses to satisfy current interests, curiosities, and the development of personal skills.
- Become well versed on the requirements of the North Dakota Scholarship as aligned to the Choice Ready Framework; take courses to meet those requirements.
- Consult with parents, guardians, counselor, and teachers on a regular basis as you develop, monitor progress, and modify your four-year plan of study.
- Invest your best efforts in academic and co-curricular activities.
- Accept responsibility for your learning, decisions, and actions.

We are proud to have you in our high schools and are committed to supporting your efforts toward fulfilling the Fargo Public Schools mission:

**“Educating & empowering all students to succeed.”**

**For further information concerning the Program of Studies, you may contact the following school personnel:**

**Davies High School** Grades 9-12  
Troy Cody, Principal 446-5600  
Dr. Dale Miller, Assistant Principal (A-J) 446-5600  
Sean Safranski, Assistant Principal (K-Z) 446-5600  
Lenny Ohlhauser, AP/Activity Coordinator 446-5600  
Amanda Brown, Counselor (A-C) 446-5612  
Ashlyn Skolness, Counselor (D-HA) 446-5614  
Beth Weiler, Counselor (He-L) 446-5626  
Sarah Nereson, Counselor (F, M-Sa) 446-5613  
Anita Mahnke, Counselor (G, Sc-Z) 446-5615  
Jody Jahner (Career Advisor) 446-5625

**North High School** Grades 9-12  
Travis Christensen, Principal 446-2404  
Dr. Joshua Andres, Assistant Principal (A-KI) 446-2499  
Dan Shultis, AP/Activity Coordinator 446-2407  
Dr. Amanda Quintus, Assistant Principal (Km-Z) 446-2406  
Terri Court, Counselor (A-E) 446-2415  
Mandy Orth Gibney, Counselor (F-KI) 446-2416  
Dr. Janelle Stahl Ladbury, Counselor (Km-Q) 446-2414  
Kate Evenson, Counselor (R-Z) 446-2417  
Tracy Cramer (Career Advisor) 446-2413

**South High School** Grades 9-12  
Kristi Brandt, Principal 446-2000  
Michael Beaton Jr., AP/Activity Coordinator 446-2000  
Greta Evenson, Assistant Principal (A-K) 446-2000  
Dr. Shannon Mortrud, Assistant Principal (L-Z) 446-2000  
Heidi Moritz, Counselor (A-F) 446-2017  
Dennis Miller, Counselor (G-K) 446-2019  
Mary Jo Andersen, Counselor (L-R) 446-2021  
Adrienne Eider, Counselor (S-Z) 446-2020  
Brenda Kopyy (Career Advisor) 446-2028

**Dakota High School** Grades 10-12  
David Burkman, Principal 446-2850  
Jennie Rude, Counselor 446-3020  
Josh Schreier (Career Advisor) 446-3043

**FPS Virtual Academy**  
Holly Fiechtner, Principal 446-1602  
Vanessa Boehm, Counselor 446-8605

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The Fargo Public School district has five high schools: Davies, North, South, Virtual Academy and Dakota High School. Davies, North, and South are comprehensive high schools offering a variety of classes delivered in a traditional eight-period schedule. Virtual Academy is a comprehensive high school, offering a variety of classes taken in an online, asynchronous setting with daily teacher support available. Dakota High School is an alternative high school, built on a block schedule. At Dakota High School, students attend two classes per day and each class is two and a half hours in length (8:45-11:15 a.m. and 12:15-2:45 p.m.). Because students work independently in classes with teacher assistance as necessary, it is important for them to have good reading skills, be self-motivated, and be committed to regular attendance. Students granted admission to Dakota High School must be 16 to 21 years old and a resident of Fargo.

To enroll in Dakota High School or Virtual Academy, students must do the following:

- Meet with home-school counselor to discuss the process of transferring
- Attend an orientation session  
    Call to make an appointment
- Complete proper procedures to withdraw from home school

## USING THE PROGRAM OF STUDIES BOOK

This booklet serves as a valuable tool for students, parents, guardians, counselors, and teachers as they work through the scheduling process. It details all course offerings in the Fargo Public School District for the school year. Courses are categorized by:

- a]. **Course Number** - (e.g., LA111) The two letters designate the subject matter department. The three-digit number indicates the course level.
- b]. **Course Title** - (e.g., English 1) gives the formal course title
- c]. **D, N, S, Dk, V** - indicates schools at which students may enroll in the course
- |           |   |                    |
|-----------|---|--------------------|
| <b>D</b>  | - | Davies High School |
| <b>N</b>  | - | North High School  |
| <b>S</b>  | - | South High School  |
| <b>Dk</b> | - | Dakota High School |
| <b>V</b>  | - | Virtual Academy    |
- d]. **Required** - indicates that the course is required for graduation by the North Dakota State Department of Public Instruction or the Fargo Board of Education
- e]. **Elective** - indicates that the course is an option and may be used towards the elective credits necessary for graduation
- f]. **Placement** - placement is made by principal, counselor, or teacher recommendation, based upon test scores/unique circumstances
- g]. **Credit** - (e.g. ½, 1, 2) designates the number of credits which are granted upon successful completion of the course
- h]. **Classes held at Davies, North, South** - these are classes taught only at the site listed but are available to students from all other schools
- k]. **Classes held at NDSCS-Fargo** - these classes are open to Davies, North and South students. Students may be transported to and from NDSCS-Fargo
- l]. **Prerequisites** - indicates a course or courses that must be taken prior to enrolling in a given course. (e.g. Psychology 1 is a prerequisite for Psychology 2)
- m]. **Course Description** - gives a general description of the course content and course description

## MINIMUM COURSE REQUIREMENTS FOR GRADUATION IN THE FARGO PUBLIC SCHOOLS

The proper selection of courses by students is an important matter. Each course should be carefully selected as an integral part of the student's four-year educational plan. **Carefully thought-out course selections are equally important to the school district because commitments for staffing for the ensuing year are based on the student selections. Therefore, follow building guidelines for schedule change requests.**

*Graduation requirements are minimum standards. Students are encouraged to take additional courses during the school year and summer school sessions.*

To participate in graduation exercises, a student must have met all of the requirements for graduation. **The minimum attempted credit requirement is 6 credits for grades 9-10 and 5 credits for 11-12 per year. School principal may approve exception to minimum credit enrollment per year.** This minimum load DOES NOT include credits earned in summer school.

Required Course	Credits needed for graduation	Required Course Optional Curriculum	Credits needed for graduation Optional Curriculum
English	4	English	4
Math Algebra I or Algebra I Conclusion (1) Geometry or Informal Geometry (1) Other Math Credit (1)	3	Math (any 2 credits)	2
Science Physical Science (1) Biology or AP Biology (1) Other Science Credit (1) <i>Or</i> Biology or AP Biology (1) Chemistry or AP Chemistry (1) Physics or AP Physics (1)	3	Science (any 2 credits)	2
Social Studies Western Civilization or AP European History (1) US History or AP US History (1) Government or AP Government (½) Economics or AP Economics (½) • To meet the requirement of Financial Literacy (NDCC 15.1-21-21)	3	Social Studies (any 3 credits) • To meet the requirement of Financial Literacy (NDCC 15.1-21-21) • Need Economics or Personal Finance	3
Physical Education Fitness for Life (½) PE2 (½) Other Physical Education Elective (½)	½	Physical Education (1.0) Or Physical Education (0.5) and Health (0.5)	1
Health	½	Health	See above
World Language, Fine Arts, Career or Tech Education	3	World Language, Fine Arts, Career or Tech Education	2
Electives	5	Electives	7
<b>Minimum Credits Required for Graduation</b>	<b>22</b>		<b>21</b>

Students must pass the ND Civics Test in order to graduate from the Fargo Public School (NDCC 15.1-21-27).

\* **Optional Curriculum Requirements:** If completing at least two years of high school a student has failed to pass at least ½ credit from three of the curricular areas or has a grade point average at or below the twenty-fifth percentile of other students in the district who are enrolled in the same grade, the student may request that the student’s counselor meet with the student and the student’s parent to determine if the student should be permitted to pursue an optional high school curriculum. If a student’s parent consents in writing to the student pursuing the optional high school curriculum, the student is eligible to receive a high school diploma upon completion of the requirements.

Minimum credit enrollment per year:

The minimum attempted credit requirement is six credits per year (freshman and sophomores).

The minimum attempted credit requirement is five credits per year (juniors and seniors if on pace for graduation).

*School principal may approve exception to minimum credit enrollment per year.*

Students who have completed all Fargo Public Schools requirements will be awarded a diploma and are invited to participate in a graduation ceremony. In addition, to be diploma-eligible, students must be enrolled in an FPS high school during their last semester prior to graduation.

A student may participate in the graduation ceremonies only from the school at which they complete their last semester. School principal may approve exception to this requirement.

Credits earned through an approved online provider or correspondence study may be used toward meeting high school graduation requirements. Credits earned through an approved online provider or correspondence will count towards activity eligibility.

### GRADUATION AND EARLY GRADUATION

**To be eligible to participate in graduation ceremonies, a student must have completed all requirements for graduation.**

Students wishing to graduate in less than four years must complete an Early Graduation Application at least one semester prior to graduation. This application outlines a plan for all graduation requirements to be completed in one of three timelines:

*At the end of...*

1. the first semester of the senior year,
2. summer school following the junior year, or
3. the second semester of the junior year.

### Suggested Four-Year College Preparatory Curriculum

The minimum suggested requirements for four-year college preparation are listed below. **It is important to check specific college requirements early in your high school planning.** Some courses do NOT meet requirements for four-year colleges. Check with your counselor for further information.

**Credits    Subject**

- |     |  |
|-----|--|
| 4   | English/Language Arts – English 1,2,3, 4                                     |
| 3+  | Mathematics – Algebra 1 and higher   |
| 3+  | Laboratory Sciences – Physical Science, Biology, Chemistry, and/or Physics   |
| 3-4 | Social Sciences – U.S. History, World History, Government, Economics         |
| 2   | Fine Arts – Orchestra, Choir, Band, Visual Arts, Performing Arts, Humanities |
| 2   | World Language (required by some colleges)                                   |

Additional requirements may vary considerably by college or university.



## ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program, a part of *College Board*, encourages high schools to offer challenging college-level work to able students. The Advanced Placement exam scores provide an opportunity for high school students to earn college credit.

Fargo high school students may qualify for the examinations in most areas by taking the AP courses offered at Davies, North, South High Schools and Virtual Academy. The exact cost of the exam (approximately \$105.00) will be announced before students order their tests and is payable at the time of the order. Most exams are three hours in length and scheduled on national test dates that cannot, as a rule, be rescheduled.

Tests are scored by College Board and results are sent to the college(s) designated by the student. Colleges determine how much credit or advanced standing will be awarded to each student. Students are advised to research the AP policies of the colleges/universities they are interested in attending. These credits are tuition-free; therefore, any fees paid for taking an AP exam may represent a considerable savings for the student.

**The Advanced Placement exams are given by the District Office in May of each year.** Interested students should contact the district AP coordinators.

All Advanced Placement courses provide a “weighted” Grade Point Average (GPA) which allows students earning an A, B, or C grade in the course to cumulate additional GPA points.

### **The AP Testing Program in FPS includes the following options:**

Biology  
Calculus AB  
Calculus BC  
Chemistry  
Comparative Government & Politics (test only)  
Computer Science A  
Macroeconomics  
Microeconomics  
English Language  
English Literature  
Environmental Science  
European History  
Government and Politics: United States  
Human Geography  
~~Physics 1: Algebra Based~~  
Physics C: Electricity & Magnetism  
Precalculus (test only)  
Psychology  
Statistics  
Studio Art: 2-D Design  
Studio Art: 3-D Design  
Studio Art: Drawing  
United States History

## DUAL CREDIT/ ENRICHMENT PROGRAM

Students in grade 10 - 12 are allowed to earn dual credit for some classes and apply the credit earned to both their high school and college transcripts.

- Students must apply and meet all requirements to be admitted to the participating college.
- Payment for college credit is the responsibility of the student. Students who qualify for free and reduced meals should fill out the Bank of North Dakota Dual Credit Form and mail the completed form to: Bank of North Dakota, PO Box 5509, Bismarck, ND 58506-5509.
- Students must take a combined total of 6 credits per year between the home high school and the college.
- All dual credit classes provide a “weighted” Grade Point Average (GPA) which allow students earning an A, B, or C grade in the course to cumulate additional GPA points.
- A class taken on a college campus cannot replace a required high school class (eg. English 101 for English 4).
- Secondary and post-secondary credits will have the following equivalency: 3 or 4 post-secondary credits will be equal to  $\frac{1}{2}$  high school credit
- Classes that may be taken for dual credit vary by high school.

## NORTH DAKOTA SCHOLARSHIP

The North Dakota Scholarship was created during the 2021 Legislative Session by SB 2289. The North Dakota Scholarship is worth \$6,000 to any student who meets the qualifications and plans to attend a college or university in North Dakota. The scholarship can also be applied to the cost of certification for welding, hair design, etc.

The North Dakota Scholarship has several components. The first component is essential skills. All students must fulfill the requirements of the essential skills in order to be eligible for the scholarship. The next three components are Post-Secondary Ready, Workforce Ready, and Military. Students must meet 2 of those 3 components to be eligible. Any student that meets the essential skill requirements, as well as 2 of the 3 (Post-Secondary Ready, Workforce Ready, and Military Ready) components qualifies for the North Dakota Scholarship. Please see the North Dakota Scholarship Framework for specific details on the requirements of each component of the North Dakota Scholarship Requirements.

Students or parents may monitor their progress by accessing the Choice Ready link within Powerschool. Eligible students must apply for the scholarship before the June 15th deadline and also may defer the scholarship for up to two years. See your counselor for more details.

For more information on the ND Scholarships, visit:  
<https://www.nd.gov/dpi/familiescommunity/students/academic-cte-and-north-dakota-scholarships>  
Your School Counselor has details on all ND Scholarship Opportunities

## SUMMER SCHOOL

Fargo Public Schools offers a broad range of required and remedial courses during summer school. High school classes are scheduled during two, three-week sessions during summer school. For Dates and Courses go to [www.fargosummerschool.com](http://www.fargosummerschool.com).

## ONLINE COURSES FOR CREDIT RECOVERY

Fargo Public Schools offer opportunities for students who have failed a required class to recover credits by taking the class online. Students taking online classes are assigned to a classroom one period a day with a certified teacher who coordinates, supervises, and supports the student. At the alternative high school, some elective classes are also available online. At the Virtual Academy all classes are available online.

## EVENING COURSES

The Evening Program is an opportunity for students from Davies, North, South, and Dakota High Schools to complete required courses in an evening block setting. Priority registration is given to upper classmen who are credit deficient or who need to retake a course. The following classes are offered: English 1- 2-3-4; U.S. History, Economics, and Government. Evening courses will have approximately 16 class meetings scheduled in a 3 hour super block spread over an 8-9 week session. Students are required to attend a minimum of 80% of class meetings (total class time). There are three sessions of evening courses spread across the school year.

## CAREER PLANNING

In Fargo Public Schools ALL students are provided with curriculum focused on understanding themselves in relation to their career. Beginning in kindergarten and continuing through graduation, students participate in planned activities that focus on learning about themselves including their strengths, interests, natural abilities, aptitudes, likes, and dislikes. The findings are compared and contrasted to information about various careers in which the students have an interest. Through these exercises students become more informed and are better able to develop career goals for themselves. They also gain a deeper appreciation for the interrelatedness between what they learn in school and what they need to know to be successful employees.

In addition to the planned curriculum, Fargo Public Schools offers additional career planning opportunities through the high school **Career Centers**.

**Cooperative Work Experience:** Provides students with a scheduled, supervised work experience to develop career ready practice skills while earning credit. Enrollment must be preceded by, or concurrent with CTE coursework. A training agreement will be established by the instructor, school, employer, student, and parents/guardians outlining expectations and student learning goals. A training plan shall include provisions for assessment of student progress and on-site visits by designated school personnel. **NOTE: Students must be at least 16 years old and approved by the instructor. This may be paid or unpaid.**

**Job shadowing:** students follow a professional for four to eight hours to learn more about what they do, how they do it and the skills/education necessary to do the job.

**Job application / interview:** creating a resume that catches an employer's attention, correctly completing an application form, and knowing how to interview for a job are not inherent skills. Students may work with the Career Center staff to learn and practice these skills.

**Volunteer opportunities:** post-secondary institutions and future employers look positively upon those who have given back to their communities. In addition to opening the doors of opportunity, participation in volunteer activities allows students to gain experience in areas of interest while helping others.

## NCAA DIVISION I AND II ELIGIBILITY

All students planning to attend a Division I or Division II college or university need to make sure they will be eligible to practice, compete, and receive athletic scholarships as college students. Fargo Public Schools graduation requirements do not meet NCAA eligibility.

Students can secure the most current information possible from the NCAA Eligibility Center on their eligibility standards at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). NCAA requirements are subject to change. Students must plan early in their high school career (**sophomore level**) to adequately plan course work and set grade point average goals. It is the student's responsibility to ensure they meet NCAA eligibility requirements.

## NAIA ELIGIBILITY REQUIREMENTS

National Association of Intercollegiate Athletic (NAIA), like NCAA, has eligibility requirements for student athletes. It is recommended that students visit the NAIA website ([www.playnaia.org](http://www.playnaia.org)) to determine athletic eligibility. Students are also encouraged to schedule a meeting with their school Activities Director for more information.

## CO-CURRICULAR ELIGIBILITY REQUIREMENTS

Fargo Public Schools and NDHSAA rules require high school students to be doing passing work in at least 2.5 credits per week. Go to Student Activities Handbook for more information. [LINK](#)



# NORTH DAKOTA SCHOLARSHIP

as aligned to the Choice Ready Framework

The North Dakota Scholarship framework is a tool to assist educators in understanding the requirements of the ND Scholarship, as listed in North Dakota Century Code 15.1-21-02.10. Requirements begin with the **ESSENTIAL SKILLS** section. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**, according to the requirements listed below.

## ESSENTIAL SKILLS

Required

- Earn a North Dakota high school diploma
- Complete a 9-week Career Education Course/Individual Counseling (15.1-21-18)
- Four-Year Rolling Career Plan
- Pass ND Civics Test (15.1-21-27)
- Earn a 3.0 unweighted GPA or greater

Plus **four or more** additional indicators

- 25 hours of Community Service
- 95% Attendance (not counting school related absences)
- Career Exploration Experience
- Two or more years in organized Co-Curricular Activities
- Two or more years in organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully complete an on-line learning course
- Demonstrate competency in 21st Century Skills

Students shall achieve Essential Skills above, and complete two or more of the CHOICE READY components below to be eligible for the ND Scholarship.

LAST, FIRST MIDDLE (12345, STATE STUDID)  
School Name  
Grade: 12  
Year: 2017  
DOB: M/F/NK  
Languages: PS  
Language  
Opt Curr: COUNSELOR  
Counselor: [View Contacts](#)

**Congratulations! You are Choice Scholarship Ready!**

Scholarship Application



## POST-SECONDARY SCHOLARSHIP READY

Complete BOTH indicator sets below:

- ACT/SAT minimum composite score:
  - ACT composite of 24, or
  - SAT composite of 1180

AND

- Two or more** additional indicators
  - Advanced Placement Course (A, B, or C) (4, 3, or 2)
  - Dual Credit Course (English and/or Math only) (A, B, or C) or (4, 3, or 2). Student must enroll for the college credit at the beginning of the semester.
  - Algebra II (A, B, or C) or (4, 3, or 2)
  - Advanced Placement Exam (3+)
  - International Baccalaureate Exam (4+) (Not used in FPS)
  - 3.0 unweighted GPA in core course requirement for NDIUS admission
  - Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)

## WORKFORCE SCHOLARSHIP READY

Complete BOTH indicator sets below:

- Indicator set 1:
  - Score 5 or higher on all three WorkKeys tests or ACT of 24
  - 4 credits of CTE with 2 credits in same plan of study or 3 credits in the same World Language
- 4 credits of CTE
  - 2 credits in same plan of study Coordinated Plan Status
  - Complete three credits World Languages Courses.

AND

- Two or more** additional indicators
  - Complete Career Ready Practices (3.0)
  - Dual Credit Course (A, B, or C) (4, 3, or 2). Student must enroll for the college credit at the beginning of the semester.
  - Technical Assessment / Industry Credential (e.g. CNA, CPR/FIRST AID, OSHA 10, BILITERACY EXAM or FAA)
  - Workplace Learning Experience (Summer or after school work for a minimum of 40 hrs. during high school experience)
  - Work-based Learning Experience (Perkins V) (40 hrs.)
  - Minimum ACT scores for English (19) & Mathematics (22) or NDSA (Reading/Math) level 3 or greater

## MILITARY SCHOLARSHIP READY

Complete all three indicators below:

- ASVAB score of 50 or greater, or ASVAB score of 31 or greater and have completed Basic Training. Student may retake the ASVAB to improve score. Please visit with counselor.
- Physically Fit (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2))
- Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

OR

Complete **two credits** of JROTC or Civil Air Patrol

# 4-Year Course Planning Worksheet

Required Credits	9 <sup>th</sup> Grade	Cr.	10 <sup>th</sup> Grade	Cr.	11 <sup>th</sup> Grade	Cr.	12 <sup>th</sup> Grade	Cr.	Other	Cr.
English										
Math										
Science										
Social Studies										
Physical Education										
Health										
Electives										
<b>Total Required to Graduate</b>										

AGRICULTURE EDUCATION COORDINATED PLAN			
Environmental Service Systems or Plant System Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit
CC100	01011	Intro to Agriculture	0.5
CC101	01053	Plant Science I	0.5
CC102	01054	Plant Science II	0.5
CC103	01069	World & International Agriculture	0.5
CC999	01999	Cooperative Work Experience	0.5 - 4.0
Must take at least 2 credits			

AVIATION TECHNOLOGY COORDINATED PLAN			
Transportation Operations Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit
CC201/2	17812	Aviation Technology I	1
CC203	17814	Unmanned Aerial Vehicle	0.5
CC205/6	17813	Aviation Technology II	1.0
CC209	17999	Aviation Cooperative Work Experience	0.5 - 4.0
Must take at least 2 credits			

DIESEL TECHNOLOGY COORDINATED PLAN			
Facility & Mobile Equipment Maintenance Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit
CC301/2	17040	Diesel Technology I	1.0
CC305/6	17040	Diesel Technology II	2.0
CC309	17999	Diesel Cooperative Work Experience	0.5 - 4.0
Must take at least 2 credits			

## BUSINESS EDUCATION COORDINATED PLANS

Business Management & Administration Career Cluster			
Administrative Support Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit
BE105	14230	Basics of Business	0.5
BE203	14060	Skills for Success in School & Business	0.5
BE219	14095	Personal Finance	0.5
BE221/2	14010, 14011	Accounting 1	1.0
BE211	14022	Web & Graphic Design 1	0.5
BE212	14022	Web & Graphic Design 2	0.5
BE227/8	14098	Yearbook-Desktop Publishing I	1.0
BE229/30	14999	Yearbook II Coop. Work	1.0
BE231	14999	Business Coop. Work Exp	0.5-4.0
Must take at least 2 credits			

Business Management & Administration Career Cluster			
General Management Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit
BE105	14230	Basics of Business	0.5
BE201	14024	Exploring Business Software	0.5
BE219	14095	Personal Finance	0.5
BE221/2	14010, 14011	Accounting 1	1.0
BE225	14090	Business and Personal Law	0.5
ME303/4	04223	Management/Entrep.	1.0
BE229/230	14999	Yearbook II – Coop. Work Exp	1.0
BE231	14999	Business Coop Work Exp	0.5-4.0
Must take at least 2 credits			

Finance Career Cluster			
Accounting Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit
BE105	14230	Basics of Business	0.5
BE201	14024	Exploring Business Software	0.5
BE219	14095	Personal Finance	0.5
BE221/2	14010, 14011	Accounting 1	1.0
BE225	14090	Business and Personal Law	0.5
BE231/2	14012	Accounting 2	1.0
BE229/230	14999	Yearbook II Coop. Work Exp	1.0
BE231	14999	Business Coop Work Exp	0.5-4.0
Must take at least 2 credits			

# FAMILY AND CONSUMER SCIENCE COORDINATED PLANS

## Human Services Careers Career Cluster

## Hospitality & Tourism Career Cluster

### Family & Community Services Pathway

### Early Childhood Development Services Pathway

### Restaurant & Food/Beverage Services Pathway

FPS Course Code	State MIS03 Code	FPS Course Name	Credit	FPS Course Code	State MIS03 Code	FPS Course Name	Credit	FPS Course Code	State MIS03 Code	FPS Course Name	Credit
FS107	09131	Exploring Foods	0.5	FS221	09026	Child Development	0.5	FS107	09131	Exploring Foods	0.5
FS221	09026	Child Development	0.5	FS303	09025	Living On Your Own	0.5	FS113	09138	Culinary Arts	0.5
FS303	09025	Living On Your Own	0.5	FS305	09132	Relationships	0.5	FS303	09025	Living On Your Own	0.5
FS305	09132	Relationships	0.5	FS223	09211	Child Care Careers	1	FS109	09135	Food Revolution	0.5
FS301	09299	Child Care Careers Coop	0.5 - 4.0	FS301	09299	Child Care Careers Coop	0.5 - 4.0	FS111	09136	Cultures and Cuisine	0.5
								FS209	09213	Restaurant Skills	1.0
								FS211	09299	Restaurant Skills Coop	0.5 - 4.0
			Must take at least 2 credits				Must take at least 2 credits				Must take at least 2 credits

## Arts, AV Technology & Communications Career Cluster

## Education & Training Career Cluster

### Visual Arts Pathway

### Teaching/Training Pathway

FPS Course Code	State MIS03 Code	FPS Course Name	Credit	FPS Course Code	State MIS03 Code	FPS Course Name	Credit
FS303	09025	Living On Your Own	0.5	FS303	09025	Living On Your Own	0.5
FS115	09027	Sewing and Fashion	0.5	FS221	09026	Child Development	0.5
FS117	09029	Sewing and Textiles	0.5	FS223	09211	Child Care Careers	1.0
FS213	09133	Housing and Interior Design	0.5	FS901	09041	Intro to Education-Teachers of Tomorrow	0.5
FS311	09299	Visual Arts & Design Coop Work Exp	0.5 - 4.0	FS902	09041	Teaching Field Experience	0.5
			Must take at least 2 credits				Must take at least 2 credits

## HEALTH SCIENCE COORDINATED PLAN

Health Science  
Career Cluster

Therapeutic Services Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit
VE281/2	07033	Health Science 1	1
VE381/2	07035	Health Science 2	1
VE385	07032	Certified Nursing Assistant	0.5
VE387	07036	Medical Terminology	0.5
CC520	07044	Emergency Medical System	0.5

Must take at least 2 credits

## MARKETING EDUCATION COORDINATED PLANS

Marketing  
Career Cluster

Professional Sales/Merchandising/Marketing  
Communication Pathway

FPS Course Code	State MIS03 Code	FPS Course Name	Credit
ME201	04239	Entertainment & Sports Marketing	0.5
ME203/4	04210	Marketing	1.0
ME207/8	04235	Social Media Marketing	1.0
ME303/4	04223	Management/Entrepreneurship	1.0
ME305	04999	Marketing Education Coop Work Exp.	0.5 - 4.0
ME311/2	04290	Store Manager	0.5
BE219	14095	Personal Finance	0.5

Must take at least 2 credits

## INFORMATION TECHNOLOGY COORDINATED PLANS

Information Technology  
Career Cluster

Network Systems Pathway				Programming & Software Development Pathway			
FPS Course Code	State MIS03 Code	FPS Course Name	Credit	FPS Course Code	State MIS03 Code	FPS Course Name	Credit
VE285	27219	IT Essentials I	0.5	CC601	27120	Intro to Programming	0.5
VE286	27220	IT Essentials II	0.5	CC602	27123	Programming with Python	0.5
VE391	27266	CISCO 1: Networking	0.5	CC605	27128	Mobile App Development & Security	0.5
VE395	27265	Intro to Networking & Cybersecurity	0.5	VE289	27125	Fundamentals of Java Programming	0.5
VE411	27999	IT Cooperative Work Exp	0.5-4.0	VE290	27520	AP Computer Science A	0.5

Must take at least 2 credits

## MARKETING EDUCATION COORDINATED PLANS

Marketing  
Career Cluster

Marketing Management  
Pathway

FPS Course Code	State MIS03 Code	FPS Course Name	Credit
ME202	04245	Hospitality & Tourism Marketing	0.5
ME203/4	04210	Marketing	1.0
ME207/8	04235	Social Media Marketing	1.0
ME303/4	04223	Management/Entrepreneurship	1.0
ME305	04999	Marketing Education Coop Work Exp.	0.5 - 4.0
ME311/2	04290	Store Manager	0.5
BE219	14095	Personal Finance	0.5

Must take at least 2 credits

# TECHNOLOGY AND ENGINEERING COORDINATED PLANS

## Manufacturing Production Process Development Pathway

FPS Course Code	State MISO3 Code	FPS Course Name	Credit
TE101	10094	Graphics Design & Communication	0.5
TE105/6	10121	Woods 1	1.0
TE205	17105	Woods 2	0.5
TE155	10093	Digital Photography 1	0.5
TE157	10093	Digital Photography 2	0.5
TE255	10251	Video Communications	0.5
TE257/8	10251	Visual Production & Broadcasting	1.0
Must take at least 2 credits			

## Engineering & Technology Pathway

FPS Course Code	State MISO3 Code	FPS Course Name	Credit
TE107/8	10511	Introduction to Engineering Design	1.0
TE109	10411	Robotics	0.5
TE110	10411	Robotics II	0.5
TE231/2	10513	Principles of Engineering	1.0
TE235/6	10514	Architecture	1.0
TE240	10415	Engineering Design Capstone	1.0
TE278	10999	Cooperative Work Experience	0.5 - 4.0
Must take at least 2 credits			

# TRADE, INDUSTRY AND TECHNICAL EDUCATION COORDINATED PLANS

## Manufacturing Career Cluster

FPS Course Code	State MISO3 Code	FPS Course Name	Credit
VE241/2	17113	Manufacturing 1	1.0
VE341/2	17113	Manufacturing 2	1.0
VE343/4	17236/17237	Manufacturing 3	1.0
VE339/0	17236/17237	Welding 1 & 2	2.0
VE397	17999	Manufacturing Coop Work Exp.	0.5 - 4.0
Must take at least 2 credits			

## Transportation, Distribution & Logistics Career Cluster

FPS Course Code	State MISO3 Code	FPS Course Name	Credit
VE312	17029	Real Preventative Maintenance (RPM)	0.5
VE313/4	17038	Auto Tech 1	1.0
VE315/6	17039	Auto Tech 2	2.0
VE389	17999	Auto Tech Coop Work Exp.	0.5 - 4.0
Must take at least 2 credits			

## Architecture & Construction Career Cluster

FPS Course Code	State MISO3 Code	FPS Course Name	Credit
TE105/6	10121/17104	Woods 1	1.0
TE205	10111/17105	Woods 2	0.5
VE206	17105	Finish Carpentry	0.5
VE371/2	17100	Construction Technology 1	1.0
VE373/4	17117	Construction Technology 2	2.0
VE377	17999	Construction Coop Work Experience	0.5 - 4.0
Must take at least 2 credits			

## Arts, AV Technology & Communications Career Cluster

FPS Course Code	State MISO3 Code	FPS Course Name	Credit
VE253	17999	Graphic Design Coop Work Exp	0.5-4.0
TE101	17190	Graphic Design	0.5
TE155	17080	Digital Photography 1	0.5
TE157	17080	Digital Photography 2	0.5
TE255	17140	Video Communication	0.5
TE257/8	17140	Visual Production & Broadcasting	1.0
Must take at least 2 credits			



## NON-DISCRIMINATION POLICY

Fargo Public Schools District Policy 5060 prohibits discrimination on the basis of sex, race, religion, age, marital status or handicapping conditions. These requirements are specified in Title IX of the 1972 Education Amendments, Title VI of the 1964 Civil Rights Act, and Title VII of the 1972 Equal Employment Opportunity Act.

The Fargo Public Schools policies include reference to nondiscrimination in the areas of recruiting, treatment and advancement in employment, access to course offerings, curriculum content, and employment of resource persons in the classroom.

If you have concerns or need information regarding the existence and location of services, activities, and facilities that are accessible, please contact the ADA Coordinator in Student Services, or the 504 Coordinator, David Burkman, Administrators, at (701) 446-1000. For information regarding Title IX compliance, call Brad Franklin or Patricia Cummings, Administrators at (701) 446-1000. You may also write to any coordinator at Fargo Public Schools, 415 4<sup>th</sup> Street North, Fargo, ND 58102.

### **Fargo Public Schools affirms the Family Educational Rights to Privacy Act (34CFR Part 99)**

#### **Privacy Rights**

The Fargo Public School District extends official notification of their commitment to the Family Educational Rights and Privacy Act (FERPA) which affords parents and students over 18 years of age (“eligible student”) certain rights with respect to the student’s education records. These rights are listed below.

- The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible student(s) should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks including serving on the Emergency Threat Response Team. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (The District may also disclose “directory” information such as a student’s name, address, and telephone number, date of birth, honors and awards. If the parent does not want directory information released, they must contact the school where the student attends within two weeks.)

- The right to file a complaint with the U.S. Department of Education concerning alleged failure by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave S.W., Washington, D.C. 20202-4605

**AFJROTC Air Force Junior ROTC**  
**An elective class with no military obligation**  
 (all classes held at South High)

**Elective Courses:**

AFJROTC

Summer Leadership School

The AFJROTC program provides leadership training and an aerospace science program for high school students. Secondary school students who enroll in the AFJROTC program are offered a wide variety of curricular and extra-curricular activities. The program explores the historic and scientific aspects of aerospace technology and teaches high school students self-reliance, self-discipline and other characteristics found in good leaders.

The program is not an official recruiting tool for the military services and those students who participate in AFJROTC **do not** incur any obligation to the Air Force.

The objectives of the Air Force Junior ROTC program are to educate and train high school cadets in citizenship and life skills; promote community service; instill responsibility, character, and self-discipline through education and instruction in air and space fundamentals and the Air Force's core values: *Integrity First, Service Before Self, and Excellence In All We Do*. Students participate in leadership labs where military drill and ceremonies, discipline, problem solving and organization of the corps are part of the curriculum. Cadets participate in a wellness/physical training program once a week in the issued Air Force physical fitness clothing. The Air Force style uniform is issued to each cadet at no cost. Cadets are required to wear the uniform once a week

All other activities (model club, color guard, drill team, field trips, community service events, etc.) are considered extra-curricular activities and are voluntary. AFJROTC Aerospace Science is open to students in grades 9-12. All classes are held at South High School.

<b>Summer Leadership School</b>	<b>AS103</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9-12</b>
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**Prerequisite:** Enrolled in AFJROTC

**Tentative Dates:** June 9-13, 2025. *Please call 446-2295 for more information*

Students attending Summer Leadership School (SLS) receive a minimum of 60 hours of classroom and/or field instruction and will participate in at least one community service project. This is a live-in encampment at Camp Wilderness in Park Rapids, MN. Students attending will be instructed in self-improvement, standards and expectations, welfare, and hygiene. Students learn the heritage and organizational traditions of AFJROTC, proper flag etiquette, and personal behavior. Activities include aircraft orientation flights, high ropes course, canoeing, team building activities, and physical fitness competitions. Parents may call 446-2295 for more information. All persons must call 446-2295 to arrange for uniform issue, please do not call prior to April 28, 2025. **UNIFORM ISSUE IS MANDATORY TO ATTEND SUMMER LEADERSHIP SCHOOL (SLS)** – last day for uniform issue will be May 23, 2025 – uniform issue is by appointment only. Prior to attending SLS, students must have parental release forms signed and submitted. The forms are available online at <https://www.fargo.k12.nd.us/programs/aerospace-afjrotc/overviewunder SLS Forms tab>.

**NOTE:** STUDENTS MAY ATTEND SLS MORE THAN ONCE; HOWEVER, NO MORE THAN 2 SLS CREDITS MAY BE USED TOWARDS COMPLETION OF THE AFJROTC PROGRAM.

<b>AFJROTC (Science of Flight)</b>	<b>AS401/402</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9-12</b>
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Science of Flight is an introductory course that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. One lesson describes the principles of flight, the theory of flight, airfoils, relative wind, and angle of attack. It also looks at the physics of flight and flight's four forces—lift, weight, thrust, and drag—and flight stability. In addition, students will also receive instruction in drill and ceremony, leadership, and health and wellness.

# ART / PERFORMING ARTS

## Elective Courses:

Basic Arts Concepts

Clay and Sculpture: 3-D Design: 1. Beginning 2. Intermediate 3. Advanced 4. AP

Drawing and Painting: 1. Beginning 2. Intermediate 3. Advanced 4. AP

Performing Arts 1 & 2

Photography: 1. Beginning 2. Intermediate

Studio Art: 2-D Design and Digital Drawing: 1. Beginning 2. Intermediate 3. Advanced 4. AP

Theatre Arts

## VISUAL ARTS

<b>Basic Art Concepts</b>	<b>AR233/34</b>	<b>Placement</b>	<b>½-1 credit</b>	<b>D, N</b>	<b>Grade 9-12</b>
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**Prerequisite: Recommendation by Educational Planning Team**

This exploratory course will introduce the student artist to a wide variety of art experiences. The materials and processes will be experienced through drawing, painting, printmaking, mixed media, clay and sculpture techniques.

<b>Beginning Studio Art: 2-D Design and Digital Drawing</b>	<b>AR201</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This exciting design based course will introduce the student artist to a wide variety of materials and processes experienced through drawing, painting, printmaking and mixed media. Students will then progress to work in digital drawing using iPads. Design skills learned in this course will assist students in preparation for a variety of art professions or any design related field. Good composition and an understanding of the elements and principles of design are stressed as necessary for creating a successful art product.

<b>Beginning Drawing and Painting</b>	<b>AR211</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This introductory course is for students who love to draw and would like to improve. Students develop observational skills and learn basic drawing and painting techniques such as shading and blending using a variety of media. Students create realistic and abstract drawings and paintings in this class by applying different techniques through guided and independent practice. Subject matter may include: still life, portraiture, landscape, fantasy, and abstract drawing.

<b>Beginning Clay and Sculpture: 3-D Design</b>	<b>AR217</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This is an introductory course covering a wide range of clay pottery and sculpture techniques. Individual development is encouraged and a wide variety of methods will be explored including glazing and other finishing techniques. Students may have the opportunity to work on the potter's wheel as an enrichment activity.

<b>Intermediate Studio Art: 2-D Design and Digital Drawing</b>	<b>AR202</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: AR201 or AR211**

This studio design course seeks to challenge the student with creative thinking and artistic problem solving assignments. A variety of materials, media and processes will be introduced and projects will focus on good craftsmanship and composition. Students will learn about contemporary design in today's culture, presentation methods and will be encouraged to enter exhibitions. An opportunity will be provided for deeper exploration in media such as: drawing, painting, printmaking, digital drawing, and mixed media.

<b>Intermediate Drawing and Painting</b>	<b>AR213</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: AR201 or AR211**

This is a more advanced drawing class where students will further their drawing skills by incorporating color in dry media before progressing to acrylic paint on canvas. Students learn multiple acrylic painting techniques. There will be a strong emphasis on composition using the principles of design. Exploration may include figures, still-life, landscape and portraiture. Students will be expected to learn about presentation methods and participate in exhibitions.

<b>Intermediate Clay and Sculpture: 3-D Design</b>	<b>AR218</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: AR217**

This course is designed for the student who has completed one semester of basic clay and sculpture exploration and would like to investigate more advanced projects in pottery and sculpture. Emphasis will be placed on personal and creative expression. Students will also be introduced to the potter's wheel and have the opportunity to learn new throwing techniques.

<b>Advanced Studio Art: 2-D Design and Digital Drawing</b>	<b>AR301/02</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: AR202 or AR213 & instructor approval**

This course will focus on printmaking, graphics and contemporary design issues that relate to today's world. Art materials & processes that may be explored include: drawing, painting, printmaking, mixed media, digital drawing, and fiber arts. Students will be expected to participate in group critiques and will have the opportunity to display their work in several exhibitions throughout the year. In this advanced course students will focus on skill building and conceptual ideas that may be incorporated into a portfolio at the AP level.

<b>Advanced Drawing and Painting</b>	<b>AR311/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: AR213 or AR202 & instructor approval**

This course is designed to help students develop a body of work using different methods and materials. Advanced drawing and painting techniques and composition skills will be developed through demonstration and independent practice. Students will be expected to participate in group critiques and will have the opportunity to display their work in several exhibitions throughout the year. In this advanced course, students will focus on skill building and conceptual ideas that may be incorporated into a portfolio at the AP level.

<b>Advanced Clay and Sculpture: 3-D Design</b>	<b>AR319/20</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: AR218 and/or instructor approval**

This year long course emphasizes the investigation of three dimensional forms. Students will use a variety of techniques, media and processes focused on skill building and craftsmanship for the development of a 3-D Portfolio. Projects will require students to address both simple and complex visual problems through the use of 3-D design elements and principles. Students will be challenged to prepare a related body of works that show the growth and investigation of an idea/plan that could subsequently be used as AP submission work at the next level in 3D Design. 3D works of art can be explored through additive, subtractive and/ or fabrication processes. Examples include a variety of functional and non-functional ceramic techniques and processes including throwing on the wheel and hand building, figurative or nonfigurative sculpture, architectural models, metal work, wood and paper works, and three-dimensional fiber arts, among others.

<b>AP Art: 2-D Design</b>	<b>AR401/02</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: AR301/302 and instructor approval**

This class is designed to help prepare students for a post-secondary experience and is intended for highly motivated students who are seriously interested in the study of art. The class consists of inquiry and sustained investigation in which the student practices, experiments and revises artwork guided by questions. The student will be making works of art that demonstrate synthesis of materials, processes, and ideas. Students in Advanced Placement will submit a portfolio to the CollegeBoard and have the opportunity to earn college credit based on the quality of their sustained investigation.

<b>AP Art: Drawing</b>	<b>AR411/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: AR311/312 and instructor approval**

This class is designed to help prepare students for a post-secondary experience and is intended for highly motivated students who are seriously interested in the study of art. The class consists of inquiry and sustained investigation in which the student practices, experiments and revises artwork guided by questions. The student will be making works of art that demonstrate synthesis of materials, processes, and ideas. Students in Advanced Placement will submit a portfolio to the CollegeBoard and have the opportunity to earn college credit based on the quality of their sustained investigation.

<b>AP Art: 3-D Design</b>	<b>AR419/20</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: AR319/320 and instructor approval**

This year long class is designed to help prepare students for a post-secondary experience and is intended for highly motivated students who are seriously interested in the study of art. The class consists of inquiry and sustained investigation in which the student practices, experiments and revises artwork guided by questions. The student will be making works of art that demonstrate synthesis of materials, processes, and ideas. Students in Advanced Placement will submit a portfolio to the CollegeBoard and have the opportunity to earn college credit based on the quality of their sustained investigation.

<b>Beginning Photography</b>	<b>AR251</b>	<b>Elective</b>	<b>½ credit</b>	<b>N</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Experience art through the medium of photography. Students are exposed to a variety of modern photographic styles and techniques. During the course students will learn about composition, camera exposure and visual expression through digital images and the manipulative possibilities in Photoshop.

<b>Intermediate Photography</b>	<b>AR253</b>	<b>Elective</b>	<b>½ credit</b>	<b>N</b>	<b>Grade 9-12</b>
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**Prerequisite: AR 251**

Advanced photo will challenge students to apply their knowledge of digital photo techniques, creating a personal style of expression. Students will study the historical works of established photographers and will be provided the opportunity for individual exploration into areas and styles of interest. Students will be expected to understand the importance of composition, craftsmanship and presentation.

## PERFORMING ARTS

<b>Theatre Arts</b>	<b>AR121</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9</b>
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**Prerequisite: None**

An exciting exploratory experience that inspires self-confidence and develops life skills (e.g. collaboration, concentration, communication) through participating in theatre games and unique activities. Students invigorate their imagination by creating improvisations (improv), short scenes, and video movies. Basic technical theatre skills (lighting, sound, make-up, special effects) are available through (optional) participation in a school sponsored production.

<b>Performing Arts 1</b>	<b>AR221/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

Performing Arts 1 is a course designed to improve confidence and stage presence through an emphasis on communication, acting and group interaction skills. These skills are acquired through basic work on theatre games and exercises, pantomime, improvisation, play writing, scripted acting scenes and monologues. Technical theatre skills will be covered. Students will also have the opportunity for public performances. This production opportunity gives students experience in all the performance and technical aspects of a theatrical production. Students are given the privilege of attending local, regional and professional performances throughout the year as well.

<b>Performing Arts 2</b>	<b>AR321/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: Performing Arts 1 (Prerequisite requirement may be waived with teacher permission).**

Performing Arts 2 is a course designed to intensify and focus the students' skills in staging, group process, characterization, text analysis, vocal expression and physicality. Seniors will have the opportunity to direct their peers in short acting scenes. Reader's theatre, costuming, set design, stage make-up, sound, stage lighting, stage combat, improvisation and script writing are other elements of the class. As in Performing Arts 1, students will be given public performance opportunities like the variety show and an evening production of one-act plays. Attendance at professional and regional theatre performances is encouraged through cultural field trip experiences.

**This class may be taken for elective credit more than once.**

# BUSINESS EDUCATION

*See page 4 for CTE Scholarship Requirements*

## Elective courses:

Accounting 1 Accounting 2 Basics of Business Business and Personal Law Business Cooperative Work Experience Desktop Publishing 1- Yearbook	Exploring Business Software Personal Finance Skills for Success in School and Business Web & Graphic Design 1 & 2 Yearbook Desktop Publishing 1 Yearbook II Cooperative Work Experience
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<b>Introduction to Computer Usage</b>	<b>BE101</b>	<b>Placement</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

For students who have limited computer training, this course has been designed just for you. Beginning computer operations and usage will be covered. Develop your keyboarding speed and technique, and learn basic computer concepts.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.

<b>Basics of Business</b>	<b>BE105</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

The Basics of Business is an introductory course to prepare students who would like to someday pursue a career in the business environment. Students will be introduced to all aspects that impact a business' day-to-day operations such as finance and banking, management, law, information technology and marketing. This course also provides awareness of career opportunities in the field of business.

<b>Exploring Business Software</b>	<b>BE201</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Students will create business letters, spreadsheets, presentations, and eye-catching graphics using Microsoft Word, Excel, PowerPoint, Access, Publisher and Adobe Photoshop. These skills will not only apply to students during their time at Fargo Public Schools, but will also be applied in college and future jobs.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.

<b>Skills for Success in School and Business</b>	<b>BE203</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Skills for tomorrow start here today! Well-developed study, note taking and communication skills are keys for success in college and the business world. In this class, students will learn how to efficiently take good notes utilizing different note taking methods and technology such as One Note. They will strengthen the way you study by learning test taking strategies, learn listening, communication and presentation skills, memory and critical thinking skills, practice preparing written work, and learning strategies to aid the writing process and organization skills that match their own personal learning style.

<b>Web and Graphic Design 1</b>	<b>BE211</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Are you Creative? Artistic? and like to use Technology? this is the class for you. Learn more about graphic design and creating interactive websites. This course introduces you to graphic design by using Adobe Photoshop, basic html coding, and web design using WordPress with the Elementor plug-in. Students will use Adobe Photoshop to create professional graphics to enhance web pages. Students will create a blog site and business site using the WordPress platform. Students with varied levels of technical skill will benefit from this course.

<b>Web and Graphic Design 2</b>	<b>BE212</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Web Design 1**

Expand your graphic and web design skills by introducing Adobe Illustrator. Students will explore graphics and 3-D tools to create animation. Make professional looking videos using editing software as it aligns with today's industry.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.

<b>Personal Finance</b>	<b>BE219</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

**MONEY!** Once you start earning it, what do you do with it? This course is designed to assist students in the management of their finances now and in the future. Within the next five years students will be making their own financial decisions on things such as credit cards, car loans, rental agreements, banking services (saving, checking, and loans), investment opportunities, tax preparation and insurance. This course will prepare students to make the best decisions possible on these issues.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.

<b>Accounting 1</b>	<b>BE221/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
<b>Prerequisite: None</b> This class is designed to help students meet two objectives: <ul style="list-style-type: none"> <li>• Preparation for post-secondary education in the field of business</li> <li>• Preparation for employment</li> </ul> Get a head start while you are still in high school. Learn the fundamental accounting procedures used by business today, business vocabulary, and the “how to” and “why” of accounting procedures. Students will practice what they learn throughout the year using simulations and computerized projects.					
<b>Accounting 2</b>	<b>BE321/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
<b>Prerequisite: Accounting 1</b> This course is a continuation of Accounting I and provides the student with an opportunity to develop a deeper knowledge of accounting procedures. It allows the student to understand workflow and the necessity for financial controls in a modern business. The student learns to analyze accounting data for making management decisions and develop sound reasoning ability. Additional background for future study in departmental accounting, cost accounting, partnership and corporate accounting and related topics included. The use of computer projects will be available for the student. NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.					
<b>Business and Personal Law</b>	<b>BE225</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
<b>Prerequisite: None</b> Do you know what your rights are and how to keep them? In this class students will be introduced to the laws that affect their daily lives. It will help them become aware of their rights and responsibilities so they can function as responsible citizens. Criminal law, civil law, ethics, contract law, personal law, tort law, landlord-tenant laws, insurance laws and employment rules and regulations will be covered. NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.					
<b>Yearbook - Desktop Publishing 1</b>	<b>BE227/28</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: Web Design or Digital Photography recommended but not required</b> Interested in helping to capture the year in words and pictures? This course provides an opportunity to help design and construct your school’s yearbook from cover to cover. All elements of the yearbook will be created with computer software such as Adobe Photoshop, and InDesign. Learn basic photography skills and how to implement them into your layouts. Improve your writing skills and learn to work with others as a team.					
<b>Yearbook 2 - Cooperative Work Experience</b>	<b>BE229/30</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
<b>Full year; 1 credit</b> <b>Elective, Grade 12</b> <b>Prerequisite: Yearbook - Desktop Publishing 1</b> Students in this class will experience on-the-job training by taking on leadership roles in the development of the school’s yearbook. The instructor will develop a training plan outlining the expectations of each student leader including but not limited to the student’s responsibilities in and out of the classroom and the provisions for assessing student progress. (Students may obtain a maximum of 2 credits in their high school years in cooperative work experience.)					
<b>Business Cooperative Work Experience</b>	<b>BE231</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S, V</b>	<b>Age 16 +</b>
<b>Prerequisite: One credit in the Business Pathway</b> Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester. <b>Student may register, but must apply and be approved by the CTE instructor before officially enrolled.</b>					

# FAMILY & CONSUMER SCIENCE

## Elective Courses:

Child Care Careers	Living Skills
Child Career Cooperative Work Experience	Peer to Peer I & II
Child Development	Relationships
Cultures and Cuisine	Restaurant Skills
Culinary Arts	Restaurant Skills Cooperative Work Experience
Exploring Foods	Sewing and Fashion
Food Revolution	Sewing and Textiles
Housing and Interior Design	Teaching Field Experience
Intro to Education	Visual Art & Design Cooperative Work Experience

### RECOMMENDED SEQUENCE

WITH THE EXCEPTION OF RESTAURANT SKILLS, THE FOOD AND NUTRITION COURSES HAVE NO **REQUIRED** PREREQUISITE. HOWEVER, TEACHERS **RECOMMEND** THE FOLLOWING SEQUENCE:

- EXPLORING FOODS
- CULTURES AND CUISINE AND/OR
- FOOD REVOLUTION
- CULINARY ARTS
- RESTAURANT SKILLS (SEE COURSE DESCRIPTION FOR PREREQUISITE)

## RESTAURANT, FOOD, AND BEVERAGE PATHWAY

<b>Exploring Foods</b>	<b>FS107</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None See recommended sequence**

Whether you are a beginner or a chef in the making, join us in the kitchen classroom. You will learn about cooking techniques, ingredients, measuring, and working safely in the kitchen. Prepare breakfast, lunch, appetizers, dinner and desserts that you can recreate at home! This class is a great place to start exploring the many foods classes we offer.

<b>Food Revolution</b>	<b>FS109</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None See recommended sequence**

You ate what? Learn what's in the food you eat and how it gets there. This class will inspire and empower you to make positive food choices and examine the relationship between cooking and good health. Learn to modify recipes so they are delicious AND good for you. Explore local foods and learn how to prepare and preserve them.

<b>Cultures and Cuisine</b>	<b>FS111</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None See recommended sequence**

Come around the world with us! Explore cultures and sample their cuisines. Each group of people, region, and country has its own unique recipes and ways of preparing food. In this class students will combine the familiar with the exotic and create mouth-watering dishes.

<b>Culinary Arts</b>	<b>FS113</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
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**Prerequisite: None See recommended sequence**

Celebrity chefs are taking the world by storm. Take a step into their kitchen in this advanced course. You will prepare a variety of delicious and nutritious foods, build on your baking skills, apply food science when making candy creations, and explore effortless entertaining. This class is highly recommended as a pre-requisite for Restaurant Class.

<b>Restaurant Skills</b>	<b>2 periods/day</b>	<b>FS209</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: Completion of at least one of the following classes: Exploring Foods, Food Revolution, Cultures and Cuisine or Culinary Arts, with Culinary Arts preferred**

Step outside of the "normal" classroom into the world of food service. Experience every role in the industry from waiting on customers to managing the kitchen. Learn how to cook and serve good food in quantity amounts. Field trips include restaurants, food shows, and food industries.



<b>Restaurant Cooperative Work Experience</b>	<b>FS211</b>	<b>Elective</b>	<b>½ -1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Restaurant, Food and Beverage Pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

## **EDUCATION PATHWAY**

<b>Child Development</b>	<b>FS221</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Love kids? This class could be the perfect fit for you! In this class students will explore the development of children from conception to age five. Positive and effective child care techniques are also developed through the implementation of a student operated preschool within the classroom.

<b>Child Care Careers</b>	<b>2 periods/day</b>	<b>FS223</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: FS221 Child Development required**

An excellent preparation for child-related occupations and parenthood, Child Care Careers provides the opportunity to manage and operate a pre-school and have community career experiences. Students enrolled in this course must arrange for transportation to field sites.

<b>Child Career Cooperative Work Experience</b>	<b>FS301</b>	<b>Elective</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Education Pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

<b>Living on Your Own</b>	<b>FS303</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

Will you survive without your parents? LOYO prepares you to find a place to live; buy and maintain a car; care for your clothes; understand credit, insurance and banking; improve your job skills; and learn to shop for groceries and prepare healthy meals. Community speakers will be used to enhance classroom activities for real world experiences.

<b>Relationships</b>	<b>FS305</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

Do you experience stress in your relationships with friends, family or co-workers? This course will help you meet the challenges of life. Topics include personality development, communication, dating, friendships, love, marriage and divorce. Community speakers and resources offer interesting and current information for students.

<b>Intro to Education (Teaching Profession)</b>	<b>FS901</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

In Intro to Education, students will explore the world of education and investigate teaching as a career. They will learn about the educational system, both past and present, and responsibilities to becoming a teacher and the profession. Students will develop an understanding of the different types of learners in today's classroom and how humans develop physically, intellectually, emotionally, and socially. Students will receive a full introduction to the role and duties of a teacher, including planning, ethics, instructional methods, assessment, classroom management, and reflective practice. Students will have the opportunity to observe classrooms and participate in teaching activities arranged throughout the course. (Fall)

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH VCSU FOR QUALIFYING STUDENTS-EDUC 251

<b>Teaching Field Experience</b>	<b>FS902</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
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**Prerequisite: Completion of FS901.**

This course is an extension of the Intro to Education Course to fulfill 40 hours of field experience toward college teacher education coursework. The program is designed for students who are interested in working with young people, or who are interested in teaching as a career. Application for a particular grade level or subject preference and school is made through the COURSE coordinator. Up to five periods per week are spent in one of the Fargo Public Schools observing, working with children and assisting the classroom teacher by correcting papers, making bulletin boards, locating materials and performing other classroom duties. (Spring)

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH VCSU FOR QUALIFYING STUDENTS - EDUC 252

<b>Peer to Peer I</b>	<b>FS905</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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This class is designed for the general education student interested in developing leadership skills and learning about students with disabilities. The students work together in an integrated, positive fashion, to promote socialization, independence, and strong friendship bonds that last throughout high school and beyond. It will give students the ability to expose students to new social opportunities and expand their support network.

<b>Peer to Peer II</b>	<b>FS906</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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Are you interested in how diverse students learn? This class is a study of the characteristics of the exceptional student which includes gifted and talented, culturally diverse, and those with learning disabilities and/or physical disabilities. Students will learn techniques to use to differentiate lessons for a variety of learners. Students will also learn skills needed to be a paraprofessional. Students may benefit from taking child development or intro to teaching prior to the course.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH VCSU - EDUC 240

Students could also go on to complete training toward an Applied Behavior Analysis, which could lead to industry certification.

### **VISUAL ARTS & DESIGN**

<b>Sewing and Fashion</b>	<b>FS115</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Do you have a desire to learn to sew and make your own clothing? Join us as we use the sewing machine for basic apparel construction, repair, and recycling of clothing. Elements and principles of design will be explored while learning about fashion past and present. This project-based class is filled with opportunities for creativity as students journey through textiles, design and construction.

<b>Sewing and Textiles</b>	<b>FS117</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Explore the creative and technical aspects of fiber arts. With a focus on craftsmanship and design, this project-based course will explore a variety of fiber techniques including knitting, embroidery, crocheting, and quilt-making. Students will be challenged and rewarded as they develop their own style and celebrate the art forms of everyone in the course. Students enrolled in this course will be asked to purchase project supplies with options available for anyone who is unable to do so.

<b>Living Skills</b>	<b>FS201/02</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Recommendation by Educational Planning Team**

A practical course for students receiving special services, designed to teach basic living skills to meet the individual needs of the student.

<b>Housing and Interior Design</b>	<b>FS213</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

This project-based course inspires students to explore their creativity through interior design and learn skills applicable to any environment whether a dorm room, an apartment, or a house. Students will learn how to identify architectural styles, choose floor plans and furnishings, and coordinate a home using color and design principles.

<b>Visual Arts &amp; Design Cooperative Work Experience</b>	<b>FS311</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Visual Arts & Design pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

## HEALTH EDUCATION

**Required Courses:**

Health

**Elective Courses:**

Athletic Injuries

<b>Health</b>	<b>HL101</b>	<b>Required</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Grade 9</b>
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**Prerequisite: None**

This course involves the development of interactive communication and decision making skills while studying factual information in eight units of study. The focus is on the individual's ability to process the information and take responsibility for healthful decisions made in daily living.

<b>Athletic Injuries</b>	<b>HL211</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

This course provides students with essential knowledge and skills in sports medicine and first aid. Students will learn to administer CPR, utilize an AED, and perform basic first aid techniques for adults, infants, and children. Additionally, the course will cover athletic taping techniques and strategies for injury prevention and care. \*Choice Ready - CPR/First Aid Certification- Industry Credentials - Workforce Ready\*

# HEALTH SCIENCE CAREERS

## Elective Courses:

Certified Nursing Assistant  
Emergency Medical Services  
Health Science Cooperative Work Experience

Health Science 1 & 2  
Medical Terminology

<b>Health Science 1</b>	<b>VE281/82</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10- 12</b>
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**Prerequisite: None**

This course explores the many career opportunities available in the medical, nursing, and allied health professions. Students learn basic health-provider skills, including CPR and First Aid. Curriculum content includes ethics, legalities, safety, medical terminology, communication skills, infection control, professional attitudes, basics of anatomy and physiology, and basic patient care skills. A variety of health professionals are utilized as guest speakers when available. During the spring semester, eligible students will shadow a local health professional (for example: dentistry, pharmacy, veterinary, PT/OT, etc).

<b>Health Science 2</b>	<b>VE381/82</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11- 12</b>
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**Prerequisite: Successful completion of VE281/282 as evidenced by successful completion of both semesters of Health Science 1 and successful clinical observation.**

This course enables students to gain additional and concentrated insights into the health science professions. The students observe and interact with professionals to broaden their knowledge of the health care community. Students have the opportunity to shadow a variety of local professionals in the healthcare field. This course also provides assistance in preparing the student for entry into competitive two and four year college programs for professional health careers. Curriculum content includes career-planning skills, aging, bereavement, disease processes, wellness, health care provider CPR, mental health and teen issues, along with the associated careers. This course also incorporates the Certified Nursing Assistant curriculum, preparing students to take the ND State Certification exam (refer to the Certified Nursing Assistant description for requirements and expectations).

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS – NURS100 DURING THE SPRING SEMESTER

<b>Certified Nursing Assistant</b>	<b>VE385</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 11- 12</b>
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**Prerequisite: None**

This class is developed for students interested in a nursing career or preparing themselves for employment as a Certified Nursing Assistant. The class involves both lecture and lab instruction. Basic nursing principles are taught in a lecture setting, while communication techniques, introduction to basic physical assessment, and basic nursing procedures are demonstrated in the clinical-simulation lab setting. Emphasis is placed on the care of a client in a long-term care setting. The class will be delivered in a hybrid format. Student will be responsible for completing 75 hours of classroom and online activities as assigned by the instructor to meet the federal requirements for nurse assistant training. Student is also responsible for making up any absences, including excused absences, to maintain eligibility for testing. Upon successful completion of this course the student will be eligible for CNA examination. Cost of testing varies, student is responsible for testing cost. *Health Science 1 is not required but will provide supportive background knowledge for this course.*

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS – NURS100

<b>Medical Terminology</b>	<b>VE387</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 11- 12</b>
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**Prerequisite: None**

This class is designed to introduce students to the health information technology (Medical Records) field. Students will learn prefixes, suffixes and root words for medical terms. This will include meanings, spellings and pronunciations. Emphasis is on building a working medical vocabulary based on body systems. Anatomy and physiology of major organs, pathological conditions, laboratory studies, clinical procedures and abbreviations are studied for each body system. The student will also learn medical terminology as it relates to pathology, diagnostic, surgical, clinical and laboratory procedures and common abbreviations and acronyms by body systems.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS - BOTE171

<b>Emergency Medical Services</b>	<b>CC520</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 11- 12</b>
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**\*This course is offered through C3TEC or the Sanford Explorers Academy. (off site learning)**



The Emergency Medical Services course places a special emphasis on the foundational knowledge and skills needed in medical emergencies. Typically, topics of skill development include clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, and responding to cardiac arrest. Along with these skills, other topics cover the legal and ethical responsibilities involved in dealing with medical emergencies. Courses are designed to better prepare learners to obtain certification such as: Emergency Medical Response (EMR), CPR, First Aid, Incident Command System (ICS), and Wilderness First Responder.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS – EMS100

<b>Health Science Cooperative Work Experience</b>	<b>VE399</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Health Science pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

# INDIVIDUALIZED LEARNING CENTER

## Elective Courses: Individualized Learning Center

<b>Individualized Learning Center</b>	<b>ILC01/02</b>	<b>Placement</b>	<b>0 credit</b>	<b>D, N</b>	<b>Grade 9-12</b>
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**Prerequisite: Qualification through ILC selection process. Semester or Full year (Grade will be S/U)**

ILC provides three main services: (1) ILC is a place for students to work on their regular class work with individualized assistance. (2) The ILC teachers work with students throughout the year on skills, based on an individualized need, such as note taking, test taking, time management, self-advocacy, and organization. (3) ILC provides students with a “home base”. ILC offers a small-group structured setting that many students benefit from.

<b>Individualized Learning Center</b>	<b>ILC05/06</b>	<b>Placement</b>	<b>.25 credit</b>	<b>S</b>	<b>Grade 9-12</b>
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**Prerequisite: Qualification through ILC selection process. Semester or Full year**

ILC provides three main services: (1) ILC is a place for students to work on their regular class work with individualized assistance. (2) The ILC teachers work with students throughout the year on skills, based on an individualized need, such as note taking, test taking, time management, self-advocacy, and organization. (3) ILC provides students with a “home base”. ILC offers a small-group structured setting that many students benefit from.

Eligibility for ILC is based on objective and subjective criteria. ILC is a resource program. Students assigned to ILC are expected to attend ILC as they would any other class.

## INDIVIDUALIZED VOLUNTEER SERVICE

### Elective Courses:

Volunteer Service Program  
Community Leadership and Impact  
Career Management  
Career Seminar

<b>Volunteer Service Program</b>	<b>JE111/12</b>	<b>Elective</b>	<b>½ -1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 9-12</b>
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**Prerequisite: None. The grade for this credit is a ‘satisfactory/unsatisfactory’**

The Community Service Program is designed to provide students with the option of earning up to one credit toward graduation by serving as volunteers in schools or other public and private agencies. This program offers students a chance to pursue ideals, to do something significant for other people, and to provide a service to the community in roles where their general education can be enhanced. Some specific experiences are as follows:

1. Tutoring in elementary and secondary schools.
2. Services in hospitals and nursing homes, including such services as entertainment, companionship, assisting in physical therapy, candy striping, blue coating, meals on wheels, and other personal services.
3. Service in local government units such as city or park board offices, performing surveys and clerical tasks, and assisting with recreational programs.
4. Service in local agencies such as Red Cross, United Way and Chamber of Commerce, performing routine and non-routine tasks under the direction of professionals in the field.
5. Service with people who are handicapped.
6. Service in nursery schools and day care centers.
7. Conduct surveys on community problems for elected officials.
8. Helping blood mobile or blood donor programs.
9. Student athletic training.

The student is responsible for locating their own volunteer site and supervisor. The student must have an on-sight supervisor log hours.

<b>Community Leadership and Impact</b>	<b>JE201/02</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Community Leadership and Impact provides students with the opportunity to take an active part in community projects or organizations by volunteering their time, energy, and talents. Students will connect the traditional classroom with real life lessons that come through service learning. Students will have opportunities to use newly acquired leadership and academic skills in real life situations within their community to learn how to problem solve, make decisions, and communicate (written and verbal) effectively. This course will include preparation, service, reflection, and celebration. Class meets one day per two-week period, with a public presentation at the end of the school year.

Students enrolled in this course must arrange for transportation to field sites.

<b>Career Management</b>	<b>CE100</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

Career Management helps students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course exposes students to various work-based learning experiences (i.e. career fairs, industry tours, informational interviews, job shadows, career mentoring, and work simulations) and may also assist them in developing job search and employability skills. 60 hours = ½ credit, 120 = 1 credit. Maximum 1 credit.

Approval required through career advisor or career development counselor. Students are responsible for transportation.

<b>Career Seminar</b>	<b>CE200</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

Provides students with a regularly scheduled, supervised employment opportunity related to the teacher-of-record’s (TOR) major/minor to improve work skills. The employment must be preceded by, or concurrent with, classroom instruction related to the work experience aligned to student goals. There shall be a training agreement among all partners (school, employer, student, and parents/guardians) outlining the expectations of each party. The training plan shall include assessment using career ready practices by the instructor and employer. NOTE: Students must be at least 16 years old and may be paid a wage by the employer. This course is not designed to replace any of the CTE Cooperative Work Experience courses. 60 hours = ½ credit, 120 = 1 credit. Maximum 2 credits.

Approval required through career advisor or career development counselor. Students are responsible for transportation.

# LANGUAGE ARTS

The Fargo Public School District requires 4 credits of English to graduate.

**Required courses in the recommended sequence:**

- English 1 or Honors English 1
- English 2 or Honors English 2
- English 3 or AP English Language and Composition
- English 4 or AP English Literature and Composition

**Elective courses:**

- College Prep Reading Strategies
- Communications
- Creative Writing
- Exploratory Mass Media/Intro to Journalism
- Journalism 1 & 2
- Reading: Young Adult Fiction
- Reading Workshop

<b>English Lab</b>	<b>LA001-02</b>	<b>Placement</b>	<b>0 credits</b>	<b>D, N, S,</b>	<b>Grade 9</b>
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**Prerequisite: None**

Students are placed into this support class by administration after data analysis of past performance in English classes, state assessment results, and teacher recommendations. This support class is scheduled during a student’s day and provides the opportunity to receive additional instruction and practice on English 1 content / skills. This class is taken in addition to their regular English 1 class and the student may be moved out of the support class based on English 1 course performance and teacher feedback.

<b>English 1</b>	<b>LA103/04 - LA105/06</b>	<b>Placement</b>	<b>2 credits</b>	<b>D, N, S,</b>	<b>Grade 9</b>
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**Prerequisite: None**

Block English 1 is a two-period course all year long designed for the improvement of reading skills through work on spelling, vocabulary, and reading composition strategies. Students increase achievement in these areas through work in reading programs such as Read 180 and/or Reading Plus. This course is designed for students who are performing below grade level in reading. Placement is based on MAP reading and reading comprehension assessments. Students also receive the regular English 1 curriculum. Students receive 1 credit of English and 1 elective credit. *At Fargo North, the 1 English credit is paired with Reading Workshop for the 2<sup>nd</sup> credit.*

<b>English 1</b>	<b>LA111/12</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 9</b>
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**Prerequisite: None**

English 1 includes reading to comprehend and analyze a variety of texts. Students will develop writing in a range of styles to fit the purpose and effectively express their information. Students will develop their group and individual communication skills through discussions and presentations ranging in formality. Students will learn and expand on their research skills and develop an understanding of MLA rules in conjunction with their reading, writing, and speaking.

<b>Honors English 1</b>	<b>LA121/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 9</b>
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**Prerequisite: None**

The emphasis in this course is to build on the essential academic skills for college readiness that will support students’ success in high school and project pathways to post-secondary opportunities. Honors English 1 includes reading to comprehend and analyze a variety of texts. Students will develop writing in a range of styles to fit the purpose and effectively express their information. Both group and individual communication skills are strengthened through discussions and presentations ranging in formality. Students will learn and expand on their research skills and develop an understanding of MLA rules in conjunction with their reading, writing, and speaking. Students are expected to actively engage in the learning process both collaboratively and independently.

<b>Reading: Young Adult Fiction</b>	<b>LA133</b>	<b>Elective</b>	<b>½ credit</b>	<b>Dk</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

Young Adult Fiction is a guided/independent reading class, organized so that students can work at their own levels, with emphasis on ALA and Newbery Award-winning books.

<b>Exploring Mass Media / Intro to Journalism</b>	<b>LA139</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9</b>
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**Prerequisite: None**

Introduces students to electronic and print media through an overview of mass media and ethics, basic news writing, interviewing strategies, and feature and editorial writing for a variety of media. Students will apply the skills of mass media as they assist in the publication of their school’s student newspaper. This class will build the skills for students to take Journalism 1 and 2 in grades 10-12.

<b>English 2</b>	<b>LA211/12</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10</b>
<b>Prerequisite: English 1</b>					
English 2 includes reading to comprehend, evaluate, and analyze a variety of genres; writing to produce clear and coherent writing for various purposes; and communicating to organize and express ideas appropriate for the audience and purpose, including formal speeches. Inquiry and research, following MLA format, will be a component of the course.					
<b>Honors English 2</b>	<b>LA221/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 10</b>
<b>Prerequisite: English 1</b>					
Honors English 2 is a rigorous course designed for academically motivated students, building on the essential academic skills for college readiness that will support students' success in high school and project pathways to post-secondary opportunities. Honors English 2 includes reading to analyze a variety of texts. The composition component involves the writing of longer and more complex papers as well as MLA research documentation. Both group and individual communication skills are strengthened through discussions and presentations ranging in formality. Students are expected to actively engage in the learning process both collaboratively and independently. A summer reading list may be provided prior to the end of the school year.					
<b>Reading Workshop</b>	<b>LA231/32</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>N</b>	<b>Grade 9-12</b>
<b>Prerequisite: None.</b>					
Reading Workshop is designed for students who are performing below grade level in reading. The course concentrates on improvement of a variety of reading skills such as effective textbook reading, reading comprehension, and improved reading rate and efficiency are addressed. Placement is made by administration based on reading comprehension assessments.					
<b>College Prep Reading Strategies</b>	<b>LA233</b>	<b>Elective</b>	<b>½ credit</b>	<b>Dk</b>	<b>Grade 10-12</b>
<b>Prerequisite: Advanced Reading Skills or Reading Workshop</b>					
College Prep Reading Strategies is designed for motivated students in grades 10-12 who wish to prepare for the intensive reading and study demands of college. Multi-level print materials, computer software programs, and direct instruction are used to teach students a wide variety of reading and thinking strategies. In addition to ACT and SAT test preparation, this course stresses reading fluency (rate) and efficiency, vocabulary development, critical reading and thinking skills, listening skills, test-taking strategies, and advanced textbook reading skills necessary for success at an advanced level of study. Recreational reading is also a component of this class.					
<b>Creative Writing</b>	<b>LA235</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
<b>Prerequisite: None</b>					
Creative Writing is open to students who an interest in writing. In addition to completing all class assignments, students will be expected to keep a journal, write a variety of genres, and complete a final project. Students will be required to share their writing with the class.					
<b>Communications</b>	<b>LA237</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Grade 10-12</b>
<b>Prerequisite: None</b>					
Communications is for the student who wants to gain self-confidence in verbal communication. Emphasis will be placed on analyzing speeches, preparing and presenting small-group and individual presentations, and engaging in collaborative discussions. Experience will be gained in crafting a speech, delivering a speech, and researching and applying rhetorical techniques.					
NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.					
<b>Journalism 1</b>	<b>LA239/40</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: C or higher in core English Course</b>					
The purpose of this course is to write, design, and distribute the high school's student newspaper. The course will provide students with a working knowledge of the basic forms of news writing, newspaper layout, photography, and advertising, as well as an introduction to industry standard programs and ethics.					
<b>English 3</b>	<b>LA301/02</b>	<b>Placement</b>	<b>1 credit</b>	<b>N</b>	<b>Grade 11</b>
<b>Prerequisite: English 2</b>					
English 3 includes a study of representative selections from American literature: novels, short stories, poetry, novellas, nonfiction, and speeches. Students consider multiple perspectives on America and Americans from the origins of Native Americans through contemporary works. Organization and development of the multi-paragraph composition is taught with required MLA research documentation. Students explore facets of effective arguments in argumentative writing, presentations, and seminars. There is a comprehensive study of rhetoric and speaking and listening skills. Prospective students should have the potential for reading improvement as determined by their tests and records. Placement is made by counselor and teacher recommendation.					



<b>English 3</b>	<b>LA311/12</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 11</b>
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**Prerequisite: English 2**

English 3 includes reading to analyze, evaluate, and synthesize a variety of genres surrounding American literature; writing to produce clear and coherent works for various purposes; and communicating to organize and express ideas appropriate for the audience and purpose, including formal speeches, discussions, and rhetoric. Inquiry and research, following MLA format, will be a component of the course.

<b>AP English Language and Composition</b>	<b>LA325/326</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 11</b>
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**Prerequisite: 2 credits of English**

Advanced Placement Language and Composition offers able high school juniors a rigorous opportunity to earn college credit in English while in high school. Advanced Placement students are encouraged to take the national Advanced Placement Language and Composition test in the spring of their junior year; the institution of their choice may award one-half to one year of college credit. Students will read prose, primarily nonfiction, written in a variety of rhetorical context and hallmark works of American fiction. Students will write for a variety of purposes to develop skills in analysis, synthesis, and argumentation. Students will gain an awareness of the interaction among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. A summer reading list may be provided prior to the course beginning.

<b>Journalism 2</b>	<b>LA339/40</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: Journalism 1**

Journalism 2 will offer opportunities for editorial roles in the writing, design, and distribution of the high school's student newspaper. Students will expand their reporting, photography, and design skills. Students will be encouraged to submit for local and national competitions and publication.

<b>English 4</b>	<b>LA401/02</b>	<b>Placement</b>	<b>1 credit</b>	<b>N</b>	<b>Grade 12</b>
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**Prerequisite: English 3**

In English 4, students will study literature, composition, speech, vocabulary, grammar, and usage. The literature, including world literature and nonfiction selections, emphasizes the analysis and interpretation of poetry and prose. Composition focuses on the refinement of expository writing, research paper using MLA documentation, literary criticism, and technical writing skills. Prospective students should have the potential for reading improvement as determined by their tests and records. Placement is made by counselor and teacher recommendation."

<b>English 4</b>	<b>LA411/12</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 12</b>
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**Prerequisite: English 3**

English 4 includes reading to analyze, evaluate, and synthesize a variety of genres, both fiction and nonfiction, emphasizing British literature and poetry; writing to produce clear and coherent works for various purposes; and communicating to organize and express ideas appropriate for the audience and purpose, including formal speeches and discussions. Inquiry and research, following MLA format, will be a component of the course.

<b>AP English Literature and Composition</b>	<b>LA421/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 12</b>
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**Prerequisite: English teacher recommendations based on English grades and test scores.**

Advanced Placement English Literature and Composition offers able high school seniors a rigorous opportunity to earn college credit in English while in high school. Advanced Placement English students are encouraged to take the national Advanced Placement Literature and Composition Test in the spring of their senior year; the institution of the students' choice may give one-half to one year credit based on the qualifying exam scores. Students will critically and analytically read literature from various genres and periods. Students will be responsible for presenting and defending their insights of course texts through a variety of methods. The course may require summer reading; a summer reading list will be provided prior to the course beginning.

# MARKETING EDUCATION

## Elective Courses:

Entertainment & Sports Marketing  
 Hospitality & Tourism Marketing  
 Management/Entrepreneurship  
 Marketing  
 Marketing Education Cooperative Work Experience  
 Social Media Marketing  
 Store Manager

The mission of Marketing Education is to enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit responsibility in a global economy.

<b>Entertainment &amp; Sports Marketing</b>	<b>ME201</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9</b>
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**Prerequisite: None**

Students explore career opportunities and key marketing issues facing organizations in the sports and entertainment industries, including event planning, promotion, advertising, and marketing management. Students also explore recent developments in the sports and entertainment industries, including music, theme parks, movies, television, theatre, and college/professional sports. Students use case studies, hands-on projects, and computer simulations to learn and demonstrate contemporary sports and entertainment marketing strategies.

<b>Hospitality &amp; Tourism Marketing</b>	<b>ME202</b>	<b>Elective</b>	<b>½ credit</b>	<b>S</b>	<b>Grade 9-12</b>
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**Prerequisite:**

Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. In the Hospitality and Tourism class students will learn about a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Creating marketing for the world of leisure and travel, spotting trends, and planning events are just a few of the key aspects you will explore in this course as you locate your own career niche in this exciting field.

<b>Marketing</b>	<b>ME203/04</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

This course helps prepare students for any career by exploring how concepts related to marketing, hospitality and finance relate to business, industry, and personal success. Students utilize the latest technologies to develop promotional campaigns for local businesses, organizations, sports teams, or entertainment venues. Students enrolled in Marketing are eligible to become members of \*DECA, where they meet new friends, participate in social events, travel to state, regional & national conferences, develop leadership skills and share their time and talents to benefit the local community. Marketing is a course that benefits ALL STUDENTS...regardless of their career objectives!

<b>Social Media Marketing</b>	<b>ME207/208</b>	<b>Elective</b>	<b>1 credit</b>	<b>S</b>	<b>Grade 10-12</b>
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**Prerequisite:**

Are you obsessed with Social Media? In the Social Media Marketing class, students will develop fun and creative content for social media platforms like Instagram, Twitter, Pinterest and more! Students will create a social media ad-campaign and manage customer engagement through an interactive technology platform. Finally, students will design advertising messages for a local business using a variety of traditional advertising platforms and channels. This course is a must for any student interested in the world of advertising, marketing, and business. Learn how to jump start your career in Digital Marketing! Students enrolled in Social media marketing are encouraged to participate in \*DECA.

<b>Management/Entrepreneurship</b>	<b>ME303/04</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: Marketing (ME203/204)**

Students in this course help make decisions related to running the school store including pricing, product development, promotion, and operations. Students also conduct authentic marketing research and develop marketing plans for local businesses and community organizations. Students demonstrate their knowledge of entrepreneurship by developing a formal business plan that could ultimately be used to secure financing for a new business venture!

<b>Marketing Education Cooperative Work Experience</b>	<b>ME305</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Marketing Education pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

<b>Store Manager</b>	<b>ME311/12</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: By arrangement with Marketing Instructor**

Store managers develop and execute marketing plans related to the overall operation of the school store, including coordinating, promoting, conducting, and evaluating in-store promotions. Students selected for this program have successfully completed (or are concurrently enrolled in) ME303/ME304 Management/Entrepreneurship and have demonstrated a high level of competency through prior participation in Marketing Education and \*DECA.

# MATHEMATICS

The Fargo Public School District requires 3 credits of Mathematics to graduate. Students must earn 1 credit towards this requirement from **each** of the three groups below:

**Required courses in the recommended sequence:**

- Group 1: Algebra 1 or Algebra 1 Introduction and Conclusions
- Group 2: Geometry or Informal Geometry
- Group 3: Algebra 2 or Algebra 2 Introduction and Conclusions or Mathematics in Action

**Elective courses:**

- AP Calculus: AB/BC
- AP Statistics
- College Algebra and Trigonometry
- Pre-Algebra
- Pre-Calculus

<b>Algebra 1 Math Lab</b>	<b>MA001/02</b>	<b>Placement</b>	<b>0 credit</b>	<b>N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Students are placed into this support by administration after data analysis of past performance in Math classes, NDA+ data, and teacher recommendations. This support occurs during a scheduled period of the student's day and provides the opportunity to have additional instruction and practice on Algebra 1 content/concepts which help students be more successful in their Algebra 1 class. Students may be moved out of the support during the semester based on Algebra 1 course performance and teacher feedback.

<b>Algebra 2 Math Lab</b>	<b>MA001/02</b>	<b>Placement</b>	<b>0 credit</b>	<b>N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Students are placed into this support by administration after data analysis of past performance in Math classes, NDA+ data, and teacher recommendations. This support occurs during a scheduled period of the student's day and provides the opportunity to have additional instruction and practice on Algebra 2 content/concepts which help students be more successful in their Algebra 2 class. Students may be moved out of the support during the semester based on Algebra 2 course performance and teacher feedback.

<b>Pre-Algebra</b>	<b>MA115/16</b>	<b>Placement</b>	<b>1 credit</b>	<b>N, S, V</b>	<b>Grade 9</b>
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**Prerequisite: None**

This is an intervention class designed to support students as they strengthen their math skills. It builds students' confidence with mathematics and accelerates their progress to algebra. This class uses a blended model for learning. The curriculum is focused around representations, a deeper understanding, and what matters most for Algebra. Topics covered include; integers, fractions, rates, proportional reasoning, solving equations, linear relationships, exponents, real numbers, geometry, and probability and stats.

<b>Algebra 1 Introduction</b>	<b>MA101/02</b>	<b>Placement</b>	<b>1 credit</b>	<b>S, Dk</b>	<b>Grade 9-10</b>
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**Prerequisite: None**

**Semester; ½ credit elective-MA101 ½ credit math-MA102**

This class is the first of a two-period block coverage of Algebra. Students enrolled in this class are provided the foundation for understanding fundamental mathematical relationships and concepts. The topics covered in algebra 1 block are the same as algebra 1.

<b>Algebra 1 Conclusion</b>	<b>MA103/04</b>	<b>Placement</b>	<b>1 credit</b>	<b>S, Dk</b>	<b>Grade 9-10</b>
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**Prerequisite: Algebra 1 Introduction**

**Semester; ½ credit elective-MA103 ½ credit math-MA104**

This class is the second two period block of the course that started with Algebra 1 Introduction. The topics covered in algebra 1 block are the same as algebra 1.

<b>Algebra 1</b>	<b>MA111/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 7-12</b>
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**Prerequisite: None**

Algebra is one of the chief branches of mathematics. Mastery of mathematics depends on a sound understanding of algebra. Topics covered include solving, writing, and graphing linear and absolute value equations and inequalities; the study of linear, quadratic, polynomial, and exponential functions; systems of linear equations and inequalities; statistics; radicals and an introduction to mathematical modeling functions.

<b>Algebra 1</b>	<b>MA117/18</b>	<b>Placement</b>	<b>1 credit</b>	<b>D</b>	<b>Grade 9-10</b>
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**Prerequisite: None Recommendation from Counselor/Teacher/Administrator**

Algebra is one of the chief branches of Mathematics. Proficiency of mathematics is dependent on a solid understanding of Algebra. Topics in this course are taught to a smaller class size. Algebraic topics include solving, writing, and graphing linear and absolute value equations and inequalities; the study of linear, quadratic, polynomial, and exponential functions; systems of linear equations and inequalities; basic statistics; radicals and an introduction to modeling mathematical functions.

<b>Informal Geometry</b>	<b>MA203/04</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
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**Prerequisite: Algebra I Conclusion or Algebra I.**

The basic course of Informal Geometry is the study of everyday shapes and figures in the 3-dimensional world around us. Students will encounter the Geometry content covered in most high school courses and will learn to clearly and logically state arguments without the use of the formal proof method. Note: This course is not recommended for students planning on attending a four-year institution.

<b>Geometry</b>	<b>MA211/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 8-12</b>
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**Prerequisite: Algebra 1 Conclusion or Algebra 1.**

Geometry, one of the oldest branches of mathematics, is the study of the size, shape, position and other properties of the world around us. Major goals of this course include applying these properties to model real-world problems and developing formal properties of logic into proofs of geometric statements.

<b>Algebra 2</b>	<b>MA213/14</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 9-12</b>
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**Prerequisite: Algebra 1 or Algebra conclusion**

This course is an extension of the topics covered in Algebra 1 and Geometry, while developing student use of the math attributes outlined in the North Dakota K-12 Mathematics Standards. Topics include a review of linear functions, transformations of functions; solving and graphing polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; conic sections; statistics and data analysis, and mathematical modeling. Algebra 2 is essential for any student planning to attend a four-year institution. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.

<b>Mathematics in Action</b>	<b>MA303/04</b>	<b>Elective</b>	<b>½ -1 credit</b>	<b>D, N, S, Dk,V</b>	<b>Grade 11-12</b>
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**Prerequisite: Geometry or Informal Geometry**

This class is designed to give students an opportunity to further develop their essential math skills in a real-life context. During the year, students will learn the mathematics involved in finances, investments, employment, housing, modeling a business, and credit. Students in Math in Action will investigate the importance of mathematics in a variety of careers and everyday situations.

<b>Algebra 2 Introduction</b>	<b>MA305/06</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk</b>	<b>Grade 11-12</b>
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**Semester; ½ credit elective-MA305 ½ credit math-MA306**

**Prerequisite: Geometry/Informal Geometry and teacher/counselor recommendation**

This course is an extension of the topics covered in Algebra 1 and Geometry, while developing student use of the mathematical practices outlined in the North Dakota State Standards. Topics include transformations of functions, statistic data analysis, and mathematical modeling. Algebra 2 is essential for any student planning on going to a four-year institution. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.

<b>Algebra 2 Conclusion</b>	<b>MA307/08</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk</b>	<b>Grade 11-12</b>
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**Semester; ½ credit elective-MA307 ½ credit math-MA308**

**Prerequisite: Algebra 2 Introduction (Grade D or higher is required; C or higher is recommended) and teacher/counselor recommendation**

This class is the first semester of a two-period block coverage of Algebra 2. Students enrolled in this class are provided the opportunity to learn Algebra 2 with additional time for hands-on learning, guided practice and concept mastery. Successful completion of Algebra 2 is essential for any student planning to attend a four-year institution. Placement is based on counselor and teacher recommendation. Additional consideration will be given to previous math grades and standardized test results. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.

<b>Pre-Calculus</b>	<b>MA311/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 10-12</b>
<b>Prerequisite: Algebra 2 or College Algebra (Grade C or higher is required)</b>					
This course provides an important study of functions, trigonometry and discrete mathematics. Topics covered in-depth include the study of sequences, series, permutations, combinations, trigonometric identities, and complex numbers. Additional topics include logic and reasoning, proof by Mathematical Induction, the application of vectors, analyzing rational functions, and an introduction to differentiation and integration. This course serves as a precursor to calculus. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.					
NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.					
<b>College Algebra and Trigonometry</b>	<b>MA317/18</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 10-12</b>
<b>Prerequisite: Algebra 2 (C or higher or teacher recommendation.)</b>					
Topics covered semester I will include relations and functions, equations and inequalities, real and complex numbers; numerical, graphical and analytical representations of linear, quadratic, polynomial, rational, exponential, and logarithmic functions; systems of equations, matrices and determinants. Topics covered semester II will include right triangle trigonometry, circles, trigonometric functions, graphs and inverse trigonometric functions, reciprocal trigonometric functions, trigonometric identities and equations, Sine and Cosine Laws, polar coordinates, graphs and equations, and trigonometric applications of matrices. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.					
NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.					
<b>AP Statistics</b>	<b>MA413/14</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 10-12</b>
<b>Prerequisite: Algebra 2 (C or higher is recommended, or lower course with teacher recommendation)</b>					
This course acquaints the student with methods of gathering, organizing and interpreting data. Students will learn how to describe patterns and departures from patterns, how to plan and conduct a study, how to explore random phenomena using probability and simulations, and how to estimate population parameters and test hypotheses. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.					
NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.					
NOTE: BY COMPLETING THIS COURSE AND TAKING THE A.P. EXAM A STUDENT MAY RECEIVE COLLEGE CREDIT					
<b>AP Calculus: AB</b>	<b>MA313/14</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
<b>Prerequisite: Pre-Calculus</b>					
This introductory calculus course applies mathematical skills learned in previous courses towards the standards laid out by College Board. These include the four big ideas of limits, differentiation, integration, and the Fundamental Theorem of Calculus as well as the Mathematical Practices for AP Calculus. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.					
NOTE: BY COMPLETING THIS COURSE AND TAKING THE A.P. EXAM A STUDENT MAY RECEIVE COLLEGE CREDIT.					
<b>AP Calculus: BC</b>	<b>MA319/20</b>	<b>Elective</b>	<b>1 credit</b>	<b>N</b>	<b>Grade 11-12</b>
<b>Prerequisite: AP Calculus AB</b>					
AP Calculus BC is a college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. This course reviews AP Calculus AB material and goes beyond to cover advanced integration techniques, calculus with polar, vector, and parametric equations, as well as infinite sequences and series. A graphing calculator is required for all classes Algebra 2 and above, preferably any model of the TI-84.					
NOTE: BY COMPLETING THIS COURSE AND TAKING THE A.P. EXAM A STUDENT MAY RECEIVE COLLEGE CREDIT.					

## MULTILINGUAL LEARNERS (ML)

There are various classes available in our Multilingual Learner (ML) program. Students will be assigned to these classes depending on their proficiency in English and educational background.

NORTH HIGH STUDENTS NEEDING ML CONTENT SERVICES WILL BE ENROLLED AT SOUTH HIGH.

Placement in ML classes will be determined by (1) WIDA Score, North Dakota State Assessment, and MAP scores, (2) Grades, and or (3) Teacher recommendation.

<b>ML Basic Math</b>	<b>EL101/02</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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This class is designed for ML students who have had little instruction in mathematics in their native language. Math content that is taught includes number and place value, basic operations, fractions, decimals and percentages, math vocabulary, and word problems. Primary focus of this class is developing English language modalities through the topics of math. English topics include verb tenses, nouns, pronouns, adverbs, adjectives, prepositions, modals, and basic writing formats.

<b>Algebra Block</b>	<b>EL103/04</b>	<b>Math</b>	<b>2 credits</b>	<b>D, S</b>	<b>Grade 9-12</b>
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**1 Full year; 1 credit Math and 1 credit Elective**

Sheltered algebra instruction – topics covered include solving, writing, graphing linear equations & inequalities, and functions, quadratic equations, polynomials, direct and inverse variation, and radicals, emphasizing math vocabulary.

NOTE: SUCCESSFUL COMPLETION OF THIS COURSE IS EQUIVALENT TO COMPLETION OF MA111\112.

<b>Math 2</b>	<b>EL105/06</b>	<b>Math</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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Sheltered math instruction focused on pre-Algebra topics including decimals, fractions, basic geometric concepts, and basic algebraic concepts.

<b>Partnership for New Americans</b>	<b>EL189/90</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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This course is designed as an introduction to school life for Newcomer ML's. Topics are based on ML Social and Instructional Standards and are adaptive to students' needs. Example topics: school life, organization, social communication and vocabulary building, and study skills. ML Students are paired with a Native English speaking peer.

<b>Introduction to Social Studies</b>	<b>EL111/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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The focus of Introduction to Social Studies is on students learning basic vocabulary and concepts relating to world geography. This class will prepare beginning ML's for academic success in future social studies classes. Primary focus of this class is developing English language modalities through the topics of social studies. English topics include verb tenses, nouns, pronouns, adverbs, adjectives, prepositions, modals, and basic writing formats.

<b>US History</b>	<b>EL113/14</b>	<b>Social Studies</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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This course includes the study of America's shift from a rural agrarian to an urban industrial society. Students will study American Revolution, early America, the Civil War, westward expansion, the rise of industry, social reform, World War I, the great depression, World War II, the cold war, and the emergence of modern America.

<b>World History</b>	<b>EL115/16</b>	<b>Social Studies</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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World History will utilize a chronological format with special attention focused on key historical themes through the year. These themes include Science and Technology, Religions and Ideologies, Social Structures, Political Structures, Cultural Interaction, and Economic Structures.

<b>Government</b>	<b>EL117</b>	<b>Social Studies</b>	<b>½ credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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The goal is that students will grow to be active citizens who make informed decisions. This sheltered-instruction course provides students with practical experiences and understandings regarding politics and the government of the United States with an analysis of the constitution, the three branches of government, political behavior and civil rights/ liberties. Students will study basic governmental institutions and their functions. Students will also examine the major ideas, protections, privileges, and structures that affect the life of a citizen in the United States political system. This is a required course for high school graduation within the prescribed social science sequence.

<b>Economics</b>	<b>EL118</b>	<b>Social Studies</b>	<b>½ credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
This is a sheltered-instruction course in economics which will explore choice making and the components and characteristics of the American market economy. The student will examine the basic principles of supply and demand economics as well as business organizations and market structures. The course will also examine international trade and the role of government in our economy. The institutions of money and banking and the investment markets are also included. A major emphasis will be placed on introducing the student to the basic vocabulary and principles of a market economy and the macroeconomic structure of our market economy.					
<b>Exploring English (Summer School)</b>	<b>EL120</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
This class is held in the summer to help students further develop English language modalities. Field trip experiences are included to help students integrate into the FM community.					
<b>Intro to English</b>	<b>EL121/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
This class is designed for entry level ML students who have limited English proficiency. Primary focus of this class is developing English language modalities through the topics of language arts. English topics include verb tenses, nouns, pronouns, adverbs, adjectives, prepositions, modals, and basic writing formats.					
<b>English 1</b>	<b>EL123/24</b>	<b>English</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
This class is for beginning level students who need to build vocabulary, listening and reading comprehension, and writing skills. Reading instruction is delivered through System 44.					
<b>English 2</b>	<b>EL125/26</b>	<b>English</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
This class is for intermediate level ML students who have completed ML English 1. Students will continue to build vocabulary, listening, reading and writing skills in English and may include Read 180.					
<b>English 3</b>	<b>EL127/28</b>	<b>English</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
This class is for more advanced, intermediate students and may include Read 180. Students will continue to build vocabulary, listening, reading and writing skills in English.					
<b>Introduction to Science</b>	<b>EL131/32</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
The course is designed for ML students with little instruction in science. Basic science topics taught include lab equipment and tools, lab safety, measurement, weather, scientific method. Primary focus of this class is developing English language modalities through the topics of science. English topics include verb tenses, nouns, pronouns, adverbs, adjectives, prepositions, modals, and basic writing formats.					
<b>Physical Science</b>	<b>EL133/34</b>	<b>Science 1 credit</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
Physical science is an introductory sheltered-instruction course to the sciences of chemistry and physics. Topics included are: the metric system, the world of matter, the structure of the atom, chemical names, formulas, balancing equations, chemical applications, mechanics, wave motion, sound, light, and electricity. The techniques and procedures used by chemists and physicists are emphasized. Students are provided the opportunity to understand, to appreciate, and to relate the interaction of matter and energy in their physical environment through a variety of classroom experiences. Hands-on laboratory investigations are emphasized.					
<b>Biology</b>	<b>EL135/36</b>	<b>Science 1 credit</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
Sheltered instruction in biology is the study of living organisms and their relationship to one another and the environment. Laboratory investigations, student observation, and student inquiry are used to develop an understanding of the standards of science and their application to biology.					
<b>English 4</b>	<b>EL137/38</b>	<b>English</b>	<b>1 credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
This class is the most advanced ML English class. This class is designed to prepare students to transition to a mainstream English course. Emphasis will be on vocabulary, literature, grammar and writing.					
<b>Resource</b>	<b>EL151/52</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
Students receive help with classroom assignments. Students also learn and practice study skills to help them learn in mainstream classes.					



# MUSIC

## Elective courses:

Band 1, 2, 3  
 Chamber Orchestra  
 Concert Choir  
 Jazz Ensemble 1, 2, 3  
 Mixed Choir  
 Music Composition 1, 2, 3  
 Orchestra 1, 2, 3  
 Select Choral Ensemble  
 Treble Choir

<b>Music Experience</b>	<b>MU101/02</b>	<b>Placement</b>	<b>½ credit</b>	<b>D, N</b>	<b>Grade 9-12</b>
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**Prerequisite: Recommendation by Educational Planning Team**

This course is designed to provide students with a variety of music experiences including dance, instruments, singing, music exploration, and appreciation. It meets every other day for the full school year.

<b>Music Experience</b>	<b>MU103</b>	<b>Placement</b>	<b>½ credit</b>	<b>S</b>	<b>Grade 9-12</b>
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**Prerequisite: Recommendation by Educational Planning Team**

This course is designed to provide students with a variety of music experiences including dance, instruments, singing, music exploration, and appreciation.

<b>Band 1</b>	<b>MU111/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9</b>
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**Prerequisite: (non-audition)**

This course is for band musicians in grade nine that follows a standards-based curriculum. It teaches the fundamentals of musicianship and band performance. Performances are schedule throughout the year in a variety of venues including large and small group festival participation.

<b>Band 2</b>	<b>MU211/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: (Audition)**

This course is a select group of band musicians in grades 10-12 that follows an advanced standards-based curriculum. Performances are scheduled throughout the year in a variety of venues including large and small group festival participation. Enrollment in this course is dependent upon an audition in the semester of the previous year.

<b>Band 3</b>	<b>MU213/14</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: Audition**

This course is a select group of band musicians in grades 10-12 that follows an advanced standards-based curriculum. Performances are scheduled throughout the year in a variety of venues including large and small group festival participation. Enrollment in this course is dependent upon an audition in the semester of the previous year.

<b>Mixed Choir</b>	<b>MU121/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**North: Tenor/Bass Voices in Grades 9-10 and Soprano/Alto Voices in Grade 10 with experience or who do not wish to audition for MU223/24 Davies/South: Tenor/Bass Voices in Grades 9-10 and Soprano/Alto Voices in Grade 10 with experience or Soprano/Alto Voices in Grade 11-12 who do not wish to audition for MU223/224.**

**Prerequisite: None.**

Mixed Choir meets daily and follows the standards-based curriculum, emphasizing sight-reading and independent development of each student. The choir will concentrate on ensemble performing of high quality literature of varying styles. Students in this class also have an opportunity for individual and group sectionals. Performances are scheduled throughout the year. No audition necessary.

<b>Treble Choir</b>	<b>MU221/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This is open to all treble singers in grades 9-12 who wish to sing. This choir meets daily and follows the standards-based curriculum emphasizing sight-reading and independent development of each student. The choir will concentrate on ensemble performing of high quality literature of varying styles. Students in this class also have an opportunity for individual and group sectionals. Performances are scheduled throughout the year. No audition necessary.

<b>Concert Choir</b>	<b>MU223/24</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
<p><b>Prerequisite:</b> 11<sup>th</sup> and 12<sup>th</sup> grade singers who wish to be a member of this choir and were <u>not</u> members of the choral program last year will need to audition. [11<sup>th</sup> and 12<sup>th</sup> grade singers who <u>were</u> members of the choral program last year will not need to audition]</p> <p>This mixed choir made up of 11<sup>th</sup> &amp; 12<sup>th</sup> grade singers promotes the highest standard of excellence in the preparation and performance of choral music, seeking to provide artistic challenge and growth opportunities for its' singers and enjoyment for the community at large. The group meets daily and expands on the standards-based curriculum, emphasizing sight-reading and independent development of each student. Students in this class also have an opportunity for individual and group sectionals. The choir will concentrate on ensemble performing of high quality literature of varying styles. Performances are scheduled throughout the year.</p>					
<b>Select Choral Ensemble</b>	<b>MU225/26</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<p><b>Prerequisite:</b> Audition</p> <p style="text-align: center;"><b>North: Grade 9-12, Davies &amp; South: Grade 10-12</b></p> <p>This offering is for students wishing to gain experience in performance through a select choral ensemble. The group meets daily and will be responsible for a number of performances outside the school day. The ensemble will sing a variety of high quality music of various styles and genres. Enrollment must be concurrent with Mixed Choir, Treble Choir, or Concert Choir.</p>					
<b>Jazz Ensemble 1</b>	<b>MU215/16</b>	<b>Elective</b>	<b>½ - 1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<p><b>Prerequisite:</b> Previous instrumental experience</p> <p>This course is a group of jazz musicians that follows a standards-based curriculum. Traditional and non-traditional jazz instruments are accepted. Performances are scheduled throughout the year in a variety of venues including large and small group festival participation. Enrollment must be concurrent with Band 1, 2, or 3, or Orchestra 1, 2, or 3.</p>					
<b>Jazz Ensemble 2</b>	<b>MU217/18</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S,</b>	<b>Grade 9-12</b>
<p><b>Prerequisite:</b> Audition</p> <p>This course is a group of jazz musicians that follows a standards-based curriculum. Class meets daily during the school day with an emphasis on jazz theory and performance. Performances are scheduled throughout the year in a variety of venues including large and small group festival participation. Enrollment must be concurrent with Band 1, 2, or 3, or Orchestra 1, 2, or 3.</p>					
<b>Jazz Ensemble 3</b>	<b>MU219/20</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<p><b>Prerequisite:</b> Audition</p> <p>This course is a select group of jazz musicians chose by audition that follows an advanced standards-based curriculum. Class meets daily during the school day with an emphasis on jazz theory and performance. Performances are scheduled throughout the year in a variety of venues including large and small group festival participation. Enrollment must be concurrent with Band 1, 2, or 3, or Orchestra 1, 2, or 3.</p>					
<b>Orchestra 1</b>	<b>MU131/32</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9</b>
<p><b>Prerequisite:</b> Previous orchestral experience</p> <p>This organization is open to all students who can show basic proficiency on one of these instruments: violin, viola, cello, and double bass. Our main goal is that students regard the instrumental performance of music as an enjoyable and meaningful experience during their high school years and after. This course stresses fundamentals of musicianship and orchestral performance. The orchestra program places emphasis on 1) individual practice, 2) small and large group rehearsal, 3) the development and elevation of personal quality standards, and 4) the development of special musical knowledge that will enable a lifetime of enhanced musical enjoyment. This class will include occasional outside of class time rehearsals and concerts. This is also a standards-based class which means we will learn how to play on a higher level as well as learn about music history, theory, improvisation (fiddlin' &amp; jazz) and also start learning how to compose/ arrange music.</p>					
<b>Orchestra 2</b>	<b>MU231/32</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<p><b>Prerequisite:</b> Previous orchestral experience</p> <p style="text-align: right;"><b>Davies &amp; North: Grades 10-12, South: Grade 10</b></p> <p>This is a continuation of Orchestra 1. More advanced skills are taught along with continuing the study of music theory, history, improvisation, composing, etc. Small ensembles are an essential part of this class along with outside of class sectionals (as assigned) and occasional extra rehearsals to prepare for concerts.</p>					

<b>Orchestra 3</b>	<b>MU233/34</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: Audition</b> <span style="float: right;"><b>Davies, North: Grades 10-12, South: Grade 11-12</b></span>					
This is a continuation of Orchestra 1 and 2. More advanced skills are taught along with continuing the study of music theory, history, improvisation, composing, etc. Small ensembles are an essential part of this class along with outside of class sectionals (as assigned) and occasional extra rehearsals to prepare for concerts.					
<b>Chamber Orchestra</b>	<b>MU237/38</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: Audition</b>					
Enrollment must be concurrent with Orchestra 1, 2, or 3. Chamber Orchestra is offered for those students who want to perform at the highest level in a chamber orchestra setting. Numerous public performances may be scheduled throughout the year. Chamber Orchestra meets Monday nights. In addition, students will attend one sectional/small ensemble rehearsal each week during a free period.					
<b>Music Composition 1</b>	<b>MU241/42</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: Previous musical experience in an ensemble or private instruction</b>					
The class is designed to introduce concepts of theory and harmony enabling them to compose original music. The main emphasis is on melody, traditional harmony, and simple song forms. Class meets one day per week. Students that are considering music as a career or as a college major are encouraged to participate.					
<b>Music Composition 2</b>	<b>MU341/42</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: Music Composition 1</b>					
This class emphasizes four-part writing, extended harmony and melodic embellishment. Class meets one day per week with a public recital to be presented at the end of the school year. Students that are considering music as a career or as a college major are encouraged to participate.					
<b>Music Composition 3</b>	<b>MU441/42</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
<b>Prerequisite: Music Composition 1 &amp; 2</b>					
This course introduces the student to basic concepts of orchestration, contemporary harmony, and large musical forms. Students will compose for a large group. Class meets one day per week with a public recital to be presented at the end of the school year. Students who are considering music as a career or as a college major are encouraged to participate.					

# PHYSICAL EDUCATION

The Fargo Public School District requires 1/2 credit of Physical Education to graduate.

**Required Courses:**

Physical Education 1  
**Or**  
 HumanPerformance

**Elective Courses:**

Coaching, Officiating & Sports Management  
 Community Activities  
 Dance  
 Personal Wellness 1 & 2  
 Racquet Sports – 1 & 2  
 Team Sports – 1 & 2

The coeducational physical education program is designed to offer each student experiences in team sports, individual (lifetime) sports, fitness activities, dance, aquatics and recreational activities. It is our objective to encourage and assist each student to learn to move effectively and skillfully, to acquire a knowledge of and appreciation for physical fitness and to develop an interest and a desire to participate in lifetime sports.

<b>Adapted Physical Education</b>	<b>PE101/02</b>	<b>Placement</b>	<b>½ credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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Prerequisite: **Placement**

This course is designed to provide students with special needs a supportive and engaging environment for regular physical activity. The class offers a variety of physical activities and team sports, all thoughtfully adapted to suit each student's individual abilities and needs. Emphasis is placed on promoting physical fitness, motor skill development, social interaction, and confidence. This class meets every other day for the full year.

<b>Adapted Physical Education</b>	<b>PE103</b>	<b>Placement</b>	<b>½ credit</b>	<b>N</b>	<b>Grade 9-12</b>
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Prerequisite: **Placement**

This course is designed to provide students with special needs a supportive and engaging environment for regular physical activity. The class offers a variety of physical activities and team sports, all thoughtfully adapted to suit each student's individual abilities and needs. Emphasis is placed on promoting physical fitness, motor skill development, social interaction, and confidence. This class meets every day for one semester.

<b>Physical Education 1</b>	<b>PE111</b>	<b>Elective/Required</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 9-12</b>
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Prerequisite: **None**

This general physical education course is designed to promote a healthy lifestyle, improve physical fitness, and develop fundamental movement skills. Students will engage in a variety of physical activities, including cardiovascular exercises, strength training, flexibility training, and team sports. The course will emphasize the importance of physical activity for overall health and well-being, while fostering a positive and supportive learning environment.  
**This class may be taken for elective credit more than once**

<b>Physical Education 2</b>	<b>PE211</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Grade 9-12</b>
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Prerequisite: **PE 1 or Human Performance**

This general physical education course provides students with an exciting opportunity to engage in a variety of individual and team sports. Through active participation, students will enhance their physical fitness, while developing personal discipline, focus, and sportsmanship. Emphasis will be placed on refining individual skills, improving strategic thinking, and fostering a lifelong commitment to health and wellness.  
**This class may be taken for elective credit more than once**

<b>Community Activities</b>	<b>PE331</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N</b>	<b>Grade 11-12</b>
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Prerequisite: **PE 1 or Human Performance**

This physical education course offers a unique and engaging approach to fitness and wellness by venturing out into the community. Students will participate in a variety of recreational activities, including golf, pickleball, laser tag, bowling, and more. Through these experiences, students will develop essential physical skills, improve their overall fitness, and learn the importance of active living. Students will need to provide their own transportation.  
**This class may be taken for elective credit more than once**

<b>Dance</b>	<b>PE333</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: PE 1 or Human Performance</b>					
This course invites students to explore a wide variety of dance styles, from multicultural traditions to ballroom, line, square, tinikling, and creative dance. Through active participation, students will discover the artistry and cultural significance of dance as both a performing art and a social activity. Emphasis will be placed on rhythm, coordination, and expression, while also fostering an appreciation for dance as a form of physical fitness. Whether performing choreographed routines or engaging in creative movement, students will gain confidence, body awareness, and a deeper connection to the world of dance.					
<b>This class may be taken for elective credit more than once</b>					
<b>Personal Wellness 1</b>	<b>PE335</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10-12</b>
<b>Prerequisite: PE 1 or Human Performance</b>					
The Personal Wellness course is designed to empower students with the knowledge and skills to make informed decisions about their health and well-being. Through a combination of classroom learning and practical activities, student will explore topics such as nutrition, mental health, stress management, physical fitness, and healthy lifestyle habits. Emphasis will be placed on understanding the connection between mind and body, developing self-care routines, and cultivating lifelong wellness practices. This course aims to inspire students to take an active role in maintaining their overall health and well-being.					
<b>Team Sports 1</b>	<b>PE337</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: PE 1 or Human Performance</b>					
This physical education course offers students an exciting opportunity to engage in a diverse range of team sports. Through hands-on participation, students will develop key skills in teamwork, strategy, and communication, while building physical fitness. Emphasis will be placed on fostering cooperation, mastering game techniques, and enhancing overall athletic ability. Featured activities may include various team sports i.e. softball, football, basketball.					
<b>Team Sports 2</b>	<b>PE338</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: PE 1 or Human Performance</b>					
This advanced physical education course is designed for students ready to elevate their team sports performance through in-depth exploration of strategies, skills, and high-level gameplay. This course is for students who desire a more in-depth exploration of team sports.					
<b>Racquet Sports 1</b>	<b>PE339</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: PE 1 or Human Performance</b>					
This course offers students an exciting introduction to a variety of racquet sports, including tennis, badminton, racquetball, eclipse ball, pickleball, and table tennis. Through hands-on practice, students will learn the fundamental skills, rules, and strategies of each sport while improving hand-eye coordination, agility, and overall fitness.					
<b>Racquet Sports 2</b>	<b>PE340</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: PE 1 or Human Performance</b>					
This advanced course challenges students to elevate their skills in racquet sports through focused instruction and high-level gameplay. Students will refine their techniques in sports such as tennis, badminton, pickleball, table tennis, and eclipse ball, with a strong emphasis on mastering advanced strategies, shot selection, and court positioning.					
<b>Personal Wellness 2</b>	<b>PE345</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
<b>Prerequisite: Personal Wellness or Instructor Approval</b>					
Advanced Personal Wellness is a comprehensive course for high school students who are ready to take their understanding of health, fitness, and well-being to the next level. This course goes beyond basic physical education by focusing on the integration of physical fitness, mental health, nutrition, and overall lifestyle management. Students will explore advanced fitness training techniques, personalized nutrition planning, stress management strategies, and the relationship between physical and mental health.					
<b>NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.</b>					

<b>Coaching, Officiating &amp; Sports Management</b>	<b>PE351</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

The Coaching & Sports officiating course is designed for students interested in exploring the foundational principles of sports leadership, including coaching techniques, the role of officiating, and the fundamentals of sports management. Throughout the course, students will learn the skills necessary to coach various sports, understanding team dynamics, player development, and game strategies. They will also dive into the responsibilities and challenges of officiating, gaining insight into rules, regulations, and how to manage games effectively. Topics such as sports marketing, event planning, and athletic program administration will be covered, preparing students for potential careers in the sports industry. Hands-on experience, practical applications, and real-world simulations will be emphasized to foster both leadership and decision-making skills.

<b>Human Performance</b>	<b>PE353 PE354</b>	<b>Elective/Required</b>	<b>½ credit ½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This course is designed to enhance students' athletic performance through structured weight training and skill development activities. Students will participate in supervised workouts focusing on strength, speed, flexibility, and injury prevention. The course will also incorporate nutrition education and emphasize the importance of a positive, supportive learning environment. This course is highly recommended for athletes participating in school sports. It offers valuable tools and techniques to improve performance and overall athletic development. This course is open to all students interested in strength training and personal training.

# SCIENCE

The Fargo Public School District requires 3 credits of Science to graduate.

**Required Courses:**

Physical Science  
Biology

**Elective Courses:**

Anatomy/Physiology  
AP Biology  
Chemistry  
AP Chemistry  
Environmental Science  
AP Environmental Science  
Forensic Science  
Physics  
AP Physics C

<b>Physical Science</b>	<b>SC111/12</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 9</b>
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**Prerequisite: None**

Physical science is an introductory course to the sciences of chemistry and physics. Topics included are: the metric system, the world of matter, the structure of the atom, chemical names, formulas, balancing equations, chemical applications, mechanics, wave motion, sound, light, and electricity. The techniques and procedures used by chemists and physicists are emphasized. Students are provided the opportunity to understand, to appreciate, and to relate the interaction of matter and energy in their physical environment through a variety of classroom experiences. Hands-on laboratory investigations are emphasized.

<b>Biology</b>	<b>SC211/12</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

Biology is the study of living organisms and their relationship to one another and the environment. Laboratory investigations, student observation, and student inquiry are used to develop an understanding of the standards of science and their application to biology. Students are challenged to analyze the principles of biology in relation to personal, social, historical, and ethical issues. This course serves as excellent preparation for AP Biology, Anatomy/Physiology and/or college level freshman biology.

<b>Physics</b>	<b>SC221/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 10-12</b>
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**Prerequisite: Geometry or Department Approval**

Physics is the study of forces and motion. The following topics describe the emphasis of the course: mechanics, sound and light waves, and electricity. Course material presented through lecture, lecture demonstration, laboratory, audio-visual aids. Problem solving will be an integral part of the physics program. This course serves as an excellent preparation for college level physics.

<b>Environmental Science</b>	<b>SC301</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
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**Prerequisites: Physical science, Biology or Department Approval**

Students will explore the Earth's natural systems, as well as how human activity affects the environment. Students will apply the scientific method to investigate natural flows of chemicals, water and energy through the Earth systems. Current environmental concerns such as soil forestry, wildlife, water conservation and other issues will be addressed. Students gain skills to be an active part of the environmental solution and obtain a deeper appreciation for their natural world.

<b>Environmental Science (S2)</b>	<b>SC302</b>	<b>Elective</b>	<b>½ credit</b>	<b>V</b>	<b>Grade 11-12</b>
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**Prerequisites: SC301**

Students will continue exploration of the Earth's system, with specific focus on ecosystems including air and water pollution, ozone, air quality, and climate change as well as human effects on the environment.

<b>Forensic Science</b>	<b>SC303</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisites: Physical science, Biology or Department Approval**

Students will learn the methodology needed to evaluate a crime scene, the proper lab mechanics needed to evaluate evidence, and how to compare a known and unknown. Topics include the history of forensic science, collecting of evidence, analyzing results and hands-on application of many laboratory techniques used in solving crimes. Emphasis is placed on the application of the scientific method to life-long skills and problem solving.

<b>Chemistry</b>	<b>SC311/12</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10-12</b>
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**Prerequisite: Physical Science, Algebra 1 or Department Approval**

This chemistry course studies matter and the changes matter undergoes. It is designed for a wide range of academic abilities and post-secondary interests. This course serves as an excellent preparation for AP Chemistry and/or college level freshmen chemistry. The topics covered include: atomic structure, periodic law, chemical bonding, acids and bases, gas laws, chemical reactions, equilibrium the mole concept, quantitative relationships, and nuclear chemistry. Extensive lab work is integrated with the course material. (Can be taken concurrently with Biology SC211/212)

<b>AP Biology</b>	<b>SC321/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
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**Prerequisite: Biology and Chemistry (Chemistry may be taken concurrently with SC321/22) or Department Approval**

This course is designed for high ability students. Advanced Placement Biology provides students with a thorough introduction to first year college level biology. Two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation for science as a process. The AP course is structured around 4 Big Ideas in Biology: evolution, dynamic homeostasis, information essential to life processes, and interaction of biological systems interaction. The material covered can lead to advanced placement at the college level, as the course outline follows the requirements of the College Board Advanced Placement Program. Students are advised to take the Advanced Placement test administered in the spring each year. For more information on the test students should consult their instructor or counselor.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>Anatomy/Physiology</b>	<b>SC325/26</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk</b>	<b>Grade 11-12</b>
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**Prerequisite: Physical Science, Biology, Chemistry (previous or concurrent) or Department Approval**

This course is designed for motivated biology students who want an in-depth study of human anatomy and physiology. Eleven major organ systems are studied. Laboratory experiences with dissection are designed to reinforce course content and include the following: respiratory and circulatory functioning, analysis of endocrine and skeletal systems, nerve and muscle physiology. This course is appropriate for students interested in biological sciences, medical/ health services, health education, etc.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>AP Environmental Science</b>	<b>SC335/36</b>	<b>Elective</b>	<b>1 credit</b>	<b>N, V</b>	<b>Grade 11-12</b>
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**Prerequisite: Physical Science, Algebra 2 or Department Approval**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students are advised to take the Advanced Placement test administered in the spring each year. For more information on the test, students should consult their instructor or counselor.

<b>AP Physics Electricity and Magnetism</b>	<b>SC337/38</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: Physics or AP Physics C Mechanics**

Electricity and Magnetism provides a vibrant and in-depth exploration of physics, tailored to the calculus-based, college-level curriculum, making it an excellent fit for students looking to delve into architecture, engineering, or the physical sciences. The course comprehensively covers key topics such as electrostatics, the behavior of conductors, capacitors, and dielectrics, the intricacies of electric circuits, the complexities of magnetic fields, and the principles of electromagnetism. With an integration of basic calculus throughout the curriculum, the course ensures that students not only apply mathematical concepts but also learn them as needed. AP Physics C: Electricity and Magnetism stands out with its inclusion of hands-on labs, encouraging students to put theory into practice and solidify their understanding through real-world applications. This is meant to be a 2<sup>nd</sup> year physics course.

<b>AP Physics C Mechanics</b>	<b>SC339/40</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: Physics or AP Physics C Electricity and Magnetism**

Mechanics offers a comprehensive introduction to physics, calculus-based college course, and is particularly well-suited for students aiming to pursue majors in architecture, engineering, or the physical sciences. The course covers a breadth of topics, including kinematics, Newton's laws of motion, work, energy, power, systems of particles, linear momentum, circular motion, rotation, oscillations, and gravitation, providing a well-rounded foundation in the subject. Basic calculus is both utilized and taught throughout the course, ensuring students are well-equipped to grasp the material. Additionally, AP Physics C: Mechanics incorporates a hands-on lab component, allowing students to apply theoretical knowledge in practical settings, enhancing their understanding and skills. Ideal for those comfortable with math, this course serves as a robust first step into the world of physics. Pre-requisites are algebra II. It is recommended that students are in a pre-calculus or calculus course and they earned a B or higher in Algebra II.



<b>AP Chemistry</b>	<b>SC421/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: Physical Science, Algebra 2, Chemistry, or Department Approval**

Advanced Placement Chemistry is designed for high ability students. The material leads to advanced placement at the college level, as the course outline follows the requirements of the College Board Advanced Placement Program. Laboratory work plays an important part in this course. Emphasis is placed on such chemistry topics as atomic structure and periodic law, chemical bonding and the geometry of molecules, acid and base theory, kinetics, equilibrium, electron chemistry and thermodynamics. Students are advised to take the Advanced Placement test administered in the spring each year. For more information on the test, students should consult their instructor or counselor.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

# SOCIAL STUDIES

The Fargo Public School District requires 3 credits of social studies to graduate.

**Required courses in the recommended sequence:**

- Introduction to Social Studies/ World Cultures **OR**
- AP Human Geography
- World History **OR**
- AP European History
- Modern United States History **OR**
- AP U.S. History
- Government **OR**
- AP Government
- Economics **OR**
- AP Macroeconomics and/or AP Microeconomics

**Elective courses:**

- AP European History
- AP Government and Politics: U.S.
- AP Macroeconomics/ Microeconomics
- AP Psychology
- AP U.S. History
- Humanities
- Law and Justice
- Native American Cultural Studies
- North Dakota History
- Philosophy
- Psychology 1 & 2
- Sociology

<b>Introduction to Social Studies/World Cultures</b>	<b>SS101</b>	<b>Required</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9</b>
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**Prerequisite: None**

This introductory course is a required, one-semester class for ninth grade students. During this course, students will utilize 21<sup>st</sup> century skills to study elements of culture from various regions of the world and their role in defining a society. The class will also introduce various disciplines of social studies including economics, sociology, cultural anthropology, geography and history, as well as contemporary issues.

<b>AP Human Geography</b>	<b>SS103/04</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 9-12</b>
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**Prerequisite: None This course may be substituted for SS101**

Human geography is the study of the many cultural aspects found throughout the world and how they relate to the spaces and places where they originate and then travel as people continually move across various areas. Some of the main cultural phenomena studied in human geography include language, religion, different economic and governmental structures, music, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live. The particular topics studied in an AP Human Geography course follow five college-level goals built on the National Geography Standards. The course is intended to prepare the student for the advanced placement exam.

<b>Native American Cultural Studies</b>	<b>SS151/52</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This course will provide students with a strong foundation, background, and knowledge of the history, traditions and culture of Native Americans. Each class will be filled with cultural teachings that students can apply to their own lives as a guide for a good way of life. Multimedia projects will be the primary workload for students as they engage in the experience of learning more about Native Americans.

<b>World History</b>	<b>SS211/12</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

World History will utilize a chronological format with special attention focused on key historical themes through the year. These themes include Science and Technology, Religions and Ideologies, Social Structures, Political Structures, Cultural Interaction, and Economic Structures.

<b>North Dakota History</b>	<b>SS213</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

This course examines North Dakota in context of its history, geography, and agriculture. Students study the themes of remoteness, dependence, radicalism, economic disadvantage, the “too-much” mistake while emphasizing adjustments to this region.

<b>AP European History</b>	<b>SS221/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 10-12</b>
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**Prerequisite: Placement. Tenth graders interested in this course should discuss this with their ninth grade teacher as well as with their counselor.**

This course is meant to challenge students with the opportunity to take a college-level history course in the high school setting. The course will ask students to take an active and engaged approach to learning throughout the year. The course focuses on the themes of the political, social, economic, and cultural changes that have occurred in the European continent from the era of the Renaissance to present day. College-level reading, essay writing, source analysis, and critical thinking skills will all be focused upon as the course is designed to prepare students to take the optional national AP exam.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT DURING SECOND SEMESTER.

<b>Economics</b>	<b>SS311</b>	<b>Required</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

This is an introductory course in economics which will explore choice making and the components and characteristics of the American market economy. The student will examine the basic principles of supply and demand economics as well as business organizations and market structures. The course will also examine international trade and the role of government in our economy. The institutions of money and banking and the investment markets are also included. A major emphasis will be placed on introducing the student to the basic vocabulary and principles of a market economy with the “Thinking like an Economist” in mind. A second major emphasis is the preparedness of students in personal finance including but not limited to the following topics: banking basics, saving tools for short and long term goals, college expense preparedness, and long term investing.

<b>Government</b>	<b>SS313</b>	<b>Required</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

The goal is that students will grow to be active citizens who make informed decisions. This course provides students with practical experiences and understandings regarding politics and the government of the United States with an analysis of the constitution, the three branches of government, political behavior and civil rights/ liberties. Students will study basic governmental institutions and their functions. Students will also examine the major ideas, protections, privileges, and structures that affect the life of a citizen in the United States political system. This is a required course for high school graduation within the prescribed social science sequence.

<b>Modern United States History</b>	<b>SS315/16</b>	<b>Required</b>	<b>1 credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

This course includes the study of America’s shift from a rural agrarian to an urban industrial society. Students will look at changes in American society, trace the transformation of foreign policy from the post-civil war time period to present day, analyze domestic policy programs, and study economic shifts. Among the units studied will be westward expansion, the rise of industry, social reform, World War I, the great depression, World War II, the cold war, and the emergence of modern America.

<b>AP U. S. History</b>	<b>SS321/22</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
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**Prerequisite: None This course may be substituted for SS315/16**

This is a full survey of American History from pre-colonization to modern times and is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This program will prepare students for intermediate and advanced college courses by making demands upon equivalent to those of full-year introductory college courses. Students will use primary, secondary and tertiary sources to assess historical periods and events as well as the cause/effect relationships that accompany these periods by weighing the evidence and interpretations presented in historical scholarship. The advanced placement United States History course will develop the skills necessary to arrive at conclusions on the basis of informed judgment, and to present ideas clearly and persuasively in essay format. The course is intended to prepare the student for the advanced placement exam.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>AP Microeconomics</b>	<b>SS323</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None This course may be substituted for SS311**

The purpose of the Advanced Placement course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The course is intended to prepare the student for the advanced placement exam.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>AP Government and Politics: U.S.</b>	<b>SS325</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
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**Prerequisite: None This course may be substituted for SS313**

The course examines the principles of American government, political behavior, and the institutions of government. This course provides a general survey of American federal government and politics with an emphasis on the history and development of the federal Constitution and the federal system. The legislative, judicial and executive branches of government and their interrelationship with each other and the bureaucracy are examined. The administration of territories, the two-party system, and the media and current political issues and problems also are explored. This course fulfills the required ½ credit in government for high school graduation. In addition, the material covered can lead to advanced placement at the college level as the course follows the requirements of the College Board Advanced Placement Program. The course is intended to prepare the student for the advanced placement exam.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>AP Macroeconomics</b>	<b>SS329</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None This course may be substituted for SS311**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. It places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. The course is intended to prepare the student for the advanced placement exam.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>Sociology</b>	<b>SS331</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

Sociology is the study of social life and interactions, social change, and the social causes and consequences of human behavior. Sociology prepares students for life by developing an appreciation of diversity of thought and perspective while gaining insight into methods of inquiry, social structures, stratification, and relationships.

NOTE: THE CONTENT OF THIS COURSE INCLUDES MATURE SUBJECT MATTER WHICH IS SENSITIVE AND SOMETIMES DIFFICULT TO DISCUSS.

<b>Psychology 1</b>	<b>SS333</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk, V</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

Psychology is the study of behavior and mental processes. This course gives students an overall view of the field of psychology as a scientific discipline. It concentrates on the history of psychology, basic research, neuroscience, human development, sensation and perception, levels of consciousness, and stress and health. Pertinent connections are made with current research and new developments in psychology. Exploration of careers in psychology and special interest topics are included.

NOTE: THE CONTENT OF THIS COURSE INCLUDES MATURE SUBJECT MATTER WHICH IS SENSITIVE AND SOMETIMES DIFFICULT TO DISCUSS.

<b>Psychology 2</b>	<b>SS335</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, V</b>	<b>Grade 10-12</b>
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**Prerequisite: Psychology 1 (SS333)**

This course builds on basic concepts learned in Psychology 1. It concentrates on learning, memory, motivation, emotion, personality, abnormal psychology, treatment of psychological disorders and social psychology. Many specialized topics are included, such as: memory techniques, language development, personality testing, intelligence testing, and schizophrenia. This course also includes a continued exploration of careers in psychology and additional special interest topics.

NOTE: THE CONTENT OF THIS COURSE INCLUDES MATURE SUBJECT MATTER WHICH IS SENSITIVE AND SOMETIMES DIFFICULT TO DISCUSS.

<b>AP Psychology</b>	<b>SS339/40</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S, V</b>	<b>Grade 11-12</b>
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**Prerequisite: None This course may be substituted for SS333 or SS335**

The purpose of this course reflects the guidelines provided by the College Board in regard to advanced placement psychology with a focus on preparing for the advanced placement exam. While students are not required to take the exam, there is the potential to earn college credit, so it is likely that many will. Students are exposed to psychology at a level equal to an introductory college course with the basic premise that psychology is the scientific study of behavioral and mental processes. The topics as outlined by the College Board are: history and approaches in psychology research methods, neuroscience, development, sensation, perception, consciousness, learning, memory, cognition, motivation, emotion, personality, abnormal psychology, treatment of psychological disorders, and social psychology. The course is intended to prepare the student for the advanced placement exam.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT DURING SECOND SEMESTER.

<b>Law &amp; Justice (was social science seminar)</b>	<b>SS341</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

This course is designed to provide mature students with the greatest possible opportunity to pursue law and law related topics of contemporary interest and significance. Topics to be covered include criminal law; civil law; consumer law; housing law; and individual rights and liberties. Mock trials, research and in class discussions will be used to bring about better understanding of our legal system.

## HUMANITIES

<b>Humanities</b>	<b>HU311</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

Humanities is an introductory elective course designed to emphasize the current development of Western Man. The course is taught as a survey of Western thought and values, with those values and ideas applied to the art, architecture, music, literature and philosophy of the various historic periods. Though the material is approached historically, humanities, through its unique, horizontal interdisciplinary approach to man's past achievements, involves a constant evaluation and comparison of the past with the present cultural patterns and values. This class is open to those sophomores that are also taking AP European History.

<b>Philosophy</b>	<b>HU313</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

This course is designed for advanced and mature students who want to examine issues that are related to the first or fundamental questions that were pursued by some of the great philosophers of the past such as Plato, Aristotle, Descartes, Spinoza, Hume, Kant, Nietzsche, Sartre, and others. The classroom is organized around lectures, readings, and most importantly, student discussion.

## STUDENT SUPPORT SERVICES

The Special Education Department offers a variety of courses designed to meet the individual needs of students. To be found eligible for services, students must be assessed and qualify against set criteria AND must be in need of specially designed instruction as outlined by an Individualized Education Plan. This plan describes the student's total program and specific instructional goals.

**Special Education classes are selected based on placement determinations by individual educational planning teams.**

<b>Core Topics in Math 1</b>	<b>SP103/04; SP203/04</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

An introductory course designed to teach life skills in the math domain impacting on vocational, domestic living, leisure, and recreation curricular areas. Students will demonstrate knowledge in making counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit. (19000, 19920)

<b>Core Topics in Math 2</b>	<b>SP105/06; SP205/06</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite ½ credit of Core Topics Math 1**

Expanded student studies and/or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge in making counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit. (19000, 19921)

<b>Core Topics in Math 3</b>	<b>SP107/08; SP207/08</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite ½ credit of Core Topics Math 2**

Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge in making counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit. (19000, 19922)

<b>Core Topics in Math 4</b>	<b>SP109/10; SP209/10</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite ½ credit of Core Topics Math 3**

Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge in making counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit. (19000, 19923)

<b>Core Topics in Math 5</b>	<b>SP101/02; SP201/02</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite ½ credit of Core Topics Math 4**

Application and/or maintenance of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge in making counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit. (19000, 19924)

<b>Core Topics in Social Studies 1</b>	<b>SP113/14; SP213/14</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

An introductory course designed to teach life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places. (19000, 19940)

<b>Core Topics in Social Studies 2</b>	<b>SP115/16; SP215/16</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit of Core Topics Social Studies 1**

Expanded student studies and/or increased independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; the nature of local, state, and federal government; knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places. (19000, 19941)

<b>Core Topics in Social Studies 3</b>	<b>SP117/18; SP217/18</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit of Core Topics Social Studies 2**

Application of (semi) independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state, and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map. To develop competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit, illustrate or increase appropriate behavior in public places. (19000, 19942)

<b>Core Topics in Social Studies 4</b>	<b>SP119/20; SP219/20</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit of Core Topics Social Studies 3**

Expanded student studies and/or increased independence in the demonstration and application of community participation in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend the nature of local, state, and federal government; illustrate knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To develop competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places. (19000, 19943)

<b>Core Topics in Social Studies 5</b>	<b>SP111/12; SP211/12</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit of Core Topics Social Studies 4**

Application of (semi) independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state, and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map. To maintain and increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit, illustrate or increase appropriate behavior in public places. (19000, 19944)

<b>Core Topics in English/Language 1</b>	<b>SP123/24; SP223/24</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

An introductory course designed to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicate with understanding; know subtleties of communication; and learn effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations. To introduce competencies in occupational preparation (identification, exploration, implementation and evaluation) students will receive instruction to locate sources of occupational/training information; investigate local occupational/training opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools (applications, resume, interview processes, etc.); and improve their ability to communicate with others. (19000, 19910)

<b>Core Topics in English/Language 2</b>	<b>SP125/26; SP225/26</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: 1 credit Core Topics in English/Language 1**

Expanded student studies to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communication with others). Students will receive instruction in listening and responding skills; communication with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations. To introduce competencies in occupational preparation (identification, exploration, implementation and evaluation) students will receive instruction to locate sources of occupational/training information; investigate local occupational/training opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools (applications, resume, interview processes, etc.); and improve their ability to communicate with others. (19000, 19911)

<b>Core Topics in English/Language 3</b>	<b>SP127/28; SP227/28</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: 1 credit Core Topics in English/Language 2**

The application of life skills impacting personal-social skills (maintaining good interpersonal skills and communication with others). Students will receive instruction in listening and responding skills; communication with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations. Competencies in occupational preparation (identification, exploration, implementation and evaluation) will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools, such as applications, resume, interview processes; and communicating with others. (19000, 19912)

<b>Core Topics in English/Language 4</b>	<b>SP129/30; SP229/30</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: 1 credit Core Topics in English/Language 3**

The demonstration and application of life skills impacting personal-social skills (maintaining good interpersonal skills and communication with others). Students will receive instruction in listening and responding skills; communication with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations. Competencies in occupational preparation (identification, exploration, implementation and evaluation) will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools, such as applications, resume, interview process; and communicating with others. (19000, 19913)

<b>Core Topics in English/Language 5</b>	<b>SP121/22; SP221/22</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: 1 credit Core Topics in English/Language 4**

Application and maintenance of life skills impacting personal-social skills (maintaining good interpersonal skills and communication with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social and occupational situations. (19000, 19914)

<b>Core Topics in Science 1</b>	<b>SP133/34; SP233/34</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

An introductory course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication. To introduce competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, and communicating with others. (19000, 19930)

<b>Core Topics in Science 2</b>	<b>SP135/36; SP235/36</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Core Topics in Science 1**

Expanded student studies in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication. To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, and communicating with others. (19000, 19931)

<b>Core Topics in Science 3</b>	<b>SP137/38; SP237/38</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Core Topics in Science 2**

The application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication. To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, and communicating with others. (19000, 19932)



<b>Core Topics in Science 4</b>	<b>SP139/40; SP239/40</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Core Topics in Science 3**

The demonstration and application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication. To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, and communicating with others. (19000, 19933)

<b>Core Topics in Science 5</b>	<b>SP131/32; SP231/32</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Core Topics in Science 4**

Application and maintenance of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication. To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, and communicating with others. (19000, 19934)

<b>Core Topics in Health 1</b>	<b>SP143/44; SP243/44</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

An introductory course designed to teach life skills in the health domain impacting daily living skills (caring for personal needs). Students will receive instruction in dressing appropriately; practicing personal safety; proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses. To develop competencies in personal-social skills (achieving self-awareness), students will learn to identify physical and psychological needs; identify interests, abilities and emotions; and develop knowledge of physical self. (19000, 19824)

<b>Core Topics in Health 2</b>	<b>SP145/46; SP245/46</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit of Core Topics in Health 1**

Expanded student studies and/or increased independence in the demonstration of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety; proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses. To develop competencies in personal-social skills (achieving self-awareness), students will learn to identify physical and psychological needs; identify interests, abilities and emotions; and develop knowledge of physical self. (19000, 19825)

<b>Core Topics in Health 3</b>	<b>SP147/48; SP247/48</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit of Core Topics in Health 2**

Application of (semi) independence of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety; proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses. To demonstrate increased competencies in personal-social skills (achieving self-awareness), students will demonstrate knowledge of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self. (19000, 19826)

<b>Core Topics in Health 4</b>	<b>SP149/50; SP249/50</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit of Core Topics in Health 3**

Expanded student studies and/or increased independence in demonstration and application of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety; proper grooming and hygiene; knowledge of and relation to common illnesses; and prevention and treatment of common illnesses. To demonstrate increased competencies in personal-social skills (achieving self-awareness), students will demonstrate knowledge and independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self. (19000, 19823)

<b>Core Topics in Health 5</b>	<b>SP141/42; SP241/42</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit of Core Topics in Health 4</b>					
Application and maintenance of (semi) independence of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety; proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses. To demonstrate increased competencies in personal-social skills (achieving self-awareness), students will maintain independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self. (19000, 19827)					
<b>Core Topics in Occupational Education 1</b>	<b>SP151/52; SP251/52</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: None</b>					
An introductory course designed to teach life skills in the vocational domain impacting daily living, occupational guidance and preparation. Students will receive instruction in appropriate work habits and behaviors; seeking employment; knowledge and exploration of occupational choices; and identifying specific occupational skills. (19000, 19812)					
<b>Core Topics in Occupational Education 2</b>	<b>SP153/54; SP253/54</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit in Core Topics in Occupational Ed. 1</b>					
Expanded student studies and/or increased independence in the demonstration of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills. (19000, 19813)					
<b>Core Topics in Occupational Education 3</b>	<b>SP155/56; SP255/56</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit in Core Topics in Occupational Ed. 2</b>					
Application of (semi) independent appropriate work habits and behaviors; seek/maintain employment; knowledge of occupational choices; and sustain specific occupational skills. (19000, 19814)					
<b>Core Topics in Occupational Education 4</b>	<b>SP157/58; SP257/58</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit in Core Topics in Occupational Ed. 3</b>					
Expanded student studies and/or increased independence in the demonstration and application of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills. (19000, 19811)					
<b>Core Topics in Occupational Education 5</b>	<b>SP159/60; SP259/60</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit in Core Topics in Occupational Ed. 4</b>					
Application and/or maintenance of (semi) independent appropriate work habits and behaviors; maintain employment; knowledge of occupational choices; and sustain specific occupational skills. (19000, 19815)					
<b>Core Topics in Daily Living 1</b>	<b>SP163/64; SP263/64</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: None</b>					
An introductory course designed to teach life skills impacting daily living and personal-social skills. Students will receive introduction for selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understanding self-awareness and socially responsible behavior; and developing appropriate interpersonal skills. (19000, 19828)					
<b>Core Topics in Daily Living 2</b>	<b>SP165/66; SP265/66</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit of Core Topics in Daily Living 1</b>					
Expanded student studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills. Students will receive introduction for selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understanding self-awareness and socially responsible behavior; and developing appropriate interpersonal skills. (19000, 19829)					
<b>Core Topics in Daily Living 3</b>	<b>SP167/68; SP267/68</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit of Core Topics in Daily Living 2</b>					
Application of community-based competencies in daily living and personal-social skills. Students will apply knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; applying self-awareness and socially responsible behavior; and exhibiting appropriate interpersonal skills. (19000, 19830)					

<b>Core Topics in Daily Living 4</b>	<b>SP169/70; SP269/70</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit of Core Topics in Daily Living 3</b>					
Expanded student studies and/or increased independence in the demonstration and application of community-based competencies of daily living and personal-social skills. Students will demonstrate knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills. (19000, 19847)					
<b>Core Topics in Daily Living 5</b>	<b>SP161/62; SP261/62</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit of Core Topics in Daily Living 4</b>					
Application and maintenance of (semi) independence of community-based competencies in daily living and personal-social skills. Students will demonstrate, to their level of independence, knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate/practice self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills. (19000, 19848)					
<b>Core Topics in Accessing the Community 1</b>	<b>SP171/72; SP271/72</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: None</b>					
An introductory course designed to teach awareness or semi-independence in accessing community environments. Students will receive instruction in identified areas such as: traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, and learning to use powered mobility devices. (19000, 19816)					
<b>Core Topics in Accessing the Community 2</b>	<b>SP173/74; SP273/74</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit in Core Topics in Accessing the Community 1</b>					
Expanded student studies/practice designed to increase semi-independence or independence in accessing community environments. Students will receive instruction in and demonstrate knowledge of identified areas such as: traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, and learning to use powered mobility devices. (19000, 19817)					
<b>Core Topics in Accessing the Community 3</b>	<b>SP175/76; SP275/76</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit in Core Topics in Accessing the Community 2</b>					
Demonstration or maintenance of (semi) independence in accessing community environments. Students will demonstrate proficiency in identified areas such as: traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, and learning to use powered mobility devices. (19000, 19818)					
<b>Core Topics in Recreation/Leisure 1</b>	<b>SP183/84; SP283/84</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: None</b>					
An introductory course designed to teach daily living skills (utilizing recreational facilities and engaging in leisure). Students will receive instruction in the value of recreation; available community resources for lifelong leisure and recreation activities; choose appropriate individual and group leisure activities. To introduce competencies in personal-social skills (maintaining good interpersonal skills), students will receive instruction to demonstrate listening and responding skills, demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; establish close relationships and friendships. (19000, 19836)					
<b>Core Topics in Recreation/Leisure 2</b>	<b>SP185/86; SP285/86</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit of Core Topics in Recreation/Leisure 1</b>					
Expanded student studies and/or increased independence of community participation in daily living skills (utilizing recreation facilities and engaging in leisure). Students will demonstrate the value of recreation; available community resources for lifelong leisure and recreation activities; choose and plan appropriate individual and group leisure activities; and plan vacation time. To develop competencies in personal-social skills (maintaining good interpersonal skills), students will exhibit appropriate listening and responding skills; demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; maintain close relationships and friendships. (19000, 19837)					
<b>Core Topics in Recreation/Leisure 3</b>	<b>SP187/88; SP287/88</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: ½ credit of Core Topics in Recreation/Leisure 2</b>					
Illustration and/or maintenance of (semi) independence of community daily living skills (utilizing recreation facilities and engaging in leisure). Students will independently describe the value of recreation; available community resources for lifelong leisure and recreation activities; choose, plan and initiate appropriate individual and group leisure activities; and plan vacation time. To develop competencies in personal-social skills (maintaining good interpersonal skills), students will demonstrate listening and responding skills; display					

appropriate behavior in public places; develop respect for the rights and properties of others; establish and maintain close relationships and friendships.( 19000, 19838)

<b>Social Inclusion</b>	<b>SP189/90</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None.**

This course is designed to overcome barriers and create a sense of inclusion in our communities among people of differing abilities. Goals and activities for this course include practicing social skills, creating opportunities for community involvement, empowering friendships, expanding diversity awareness, and strengthening leadership through a service-learning experience. (19000, 19101)

<b>School Work Training</b>	<b>SP191/92; SP291/92</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This course is designed to expose students to a variety of in-district work sites within the school setting. Emphasis will be placed on the development of appropriate behaviors, attitudes and work skills. Students will complete unpaid tasks to develop job readiness skills in order to progress to a Work Experience Education class. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19101)

<b>Transition Plus</b>	<b>SP197/98</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 12+</b>
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**Prerequisite: None.**

Topics and skills covered include: self-determination/self-advocacy/disability awareness; career & employment, social & family living; recreation & leisure; health & wellness; citizenship & legal matters; independent living; financial & consumer; community involvement & volunteerism and post-secondary planning. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19710)

<b>Transition for Seniors</b>	<b>SP339/SP399</b>	<b>Placement</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 12</b>
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This course is designed to aid students in planning for independent living and post-secondary education. Students will explore careers, community resources, and secondary schools, and students will gather information for financial aid and taking the ACT. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19110)

<b>Resource</b>	<b>SP351/60</b>	<b>Placement</b>	<b>no credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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This course will provide students with assistance on working on IEP goals and in organizing and completing work required for general education classes. Students will receive guidance in prioritizing completion of daily work and long-term projects and/or assignments required as part of the general education curriculum. This setting may also be used to assist students who require extended time for assignments and/or tests required for their general education course work. (19000, 19110)

<b>Choices</b>	<b>SP379-84</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S, V</b>	<b>Grade 9-12</b>
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**Placement by individual educational planning teams.**

This course will focus on educational strategies which will provide students with skills needed to be successful in the school setting and to be prepared for post-secondary experiences. This course develops self-advocacy skills, career exploration opportunities, disability awareness information (including self-directed IEP instruction), occupational training information, writing skills, educational learning strategies, address IEP goals and other skills needed to meet individual needs. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19110)

<b>Resource</b>	<b>SP451-60</b>	<b>Placement</b>	<b>no credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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This course will provide students with assistance on working on IEP goals and in organizing and completing work required for general education classes. Students will receive guidance in prioritizing completion of daily work and long-term projects and/or assignments required as part of the general education curriculum. This setting may also be used to assist students who require extended time for assignments and/or tests required for their general education course work. (19000, 19201)

<b>Individual Needs</b>	<b>SP481-88</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S, V</b>	<b>Grade 9-12</b>
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Individualized and small group instruction will be used to improve academic progress in general education courses, to improve social skills, address IEP goals and support social emotional regulation in the learning environment. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19201)

<b>Resource</b>	<b>SP651-58</b>	<b>Placement</b>	<b>no credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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This course will provide students with assistance in organizing and completing work required for general education classes. Students will receive guidance in prioritizing completion of daily work and long-term projects and/or assignments required as part of the general education curriculum. This setting may also be used to assist students who require extended time for assignments and/or test required for their general education course work. (19000, 19233)

<b>Hearing Skills</b>	<b>SP693/94</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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This course is designed to provide instruction regarding the unique, specialized needs of students with hearing loss. Course topics include understanding hearing loss and its impact on the educational, employment and community environments, amplification and equipment options/management, self-determination, disclosure and advocacy, and transition planning. Course also addresses specific goals as identified in the student's IEP. This course is taught via a teacher of the deaf/hard of hearing in the student's mode of communication. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19844)

<b>Resource</b>	<b>SP751-60</b>	<b>Placement</b>	<b>no credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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This course will provide students with assistance on working on IEP goals and in organizing and completing work required for general education classes. Students will receive guidance in prioritizing completion of daily work and long-term projects and/or assignments required as part of the general education curriculum. This setting may also be used to assist students who require extended time for assignments and/or tests required for their general education course work. (19000, 19245)

<b>Visual Impaired Expanded Core Curriculum Skills 1</b>	<b>SP781/82</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed to introduce techniques and give concentrated instruction to initiate independence in the following areas: communication modes (includes building literacy through use of Braille, large print, print with use of optical devices and comprehension/listening skills through recorded materials): Braille music, \*orientation & mobility; social interaction skills; independent living skills, career education; use of assistive technology; visual efficiency skills; recreation and leisure skills; and self-determination skills. Competencies in expanded core curriculum areas will be introduced to student through hands-on experiences utilizing low vision and non-visual techniques; application with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aides, discussion groups with peers who also have visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self-determination.(19000, 19246)  
\*For orientation & mobility instruction, licensed teacher must have additional course work specific to orientation & mobility. This will be graded Satisfactory/Unsatisfactory (S/U).

<b>Visual Impaired Expanded Core Curriculum Skills 2</b>	<b>SP783/84</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit in Visual Impaired Expanded Core Curriculum Skills 1**

Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to promote independence in the following areas: communication modes (includes building literacy through use of Braille, large print, print with use of optical devices and comprehension/listening skills through recorded materials): Braille music, \*orientation & mobility; social interaction skills; independent living skills; career education; use of assistive technology; visual efficiency skills; recreation and leisure skills; and self-determination skills. Competencies in expanded core curriculum areas will be explored with students through hands-on experiences utilizing low vision and non-visual techniques; application with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aides, discussion groups with peers who also have visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self-determination.(19000, 19244)  
\*For orientation & mobility instruction, licensed teachers must have additional course work specific to orientation & mobility. This will be graded Satisfactory/Unsatisfactory (S/U).

<b>Visual Impaired Expanded Core Curriculum Skills 3</b>	<b>SP785/86</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit in Visual Impaired Expanded Core Curriculum Skills 2**

Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to assist students in analyzing techniques and to further independence in multiple environments in the following areas: communication modes (includes building literacy through use of Braille, large print, print with use of optical devices and comprehension/listening skills through recorded materials): Braille music, \*orientation & mobility; social interaction skills; independent living skills; career education; use of assistive technology; visual efficiency skills; recreation and leisure skills; and self-determination skills. Competencies in expanded core curriculum areas will be practiced and Core with students through hands-on experiences utilizing low vision and non-visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aides, discussion groups with peers who also have visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self-determination.(19000, 19247)

\*For orientation & mobility instruction, licensed teachers must have additional course work specific to orientation & mobility. This will be graded Satisfactory/Unsatisfactory (S/U).

<b>Visual Impaired Expanded Core Curriculum Skills 4</b>	<b>SP787/88</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit in Visual Impaired Expanded Core Curriculum Skills 3**

Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to assist student's ability to implement previously learned techniques and consistently demonstrate independence in multiple environments in the following areas: communication modes (includes building literacy through use of Braille, large print, print with use of optical devices and comprehension/listening skills through recorded materials): Braille music, \*orientation & mobility; social interaction skills; independent living skills; career education; use of assistive technology; visual efficiency skills; recreation and leisure skills; and self-determination skills. Competencies in expanded core curriculum areas will be maintained and/or extended with students through hands-on experiences utilizing low vision and non-visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aides, discussion groups with peers who also have visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self-determination.(19000, 19248) \*For orientation & mobility instruction, licensed teachers must have additional course work specific to orientation & mobility. This will be graded Satisfactory/Unsatisfactory (S/U).

<b>Visual Impaired Expanded Core Curriculum Skills 5</b>	<b>SP789/90</b>	<b>Placement</b>	<b>½ -1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: ½ credit in Visual Impaired Expanded Core Curriculum Skills 4**

Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the student's ability to maintain and enhance previously learned techniques and demonstrate independence in multiple environments in the following areas: communication modes (includes building literacy through use of Braille, large print, print with use of optical devices and comprehension/listening skills through recorded materials): Braille music, \*orientation & mobility; social interaction skills; independent living skills; career education; use of assistive technology; visual efficiency skills; recreation and leisure skills; and self-determination skills. Competencies in expanded core curriculum areas will be practiced and Core with students through hands-on experiences utilizing low vision and non-visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aides, discussion groups with peers who also have visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self-determination.(19000, 19249) \*For orientation & mobility instruction, licensed teachers must have additional course work specific to orientation & mobility. This will be graded Satisfactory/Unsatisfactory (S/U).

<b>Project inVEST (in Vocational, Educational &amp; Social Transition) Secondary Transition Programming for Students 18-21</b>	<b>SP990</b>	<b>Placement</b>	<b>½ -6 credits</b>	<b>D, N, S</b>	<b>Grade 12+ (ages 18-21)</b>
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**Placement by application process and by individual educational planning team recommendation**

Students enrolled in into this program will maximize their potential for a quality adult life in a program emphasizing community integration, social relationships, life skills, recreation and employment. Space is limited. Priority will be given to those who are currently enrolled in inVEST. Consideration for the program include: the student's age, number of years of school remaining, transition needs and willingness to work toward independence. All students must fill out a survey by **March 1<sup>st</sup>** of the preceding year and meet the following requirements:

- met FPS graduation requirements but must not have received a diploma; (diploma held until official exit from FPS)
- active IEP with transition needs in two or more areas.
- student and parent/guardian desire the student to work toward as much independence and community participation as possible.
- student has two or more semesters of School Work and/or Community Work Experience (paid or unpaid).
- student is independent with toileting/personal cares.
- student and parent/guardian desire that the student live in an apartment/supported living in the future.
- student behavior must be respectful of authority figures, peers and community environment.
- long term goal of accessing the community independently either by public transportation and/or driving.

Topics and skills covered include: self-determination/self-advocacy/disability awareness; career & employment, social & family living; recreation & leisure; health & wellness; citizenship & legal matters; independent living; financial & consumer; community involvement & volunteerism and post-secondary planning. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19710)

<b>Community Work Experience</b>	<b>SP991/92</b>	<b>Placement</b>	<b>½ -4 credit</b>	<b>D, N, S</b>	<b>Grade 9-12+</b>
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Work Experience Education is designed to provide students with a variety of community-based work experiences. These experiences will be monitored by evaluation of work habits and attitudes demonstrated at the job site and evaluated by the employer. Students will complete approximately 90 hours of work per ½ credit. This may be verified by the student's pay stubs. Some students may complete an unpaid experience to develop job readiness skills. The students will enhance work skills necessary for future employment. This will be graded Satisfactory/Unsatisfactory (S/U). (19000, 19101)

# TECHNOLOGY and ENGINEERING EDUCATION

*See page 4 for CTE Scholarship Requirements*

## Elective Courses:

Architecture	Principles of Engineering
Digital Photography 1 & 2	Robotics
Engineering Design Capstone	Robotics II
Graphic Design & Communication	Technology & Engineering Coop Work Experience
Graphic Design Cooperative Work Experience	Video Communications
Industrial Basic Skills 1, 2, 3	Visual Production & Broadcasting
Introduction to Engineering Design	

## TECHNOLOGY

<b>Graphic Design &amp; Communication</b>	<b>TE101</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Involve yourself in the exciting study of communication technology! Through experiences designed around project-based learning, students will work with digital photography, video production, web-based communication, Google Apps, graphic design and more. Students create, design, and develop visual projects to communicate a message and to gain an understanding of technology. Adobe Illustrator, Photoshop, and InDesign. Students will learn in a career-based environment through teamwork and individual product contribution. Critical thinking and problem solving are key components to this course. Since technology is everywhere, this course would benefit all students.

<b>Digital Photography 1</b>	<b>TE155</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Anyone can take a digital picture, but not everyone can take a quality digital picture or edit pictures in a way that makes them interesting. This course is designed to provide students with hands-on experiences in digital camera handling, composition, and digital printmaking.

<b>Digital Photography 2</b>	<b>TE157</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Digital Photography 1**

Take photography to the next level! This course takes the skills and knowledge of Digital Photo 1 and applies them to more complex projects and advanced concepts such as event photography, matting and framing, studio lighting and aerial photography.

<b>Video Communications</b>	<b>TE255</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

This course provides introductory training in video production and media analysis. Instruction will cover storyboarding, video script writing, field videography, editing, and production terms. By producing short film projects, students will learn how to use video production equipment to express their creativity and demonstrate their acquired skills. Students will become aware of many job opportunities in the field of electronic media production.

<b>Visual Production &amp; Broadcasting</b>	<b>TE257/58</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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This course will provide students with the knowledge and skills necessary for online, television, digital video, social media, and/or streaming service production. Writing scripts, camera operation, use of graphics and other visuals, lighting, audio techniques, editing, production principles, and career opportunities are typical topics covered within production courses. Students will produce individual, group, and school-wide segments to apply techniques and gain experience for future training or careers.

<b>Industrial Basic Skills 1</b>	<b>TE201/02</b>	<b>Placement</b>	<b>½-1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Recommendation by Educational Planning Team**

This course is designed to teach basic skills that enable students to perform home maintenance/safety procedures and industrial arts projects. The emphasis is placed on safety in both the home and shop; use of hand tools.

<b>Industrial Basic Skills 2</b>	<b>TE301/02</b>	<b>Placement</b>	<b>½-1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Recommendation by Educational Planning Team**

This course is designed to teach basic skills that enable students to perform home maintenance/safety procedures and industrial arts projects. The emphasis is placed on safety in both the home and shop; use of hand tools.

<b>Industrial Basic Skills 3</b>	<b>TE401/02</b>	<b>Placement</b>	<b>½-1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: Recommendation by Educational Planning Team**

This course is designed to teach basic skills that enable students to perform home maintenance/safety procedures and industrial arts projects. The emphasis is placed on safety in both the home and shop; use of hand tools.

<b>Graphic Design Cooperative Work Experience</b>	<b>VE253</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16 +</b>
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**Prerequisite: One credit in the Business Pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

## ENGINEERING

Fargo Public Schools adopted Project Lead the Way (PLTW) pre-engineering curriculum at the high school level. PLTW is a rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) curriculum recognized nationally by business and industry as well as university engineering programs. The project-based engineering courses engage students in fundamental problem-solving and critical-thinking skills and provide them with a foundation and proven path to college and career success. For more information about PLTW, log on to [www.pltw.org](http://www.pltw.org)

<b>Introduction to Engineering Design (PLTW)</b>	<b>TE107/08</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None.**

Involve yourself in the exciting world of architecture and engineering! The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering/architectural standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook and communicate solutions to peers.

<b>Robotics</b>	<b>TE109</b>	<b>Elective</b>	<b>.5 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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The Robotics experience will provide the student with an study of robotic construction, coding, automation, and blue tooth control. The class will study the aspects of physics and mechanical systems applied to robotic build activities, projects, and game challenges. The robotic equipment used for this class will be Vex Robotics systems. Robots to be built may include the crane, square bots, speed bot, stair climbers along with robotic arms, possible battle bots, and sport-like games. This provides a continuation from the 8th grade Automations and Robotics curriculums and aligns with the high school Principals of Engineering course

<b>Robotics II</b>	<b>TE110</b>	<b>Elective</b>	<b>.5 credit</b>	<b>D, N</b>	<b>Grade 10-12</b>
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Are you ready to get your game on and work as a team to demonstrate your competition skills? Robotics II will serve as an extension of Robotics and provide students with real-world challenges and new applications of automation, sensors, AI, project management, and team-focused activities. Students will have the opportunity to compete in local, regional, or state robotics competitions.

<b>Principles of Engineering (PLTW)</b>	<b>TE231/32</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None. Successful completion of Algebra 1 recommended.**

Considering engineering as a career? Students in this course develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Topics include mechanisms, energy, statics, materials and kinematics. The course exposes students to major concepts often encountered in a post-secondary engineering course of study.

<b>Architecture (PLTW)</b>	<b>TE235/36</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None. Successful completion of TE107/108 or TE 231/232 recommended.**

In this course students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.

<b>Engineering Design Capstone</b>	<b>TE240</b>	<b>Elective</b>	<b>.5 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: Recommend successful completion of IED - TE107/108, POE - TE231/232 or Physics - SC221/222.**

How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? Students will identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of business partners. Students apply the professional skills they have developed to document a design process to standards and create a product so they are ready to take on any post-secondary program or career.



<b>Technology &amp; Engineering Cooperative Work Experience</b>	<b>TE278</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Technology & Engineering Pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

# TRADE, INDUSTRY, & TECHNICAL AND AGRICULTURE

*See page 6 for CTE Scholarship Requirements*

## Elective Courses:

Agriculture Coop. Work Experience AP Computer Science – A Auto Technology 1 & 2 Auto Technology Coop. Work Experience Aviation Technology 1 & 2 Aviation Coop. Work Experience Cisco 1– Introduction to Networks Construction Coop. Work Experience Construction Technology 1 & 2 Diesel Technology I & II Diesel Cooperative Work Experience Finish Carpentry Fundamentals of Java Programming Intro to Agriculture	Intro to Networking & Cybersecurity Intro to Programming IT Cooperative Work Experience IT Essentials 1 & 2 Manufacturing Coop. Work Experience Manufacturing 1, 2, 3 Mobile App Development & Security Plant Science I & II Programming with Python Real Preventative Maintenance (RPM) Unmanned Aerial Vehicles (UAV) Welding 1 & 2 Woods 1 & 2 World & International Agriculture
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## AGRICULTURE EDUCATION

<b>Intro to Agriculture</b>	<b>CC100</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite:** None

**Location and delivery:** (Interactive delivery using video or Career Innovation Center – 4230 64<sup>th</sup> Avenue S. Fargo



**Transportation:** Schools will provide bussing for field trips.

This applied course is designed to enhance student’s perceptions of agriculture, its applications, and leadership development as the core foundation of the Agriculture Education program. Individual units will familiarize the student with: basic mechanical theory and skills – emphasis will be placed on safety and proper use of tools and equipment; principles of evaluation and selection of animals. Topics may include: soils, irrigation, land judging, plants, crop and weed identification, range management, horticulture, nursery, diseases, insects, and chemicals. This applied course introduces students to agricultural sciences with emphasis on technical skills, entrepreneurship, and occupational opportunities.

<b>Plant Science I</b>	<b>CC101</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite:** None

**Location and delivery:** Career Innovation Center – 4230 64<sup>th</sup> Avenue S. Fargo



**Transportation:** Students will be responsible for transportation. Schools will provide bussing for field trips.

This is a participation-oriented course focusing on the fundamental principles of horticulture. Students will be exposed to a variety of careers and to propagating plants in a greenhouse setting. Students will study Botany/plant science, growing plants, the business of raising and selling plants, and small business management. Hands-on experiences will include computer assisted landscape design, home and business landscaping, commercial greenhouse operation, plant nutrition, landscape beautification, and community involvement. Students will raise a variety of plants as a part of the lab activities. This class will be delivered through hybrid model of on-line coursework, field trips, and lab activities.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.

<b>Plant Science II</b>	<b>CC102</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite:** Botany/Horticulture I

**Location and delivery:** Career Innovation Center – 4230 64<sup>th</sup> Avenue S. Fargo



**Transportation:** Students will be responsible for transportation. Schools will provide bussing for field trips.

This course is a continuation of Botany/Horticulture I to prepare students to produce greenhouse/nursery plants and to maintain plant growth and propagation structures. Topics to be covered include: soils, plants, plant identification, and plant entomology. Courses examine the importance of plant cell structures, functions of cells, plant processes, nonvascular plants, vascular plants, roots, stems, leaves, flowers, and reproduction of plants. Students may be introduced to the biological, environmental, conservation, and ecological concepts encountered in our environment. Landscape design units will prepare students to design, construct, and maintain planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation. This class will be delivered through hybrid model of on-line coursework, field trips, and lab activities.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.

<b>World &amp; International Agriculture</b>	<b>CC103</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

**Location and delivery: Career Innovation Center – 4230 64<sup>th</sup> Avenue S. Fargo**

**Students will be responsible for transportation. Schools will provide bussing for field trips.**

A course designed to introduce students to global agriculture. This course also includes agricultural career development, leadership, communications, and personal finance. Learning activities are varied with classroom, laboratory, and field experiences. Leadership development and supervised agricultural experience programs are an integral part of this course.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT. SEE THE UPDATED DUAL CREDIT LIST WITH THE COUNSELOR.



<b>Agriculture Cooperative Work Experience</b>	<b>CC109</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Agriculture Education pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

### **AUTO TECHNOLOGY**

<b>Real Preventative Maintenance (RPM)</b>	<b>VE312</b>	<b>Elective</b>	<b>.5 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

[Classes held at South]

This course is not for Everybody..... Just for anybody who may own or drive a car, Someday! Students will explore basic automotive care and maintenance with emphasis on automotive safety, hand tools, caring for a car, preventive service to prolong the life of a car, how to purchase a car, and possible careers in the automotive industry.

<b>Auto Technology 1</b>	<b>VE313/14</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

[Classes held at South]

This course, the first step of training that will enable students to enter the automotive service industry, begins by covering basic automotive care and maintenance with emphasis on automotive safety and hand tools. The following areas will be covered in greater detail: (1) auto electricity, (2) brakes, (3) steering, and suspension, and alignment, (4) engine theory and repair. Students will work on component assemblies and live automobiles. The course is NATEF certified.

<b>Auto Technology 2</b>	<b>VE315/16</b>	<b>Elective</b>	<b>2 credits</b>	<b>D, N, S</b>	<b>Grade 12</b>
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**Prerequisite: Auto Technology 1 or Placement**

[Classes held at South]

This course is a continuation of Auto Technology 1 and will concentrate on theory and lab experiences in the following areas: (1) auto electricity, (2) drive lines and clutches, (3) computer systems and drivability, (4) fuel systems, (5) air conditioning, and (6) engines. Successful completion of this course could enable the student to articulate course work to post-secondary schools in North Dakota. This course is NATEF certified.

<b>Auto Technology Cooperative Work Experience</b>	<b>VE389</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Auto Technology pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

### **MANUFACTURING TECHNOLOGY**

<b>Manufacturing 1</b>	<b>VE241/42</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10- 12</b>
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**Prerequisite: None**

[Classes held at South]

This course offers students an introduction to design and operation of a metals production system (machining, welding, and fabrication). Students will learn how to properly read and create layout drawings. Different aspects of quality control, production planning and procedures, and different types of product manufacturing will be emphasized. This is a hands-on, project-based class where students are able to design and develop various projects. Students use modern equipment such as a CNC plasma table, CNC machine tools and a variety of electric welding equipment. Students develop hard and soft employability skills and explore several occupations in the manufacturing sector. **The differentiated instructional approach used in this class provides interesting and challenging activities for students of all abilities.**

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS - MFGT 110

<b>Manufacturing 2</b>	<b>VE341/42</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11- 12</b>
<b>Prerequisite: None</b>			<b>[Classes held at South]</b>		
<p>This course provides students with a broad base of employability skills necessary for successful careers in manufacturing, construction, and service based fields. Emphasis is placed on welding and machine tooling processes. Safe working procedures, work ethics, and cooperative work attitudes and techniques are taught. Curriculum includes skill development in Arc (stick and wire) and gas welding. Flame cutting, plasma arc cutting, brazing and soldering techniques are also covered. Curriculum activities designed to develop the student's machining skills on the metal lathe, vertical mill, drill press, grinders, and band saw are presented. Students are taught to use precision measuring equipment and to interpret technical drawings. Pattern transfer and layout procedures are introduced. Material identification, industrial math, blue print reading, career awareness and much more will be learned as the students explore their way through this class. This is an enjoyable, hands-on, activity-based learning experience. <b>The differentiated instructional approach used in this class provides interesting and challenging activities for students of all abilities.</b></p>					

<b>Manufacturing 3</b>	<b>VE343/44</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 12</b>
<b>Prerequisite: VE 241/242 or VE 341/342</b>			<b>[Classes held at South]</b>		
<p>Upon the successful completion of VE 241/242 or 341/342 serious fun begins! Motivated students apply everything learned in Automated Manufacturing I or II to fabrication challenges, GTAW (TIG) welding, and Automated Manufacturing techniques. Students will explore CAD/CAM processes on a Haas CNC lathe, a Haas 3-axis CNC vertical mill. Students will be allowed to specialize their training. Those who desire to concentrate on welding will be allowed to further develop those skills. Those students who gravitate towards machine tooling may explore that field to a greater degree. Students will be involved in custom and community fabrication work. Past projects have included such things as building a motorcycle, a pedal car, a sauna furnace, corral panels, racking, signs and trailers. Manufacturing 3 is where it all comes together.</p> <p>NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS - MFGT 110</p>					

<b>Welding 1 &amp; 2</b>	<b>VE339/40</b>	<b>Elective</b>	<b>2 credits</b>	<b>N, Dk</b>	<b>Grade 10-12</b>
<b>Prerequisite: None</b>			<b>[Classes held at NDSCS-Fargo]</b>		
<p>This course gives beginning instruction in laboratory safety and the use of personal protection equipment, with strong emphasis on the safe handling of welding and cutting equipment. It includes basic hands-on instruction on Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), and Oxy-Fuel Cutting (OFC) on various thicknesses of metal and techniques used. Also covered are welding supplies and equipment.</p> <p>NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS - MFGT 110 AND MGFT 123</p>					

<b>Manufacturing Cooperative Work Experience</b>	<b>VE397</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
<b>Prerequisite: One credit in the Manufacturing Technology pathway</b>					
<p>Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.</p> <p><b>Student may register, but must apply and be approved by the CTE instructor before officially enrolled.</b></p>					

## AVIATION TECHNOLOGY

<b>Aviation Technology I</b>	<b>CC201/202</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>Prerequisite: None</b>					
<b>Location and delivery method: On-site Sheyenne HS</b>					
<b>Transportation: Students will be responsible for transportation. Schools will provide bussing for field trips.</b>					
<p>Exposes students to careers in the field of aviation, such as air traffic control, flight dispatching and airport management, etc. The course covers fundamentals of flight, flight operations, aviation weather, performance and navigation. Units of instruction include; flight history, safety, space, airport layout, aeronautical charts, radar, radio procedures, aerodynamics, weather patterns and hazards. Emphasis on applied academics in math and science are integrated, along with decision-making principles as it applies to flight-related factors. Lessons are enhanced by guest speakers and field trips to local airports and aviation sites.</p>					



<b>Unmanned Aerial Vehicles (UAV)</b>	<b>CC203</b>	<b>Elective</b>	<b>1/2 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>Prerequisite: Successful completion of Aviation I - Session A and Session B.</b>					
<b>Location and delivery method: On-site Sheyenne HS and Career Innovation Center – 4230 64<sup>th</sup> Avenue S. Fargo</b>					
<b>Transportation: Students will be responsible for transportation. Schools will provide bussing for field trips.</b>					
<p>The Unmanned Aerial Systems course will teach students a basic understanding of recreational and commercial unmanned aircraft operations. They will identify the responsibility and authority of the remote PIC, discuss rules of UAS operation, understand the significance of airspace Classes, special-use airspace, understand weather and how it affects flight of UAV, general loading and performance data, and airport operations. Students will be prepared to take the FAA Part 107 exam.</p> <p>NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS- UAS 111-112</p>					



<b>Aviation Technology II</b>	<b>CC205/06</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: Aviation I – (Sessions 1 & 2)**

**Location and delivery method: On-site Sheyenne HS**



**Transportation: Students will be responsible for transportation. Schools will provide bussing for field trips.**

This course is a continuation of concepts learned in Aviation I. This course will cover advanced flight topics from area Aviation experts. Students will be exposed to new concepts in UAS and drone technology as well as expanding topics covered in Aviation I to an advanced level. Students will be preparing to pass the Federal Aviation Administration (FAA) private pilot written exam. Successful completion of Aviation I is a prerequisite.

<b>Aviation Cooperative Work Experience</b>	<b>CC 207</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Aviation Technology pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

### **CONSTRUCTION TECHNOLOGY**

<b>Woods 1</b>	<b>TE105/06</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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**Prerequisite: None**

Design, research, and create using a variety of materials from wood to glass to laminate. Use the latest in hand and power tools as well as computer technology. Work on individual projects and group projects including but not limited to pens, etched glassware, furniture and more! Students enrolled in this course will be asked to purchase some supplies for projects with options available for anyone who is unable to do so.

<b>Woods 2</b>	<b>TE205</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite: Woods 1**

Expand upon the skills and knowledge learned in Woods 1. This course is designed to allow students an opportunity to become more proficient at the skills and procedures learned in that class. Lab projects will be capstone in nature as they will involve multiple skills and steps. Students enrolled in this course will be asked to purchase some supplies for projects with options available for anyone who is unable to do so.

<b>Finish Carpentry</b>	<b>VE206</b>	<b>Elective</b>	<b>½ credit</b>	<b>Pilot S</b>	<b>Grade 10-12</b>
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**Prerequisite: Woods 2**

This course provides a hands-on lab-based experience and knowledge of the skills and techniques to perform in the field of finish carpentry. Methods of laying out and installing frames/doors, cabinet/counter installation, millwork, floor coverings, tile and finish hardware. Organization, quality control, estimating materials and coordination with others will be emphasized.

<b>Construction Technology 1</b>	<b>VE371/72</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11- 12</b>
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**Prerequisite: None**

This course is for students interested in gaining basic technical skills needed to enter areas related to construction. Student activities include the proper use of portable electric tools and power machines, basic drafting skills for designing individual projects and blue print reading. Students will learn the steps involved in residential house construction. Projects in this class are: cabinets, and the construction of an 8' by 12' storage building. Students enrolled in this course will be asked to purchase some supplies for projects with options available for anyone who is unable to do so.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>Construction Technology 2</b>	<b>VE373/74</b>	<b>Elective</b>	<b>2 credits</b>	<b>D, N, S</b>	<b>Grade 12</b>
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**Prerequisite: Construction Technology 1 or Placement**

This course continues to develop entry-level job skills related to the building trades. Students will be actively involved in the construction of a single dwelling house. Students will be responsible for the house framing, insulating, drywall hanging, installing windows, staining and varnishing, hanging doors, applying casing and base trim, and shingling. They will observe and learn from professionals who complete the taping and texturing, plumbing, siding, and electrical wiring in the house. Students in this course will also learn about local building codes and indicators of a "high quality" home.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT.

<b>Construction Cooperative Work Experience</b>	<b>VE377</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Construction Technology pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

## DIESEL TECHNOLOGY

<b>Diesel Technology I</b>	<b>CC301/02</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
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**Prerequisite: None**

**Location and delivery method: On-site Sheyenne HS**

**Transportation: Students will be responsible for transportation. Schools will provide bussing for field trips.**

This course allows students to experience a variety of diesel and heavy equipment practices. Students will explore the field of diesel and heavy duty equipment repair, and will learn the basics of safety, equipment identification, and the use of hand and power tools in lab setting. Students will learn a about careers within the diesel and heavy equipment repair industry. Lessons will be enhanced by industry partners such as: RDO, General Equipment, Butler, and Titan Machinery. Students will be introduced to diesel engine operation and components, hydraulics, brakes\suspension, and electrical. Technology-related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. Students will have the option to enroll in Diesel Technology II in the future.



<b>Diesel Technology II</b>	<b>CC305/06</b>	<b>Elective</b>	<b>2 credits</b>	<b>D, N, S</b>	<b>Grade 12</b>
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Prerequisite: Diesel Technology I

**Location and delivery method: On-site Sheyenne HS**

**Transportation: Students will be responsible for transportation. Schools will provide bussing for field trips.**

This course will serve as a continuation from Diesel I, exploring advanced levels. Students will be required to demonstrate sound safety practices. Advanced levels of fuel systems, steering, tire and wheel diagnosis, service and repair of electrical and electronic controls and systems, as well as hydraulic and air brake systems. Students learn shop organization and management. Training and practice of Preventive Maintenance Inspection (PMI) is accomplished. Lessons will be enhanced through industry work experiences. Technology, mathematics, reading, writing, vocabulary, blueprint reading, and science are integrated throughout the curriculum.



<b>Diesel Cooperative Work Experience</b>	<b>CC309</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16+</b>
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**Prerequisite: One credit in the Diesel Technology pathway**

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

## INFORMATION TECHNOLOGY

Participants in this program should be students who are actively interested in computers and the computer industry. Students need a basic understanding of software applications as well as how to operate a microcomputer. Students are encouraged to take *Introduction to Engineering* prior to this course or at the same time.

Learning the skills of a technician requires working on actual computers. Students who wish may purchase components and update their own computers. College credits are available through North Dakota State College of Science.

<b>IT Essentials 1</b>	<b>VE285</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9- 12</b>
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**Prerequisite: None**

[Classes held at South]

Computer Engineering 1 introduces basic hardware and software skills, along with safety and security with procedures required to become an A+ Certified Technician. Emphasis will be on skills needed to build, upgrade, configure, and troubleshoot computers, peripherals, and operating systems.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDS CS - CIS128

<b>IT Essentials 2</b>	<b>VE286</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 9- 12</b>
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**Prerequisite: IT Essentials 1**

[Classes held at South]

Computer Engineering II offers advanced hands-on training and theory to enhance skills hardware, software, safety, and security introduced in Computer Engineering I. New topics include printer, portable systems, networks, Internet, and customer interaction. Course content follows industry guidelines for A+ Certification.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDS CS - CIS129

<b>Intro to Programming</b>	<b>CC601</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9- 12</b>
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**Prerequisite: None**

**Location and delivery method: (Interactive delivery using video conferencing, online resources, and projects.)**

The course will provide students with a foundation for understanding programming languages. Fundamentals of logic, design, coding, structures, and controls will be applied through a game-like environment, such as Scratch, GameSalad or emerging programs. Careers in coding and programming are explored. Students will experience project-based learning, teamwork, problem-solving, and increase communication.



<b>Programming with Python</b>	<b>CC602</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
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The world's tech companies love Python. Google, Youtube, Facebook, IBM, NASA, Dropbox, Yahoo, Mozilla, Quora, Instagram, Uber and Reddit are just a few of the big names that use Python for a wide range of purposes and are continuously on the lookout for Python engineers. Python is a programming language, which is used to develop websites, web applications, GUI, network servers, back-end APIs, desktop apps, medial tools, and machine learning. You can also use Python to analyze data and “glue” other languages together.

<b>Mobile App Development &amp; Security</b>	<b>CC605</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite:** None

**Location and delivery method:** (Interactive delivery using video conferencing, online resources, and projects.)



**Transportation:** Students will be responsible for transportation if video conferencing is not available. Schools will provide bussing for field trips.

Students use mobile technology to solve everyday problems for their community so why not task them to develop one? In this course students will learn the basics of the app system and software development cycle. They will also learn about code modification and additional basic app coding skills, including the topics of variables, simple data types, conditional programming constructs, and simple library classes. The course also provides a foundation for the design, implementation, and management of database systems. Teams will have the opportunity to participate in the Verizon App Challenge.

<b>Fundamentals of Java Programming</b>	<b>VE289</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite:** B or above in Algebra 1, or completion of Geometry or a C or better in Programming with Python.

This course provides an introduction to the field of Computer Science, including design and coding principles. By studying case studies and designing graphical user interfaces, students will learn the principles of object-oriented programming, define classes, instantiate objects, and write methods. Students will also work with algorithms which make logical decisions and iterate. Depending on enrollment and scheduling, classes may be held via videoconferencing. Students will need their PLD or their own laptop on a daily basis.

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS – CSCI 160

<b>AP Computer Science – A</b>	<b>VE290</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
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**Prerequisite:** C or above in Computer Programming 1

Students will study abstract classes, arrays, lists, and advanced concepts of graphical user interfaces. Main topics also include sequences, searches, input and output streams. This course, together with the first semester, will prepare students to take the AP exam in Computer Science if they wish. Depending on enrollment and scheduling, classes may be held via videoconferencing. Students will need their PLD or their own laptop on a daily basis.

<b>IT Cooperative Work Experience</b>	<b>VE411</b>	<b>Elective</b>	<b>½-1 credit</b>	<b>D, N, S, V</b>	<b>Age 16 +</b>
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**Prerequisite:** One credit in the Information Technology Pathway

Students in this program earn school credit for on-the-job training while working in a CTE pathway - related job for a local business. Students apply the knowledge and skills learned in their CTE pathway classes as they perform their duties at work. Students are supervised by the employer as well as the classroom teacher and must complete 75 hours by the end of the semester.

**Student may register, but must apply and be approved by the CTE instructor before officially enrolled.**

## COMPUTER NETWORK SYSTEMS

Classes can be taken for dual credit with North Dakota State College of Science. Your local counselor will assist you with the high school registration. Cisco I and II must be taken as a 1<sup>st</sup> and 2<sup>nd</sup> semester class and Cisco III and IV taken as a 1<sup>st</sup> and 2<sup>nd</sup> semester class. To participate in Cisco the students must have completed entry-level computer classes in their respective high schools. They should have a desire for advanced skill acquirement in the computer industry. The Cisco Certified Network Associate credential will provide them with the opportunity to secure part-time employment as they continue their post-secondary education. It is recommended that a student take *Introduction to Engineering* prior to enrolling in the Cisco program.

<b>Cisco 1: Introduction to Networks</b>	<b>VE391</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
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**Prerequisite:** Entry-level computer classes

[Classes held at South]



This is the first level of a four-part series on computer networking. Successful completion of this class will earn ½ of a high school credit. Participants will learn about current and emerging networking technology. The course will cover safety, networking terminology and protocols, network standards, LAN's, WAN's, the OSI model, cabling, router configuration, topologies, IP addressing, and other general networking information. The goal is for participants completing levels 1-4 to be prepared to take the industry certification exam and become a Certified Cisco Networking Associate (CCNA).

NOTE: THIS COURSE MAY BE TAKEN FOR DUAL CREDIT THROUGH NDSCS - 4 college dual credits through NDSCS – CIS 164

<b>Intro to Networking &amp; Cybersecurity</b>	<b>VE395</b>	<b>Elective</b>	<b>½ credit</b>	<b>D, N, S, Dk</b>	<b>Grade 10-12</b>
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**Prerequisite: None**

**[Classes held at South]**



Just like you, homes and business are becoming smart! Wi-Fi, smart devices, TVs, WHDI, AppleTV, security systems, and wireless technologies are growing, along with the need to understand set ups, software applications, troubleshooting and security prevention. This course will introduce students to principles and practices of designing, home and small business networks, along with an introduction to cybersecurity concepts. Students will demonstrate evidence of learning through networking and lab activities.



# WORLD LANGUAGES

## Elective Courses:

French 1B, 1, 2, 3, 4  
 German 1B, 1, 2, 3, 4  
 Latin 1B, 1, 2, 3, 4  
 Spanish 1B, 1, 2, 3, 4

Since some universities recommend or require more language study as a prerequisite, students are encouraged to continue their study through Level IV. Level I is offered at the high school as a one-year course for students who did not complete Level 1A at the middle school.

## LEVEL 1B

<b>FL113/14 French</b>	<b>FL123/24 German</b>	<b>FL133/34 Latin</b>	<b>FL143/44 Spanish</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9</b>
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**Prerequisite: Level 1A Introduction (8<sup>th</sup> grade)**

This course is a continuation of Level I French, German, Latin\* or Spanish introduced in grade 8. The course stresses listening, speaking, reading, and writing skills. There is an introduction to the culture and civilization of the target language. The student is expected to be proficient in all Level 1A skills.

## LEVEL 1

<b>FL111/12 French</b>	<b>FL121/22 German</b>	<b>FL131/32 Latin*</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 9-12</b>
<b>FL141/42 Spanish</b>						

**Prerequisite: None**

This course is for the student who is taking the language for the first time. Students will begin to communicate by listening, speaking, reading and writing. The culture and geography of the target language will be introduced. The student is expected to utilize the vocabulary and basic structural elements of the language.

## LEVEL 2

<b>FL211/12 French</b>	<b>FL221/22 German</b>	<b>FL231/32 Latin*</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 10-12</b>
<b>FL241/42 Spanish</b>						

**Prerequisite: Level I of the language.**

This course stresses further development of listening, speaking, reading, and writing skills. Learning vocabulary continues to be an integral part. There is greater emphasis on structure. The study of culture is continued, sometimes presented in the target language.

## LEVEL 3

<b>FL311/12 French</b>	<b>FL321/22 German</b>	<b>FL331/32 Latin*</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 11-12</b>
<b>FL341/42 Spanish</b>						

**Prerequisite: Level II of the language.**

Listening, speaking, reading, and writing skills are strengthened. There is minimal usage of English in the classroom. Extensive vocabulary and culture study is continued, as well as an introduction to literature and art.

## LEVEL 4

<b>FL411/12 French</b>	<b>FL421/22 German</b>	<b>FL431/32 Latin*</b>	<b>Elective</b>	<b>1 credit</b>	<b>D, N, S</b>	<b>Grade 12</b>
<b>FL441/42 Spanish</b>						

**Prerequisite: Level III of the language.**

Proficiency in the language is a primary emphasis. The four skills: listening, speaking, reading, and writing are developed in original work. Reinforcement of these skills is accomplished through study of culture and literature in the target language.

\*Latin places a focus on reading comprehension

## Approved Dual Credit Course List

HS Course Name	Course Code	HS Dept	School	College Course	College	Course Id	Credits
Anatomy/Physiology	SC325/326	SC	D, S	Anatomy & Physiology II + Lab	NDSCS	BIOL 221L	4
AP Biology	SC321/322	SC	D, S	General Biology II + Lab	NDSCS	BIOL 151L	4
AP Chemistry	SC421/422	SC	N, S	General Chemistry II + Lab	NDSCS	CHEM 122L	4
AP Computer Science - A	VE290	IT	D, N, S	AP Computer Science - JAVA	NDSCS	CSCI 161	4
AP European History (S2 only)	SS222	SS	S	Western Civilization	NDSCS	HIST 102	3
AP Government and Politics: US	SS325	SS	D, N, S	American Government	NDSCS	POLS 115	3
AP Physics 1: Algebra-Based	SC329/330	SC	S	College Physics I + Lab	NDSCS	PHYS 211L	4
AP Psychology	SS339/340	SS	S	Introduction to Psychology	NDSCS	PSYC 111	3
AP Statistics	MA413/14	MA	N, S, V	Elementary Statistics	NDSCS	MATH 210	3
AP U. S. History	SS321/322	SS	D, N, S	U.S. History since 1877	NDSCS	HIST 104	3
Architecture	TE235/236	TE	D, N, S	CEA	NDSCS	ARCT 121	2
Athletic Injuries	HL211	PE	D, S	Prevention and Care of Injuries	NDSCS	HPER 207	3
Certified Nursing Assistant	VE385	HSC	D, N, S	Certified Nursing Asst (CNA)	NDSCS	NURS 100/1L	2
Cisco 1: Introduction to Networks	VE391	IT	D, N, S	Networking Fundamentals I	NDSCS	CIS 164	4
College Algebra & Trigonometry (S1)	MA317	MA	D, N, S	College Algebra (S1)	NDSCS	MATH 105	2
College Algebra & Trigonometry (S2)	MA318	MA	D, N, S	Trigonometry (S2)	NDSCS	MATH 105	2
Communications	LA237	ELA	D, N	Fundamentals of Public Spkg	NDSCS	COMM 110	3
Construction Technology 1	VE373/374	CT	D, N, S	Carpentry Fundamentals	NDSCS	BCT133	2
Construction Technology 2	VE377/378	CT	D, N, S	Rough Carpentry/Exterior Finishing	NDSCS	BCT131/132	6
Emergency Medical Services	CC520	VE	TBD	Emergency Medical Services	NDSCS	EMS 100	2
Exploring Business Software	BE201	BE	TBD	Business Use of Computers	NDSCS	CSCI 116	3
Forensics	SC303	SC	S	Forensics Science & Lab	BSC	CHEM 112/2L	4
Fundamentals of Java Programming	VE289	IT	D, N, S	Computer Programming - JAVA	NDSCS	CSCI 160	4
Graphic Design & Comm.	TE101	TE	D, N, S	Graphic Design	NDSCS	CIS 232	3
Intro to Education	FS901	FACS	D, S	Intro to Education	VCSU	EDUC 251	2
Intro to Engineering Design	TE107/108	TE	TBD	Design & Modeling	NDSCS	RAMT 120	3
IT Essentials 1	VE285	IT	D, N, S	IT Essentials I	NDSCS	CIS 128	3
IT Essentials 2	VE286	IT	D, N, S	IT Essentials II	NDSCS	CIS 129	3
Management/Entrepreneurship	ME303/304	BE	D, N, S	Entrepreneurship	NDSCS	BUSN170	3
Marketing - Pending	ME203.204	BE	D, N, S	Marketing - Pending	NDSCS	BADM201	3
Manufacturing 1	VE241/242	MAN	S	Industrial Shop Practices	NDSCS	MFGT 110	2
Manufacturing 2	VE341/342	MAN	S	Fabrication Methods	NDSCS	MFGT123	2
Medical Terminology	VE387	HSC	D, N, S	Medical Terminology	NDSCS	BOTE 171	4
Peer to Peer II	FS905	SPED	N, S	Educating the Exceptional Student	VCSU	EDUC 240	3
Pre-Calculus	MA311/312	MA	D, N, V	Pre-Calculus	NDSCS	MATH 107	4
Pre-Calculus	MA311/312	MA	S	Pre-Calculus	BSC	MATH 107	4
Robotics	TE109	TE	TBD	Robotics Systems I	NDSCS	RAMT 224	3
Social Media Marketing	ME207/208	ME	S	Marketing	NDSCS	BADM 201	3
Spanish IV	FL 431/432	SP	S	Spanish I	BSC	SPAN 101/2	4
Teaching Field Experience	FS902	FACS	D, S	Field Experience	VCSU	EDUC 252	2
Unmanned Aerial Vehicles	CC203	AV	Sheyenne	Unmanned Aircraft Systems	NDSCS	UAS 111/112	2
Web and Graphic Design 2	BE212	TE	D, S	Web Authorizing Software	NDSCS	CIS 181	3
Welding 1 & 2	VE339/340	MAN	NDSCS-SC	Fabrication Methods	NDSCS	MFGT 123	2