WEST FARGO
PUBLIC SCHOOLS

2025-2026
Course Catalog
Grades 9-12

Table of Contents

Graduation Requirements

The proper selection of courses by learners is an important matter. It is important to the learners that each course should be carefully selected as an integral part of their four-year educational plan. Read carefully, the course selections are equally as important to the school district as commitments for staffing for the ensuing year are based on the learner selections. Therefore, changes in learner course selections after July 1 will only be made in cases of extreme hardship. All changes must have the approval of the school assistant principal or principal.

Course	Credits
English	4
Health	.5
Mathematics: at least 1 credit in Basic Math, Pre-Algebra, or Algebra 1	3
Physical Education	1.5
Science: Physical Science (or 1 yr of Physics + 1 yr of Chemistry), Biology, And 1 other science course	3
Social Studies: Western Civilization or AP European History (1 credit) US History or AP US History (1 credit) US Government or AP Government (1/2 credit) Economics or AP Economics (1/2 credit) Social Studies Elective (1/2 credit)	3.5
Required Credits	**15.5**
Elective Credits: three must be a combination of world language, fine arts, or career and technical education	7.5
Minimum credits required for graduation	**23**

To qualify for graduation, a senior must have enrolled in a high school during grades 9, 10, 11, and 12 for four separate school year terms. An exception to this policy may be made for learners if they have the approval of their parents or the principal. In addition, according to school board policy, learners must complete all requirements for the high school diploma in order to participate in commencement exercises.

Learners shall be enrolled each year in courses that will give them at least 6 credits unless the principal has granted permission to take a reduced load. Additional courses may be taken from the list of electives each year to meet the minimum requirements.

Learners must make an effort to make up any course failed through summer school or approved correspondence/online school before the next fall term starts. Courses failed and not made up by the beginning of the next school year must be scheduled for that school year. Special permission must be obtained to take further courses in the same field until failures have been removed.

Recommended Course Registration by Grade

Grade 9	Cr	Grade 10	Cr	Grade 11	Cr	Grade 12	Cr
English I or Honors	1	English 1I or Honors	1	English III or AP Language & Composition	1	Senior Composition & Elective or AP Literature & Composition	1
Algebra I or Geometry	1	Geometry or Algebra II	1	Algebra II or other Math	1	Math of choice	.5-1
Human Geography or AP Human Geography	.5	Western Civ or AP Euro	1	US History or AP US History	1	Government or AP Government Economics or AP Economics	1
Physical Science or Biology	1	Biology, Chemistry, or Physics	1	Chemistry or Physics	1	Science of choice	.5-1
Health & Intro to PE	1	PE of Choice	1				

Commencement Recognition

Graduating seniors who have attained any or all of the following will be given special recognition during commencement exercises:

- Active membership in the National Honor Society and National Technical Honor Society.
- A grade point average of 3.50 or better for all courses grades 9-12 taken up to and during the first semester of the senior year (Graduating with Honor)
- Enlisted Military.

Admission requirements for public campuses in the North Dakota University System

Certain high school courses are required if the learner plans on enrolling in a four-year public college or university in North Dakota (North Dakota State University, University of North Dakota, Dickinson State, Mayville State, Minot State, and Valley City State). To enroll in one of these institutions the following must be completed:

- 4 units of English
- 3 units of mathematics; a minimum of Algebra I, Geometry, Algebra II
- 3 units of laboratory science, including at least 2 in biology, chemistry, physics, or physical science
- 3 units of social studies, excluding consumer education, marketing, orientation to social studies, and marriage/family

In addition, it is strongly recommended that the learner also complete:

- 2 units of a single classical or world language, including American Sign Language and Native American Language

Admission requirements for public campuses other than North Dakota

State university systems outside of North Dakota also maintain high school preparation standards. For those requirements, please visit one of the high school counselors or contact the college or university of interest to you.

Advanced Programming

Post Secondary Admission Criteria

Learners planning to attend either a technical college or university must pay very careful attention to admission requirements prior to selecting their high school courses. In most cases, college

requirements exceed the minimum requirements needed to graduate from high school. Admission requirements vary considerably depending upon the college or university that the learner plans to attend, and the major field of study pursued. *It is essential that learners and parents/guardian(s) check specific college entrance requirements with the college of interest.*

Advanced Placement Program
The College Board's Advanced Placement (AP) Program is an opportunity for learners to pursue college-level studies while still in secondary school and to receive advanced placement credit. By challenging and stimulating learners, the AP program provides access to high quality education by accelerating learning, achievement, and enhancing both high school and college programs.

Benefits of Advanced Placement Classes
The AP Program benefits learners in many different ways:

- Learners may receive college credit or placement for satisfactory test scores.
- Learners discover how to manage their time while dealing with college level work.
- Learners improve their chances of being accepted by the college of their choice.
- AP courses encourage critical and creative thought and fine tunes analytical skills.
- Learners may be granted sophomore standing in college.
- Learners study material in greater depth and develop independent study skills.

Advanced Placement Courses offered by West Fargo Public Schools

Dual Credit Program
Learners interested in participating in the Dual Credit Program should see their assigned counselor for more information. The dual credit program allows sophomores, juniors, and seniors in North Dakota's schools to take courses offered by an approved post-secondary institution for both high school and post-secondary credit. The program provides learners with a greater variety of class offerings and the opportunity to pursue more challenging course work.

Eligible learners: Any North Dakota learner enrolled in grade ten, eleven, or twelve, meeting the criteria of the receiving institution.

Participation

- Permission to enroll: Learners must complete the online application to the higher education institution and required documentation to the NDUS system.
- Credits: ½ high school credit is awarded per dual credit course. The law does not specify the number of credits a learner may earn.
- Cost: The learner and their parent/guardian(s) are responsible for all costs related to receiving post-secondary credit. Costs include tuition, fees, textbooks, materials, equipment, and other necessary charges related to receiving post-secondary credit, such as transportation.
- Extracurricular Activities: Enrollment in dual credit courses does not reduce a learner's eligibility to participate in high school extracurricular activities.
- Transferring Post-Secondary Credits: Transferring post-secondary credits to another institution will depend on the new institution; however, credit earned at regionally accredited institutions will generally transfer.
- Withdrawal or Failure: The learner who withdraws from a course must inform the post-secondary institution and the high school right away. Learners must follow established post-secondary college procedure when withdrawing from or failing a course.

COLLEGE COURSE SUBSTITUTION
When a learner is interested in taking a course(s) from a postsecondary institution during their high school experience and utilizing that course work to meet high school requirements, they must complete an application prior to enrollment. Please reference the learner handbook for details.

NORTH DAKOTA CHOICE READY

The North Dakota CHOICE READY framework is a tool to assist educators to ensure all students successfully depart high school possessing the ESSENTIAL SKILLS necessary to be ready for life. The journey begins by ensuring students leave having the ESSENTIAL SKILLS to be successful for whichever path they choose. Students shall then strive to be POST-SECONDARY READY, WORKFORCE READY, and/or MILITARY READY.

ESSENTIAL SKILLS

Earn a ***North Dakota high school diploma***

Complete a ***9-week Career Education/Individual Counseling*** (15.1-21-18), ***Financial Literacy*** (15.1-21-21), and pass ***ND Civics Test*** (15.1-21-27), Computer Science and Cybersecurity Requirements (15.1-21-02.2), and **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
- Multicultural Awareness

Students shall then complete **two or more** of the **CHOICE READY** components below.

POST-SECONDARY READY

Complete a ***Four-Year Rolling Career Plan***, earn a ***2.8 GPA or greater***, and complete one academic indicator set below:

ACT / SAT minimum or subsection scores

- ACT English – 18
- ACT Reading – 22
- ACT Math – 21
- ACT Science – 23
- SAT Reading/Writing – 480
- SAT Math – 530

OR

Two or more additional indicators:

- Advanced Placement Course (A, B or C) (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B or C) or (4, 3, or
- Algebra II (A, B or C) or (4, 3, or 2)
- Advance Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CLEM/CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B or C) (4, 3, or 2)

WORKFORCE READY

Complete a ***Four-Year Rolling Career Plan***, and complete two or more additional indicators:

- ☐ Complete three CTE courses or more (A, B or C) or (4, 3, or 2)
- ☐ Complete Career Ready Practices (3.0)
- ☐ Dual Credit Course (A, B or C) or (4, 3, or 2)
- ☐ WorkKeys (Gold or Silver)
- ☐ Technical Assessment / Industry Credential
- ☐ Workplace Learning Experience (40 hours)
- ☐ Work-based Learning Experience (Perkins V) (40 hrs.)
- ☐ NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)
- ☐ Complete three World Language Courses (A, B or C) or (4, 3, or 2)

MILITARY READY

- ☐ Complete a ***Four-Year Rolling Career Plan,***
- ☐ ***ASVAB score of 31 or greater*** (as determined by branch), or acceptance in the military
- ☐ ***Quality Citizenship*** (No Expulsions/Suspensions), ***Physically Fit***, and (students 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.
- ☐ Complete two credits of JROTC or Air Patrol

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 **MILIITARY READY,** according to the requirements listed below.

ESSENTIAL SKILLS (15.1-21-02.10(5))

Check here when student has complete Essential Skills ☐

☐ Earn a **North Dakota high school diploma**

☐ Complete a **9-week Career Education/Individual Counseling, 4-year Rolling Plan,** pass **ND Civics Test,** earn a **3.0 or higher overall GPA,** and **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
- ☐ Succcessfully complete a Capstone Project
- ☐ Successfully complete an online 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.

Check here when student is Post-Secondary Ready ☐

POST-SECONDARY 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 or Math) (A, B, or C) (4, 3, or 2)
- ☐ Algebra II (A, B, or C) (4, 3, or 2)
- ☐ Advanced Placement Exam (3+)
- ☐ International Baccalaureate Exam(4+)
- ☐ 3.0 GPA in core course requirements for NDUS admission
- ☐ 3 fine arts courses (A, B, or C) (4, 3, 2)

Check here when student is Workforce Ready ☐

WORKFORCE READY

Complete both indicator sets below:

- ☐ 4 credits of CTE with 2 credits in same plan of study, **OR** 3 credits of same world language, Indigenous language, or sign language
- ☐ ACT of 24, or 5 or higher on all three WorkKeys tests or SAT composite of 1180

and

Two or more additional indicators:

- ☐ Complete Career Ready Practices Course
- ☐ Dual Credit Course (A, B, or C) (4, 3, or 2)
- ☐ Technical Assessment/Industry Credential
- ☐ Workplace Learning Experience (40 hrs.)
- ☐ Work-based Learning Experience (Perkins V) (40 hrs.)
- ☐ NDSA (Reading/Math) Level 3 or greater, or ACT for Accountability: English 19/Mathematics 22 or greater

Check here when student is Military Ready ☐

MILITARY READY

Complete both indicator sets below:

- ☐ **ASVAB score of 50 or greater,** or ASVAB score of 31 or greater and have completed Basic Training;
- ☐ **Physically Fit** – Successfully complete required PE courses (A, B, or C) (4, 3, or 2);

and

One indicator set:

- ☐ Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce options:**
  - ☐ _____
  - ☐ _____
- ☐ 2 credits of JROTC
- ☐ Phase One of the Cadet Civil Air Patrol Program

Updated August 11, 2023

Extracurricular Participation Requirements

Academics: While participating in high school extracurricular activities, a learner must be enrolled in six credit-bearing courses per semester (the passing grade will be computed from the beginning of the semester or quarter). A learner who has special permission to be enrolled in less than 6 credit-bearing courses per semester must have their eligibility approved by the principal (examples: a learner taking college classes, extended illnesses, enrolled in Community High School, or the Virtual Program).

To be eligible to participate in high school extracurricular activities, learners cannot be failing more than one course and must have zero detention hours.

To be eligible to participate in middle school extracurricular activities, learners cannot be carrying a "1" in more than one course.

Learners at the middle and high school level MUST be in attendance for ALL enrolled courses on the day of a practice, competition, or contest to be able to participate. For weekend or non-school day contests, learners must have been in attendance for ALL enrolled courses on the most recent school day prior. Exceptions for medical appointments (with a note from a medical professional) and special circumstances determined by the learner's administrator will be made as needed.

If a learner is dropped from a course as a withdraw fail (WF) or loss of credit (LC), those designations on the learner's transcript hold the weight of an F and negatively impact learner eligibility until the learner recovers the credit or the first eligibility pull of the following semester.

Academic eligibility for a learner in high school and middle school shall be determined weekly beginning with the second week of each quarter.
High School Learners are able to become eligible throughout the week if they are able to meet the requirement of failing NO MORE than ONE course. Educators are expected to update gradebooks weekly, the evening before eligibility is pulled, and learners must plan accordingly if they expect updated grades for missing or redone assignments.

If a week has three days or less, no changes in eligibility will occur.

Learner eligibility at the beginning of the semester shall be determined by the prior semester's grades. Learner eligibility at the beginning of the second quarter and fourth quarter shall be determined by the prior quarter's grades. At the beginning of a quarter or semester, an ineligible learner may become eligible after two weeks have passed from the first day of the quarter or semester and the learner has been deemed academically eligible. This is when the first list will be published for the next grading period. Spring activities with contests following graduation will be governed by the eligibility list that was in effect for the last portion of the fourth quarter.

Extracurricular supervisors and administrators will monitor academic standings and notify individual learners if they become ineligible.

NCAA Guidelines
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school (or year nine of secondary school). Visit on.ncaa.com/RegChecklist to help guide you through the registration process.

Academic Requirements

To study and compete at a Division I or II school, you must earn 16 NCAA-approved core-course credits, earn a minimum 2.3 (Division I) or 2.2 (Division II) core-course GPA and submit your final transcript with proof of graduation to the Eligibility Center.

Core Course Requirements

Division I – Earn 16 NCAA approved core-course credits in the following areas:

- English – 4 years
- Math (Algebra I or higher) – 3 years
- Science (including one year of lab, if offered) – 2 years
- Additional (English, Math, or Science) – 1 year
- Social Science – 2 years
- Additional Courses (any area listed above, world language or nondoctrinal religion/philosophy) – 4 years

For Division I, 10 of your 19 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math, or science.

Division II – Earn 16 NCAA-approved core-course credits in the following areas:

- English – 3 years
- Math (Algebra I or higher) – 2 years
- Science (including one year of lab, if offered) – 2 years
- Additional (English, Math, or Science) – 3 years
- Social Science – 2 years
- Additional Courses (any area listed above, world language or nondoctrinal religion/philosophy) – 4 years

Grade-Point Average

The Eligibility Center calculates your core-course GPA based on the grades you earn in NCAA-approved core courses.

- Division I requires a minimum 2.3 core-course GPA.
- Division II requires a minimum 2.2 core-course GPA.

Division III - While Division III schools set their own admissions and academic requirements, international student-athletes (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an Amateurism-Only Certification account. Contact the Division III school you plan to attend for more information about its academic requirements.

Advisory

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Choice Ready	0.25		10	H, S, WF				20060
Cybersecurity	0.25		11	H, S, WF				20074
High School 101	0.25		9	H, S, WF				20065
Senior Capstone	0.25		12	H, S, WF				20066

Choice Ready
Career Management helps learners identify and evaluate personal goals, priorities, aptitudes, and interests to help them make informed career decisions. This course exposes learners 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.

Cybersecurity
Prepares learners for collaborative work education/internship opportunities. It also prepares learners for real-world work.

High School 101
This course is designed to address the challenges that learners experience in high school so they can succeed in the classroom as well as the workplace. Course topics may include communication skills; personal assessment and awareness activities; test taking/study skills; time management; choices and consequences; technology, business, and financial literacy. Additional topics can include exercises designed to generate organized, logical thinking and writing to help with job preparation, readiness, application, or interview skills.

Senior Capstone
Leadership is designed to strengthen learners' personal and group leadership skills. Typically intended for learners involved in extracurricular activities (especially as officers of organizations or learner governing bodies), these courses may cover public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

Agriculture Education

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Intro to Agriculture	0.5		10, 11, 12	Microsoft Teams				01011
Plant Science I	0.5		10, 11, 12	*CIC				01053
Plant Science II	0.5		10, 11, 12	*CIC	Plant Science I			01054
World Agriculture	0.5		10, 11, 12	*CIC	Prior Ag Course			01069

**Career Innovation Center – learners may be responsible for their own transportation to 4230 64th Ave S, Fargo*

Intro to Agriculture
This applied course is designed to enhance learner perceptions of agriculture, its applications, and leadership development as the core foundation of the Agriculture Education program. Topics may include soils, irrigation, land judging, plants, crop and weed identification, range management, horticulture, nursery, diseases, insects, and chemicals. This applied course introduces learners to agricultural sciences with emphasis on technical skills, entrepreneurship, and occupational opportunities.

Plant Science I
Learners will study Botany/plant science, plant propagation, and managing the business of raising and selling plants. Hands-on experiences will include computer assisted landscape design, home and business landscaping, commercial greenhouse operation, plant nutrition, landscape beautification, and community involvement. Learners raise a variety of bedding plants, flowers, ornamentals, and garden plants as a part of the lab activities and work on community floral projects. This class will be delivered through hybrid model of on-line coursework, field trips, and lab activities.

Plant Science II
Plant Science II explores plant life through the lens of produce, greenhouse/nursery plants, plant growth, and reproduction structures. Topics to be covered include plants, plant identification, soils for growth, and plant entomology. The course examines the importance of plant cell structures, functions of cells, plant processes, nonvascular plants, vascular plants, roots, stems, leaves, flowers, and reproduction of plants. Learners may be introduced to the biological, environmental, conservation, and ecological. Landscape Design prepares learners 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.

World Agriculture
A course designed to introduce learners to global agriculture. This course also includes agricultural career development, leadership, communications, and personal finance.

Air Force Junior Reserve Officer Training Corps (AFJROTC)

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
AFJROTC (Exploring Space)	1		9, 10, 11, 12	*Fargo South High			Travel to Fargo South	15044

**Learners may be responsible for transportation to Fargo South High School.*

AFJROTC (Exploring Space)
Introduction to Junior Reserve Officer Training Corps (ROTC) courses introduce learners to the purposes and objectives of the Reserve Officer Training Corps program, which seeks to educate high school learners in citizenship, promote community service, and instill responsibility. As part of that introduction, course topics typically include a brief history of the military branches in the United States and the basics of military drills, ceremonies, and rank structure.

Biomedical Sciences

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Human Body Systems	1		10, 11, 12	H	Principles of Biomedical	Yes		10732

Medical Interventions	1		11, 12	H	Principles of Biomedical			10734
Principles of Biomedical Science	1		9, 10, 11, 12	H, S		Yes		10730

Human Body Systems
Learners examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Learners build organs and tissues on MANIKEN® skeletal models, use data acquisition software to monitor body functions, and take on the roles of biomedical professionals to solve real-world medical cases.

Medical Interventions
Learners follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Learners explore how to detect and fight infection, screen, and evaluate the code of human DNA, evaluate cancer treatment options, and prevail when body organs begin to fail. Through cases, they learn about various interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Principles of Biomedical Science
Learners will explore concepts of biology and medicine to determine the factors that led to the death of a fictional person. Learners will examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Learners are introduced to human physiology, basic biology, medicine, and research processes while designing their own experiments to solve problems.

Business Management & Education

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Accounting I	0.5		10, 11, 12	H, S, WF				14010
Accounting II	0.5		10, 11, 12	H, S, WF	Accounting I			14011
Accounting III	0.5		11, 12	H, S, WF	Accounting I & II			14012
Accounting IV	0.5		11, 12	H, S, WF	Accounting I, II, & III			14013
Advanced Keyboarding	0.5		9, 10, 11, 12	S, WF				14094
Business & Personal Finance	0.5		10, 11, 12	H, S, WF				14095
Business Law	0.5		10, 11, 12	H, S, WF				14090
Exploring Business Computer Applications	0.5		9, 10, 11, 12	S, WF				14024
Fundamentals of Business	0.5		9, 10, 11, 12	H, S, WF				14230
Web Design	0.5		10, 11, 12	S, WF				14022

Accounting I
In Accounting I, you will learn the fundamentals of accounting principles that include terminology, accounting cycle, basic concepts, financial statements, roles of accountants, and ethics in accounting. Simulation packets are often integrated into the course.

Accounting II
Learners in Accounting II will continue learning the fundamental concepts of accounting. Topics covered include terminology, accounting cycle, basic concepts, financial statements, roles of accountants, and ethics in accounting.

Accounting III
Learners in Accounting III will acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Learners will develop skills in analyzing and interpreting financial information common to businesses. A contemporary business simulation set that lets the learner put accounting skills into practice is often included.

Accounting IV
Learners in Accounting IV will continue to develop skills in analyzing and interpreting information common to corporate forms of organization, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Higher-level corporate, managerial, and cost accounting concepts are presented in this course. A contemporary business simulation set that lets the learner put accounting skills into practice is often included.

Advanced Keyboarding
Learners in Advanced Keyboarding will develop skills to operate a keyboard using the touch system and to compose formal and informal documents.

Business & Personal Finance
Business finance is the lifeline of an organization. Learn skills and concepts for business and personal use, including banking, budgeting, checking, savings, investing and credit, communication, decision-making, record management, taxes, marketing, consumerism, and computer technology. Gain insight into the business world, careers, and entrepreneurship through projects, simulations, and business speakers. The course is designed to assist all learners in acquiring an understanding of the facets of the American business environment.

Business Law
Learners in Business Law will be introduced to the fundamental background of the development and enforcement of laws, the difference between criminal and civil law, and our present court system and how it works. Topics to be discussed include laws concerning contracts, sales, consumers, property, computers, family, environment, wills and trusts, and bankruptcy.

Exploring Business Computer Applications
Learners in Exploring Business Computer Applications will continue developing skills in various computer applications and using multiple input and output devices to gather information, design, present, and evaluate projects. The course will include ethical uses of computers and information. The course would be helpful for all learners.

Fundamentals of Business
Learners in the Fundamentals of Business will be introduced to the business world and prepare for the economic roles of consumers, workers, and citizens. The content may include a study of the business environment and strategies for creating, financing, marketing, and managing a business.

This course will also serve as a background for other business courses you may take in high school and college.

Web Design
Learners in Web Design will be introduced to various ways to create and maintain web pages. Course topics will focus on overall production processes, emphasizing design elements involving layout, navigation, and interactivity. Understanding proper ethics, copyright laws, social networking, and cyber security topics will be integrated. The basic language of web design and software will be taught along with the additional media inputs within a website (e.g., video, animation, sound, scrolling marquees, forms, contacts, and other additional components).

Driver's Education

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Driver's Education	0.5		9, 10, 11, 12	H, S, WF				21012

Driver's Education
The classroom program of driver's education includes at least 30 hours of classroom instruction. This course teaches learners to become safe drivers on America's roadways. Topics in these courses include legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs).

English Language Arts

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Advanced Creative Writing	0.5	*	10, 11, 12	S				05042
Advanced Literature	0.5	*	12	H	English III		*	05077
AP Research	0.5	*	11, 12	H, S, WF	AP Seminar		*	20077
AP Seminar	0.5	*	10, 11, 12	H, S, WF			*	20078
AP English Language & Composition	1	*	11	H, S, WF			*	05580
AP English Literature & Composition	1	*	12	H, S, WF			*	05581
Composition I	0.5	*	12	H, S, WF	Accuplacer or ACT	*	*	05040
Composition II	0.5	*	12	H, S, WF	Composition I		*	05041
Creative Writing	0.5	*	10, 11, 12	H, S, WF				05042
Debate and Argumentation I	0.5		10, 11, 12	H, S, WF		*		05094

English I	1		9	H, S, WF		*		05071
English II	1		10	H, S, WF	English I	*		50572
English III	1		11	H, S, WF	English II	*		05073
English Alternate Core	1		9, 10, 11, 12	H, S, WF				05011
Fundamentals of Public Speaking	0.5	*	10, 11, 12	H, S, WF		*	*	05092
Honors Freshman English	1		9	H, S, WF		*		05071
Honors Sophomore English	1		10	H, S, WF	English I	*		05072
Journalism and News Media I-II	1		9, 10, 11, 12	H, S, WF				05081
Journalism and News Media III	1		11, 12	H, S, WF	Journalism and News Media I-II			05082
Journalism and News Media IV	1		12	H, S, WF	Journalism and News Media III			05082
Photojournalism and Graphic Design I-II	1		9, 10, 11, 12	H, S, WF				05081
Photojournalism and Graphic Design III	1		11, 12	H, S, WF	Photojournalism and Graphic Design I-II			05082
Photojournalism and Graphic Design IV	1		12	S, WF	Photojournalism and Graphic Design III			05082
Senior Composition	.5		12	H, S, WF		*		05040
Senior Literature	.5		12	H, S, WF	English III	*		05077
Video Production I-II	1		9, 10, 11, 12	S, WF				05099
Video Production III	1		11, 12	S, WF	Video Production I-II			05099
Video Production IV	1		12	S, WF	Video Production III			05099

Advanced Creative Writing
Creative writing offers learners the opportunity to develop and improve their technique and individual style in a wide variety of prose. The emphasis of the course is on writing; however, learners will study exemplary representations and authors to obtain a fuller appreciation of the form and craft. As a dual credit option, learners will engage in advanced experiences and analysis of short stories, poetry, and novels. Dual credit information will be provided.

Advanced Literature
Advanced Literature offers an in-depth focus on composing and reading a variety of informational and literary texts. Learners will write for a variety of audiences and purposes, including writings that prepare learners for collegiate study. Learners will engage with various aspects of genre structure, craft, and context. Learners will continue to strengthen and refine critical thinking, effective writing, and application of research skills through inquiry and analysis. Various forms of communication will be embedded into the course, including discussion and written responses. Dual credit information will be provided.

AP Research
AP Research is the second class needed to complete the AP Capstone Diploma program—an innovative program that provides learners the opportunity to develop skills for college and career success, such as research, collaboration, and communication. To receive the AP Capstone Diploma, learners must earn a score of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing. The AP Capstone Diploma signifies outstanding academic achievement. In AP Research, learners design and defend a year-long research-based project on a topic of their choosing, building on the skills learned in AP Seminar. Through this inquiry process, learners design, plan, and implement a yearlong investigation to address a research question.

AP Seminar
AP Seminar is the first class needed to complete the AP Capstone Diploma program—an innovative program that provides learners the opportunity to develop skills for college and career success, such as research, collaboration, and communication. To receive the AP Capstone Diploma, learners must earn a score of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing. The AP Capstone Diploma signifies outstanding academic achievement. In AP Seminar, learners will engage in cross-curricular conversations to evaluate complex topics and real-world issues. AP Seminar is project-based learning in which learners synthesize sources, provide written arguments, and develop presentations on topics of their choosing.

AP English Language & Composition
AP English Language & Composition is an introductory, college level course where learners read and analyze a broad and challenging range of fiction and nonfiction, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, learners develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Summer reading and writing is required. This course is designed to offer a college-preparatory experience and will prepare learners to take the AP English Language & Composition College Board Exam.

AP English Literature & Composition
AP English Literature & Composition is recommended for college-bound learners. It will involve learners in both the study and practice of writing and analysis of literature on an advanced level. Reading will include poetry, drama, fiction, and expository literature. Writing assignments will cover a wide array of topics, including the critical analysis of literary works. This course is designed to offer a college-preparatory experience and will prepare learners to take the AP English Literature & Composition College Board Exam.

Composition I
Composition I focuses on learners' writing skills and develops their ability to compose different types of papers for various purposes and audiences. This course enables learners to explore and practice descriptive, narrative, persuasive, and/or expositive styles. Composition focuses on nonfiction, scholarly, or formal writing. Dual credit information will be provided.

Composition II
Composition II reinforces the logic, critical-thinking, and collaboration skills that accompany good writing; this course, which reviews word choice, usage, and mechanics, provides continued and advanced instruction in writing for a variety of purposes and audiences while incorporating research and/or support. This course prepares learners for post-secondary writing purposes. Dual credit information will be provided.

Creative Writing
Creative writing offers learners the opportunity to develop and improve their technique and individual style in a wide variety of prose. The emphasis of the course is on writing; however, learners will study exemplary representations and authors to obtain a fuller appreciation of the form and craft.

Debate and Argumentation I
Debate and Argumentation I involves studying and applying the techniques for investigating two sides of contemporary problems. It addresses the formulation of propositions; analyzing and determining issues; gathering supporting material; constructing cases; developing logical reasoning and critical thinking; techniques of rebuttal and refutation; and extemporaneous delivery skills.

English I
English I offers a balanced focus on composing and reading a variety of informational and literary texts. Learners will engage with various aspects of genre structure, craft, and context. Learners will develop critical thinking, effective writing, and application of research skills through inquiry and analysis. Various forms of communication will be embedded into the course, including discussion and written responses.

English II
English II offers a balanced focus on composing and reading a variety of informational and literary texts. Learners will engage with various aspects of genre structure, craft, and context. Learners will further advance critical thinking, effective writing, and application of research skills through inquiry and analysis. Various forms of communication will be embedded into the course, including discussion and written responses.

English III
English III offers a balanced focus on composing and reading a variety of informational and literary texts. Learners will write for a variety of audiences and purposes, including writings that aim to prepare a learner to graduate Choice Ready. Learners will engage with various aspects of genre structure, craft, and context. Learners will strengthen critical thinking, effective writing, and application of research skills through inquiry and analysis. Various forms of communication will be embedded into the course, including discussion and written responses.

English Alternate Core
English Alternate Core allows learners to focus on reading and writing skills. Assistance is targeted to learners' particular weaknesses and is designed to bring learners' reading comprehension and writing skills up to the desired level or to develop strategies to read and write more efficiently. This course can be used as core English credits for up to 4 credits.

Fundamentals of Public Speaking
Fundamentals of Public Speaking introduces the learner to a variety of speaking situations. Learners will make use of various methods of delivery, recognize the characteristics that differentiate various genres of speeches, and develop orderly speech designs that relate to certain audience dynamics. Dual credit information will be provided.

Honors Freshman English
Honors Freshman English is recommended for highly motivated freshman who excel in reading, writing, critical thinking, and reflection skills. Learners will read and analyze a variety of fiction and nonfiction texts, as well as evaluate information presented in diverse media formats. Writing will encompass a variety of forms and structures. This course can help prepare learners for Honors 10 English as well as Advanced Placement Junior and Senior English classes. (This is a weighted course.)

Honors Sophomore English
Honor Sophomore English is recommended for highly motivated sophomores who did well in English classes in their freshman year. Learners will read novels, short stories, poetry, drama, and expository literature. Writing assignments will cover a wide variety of topics from analysis of literary works, to tracing thematic elements, to writing the sophomore research paper. In addition to reading and writing, Learners will participate in activities including class discussion and oral presentations. This class can help prepare learners for Advanced Placement Junior and Senior English classes. (This is a weighted course.)

Journalism and News Media I-II
Journalism and News Media I-II learners will practice the fundamentals of print and digital media.

Journalism and News Media III
Journalism and News Media III learners will practice the fundamentals of print and digital media. All learners will have an active social media presence, using various social media tools to communicate information to the community.

Journalism and News Media IV
Journalism and News Media IV learners will participate in the editorial board, making all content and staffing decisions. Learners will attain skills related to interviewing, writing, and editing stories, photography, videography, designing web space and laying out newspaper pages. They will help produce the monthly print newspaper using professional-level desktop publishing and graphics and photo manipulation software.

Photojournalism and Graphic Design I-II
Photojournalism and Graphic Design I-II learners will participate in the editorial board, making all content and staffing decisions. Learners will attain skills related to interviewing, writing, and editing stories, photography, videography, designing web space and laying out newspaper pages. They will help produce the monthly print newspaper using professional-level desktop publishing and graphics and photo manipulation software. Learners will have their work published in both print and digital formats and develop a working portfolio for future scholarships, internships, and college applications.

Photojournalism and Graphic Design III
Photojournalism and Graphic Design III learners will work on career-readiness skills such as digital communication, collaboration, teamwork, and critical thinking as they produce a yearbook.

Photojournalism and Graphic Design IV
Photojournalism and Graphic Design IV learners will have an active social media presence to communicate ideas and information to the community. All learners will participate in reporting information and designing pages throughout the year.

Senior Composition
Senior Composition focuses on learners' writing skills and develops their ability to compose different types of writing for various purposes and audiences. This course enables learners to explore and practice college and career readiness writing, various types of communication, goal setting and

reflection, and exposes learners to modern literacy, including media literacy. Senior Composition focuses on real-world writing and choice ready writing experiences.

Senior Literature
Senior Literature offers an in-depth focus on composing and reading a variety of informational and literary texts. Learners will write for a variety of audiences and purposes, including writings that prepare learners for collegiate study. Learners will engage with various aspects of genre structure, craft, and context. Learners will continue to strengthen and refine critical thinking, effective writing, and application of research skills through inquiry and analysis. Various forms of communication will be embedded into the course, including discussion and written responses.

Video Production I-II
Video Production I-II introduces learners to the fundamentals of broadcast journalism, which will include interviewing, writing for broadcast and editing video, photography, and designing a weekly news program. All learners will have an active social media presence to communicate ideas and information to the community. Learners will be developing a working portfolio for future scholarships, internships, and college applications.

Video Production III
Video Production III learners will participate on the editorial board, making all content and staffing decisions. All learners will have an active social media presence to communicate ideas and information to the community. Learners also can live webcast and perform play-by-play during various district events, as well as help produce the weekly broadcast using the industry-standard video editing software and graphics and photo manipulation software. Learners will develop a working portfolio for future scholarships, internships, and college applications.

Video Production IV
Video Production IV learners will participate on the editorial board, making all content and staffing decisions. All learners will have an active social media presence to communicate ideas and information to the community. Learners also can live webcast and perform play-by-play during various district events, as well as help produce the weekly broadcast using the industry-standard video editing software and graphics and photo manipulation software. Learners will develop a working portfolio for future scholarships, internships, and college applications.

English Learners (EL)

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
English Learner Social Skills (Accessing the Community)	0.5		9, 10, 11, 12	WF				20065
EL Language Arts I-IV	1		9, 10, 11, 12	S, WF	*			05071 05072 05073 05074
EL Language Arts Development I-IV	1		9, 10, 11, 12	S, WF	*			05011
English Learner Speech	0.5		10, 11, 12	WF				05091

Newcomer Business	1		9, 10, 11, 12	WF				20065
Newcomer English	1		9, 10, 11, 12	WF				05012
Newcomer Reading	1		9, 10, 11, 12	WF				05011
Newcomer Resources	1		9, 10, 11, 12	WF				24010

English Learner Social Skills (Accessing the Community)
The course will focus on learning social skills allowing English learners to successfully navigate their school and the community in which they live. The course will consist of five areas: community, health, finances, understanding the home, and safety. By organizing skills through these five areas, learners will be able to access many of the services that allow them to be successful as they transition to living within the United States.

EL Language Arts I-IV
EL Language Arts I-IV courses are designed for learners who are acquiring English as a new language and meet the requirements for graduation as an English Credit. The courses follow ND English Language Arts Standards. These courses are taken in conjunction with EL Language Development courses at the appropriate level. These courses have an emphasis on reading a variety of information texts and literature, writing across genres, grammar, and developing speaking and listening skills through discussion.

EL Language Arts Development I-IV
EL Language Arts I-IV courses are designed for learners who are acquiring English as a new language and meet the requirements for graduation as an English Credit. The courses follow ND English Language Arts Standards. These courses are taken in conjunction with EL Language Development courses at the appropriate level. These courses have an emphasis on reading a variety of information texts and literature, writing across genres, grammar, and developing speaking and listening skills through discussion.

English Learner Speech
This course is an introduction to various types of oral communication situations: conversation, group discussion, and problem solving, interpersonal communication, nonverbal communication, and public address. Exploration and application of skills such as: gathering information, speech planning, speech organization, delivery techniques, listening skills, communication theory, and understanding persuasion.

Newcomer Business
This is a foundational course designed for those just starting to learn English. There is an emphasis on keyboarding skills as well as basic computer functions which includes but is not limited to: creating a word document, saving a word document, how to operate the district's learning management system (Schoology), as well as using Office 365 to create and save computer generated materials.

Newcomer English
This is a foundational course that focuses on developing everyday English vocabulary and conversational skills. Learners will be taught how to write using basic sentence structures in English. This is designed for those who are just starting to learn English.

Newcomer Reading

This is a foundational course that includes phonics, basic word, and sentence comprehension as well as reading skills designed for those just learning to read in English.

Newcomer Resources
This class is for learners that have been placed in the Newcomer program at WFHS. Learners will work on basic math skills, social studies skills, life skills, as well as study skills. There will be a focus helping learners become acclimated to a new life in America and at West Fargo High School all while working on social and academic language in English across content areas.

Family and Consumer Science

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Child Development & Parenting	0.5		9, 10, 11, 12	H, S, WF				09026
Contemporary Sewing	0.5		9, 10, 11, 12	H, S, WF			*	09030
Culinary Arts I Block	1		11, 12	H, S, WF	Completion of a prior foods course			09213
Culinary Arts II Block	1		11, 12	S, WF	Culinary Arts I			09214
Discovering Foods	0.5		9, 10, 11, 12	H, S, WF				09131
Early Childhood Education	1		10, 11, 12	WF	Child Development & Parenting			09211
Fashion & Clothing	0.5		9, 10, 11, 12	H, S, WF			*	09027
Food Trends	0.5		10, 11, 12	H, S, WF	Completion of a prior foods course			09137
Interior Decorating & Design	0.5		10, 11, 12	H, S, WF				09133
International Cuisine	0.5		10, 11, 12	H, S, WF	Completion of a prior foods course			09136
Intro to Teaching	0.5	*	11, 12	H, S, WF			*	09041
Living on Your Own	0.5		11, 12	H, S, WF				09025
Teaching Field Experience	0.5	*	11, 12	H, S, WF	Intro to Teaching			09042

Child Development & Parenting
To increase learners' knowledge of how children grow and develop, and to foster acquisition of skills that promote healthy development of the individual. Content may include: processes in individual development; cultural and ethnic differences and similarities in child care; how children learn; age-appropriate activities for children; family development and preparation for parenthood; prenatal development; changing relationships within the family; current issues relating to children and families; sources of support and assistance; related careers; leadership development.

Contemporary Sewing
This project-oriented course introduces learners to historical, current and futuristic aspects of the fashion industry including use of color and design principles, identifying fashions and fads, merchandising, apparel and environmental product production, entrepreneurship, and careers in the fashion industry. In this course, science, mathematics, management, communication skills, and teamwork are reinforced.

Culinary Arts I Block
To prepare learners for occupations concerned with the preparation and service of food. Content may include: opportunities in the food service industry; career maturity skills; legislation affecting the industry and its workers; safety and sanitation; organization of food preparation and service areas; developing skill in quantity food preparation; menu planning and recipe selection; food purchasing; financial management; current issues in food service; community work experience and/or laboratory simulation; balancing work and family; leadership development.

Culinary Arts II Block
Culinary Arts II uses the ProStart curriculum. ProStart I provides an opportunity for the learners with an interest in food to learn about culinary skills and entering the culinary/food service industry by introducing learners into the world of professional cooking. Training includes safety and sanitation, kitchen basics, food service equipment, nutrition, cost control, accounting, marketing, and customer service relations are taught. Lab experience will be provided throughout in order to reinforce these skills. The ProStart Program is a two-year, industry-based program that is approved by the National Restaurant Association.

Discovering Foods
This introductory course will prepare learners to make critical decisions about food that will contribute to their health and wellbeing of themselves, their families and their communities. The course may include basic food selection and storage, accurate and appropriate measuring, basic cooking terms and techniques, and working safely in the kitchen. Learn how to read food labels and how to apply them to their eating habits and their dietary needs. Lab experiences will focus on preparing and tasting a variety of foods.

Early Childhood Education
To prepare the learner for employment in childcare centers under the supervision of a director or for self-employment in home-based childcare. Content may include: opportunities in child care occupations; career maturity skills; child care facilities; stages of child growth and development; planning for children's needs; protecting the child's health and safety; children with special needs; working with parents; working with other child care related agencies; current issues in child care; community work experience and/or laboratory simulation; balancing work and family; leadership development.

Fashion & Clothing
This course introduces learners to basic consumer skills regarding fabric, design, construction, and maintenance techniques. Instruction may include cost analysis, wardrobe planning, basic sewing and fiber terminology, equipment for hand and/or machine sewing, reading and using a pattern, and care and maintenance of fabrics and garments.

Food Trends
This course is designed for all learners concerned about nutrition and fitness and will explore such topics as sports nutrition in relation to performance, decision making and personal goal setting and stress management in relation to personal needs. Meal planning, fast foods, restaurant dining, family practices, genetically altered foods, weight loss and gain and current nutrition guidelines may be components of this course. Learn to read and interpret labels in relation to their dietary needs. Personal wellness and a healthy lifestyle will be the basis for lab experiences.

Interior Decorating & Design
To explore the impacts housing has on families and the variety of ways in which individuals and families meet their needs for shelter. Content may include: the meaning of home; determining personal housing needs; selecting housing to meet needs; legal and financial aspects of housing;

housing for individuals with special needs; the home as work site; personal expression through home decoration; household equipment selection, care, and use; maintaining safe environment; home repairs and improvements; energy and resource consumption and conservation; technology for home and family life; societal and environmental impacts of decisions; sources of support and assistance for individuals and families; current issues related to family housing; related careers; leadership development.

International Cuisine
This course will explore cultures in various parts of the world in relation to ethnic foods, food supply, preparation methods and traditions. Current, historical and futurist issues related to food patterns and global society will be an integral component of the course which may include such topics as famine, contamination, religious rites and practices, celebrations and cultural cuisine. Labs will combine the familiar with the exotic to create foods of the world.

Intro to Teaching
Teaching Professional (CTE) courses introduce learners to the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. These courses typically expose learners to and train them in classroom management, learner behavior, leadership and human relations skills, assessment of learner progress, teaching strategies, and various career opportunities in the field of education

Living on Your Own
To prepare learners for responsibilities involved in becoming self-sufficient young adults preparing for life away from the parental home during or immediately following high school. Course content may include: living independently; supporting oneself; making financial decisions**; making choices about housing, nutrition and food, clothing, transportation, health and wellness; using time to achieve personal goals; finding balance in life; current issues that affect personal decisions; societal and environmental impacts of personal decisions; sources of support and assistance in the community; leadership development. This course may include concepts of personal finance such as checkbook mechanics, saving for larger purchases, credit, earning power, taxation and paycheck withholdings, college costs, making and living within a budget, mortgages, retirement savings, and investments.

Teaching Field Experience
Educational Methodology (CTE) courses prepare learners to teach and guide others. These courses typically provide opportunities for learners to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Learners examine and practice teaching strategies, learning styles, time management and planning strategies, presentations and questioning skills, classroom management, and evaluation techniques.

General Electives

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Advancement Via Individual Determination (AVID)	1		9, 10, 11, 12	S, WF	Application			20080
Capstone Seminar	0.5		10, 11, 12	H				20075
MTSS Study Hall	0.25		9, 10, 11, 12	H, S, WF				20065
Peer to Peer 1	0.5	*	10, 11, 12	H, S, WF				19010

Peer to Peer 2	0.5	*	10, 11, 12	H, S, WF	Peer to Peer 1		*	19020

Advancement Via Individual Determination (AVID)
AVID courses encourage learners to pursue college readiness (and eventual enrollment). Typically, the courses offer activities that enable learners to learn organizational and study skills, enhance their critical thinking skills, receive academic assistance as necessary, and be motivated to aspire to college education. Learner application and acceptance is required to enroll in AVID program.

Capstone Seminar
The Capstone Seminar course offers the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, problem-solving, critical-thinking skills, career exploration, or work experiences.

MTSS Study Hall
MTSS Study Hall is a structured study hall with a low learner to educator ratio designed to increase learner success. MTSS Study Hall aims to improve organization skills, study skills, self-advocacy skills, responsibility, and independence. Learners are assisted in developing skills through monitoring organizational systems, weekly grade and assignment checks, assistance in advocating for needs and accessing accommodations, and meeting expectations to use work time appropriately.

Peer to Peer 1
A study of the characteristics of the exceptional learner. Current delivery models, educational adaptations, and best practices for the regular classroom teacher of a mainstreamed learner are stressed.

Peer to Peer 2 (Educating the Exceptional Student)
Learners participate in a 40-hour special education teaching field experience related to a disability category of their choice alongside an expert mentor teacher. The learner will reflect and respond to feedback to improve understanding of methods of instruction, differentiation for learners with disabilities, and how to manage the learning environment. (Optional Dual Credit through VSCU – Educating the Exceptional Student and could also go on to complete training toward an Applied Behavior Analysis, which could lead to industry certification.). *Dual credit information will be provided. Application fees may apply.

Graphic & Digital Communication

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Cooperative Work Experience	0.5		11, 12	S, WF	By approval			17999
Graphics Design & Communications I	0.5		9, 10, 11, 12	H, S, WF				17190
Graphics Design & Communications II	0.5		9, 10, 11, 12	H, S, WF	Graphics Design & Communications I			17191
Photography and Digital Media I	0.5		10, 11, 12	H, S, WF				17080

Photography and Digital Media II	0.5		10, 11, 12	H, S, WF	Photography and Digital Media I			17080
Video Production I-IV	1		9, 10, 11, 12	H, S, WF				17140

Graphics Design & Communications I
Graphics Design & Communications I includes instruction in graphic theory, hot and cold typesetting, lithography, photo engraving, and other graphic arts related to the printing industry. Emphasis on applied academics, professional development, leadership, and organizational skills are integrated. Graphic Communications I is a prerequisite course to Graphic Communications II.

Graphics Design & Communications II
Graphic Communications II provides advanced instruction in typographical layouts and designs, hand and machine typesetting, and camera and plate work. Emphasis on applied academics, professional development, leadership, and organizational skills are integrated. Graphic Communications

Photography and Digital Media I
Computers with related technologies, camcorders, digital photography equipment, digital music creation software, and other emerging communication equipment will be used in this class. These technologies are demonstrated, practiced, and applied to sample projects such as photographs, digital music, videos, and animations. Most activities are completed in small group settings in a modular rotation system. Benefits to taking this class would include the opportunity to learn and practice new and exciting technologies in the electronic and print media fields.

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

Video Production I-IV
Audio/Visual Production courses provide learners with the knowledge and skills necessary for television, video, film, online, and/or radio 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. Learners are usually required to produce their program or segment. Additional topics such as broadcast industry regulations, radio/TV operation, power of the medium, photography, transmission technology, and so on may be included.

Health Science

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Certified Nursing Assistant (CNA)	0.5	*	11, 12	H, S, WF	Health I		*	07032
Emergency Medical Services (EMS)	0.5	*	11, 12	H	Health I, or Medical Terminology, Bio Med, or Anatomy		*	07044

Health Science I	1		10, 11, 12	H, S, WF				07033
Health Science II	0.5		11, 12	H, S, WF	Health Science I			07035
Medical Terminology	0.5	*	10, 11, 12	H, S, WF			*	07036
Prevention/Care of Athletic Injuries	0.5	*	10, 11, 12	H, S, WF			*	07034

Certified Nursing Assistant (CNA)
The Nursing Assistant Training program offers classroom instruction and clinical practice to those preparing for employment as a certified nursing assistant in a skilled nursing facility, acute care, or home health care. This program includes supervised practical training and clinical practice as required by the North Dakota Board of Nursing. A certificate is issued upon completion of the class. Learners also can take the state CNA board exam to acquire state certification.

Emergency Medical Services (EMS)
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. *Dual credit information will be provided. Application fees may apply.

Health Science I
The Health Science course is an introduction to subject matter pertaining to medically related careers. This introductory course is to help learners interested in the medical field determine if a medical career is appropriate for their interests and capabilities. This course will cover subject matter such as History of Medicine, Health Care Systems, Careers in Healthcare and Career Exploration, Personal Qualities and Employability Skills, CPR/First Aid training, Infection Control, Introduction to Anatomy and Physiology and Disease Processes, Safety in Healthcare, Legal and Ethical in Healthcare, Fundamentals of Nutrition, and Growth and Development of the Human Body.

Health Science II
The Health Science II course is available to learners who have taken Health Science I and wish to investigate their interest in the medical field further. This course will allow learners to study the subject matter covered in Health Science I further and in-depth. Learners will expand their skills and knowledge in specific areas of interest as well as have the opportunity for job shadowing experiences in areas of their interest. Emphasis on academics, professional development, leadership, and organizational skills are discussed and practiced throughout this course.

Medical Terminology
This class is designed to introduce learners to the health information technology (Medical Records) field. Learners will be taught 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 learner will also learn medical terminology as it relates to pathology, diagnostic, surgical, clinical, and laboratory

procedures and common abbreviations and acronyms by body systems. (Can be taken for dual credit with NDSCS. Dual credit information will be provided. Application fees may apply.)

Prevention/Care of Athletic Injuries
Provides the learner with a background in athletic training and basic health care. The course emphasizes injury prevention, first responder management daily for athletic injuries and skills to fulfill the activities of daily living. Learners will be able in one semester to complete the requirements to become a student athletic trainer. (Can be taken for dual credit with NDSCS. Dual credit information will be provided. Application fees may apply.)

Information Technology

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
AP Computer Science A	0.5	*	10, 11, 12	H, S, WF	Fundamentals of JAVA Programming		*	27520
Cisco I (Spring)	0.5	*	10, 11, 12	Online through NDSCS	Intro to Networking		*	27266
Fundamentals of JAVA Programming	0.5		10, 11, 12	H, S, WF	Intro to Programming or Python		*	27125
Introduction to Programming	0.5		9, 10, 11, 12	H, S, WF				27120
Intro to Networking (Fall)	0.5		10, 11, 12	C3TEC South HS			Travel to South High	27265
IT Essentials I	0.5	*	10, 11, 12	S			*	27219
IT Essentials II	0.5	*	10, 11, 12	S	IT Essentials I		*	27220
Mobile App Development & Security	0.5		9, 10, 11, 12	H, S, WF				27128
Programming with Python	0.5		9, 10, 11, 12	H, S, WF			*	27123

AP Computer Science A
Learners 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 learners to take the AP exam in Computer Science if they wish. *This advanced Placement (AP) course will offer an opportunity for an examination at the end of the term. The exam does incur a fee, however there are often waivers available. More information will be shared about the logistics for the exam. Passing the exam is required for consideration of verified course completion at the college level. The course grade assigned by the high school does not serve as sufficient evidence.

Cisco I (Spring)
This course introduces basic networking principles, components, and architectures. Learners will complete labs both using virtual software and physical hardware. Both the OSI and TCP/IP networking models will be discussed as well as the functions at each layer of the models. Learners will learn the principles of both wired and wireless networks. By the end of the course, learners will

be able to build simple networks, perform basic configurations for routers and switches, and implement IP4 and IPv6 addressing schemes. (This course is offered through NDSCS. Dual credit information will be provided. Application fees may apply.)

Fundamentals of JAVA Programming
The Fundamentals of JAVA Programming Language course provides a conceptual understanding of Object-Oriented programming. The course also teaches learners how to use JAVA's Conditional Control Structures, Loop Structures and Strings, Classes and Object-Oriented Development, Inheritance and Polymorphism, Arrays, GUIS, and Event-Driven Programming.

Introduction to Programming
This course will provide learners with a solid foundation for understanding the fundamental concepts of programming languages. It will include coverage of concepts and constructs from languages like C#, JAVA™, JavaScript™, Perl, PHP, Python, Ruby, XHTML, XSLT, and JSP.

Intro to Networking (Fall)
This introduction to networking course introduces learners to the principles and practices of designing, building, and maintaining computer networks. Topics include networking administration and support, media and topologies, protocols and standards, network implementation, and network support. The course would prepare learners for CompTIA's Network + certification. *(This course is offered at Fargo South High School. Learners are responsible for transportation.)*

IT Essentials I
An introductory course focusing on essential hardware and operating system competencies for an entry-level PC service technician. Learners will demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputers and operating systems. Work-based strategies appropriate for this course. Computer Hardware related careers are explored, and learners are provided with opportunities to increase their communication, teamwork, and critical thinking skills. Learners completing the full-year program will be prepared for computer industry certification, such as CompTIA's A+ certification exam or IC3 certification. (Possible curriculum: ExplorNet, HP/Cisco Sponsored IT Essentials Part 1, Aries, Computer Prep, Element K, etc.)

IT Essentials II
This course introduces and extends the knowledge of operating systems, the benefits of networking, and types of networks. The concepts covered in this course include TCP/IP networking, IP addressing, name resolution, and protocols. The importance of a hardware and steps to install a network operating system. The course introduces the responsibilities of a network administrator, including managing users and groups, and creating directories, passwords, and permissions. It covers backup methods and strategies, partition and process management, monitoring server resources, and analyzing network performance. The course discusses troubleshooting the operating system, including identifying the type of problem, creating an emergency boot disk, and the process of disaster recovery. It addresses security issues and how to assess security needs and develop an acceptable-use policy to prevent inside and outside threats. This course will help prepare learners for CompTIA's Server+ certification exam.

Mobile App Development & Security
This course will introduce learners to mobile application development and management using various commercial and open-source software. Topics to be included in the course are (1) Installation and modification of application; (2) Code modification; (3) Design and implementation; (4) Database systems management; (5) Security; and (6) Customer Service.

Programming with Python
The course aims to familiarize the learner with general computer programming concepts like conditional execution, loops, Python programming language syntax, semantics, and the runtime environment, as well as with general coding techniques and object-oriented programming.

Marketing

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Marketing I	1		10, 11, 12	H, S, WF			*	04210
Management/ Entrepreneurship	1		11, 12	H, S, WF	Marketing I		*	04223
Marketing Cooperative Work Experience I	0.5		10, 11, 12	H, S, WF	Marketing I			04999
Marketing Cooperative Work Experience II	0.5		11, 12	H, S, WF	Marketing I			04999
Retail Store Management	1		11, 12	H, S, WF	Marketing I & currently Management			04290
Sports and Entertainment Marketing	0.5		9, 10, 11, 12	H, S, WF				04239

Marketing I
Marketing I is a course that develops learner understanding and skills in business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resource management, information management, marketing, operations, professional development, and strategic management. Learners acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, use information literacy skills, utilize job seeking strategies, and participate in career planning.

Management/Entrepreneurship
This course furthers learner understanding and skills in the various marketing functions leading to decisions in business management. Learners coordinate channel management with other marketing activities, discuss the nature of marketing plans, generate product ideas, coordinate activities in the promotional mix, and demonstrate specialized sales processes and techniques. The importance of human resource management, personnel, and policies in business are discussed. Current technology will be used to acquire information to complete projects. Learners are presented with problem-solving situations for which they apply academic and critical-thinking skills.

Marketing Cooperative Work Experience I
Cooperative work experience is practical, on-the-job training for pay on a part-time basis for learners enrolled in Marketing Education courses. Learners become employees of a cooperating firm of the business community, utilizing skills acquired in marketing courses. Learners must register for 5 ½ credits in addition to this semester course.

Marketing Cooperative Work Experience II
Cooperative work experience is practical, on-the-job training for pay on a part-time basis for Learners enrolled in Marketing Education courses. Learners become employees of a cooperating firm of the

business community, utilizing skills acquired in marketing courses. Learners must register for at least 5 credits in addition to this full year course.

Retail Store Management
To prepare learners for employment. Provides a model store complete with modern business equipment. Retail operation and marketing activities integrated with classroom learning, including involvement in real work situations, various store responsibilities, and other relevant activities; participation in total store operations by learner rotation through the store departments of management, merchandising, sales promotion, and controlling.

Sports and Entertainment Marketing
To prepare learners for marketing occupations in the area of sports and entertainment. This course prepares learners interested in sports or entertainment marketing who wish to continue exploring marketing and business-related careers. The course will include an introduction to marketing and business concepts and foundations, including the business and marketing core concepts.

Mathematics

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
21st Century Math Skills	1		9, 10, 11, 12	H, WF				11029
Algebra I	1		9, 10, 11, 12	H, S, WF		*		11031
Algebra I Block	2		9, 10, 11, 12	S		*	This is an intervention course.	11031
Algebra II	1		10, 11, 12	H, S, WF	Algebra I	*		11032
Algebra II Block	2		10, 11, 12	S	Algebra I	*	This is an intervention course	11032
Algebra Readiness	1		9, 10, 11, 12	S, WF	Placement			11010
AP Calculus AB	1	*	11, 12	H, S, WF	Trigonometry	*	*	11581
AP Calculus BC	1	*	11, 12	H, S, WF	Trigonometry	*	*	11582
Calculus	0.5		11, 12	H, S, WF	Trigonometry	*		11061
College Algebra	0.5	*	11, 12	H, S, WF	Algebra II	*	*	11034
Consumer Math	1		11, 12	H, S, WF				11145
Geometry	1		9, 10, 11, 12	H, S, WF	Algebra I	*		11120
Geometry Block	2		9, 10, 11, 12	S	Algebra I	*		11120
Prealgebra	1		9, 10, 11, 12	H, S, WF				11030
Pre-Calculus	0.5	*	10, 11, 12	H	Algebra II	*	*	11181

Pre-Calculus	0.5		10, 11, 12	S	Algebra II	*	*	11181
Statistics	0.5	*	11, 12	H, S, WF	Algebra II	*	*	11150
Trigonometry	0.5		10, 11, 12	H, S, WF	Algebra II	*		11160
Workforce Ready Math	1		10, 11, 12	H, S, WF	Algebra I & Geometry			11191

21st Century Math Skills
Mathematics Intervention is designed to assist struggling and/or failing learners in a mathematics course. This course should be provided in conjunction with the regular mathematics course to pre-teach, re-teach, or provide enrichment to the learner to prevent the need to modify the school's existing mathematics curriculum. This course should be a structured class period that will build upon the existing mathematics skills needed for learners to achieve the opportunity for success in their current and/or future mathematics courses.

Algebra I
Learners will continue to develop a foundational understanding of the number system, operations and computational fluency. They will look for, generate, and make sense of patterns, relationships, and algebraic symbols to represent mathematical models. Individuals will further their understanding of functions. They will collect, organize, display, and analyze relevant data.

Algebra I Block
Algebra I Block is continuing to develop a foundational understanding of the number system, operations and computational fluency. They will look for, generate, and make sense of patterns, relationships, and algebraic symbols to represent mathematical models. Individuals will further their understanding of functions. They will collect, organize, display, and analyze relevant data

Algebra II
This course builds upon the topics that were taught in Algebra I and Geometry. The topics covered will include, but not be limited to, matrices, basic properties of real and complex numbers, solving equations and inequalities in one, two and three variables, absolute value, exponents, factoring, polynomials, exponential functions, logarithms, sequences and series, statistics, and probability.

Algebra II Block
This course builds upon the topics that were taught in Algebra I and Geometry. The topics covered will include, but not be limited to, matrices, basic properties of real and complex numbers, solving equations and inequalities in one, two and three variables, absolute value, exponents, factoring, polynomials, exponential functions, logarithms, sequences and series, statistics, and probability.

Algebra Readiness
Algebra Readiness is a mastery-based intensive intervention that provides key foundational skill-building and problem-solving strategies needed to be successful in High School Mathematics. Concepts in operations with integers, ratio and proportional reasoning, and basic algebra concepts.

AP Calculus AB
This full year course is designed to teach learners how to analyze and graph functions, understand the concepts of limits, differentiation, and integration, as well as an introduction to more advanced topics in Calculus.

AP Calculus BC
AP Calculus BC provides learners with an intuitive understanding of the concepts of calculus and experience with its methods and applications, and also requires additional knowledge of the theoretical tools of calculus. AP Calculus BC includes all the topics in AP Calculus AB as well as advanced integrating techniques; Euler's method; differential equations for logistic growth; parametric, polar and vector functions; convergence tests for series; Taylor and Maclaurin polynomial approximations; Lagrange error bound for Taylor polynomials; radius and interval of convergence of a power series.

Calculus
Calculus encompasses limits, continuity, derivatives, differentiation, integration (both definite and indefinite), and applications of calculus. A prerequisite for this course is a foundation in trigonometry, elementary functions, analytic geometry, and algebra.

College Algebra
College Algebra involves examining and graphing polynomial, logarithmic, exponential, and rational functions. It also covers sequences and series, limits and continuity, the polar coordinate system, equations and graphs of conic sections, and transformations of functions. Matrices are explored in terms of operations, inverses, and solving systems.

Consumer Math
Consumer Math reinforces mathematical understanding and applies these skills to develop personal and business financial literacy.

Geometry
Geometry, with a focus on an abstract and formal approach to its study, covers the properties of planes and solid figures. It involves both inductive and deductive reasoning methods, incorporating logic. Geometry is treated as an axiomatic system, encompassing the examination of postulates, theorems, and formal proofs. The curriculum includes the concepts of congruence, similarity, parallelism, perpendicularity, and proportion, along with the study of transformations and rules for angle measurement in triangles.

Geometry Block
Geometry Block, emphasizing an abstract, formal approach to the study of geometry, typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Prealgebra
Learners will develop their knowledge of the number system and computational fluency. Individuals will develop foundational knowledge of functions. Learners will use visualization and spatial reasoning to solve problems involving volume of geometric figures, to investigate the characteristics of figures, perform transformations, and construct logical arguments. Individuals will ask and answer questions by collecting, organizing and displaying relevant data, drawing inferences and conclusions, and making predictions.

Pre-Calculus
Precalculus combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Algebra topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique

triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

Statistics
Statistics covers the fundamentals of gathering, presenting, and analyzing data using statistical methods. The course explores topics such as probability and probability distributions, confidence intervals, hypothesis testing, linear regression, and correlation. It also involves the examination of likely events and quantitative data analysis, interpretation, and presentation. Key components include basic probability and statistics, discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and the presentation of data through graphs. The curriculum encompasses concepts like the normal distribution and measures of variability.

Trigonometry
Trigonometry encompasses angle measurement, trigonometric and inverse trigonometric functions, trigonometric identities and equations, as well as parametric and polar coordinates with general applications. The course also delves into the study of circular functions, their inverses and graphs, relationships among parts of a triangle, solutions of both right and oblique triangles, and the incorporation of complex numbers.

Workforce Ready Math
Workforce Ready Math emphasizes hands-on skills that are directly relevant to various careers, helping learners build mathematical confidence and expertise they can use on the job. This course brings algebra, geometry, and statistics to life by focusing on practical, real-world applications.

Music

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Concert Band	1		9	H, S, WF	Previous band experience		*	12051
Concert Choir	1		11,12	H, S, WF	*		*	12040
Concert Orchestra	1		9, 10, 11, 12	H, S, WF	6-8 gr string experience		*	12052
Foundations of Guitar	0.5		9, 10, 11, 12	WF	*			12058
Guitar Ensemble	0.5		9, 10, 11, 12	H, S, WF	Guitar I			12058
Guitar I	0.5		9, 10, 11, 12	H, S, WF				12058
History of Rock & Roll	0.5	*	10, 11, 12	S			*	12020
Music Harmony	0.5		11, 12	H, S, WF	Previous music experience			12030
Packer Singers/Mustang Singers/Hawk Singers	1		9, 10, 11, 12	H, S, WF				12040
Philharmonia Orchestra	1		9, 10, 11, 12	H, S, WF	6-8 gr string experience			12052

Sinfonia Orchestra	1		9, 10, 11, 12	H, S, WF	Audition & Placement by Director			12052
Symphonic Band	1		10, 11, 12	H, S, WF	Audition & Placement by Director			12052
Treble Choir	1		10, 11, 12	H, S, WF	Audition & Placement by Director			12040
Wind Ensemble	1		10, 11, 12	H, S, WF	Audition & Placement by Director			12051

Concert Band
Concert band is open to freshmen with band experience. The class offers motivated learners the chance to improve their ensemble skills and musicianship and to grow both as an individual and as a member of a quality group. The band studies and rehearses fine band literature and participates in pep band activities, evening performances, audition opportunities (all-state and other honor groups), and the North Dakota High School Activities Association sponsored solo and ensemble festivals.

Concert Choir
Concert choir is offered for learners who wish to develop their vocal musical skills at the choral program's most advanced level. A wide variety of a cappella and accompanied choral literature is studied and performed. Some evening performances are expected. Concert choir members are eligible to audition for regional and state music festivals, All-State Choir, and various ensembles (e.g., Madrigal Singers, Carolers, etc.).

Concert Orchestra
Concert Orchestra is open to any 9-12th grader with grade 6-8th grade string experience. Musicians will be focusing on learning and feeling comfortable up in position on their instrument. Orchestra learners will study a variety of literature, attend evening performances, and are given the opportunity to participate in the state orchestra festival, audition for All-State Orchestra and participate in the NDHSAA Solo and Ensemble Festival.

Foundations of Guitar
Foundations of Guitar is a class for learners wanting to learn to play guitar who have limited guitar skills. Learners will be taught to strum chords, to pick, to play melodies, and much more. Musical selections will vary based on skills of individuals. Learners will perform in a concert. Must be placed by case manager.

Guitar Ensemble
Guitar Ensemble is a class for learners who have already passed Guitar I with an A and want to continue to advance their playing skills. Learners will be taught finger picking technique, advanced strumming technique, barre chords, improvisation, and more. Learners may take Guitar Ensemble for as many semesters as they'd like because different music will be covered each semester.

Guitar I
Guitar I is a class for learners wanting to learn to play guitar, or for Learners who already have some guitar skills but want to learn to read music or to have better technique. Learners will be taught to strum chords, to pick, to play melodies, and much more. Musical selections will range from Beethoven to the Beatles!

History of Rock & Roll
The History of Rock & Roll provides learners with an overview of rock and roll music in its various incarnations beginning in the 1920's up to modern times with a focus on cultural and historical context. Learners are also taught to listen to and analyze rock music in a critical manner including era, styles of rock, major artists, technological forces, recording style, and more. *Dual credit information will be provided. Application fees may apply.

Music Harmony
The Music Harmony class is an advanced offering for 11th-12th grade learners with previous music experience. Learners in this class will explore careers in the music industry, have an interest in advanced knowledge of the history and math of music, and/or are interested in getting specific instruction on composing and arranging music.

Packer Singers/Mustang Singers/Hawk Singers
Packer Singers (WFHS)/ Mustang Singers (SHS)/Hawk Singers (HHS) is offered for singers in grades 9-12. Choral literature from popular, contemporary, seasonal, and classical music is studied and performed. Packer Singers/Mustang Singers /Hawk Singer members are eligible to audition for regional and state music festivals, All-State Choir, and various ensembles (e.g., Madrigal Singers, Carolers, etc.).

Philharmonia Orchestra
Philharmonia Orchestra is open to any 9-12th grader with 6-8th grade string experience. Learners will be focusing on more advanced positions on their instruments and must be comfortable in the first and third positions. Orchestra learners will study a variety of literature, perform, concerts and are given the opportunity to participate in the state orchestra festival, audition for All-State Orchestra and participate in the NDHSAA Solo and Ensemble Festival.

Sinfonia Orchestra
Sinfonia is a chance for those who wish to develop their playing skills at an advanced level. Orchestral literature from popular/contemporary, seasonal, and classical music is studied and performed. Orchestra learners will study a variety of literature, perform, and are eligible to audition for regional and state music festivals, Honor Orchestras at regional colleges, All-State Orchestra, NDHSAA Solo and Ensemble Festival.

Symphonic Band
The Symphonic Band is open to any 10th -12th grader with band experience. The band studies and rehearses fine band literature and participates in pep band activities, audition opportunities (all-state and other honor groups), and the North Dakota High School Activities Association sponsored solo and ensemble festivals.

Treble Choir
Treble Choir is offered for soprano and alto voices in grades 10-12 who wish to develop their vocal musical skills at an advanced level. Choral literature from popular, contemporary, seasonal, and classical music is studied and performed. Treble Choir members are eligible to audition for regional and state music festivals, All-State Choir, and various ensembles (e.g., Madrigal Singers, Carolers, etc.).

Wind Ensemble
The Wind Ensemble is a select group, open to auditioned 10th -12th graders with band experience. The band studies and rehearses fine band literature and participates in pep band activities, audition opportunities (all-state and other honor groups), and the North Dakota High School Activities Association sponsored solo and ensemble festivals.

Performing Arts

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Advanced Theatre Arts	0.5		10, 11, 12	H, S, WF	Theatre Arts		*	05063
Theatre Arts	0.5		9, 10, 11, 12	H, S, WF			*	05061

Advanced Theatre Arts
Advanced Theatre Arts is a more detailed study of theatre productions, including movement, characterization, makeup, costuming, theatre history, set design, lighting, and the directing and analysis of scenes and plays. It may include the production of a full-length play.

Theatre Arts
Theatre Arts is the awareness and application of the various skills and aspects of theatre productions, including movement, characterization, makeup, costuming, theatre history, set design, lighting, and the directing and analysis of scenes and plays.

Physical Education & Health

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Advanced Health	0.5	*	11, 12	H, S, WF			*	08010
Advanced Strength	0.5		10, 11, 12	H, S, WF	Intro to PE			08040
Competitive PE	0.5		10, 11, 12	H, S, WF	Intro to PE			08030
Dance Fitness	0.5		10, 11, 12	H, S, WF	Intro to PE			08035
Fitness Triathlon	0.5		10, 11, 12	H, S, WF	Intro to PE			08044
Functional Fitness and Conditioning	0.5		10, 11, 12	H, S, WF	Intro to PE			08030
General PE	0.5		10, 11, 12	H, S, WF	Intro to PE			08030
Health	0.5		9	H, S, WF				08010
Individual & Dual PE	0.5		10, 11, 12	H, S, WF	Intro to PE			08036
Intro to PE	0.5		9	H, S, WF				08030
Social Dance	0.5		10, 11, 12	H, S, WF	Intro to PE			08034
Unified PE	0.5		10, 11, 12	H, S, WF	Intro to PE			08030

Advanced Health
The course focuses on current health attitudes and habits needed for life management skills. The course will cover lifestyle management, mental health, stress management, drug usage, human sexuality and resources for prevention and care of health-related illnesses. Optional Dual Credit

opportunity – HPER 217 or HNES217. *Dual credit information will be provided. Application fees may apply. This fulfills a health requirement but not PE.

Advanced Strength
Weight Training helps learners develop knowledge and skills with a variety of strength training activities while emphasizing safety, form, and technique. Other components such as agility, speed and conditioning may be included.

Competitive Physical Education
Competitive Physical Education provides learners with knowledge, experience, and opportunity to develop skills while being competitive in more than one of the following activities: individual/dual, lifetime activities, and fitness or conditioning activities.

Dance Fitness
Dance Fitness (Phy Ed) provides learners with the opportunity to develop skills and techniques needed to choreograph and perform high intensity dance routines.

Fitness Triathlon
Throughout the semester, learners will participate in indoor triathlon events and conclude with a competition that includes distance swim (400 meters), bicycle race (12 miles) and distance run (3.1 miles). They will also participate in fitness assessments.

Functional Fitness and Conditioning
Functional Fitness Conditioning provides learners with an understanding of workouts and conditioning principles through activities that develop muscular strength, flexibility, and cardiovascular fitness.

General Physical Education
This physical education course will expose learners to a wide variety of physical activities designed to improve physical fitness, motor skills, teamwork, and overall health.

Health
In this course, learners will learn the knowledge and skills necessary to make responsible life choices. This is a required course that includes lessons on communication, decision-making, nutrition, physical, emotional, and social well-being, chemical dependencies, and human sexuality.

Individual & Dual Physical Education
Individual and Dual Physical Education provides learners with the knowledge, experience, and opportunity to develop skills in more than one individual or dual activities.

Intro to Physical Education
This required physical education course introduces learners to the basic concepts of strength training, cardiovascular endurance, and lifelong activities.

Social Dance
Social Dance (Phy Ed) provides learners with experience in a variety of dance styles (i.e. social, line, folk, dance fitness). This course focuses on the development of fitness concepts as they relate to dance.

Unified Physical Education
This course combines learners of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Learners will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership

opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all learners.

Science

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Anatomy/ Physiology I	1		11, 12	H, S, WF	Biology	*		13021
AP Chemistry	1	*	11, 12	H, S, WF	Chemistry		*	13581
AP Environmental Science	1		11, 12	WF	Biology		*	13582
AP Physics (AP Physics 1)	1	*	10, 11, 12	H, S, WF	Algebra I		*	13586
AP Physics (AP Physics 2)	1	*	11, 12	H, S, WF	*		*	13587
AP/Dual Credit Biology	1	*	11, 12	H, S, WF	Biology, Chemistry	*	*	13580
Applied Chemistry	1		11, 12	H, S, WF	Physical Science, Biology			13034
Biology	1		9, 10, 11, 12	H, S, WF		*		13020
Chemistry	1		10, 11, 12	H, S, WF	*			13031
Dual Credit/ Advanced Anatomy/ Physiology I	0.5	*	11, 12	H, S, WF	Biology		*	13021
Dual Credit/ Advanced Anatomy/ Physiology II	0.5	*	11, 12	H, S, WF	Biology		*	13022
Dual Credit Chemistry	1	*	11, 12	S	Completion of or concurrent enrollment in Algebra II		*	13032
Dual Credit Microbiology	0.5	*	11, 12	H, WF	Biology		*	13029
Earth & Space Science	1		10, 11, 12	H, S, WF				13063
Environmental Science	1		11, 12	H, WF	Biology		*	13582
Field Biology	1		11, 12	H, WF	Biology		*	13110
Genetics	1		11, 12	H, S, WF	Biology		*	13029
Physical Science	1		9, 10	H, S, WF				13030
Physics	1		10, 11, 12	H, S, WF	Algebra I			13042

Anatomy/ Physiology I
Anatomy/Physiology presents an in-depth study of the human body and biological system. Learners study anatomical terminology, cells, and tissues and typically explore functional systems, such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems.

AP Chemistry
AP Chemistry is an introductory college-level chemistry course. Learners cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the following topics: atomic structure and properties; molecular and ionic compound structure and properties; intermolecular forces and properties; chemical reactions; kinetics; thermodynamics; equilibrium; acids and bases; and applications of thermodynamics.

AP Environmental Science
Learners engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

AP Physics
AP Physics 1 is an algebra-based, introductory college-level physics course. Learners cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Learners build their understanding of physical models as they explore and solve problems in these content areas: kinematics; forces and translational dynamics; work, energy, and power; linear momentum; torque and rotational dynamics; energy and momentum of rotating systems; oscillations; fluids.

AP Physics (AP Physics 2)
AP Physics 2 is an algebra-based, introductory college-level physics course. Learners cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Learners build their understanding of physical models as they explore and solve problems in these topics: thermodynamics; electric force; field, and potential; electric circuits; magnetism and electromagnetism; geometric optics; waves, sound, and physical optics; modern physics.

AP/Dual Credit Biology
AP Biology is an introductory college-level biology course. Learners cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: chemistry of life; cell structure and function; cellular energetics; cell communication and cell cycle; heredity; gene expression and regulation; natural selection; ecology.

Applied Chemistry
Applied Biology/Chemistry integrates biology and chemistry into a unified domain of study and presents the resulting body of knowledge in the context of work, home, society, and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life.

Biology
Biology is designed to engage learners with science processes, skills, and understandings related to a wide range of topics in biology. The course explores the nature and organization of living things. Topics of study include chemistry of life, cellular energy reactions, cell cycle, heredity, ecology and evolution.

Chemistry
Chemistry covers the major concepts and theories required for an understanding of chemical phenomena. The course covers topics such as atomic and molecular structure, gas laws, stoichiometry, changes of state, chemical bonding, solutions, and energetics in chemical reactions and chemical equilibrium. The course also covers the qualitative and quantitative aspects of scientific measurement, the nature of matter, energy, properties of elements, chemical bonding, molecular structure and properties, thermochemistry, and solutions.

Dual Credit/Advanced Anatomy/Physiology I
This course is designed for those motivated biology learners who want an in-depth study of human anatomy and physiology. Basic chemistry, tissues, integumentary, skeletal, muscular, nervous system, somatic senses, and the orientation of the human body are studied in this course. This course is taught through laboratory work, lectures and is dual credit with NDSCS. *Dual credit information will be provided. Application fees may apply.

Dual Credit/Advanced Anatomy/Physiology II
This course involves the study of the systems not previously covered in Anatomy/Physiology I. The endocrine, blood, cardiovascular, respiratory, digestive, urinary, and lymphatic systems are covered in this course. Learners dissect sheep hearts and other structures in conjunction with the systems being covered. This course is dual credit with NDSCS. *Dual credit information will be provided. Application fees may apply.

Dual Credit Chemistry
Dual Credit Chemistry is focused on the fundamental concepts of chemistry, such as measurement, matter, molecules, ions chemical equations, ideal gases, atomic structure, ionic and covalent bonding, periodicity and molecular geometry. This class also has a laboratory component as well. This is a 5 credit per semester dual credit course, if chosen to take it for dual credit.

Dual Credit Microbiology
This course is a study of microorganisms. The topics covered include cells, laboratory methods in microbiology, bacteria, viruses, growth, nutrition, metabolism, control of microbes, and disease. This course is heavily lab-based, and learners will be required to conduct a research project pertaining to microbes. *Dual credit information will be provided. Application fees may apply.

Earth & Space Science
Earth Science offers insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to learners' understanding of the dynamics and history of the earth, this course usually explores oceanography, geology, astronomy, meteorology, and geography.

Environmental Science
Learners will study current environmental problems involving Midwest soil, forestry, wildlife, water conservation and other issues. Learners will participate in the Sheyenne River field testing study; learn GIS, map and compass techniques, population study techniques and environmental decision-making skills. Learners will develop an understanding about how natural resources are obtained and the effects of their use.

Field Biology
The study of how organisms interact with each other and their environment at the population, community, and ecosystem levels. Topics include the interactions between plant, animal and human populations; natural resources; and environmental challenges.

Genetics
This course is a study of human genetics. The topics covered include human development, transmission genetics, DNA and chromosomes, population genetics, immunity and cancer, genetic engineering and biotechnology.

Physical Science
Physical Science is designed to introduce learners to chemistry and physics. Topics include scientific measurement, matter, forces, energy, and waves.

Physics
Physics involves the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes an examination of sound, light, and magnetic and electric phenomena.

Service Learning and Workplace Experience

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Workplace Readiness	0.5		10, 11, 12	H, S, WF			Approval process	20074

Workplace Readiness
Prepares learners for community and real-world work opportunities. Learners must be registered for 5.5 credits. Learners are required to complete a weekly reflection journal and additional journal assignments, which must be signed by their supervisor. This is a pass/fail course, and a final grade of "A" or "F" will be reflected on the transcript.

Community (out-of-school, outside regular school hours): An out-of-school service-learning experience is an opportunity for Learners to serve the community through a nonprofit organization. It can be project-based or a series of projects throughout the semester providing service to others. An out-of-school service experience requires a minimum of 60 service hours outside of the school day for the duration of the semester.

Social Studies

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Advanced Psychology	0.5	*	11, 12	H, WF		*	*	15588
Advanced Sociology	0.5	*	11, 12	H		*	*	15130
Advanced US History	1	*	11	H		*	*	15085
AP European History	1	*	10	H, S, WF		*	*	15584
AP Human Geography	0.5	*	9, 10, 11, 12	H, S, WF		*	*	15587
AP Microeconomics	0.5	*	12	H, S, WF		*	*	15581
AP US Government	0.5	*	12	H, S, WF		*	*	15583
AP US History	1	*	11	H, S, WF		*	*	15585
AP Psychology	0.5	*	11, 12	H, S, WF		*	*	15588
Economics	0.5		12	H, S, WF		*		15060

Holocaust/ Genocide	0.5		11, 12	H, S, WF		*		15021
Human Geography	0.5		9-12	H, S, WF				15070
Law & Justice	0.5		11, 12	H, S, WF		*		15118
North Dakota Studies	0.5		9, 10, 11, 12	H, S, WF		*		15401
Psychology	0.5		11, 12	H, S, WF		*		15120
Sociology	0.5		11, 12	H, S, WF		*		15130
US Government	0.5		12	H, S, WF		*		15111
US History	1		11	H, S, WF		*		15085
World History	1		10	H, S, WF		*		15089
Women in American History	0.5		11, 12	H, S, WF		*		15083

Advanced Psychology
Advanced Psychology allows learners to investigate behaviors, thought processes, social learning, and biology from childhood to adulthood applying historical and contemporary approaches of psychology. Topics covered in this course include psychological disorders and treatments, biological systems, learning, therapies, developmental psychology, and scientific methods used by psychologists. Dual credit information will be provided.

Advanced Sociology
Advanced Sociology provides an introductory analysis of the nature of society, the interrelationship of its component groups and the process whereby society persists and changes. The concept of culture, the process of socialization, social inequalities (as related to gender, class & race), family, and social change are included as the main topics discussed. Dual credit information will be provided.

Advanced US History
US History provides learners with an overview of the history of the United States, examining periods from Reconstruction through modern times. This course includes a historical overview of political, military, scientific, and social developments. This course also includes the study of Native American tribal history, as cited in NDCC 15.1-21-02. As a dual credit option, learners will engage in advanced learning experiences focused on US History. Dual credit information will be provided.

AP European History
AP European History focuses on developing learners' understanding of European history from approximately 1450 to the present. Learners investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians. This course is designed to offer college preparatory experience and will prepare learners to take the AP European History College Board Exam.

AP Human Geography
AP Human Geography focuses on the distribution, processes, and effects of human populations on the earth. The purpose of this course is to gain an understanding of the concepts, themes, skills, and perspectives of the academic discipline of Human Geography while developing higher order thinking, writing, and participation skills. This course is designed to offer college preparatory experience and will prepare learners to take the AP Human Geography College Board Exam.

AP Microeconomics
The purpose of the AP course in microeconomics is to give learners a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the 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 promoting greater efficiency and equity in the economy. This course is designed to offer college preparatory experience and will prepare learners to take the AP Microeconomic College Board Exam.

AP US Government
AP United States Government introduces learners to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. This course is designed to offer a college preparatory experience and will prepare learners to take the AP US Government College Board Exam.

AP US History
AP US History will cover the facets of history from the "Age of Discovery" to the end of Reconstruction in the first semester. During the second semester, learners will study 20th century U.S. history to present day issues. This course is designed to offer college preparatory experience and will prepare learners to take the AP US History College Board Exam.

AP Psychology
AP Psychology introduces learners to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, learners explore and apply psychological theories, key concepts, and phenomena. Throughout the course, learners employ psychological research methods, including ethical considerations, using the scientific method, analyzing bias, evaluating claims and evidence, and effectively communicating ideas. This course is designed to offer college preparatory experience and will prepare learners to take the AP Psychology College Board Exam.

Economics
Economics is an introductory explanation of basic economic principles, personal finance, and their application. Basic economic principles are addressed with a strong emphasis on the American Free Enterprise System. Personal finance is centered on saving, budgeting, credit, debt, and financial planning.

Holocaust/Genocide
Holocaust/Genocide will provide learners with an in-depth look at the Holocaust and the groups targeted by Hitler's regime, as well as other contemporary world genocides. Learners will examine the lasting impact of the Holocaust, other incidents of genocide in the modern world, and the role of America in the context of these conflicts.

Human Geography
Human Geography provides learners with an overview of world geography, focusing on physical and human characteristics, human-environment interactions, and the movement of people, goods, and ideas. This course is open to all grade levels but is designed for underclassmen.

Law & Justice
Law & Justice provides an introduction to the criminal justice system of the United States and North Dakota. Learners will examine each section of the criminal justice system, detailing the importance and the role of each section in the criminal justice system.

North Dakota Studies
North Dakota Studies examines the history, politics, economics, society, and/or cultures of the state in the United States. This course focuses primarily on the history of the state or may take an interdisciplinary approach to the contemporary issues affecting it. This course is open to all grade levels but is designed for underclassmen.

Psychology
Psychology allows learners to investigate behaviors, thought processes, social learning, and biology from childhood to adulthood applying historical and contemporary approaches of psychology. Topics covered in this course include psychological disorders and treatments, biological systems, learning, therapies, developmental psychology, and scientific methods used by psychologists.

Sociology
Sociology emphasizes social concerns in the United States with an in-depth study of American values, world cultures, and modern social problems will be included. Learners will practice thinking like sociologists and understand the rich diversity that is present in society.

US Government
US Government provides an overview of the structure and functions of the U.S. government and political institutions. It examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course may examine state and local governments' structure and function and cover certain economic and legal topics.

US History
US History provides learners with an overview of the history of the United States, examining periods from Reconstruction through modern times. This course includes a historical overview of political, military, scientific, and social developments. This course also includes the study of Native American tribal history, as cited in NDCC 15.1-21-02.

World History
World History provides learners with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History also includes geographic studies.

Women in American History
Women in American History explores the impact of historical events on the lives of U.S. women and the varied roles women played in shaping American history. This course examines the political, social, economic, and cultural development of U.S. women from colonial times to the present, with a focus on the lived experiences of diverse groups of women.

Special Services

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Alternate Assessed Core Topics in English/ Language I	0.5		9, 10, 11, 12	H, S, WF				19910
Alternate Assessed Core Topics in English/ Language II	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in English/ Language I			19911

Alternate Assessed Core Topics in English/ Language III	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in English/ Language II			19912
Alternate Assessed Core Topics in English/ Language IV	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in English/ Language III			19913
Alternate Assessed Core Topics in Math I	0.5		9, 10, 11, 12	H, S, WF				19920
Alternate Assessed Core Topics in Math II	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Math I			19921
Alternate Assessed Core Topics in Math III	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Math II			19922
Alternate Assessed Core Topics in Math IV	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Math III			19923
Alternate Assessed Core Topics in Science I	0.5		9, 10, 11, 12	H, S, WF	*			19930
Alternate Assessed Core Topics in Science II	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Science I			19931
Alternate Assessed Core Topics in Science III	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Science II			19932
Alternate Assessed Core Topics in Science IV	0.5		9, 10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Science III			19933
Alternate Assessed Core Topics in Social Studies I (Geography)	0.5		9	H, S, WF				19940
Alternate Assessed Core Topics in Social Studies II (Western Civilization)	0.5		10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Social Studies I (Geography)			19941
Alternate Assessed Core Topics in Social Studies III (US History)	0.5		10, 11, 12	H, S, WF	Alternate Assessed Core Topics in Social Studies II			19942

					(Western Civilization)			
Alternate Assessed Core Topics in Social Studies III (Gov/Econ)	0.5		12	H, S, WF	Alternate Assessed Core Topics in Social Studies II (US History)			19943
Applied Topics in Health	0.5		9, 10, 11, 12	H, S, WF				19824
Daily Living I	0.5		9, 10, 11, 12	H, S, WF				19828
Daily Living II	0.5		9, 10, 11, 12	H, S, WF	Daily Living I			19829
Daily Living III	0.5		9, 10, 11, 12	H, S, WF	Daily Living II			19830
Daily Living IV	0.5		9, 10, 11, 12	H, S, WF	Daily Living III			19847
General Study Hall	0		9, 10, 11, 12	H, S, WF				00094
High School Success	0.5		9, 10, 11, 12	H, S, WF				19854
Resource	0.25		9, 10, 11, 12	H, S, WF				19861

Alternate Assessed Core Topics in English/Language I
To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation), learners will receive instruction 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, resumes, interview processes; and communicating with others.

Alternate Assessed Core Topics in English/Language II
To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation), learners will receive instruction 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, resumes, interview processes; and communicating with others.

Alternate Assessed Core Topics in English/Language III
Competencies in occupational preparation (identification, exploration, implementation, and evaluation) learners 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, resumes, interview processes; and communicating with others.

Alternate Assessed Core Topics in English/Language IV
Competencies in occupational preparation (identification, exploration, implementation, and evaluation) learners will be taught through instruction and demonstration in locating sources of occupational/training information and local opportunities; exploring requirements of appropriate and available jobs; identifying occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.

Alternate Assessed Core Topics in Math I
An introductory course designed to teach life skills in the math domain impacting vocational, domestic living, leisure, and curricular recreation areas. Learners will receive instruction in counting money, making changes, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting, and sequencing skills, and using coins to activate vending machines or mass transit.

Alternate Assessed Core Topics in Math II
Expanded learner studies and/or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure, and curricular recreation areas. Learners will demonstrate knowledge of 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, and using coins to activate vending machines or mass transit.

Alternate Assessed Core Topics in Math III
Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure, and curricular recreation areas. Learners will demonstrate their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting, and sequencing skills, using coins to activate vending machines or mass transit.

Alternate Assessed Core Topics in Math IV
Expanded learner studies and/or increased independence in demonstrating and applying community participation competencies in math, impacting vocational, domestic living, leisure, and curricular recreation areas. Learners will demonstrate knowledge of 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, and using coins to activate vending machines or mass transit.

Alternate Assessed Core Topics in Science I
To introduce competencies in daily living skills, learners may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying and selecting clothing. To introduce competencies in social skills, learners may receive relevant instruction in achieving independence, exhibiting socially responsible behaviors, and communicating with others.

Alternate Assessed Core Topics in Science II
To strengthen competencies in daily living skills, learners may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring for, and selecting clothing. To strengthen competencies in social skills, learners may receive relevant instruction in achieving independence, exhibiting socially responsible behaviors, and communicating with others.

Alternate Assessed Core Topics in Science III
The application of physical and biological sciences. Learners will receive instruction in various physical science topics, including 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, and environment; ecosystems and populations, including behaviors and communication.

Alternate Assessed Core Topics in Science IV
The demonstration and application of physical and biological sciences. Learners will receive instruction in various physical science topics, including 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, and environment; ecosystems and populations, including behaviors and communication.

Alternate Assessed Core Topics in Social Studies I (Geography)
To develop competencies in personal-social skills (achieving socially responsible behavior), learners will receive instruction for the rights and properties of others, recognize authority and instructions; make informed decisions; and appropriate behavior in public places.

Alternate Assessed Core Topics in Social Studies II (Western Civilization)
To increase competencies in personal-social skills (achieving socially responsible behavior), learners will demonstrate developing respect for the rights and properties of others, recognize authority and follow instructions, make informed decisions, and exhibit appropriate behavior in public places.

Alternate Assessed Core Topics in Social Studies III (US History)
To illustrate competencies in personal-social skills (achieving socially responsible behavior), learners will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; make informed decisions, and independently exhibit, illustrate, or increase appropriate behavior in public places.

Alternate Assessed Core Topics in Social Studies III (Gov/Econ)
To demonstrate competencies in personal-social skills (achieving socially responsible behavior), learners will demonstrate developing respect for the rights and properties of others, recognize authority and follow instructions, make informed decisions, and exhibit appropriate behavior in public places.

Applied Topics in Health
To develop competencies in personal-social skills (achieving self-awareness), learners will become aware of physical and psychological needs; identify interests, abilities, and emotions; and develop knowledge of physical self.

Daily Living I
An introductory course designed to teach life skills impacting daily living and personal-social skills. Learners will be introduced to selecting and managing a household, caring for personal needs, raising children, meeting marriage responsibilities, buying and caring for clothing, getting around the community, understanding self-awareness and socially responsible behavior, and developing appropriate interpersonal skills.

Daily Living II
Expanded learner studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills. Learners will be introduced to 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.

Daily Living III
Application of community-based competencies in daily living and personal-social skills. Learners 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.

Daily Living IV
Expanded learner studies and/or increased independence in demonstrating and applying community-based competencies in daily living and personal-social skills. Learners 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; demonstrating self-awareness and socially responsible behavior, and exhibiting appropriate interpersonal skills.

General Study Hall
A separate classroom in a regular school setting where some learners with educational disabilities receive direct, specialized instruction, academic remediation, and assistance with homework and related assignments as individuals or in small groups.

High School Success
This course is designed to help learners identify their strengths and weaknesses and develop strategies to help them increase their independence. This class focuses on developing skills to help them succeed academically and in work settings. Activities will be presented in the following areas: reading skills, writing skills, math skills, study skills, and test-taking strategies. Learners are introduced to various sources using technology to assist with academic tasks. Learners learn and practice self-advocacy skills which will be beneficial in making the transition to adult life. Communication skills, decision-making and consequences, and time management are discussed throughout the course. Research related to options for their adult life will be included in this class.

Resource
A separate classroom in a regular school setting where some learners with educational disabilities receive direct, specialized instruction, academic remediation, and assistance with homework and related assignments as individuals or in small groups.

Supplementary Services

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Career & Transition Planning	0.5		11, 12	H, S, WF			Placement in this course requires counselor/ educator approval. Learner must be enrolled in CTE Courses	19861
Career Development I	0.5		9	H, S, WF				19854
Career Development II			10, 11, 12	H, S, WF	Career Development I			19855
Career Development III	1.5		10, 11, 12	H, S, WF	Career Development II			19856
Career Development IV	1		10, 11, 12	H, S, WF	Career Development III			19857

Career Development/ Job Experience I-IV	1		10, 11, 12	H, S, WF	Career Development III			19815

Career & Transition Planning
Career Development is a study of careers and the world of work for learners assigned for special placement.

Career Development I
Career Development is a study of the world of work for learners assigned for special placement. Semester 1 is an orientation to locating, applying for, and maintaining employment. Semester 1 is a simulated job experience where learners have an opportunity to practice hands on work and decision making through running their own craft business. Semester 2 is a study of the world of work using resources, technology, guest speakers, and field trips. The class goal is to aid in planning and preparing learners for transition from high school to post-secondary training with emphasis on pre-vocational training.

Career Development II
Career Development II is a continuation of Career Development I, using textbooks, workbooks, films, guest speakers and field trips. The emphasis of the class is on maintaining employment and independent living skills including taxes, money management and living on your own.

This course is designed to continue having learners identify their learning styles and develop strategies to help them succeed in school and the workplace. Learners will complete activities to help increase their reading, writing, and math skills and develop study skills and test-taking strategies. Learners are expected to use technology to help them access curriculum and complete daily tasks. Learn and practice self-advocacy skills which will be beneficial in making the transition to adult life. Communication skills, decision-making and consequences, and time management are discussed throughout the course. Learners will use information from interest inventories to research possible career options.

Career Development III
Second Semester Block Class: Career Development III is a job shadow program. Learners will be out in the community placed on various job settings learning good work skills and career possibilities. Classroom time will be used to hold discussions into the understanding of what was, and will be, learned in their community-based job placements.

This course is designed to help learners continue to develop strategies to increase their independence. Learners use information from learning styles, inventories, and past experiences to continue identifying what they must do to succeed in their classes. Learners will complete activities to help increase their reading, writing, and math skills and develop study skills and test taking strategies. Learners are expected to independently use technology to help them access curriculum and complete daily tasks. Learn and practice self-advocacy skills which will be beneficial in making the transition to adult life. Communication skills, decision-making and consequences, and time management are discussed throughout the course. Learners will use information from their PLAN test, interest inventories, and transition inventories to research careers. This course includes time to develop a transition portfolio to help learners advocate for themselves in the adult world.

Career Development IV
Block Class both semesters: Career Development IV is a class in understanding career planning, the search for, and obtaining employment. This may include job shadows, job interviews, and job site visits before gaining employment. Each learner will also be asked to come up with a plan that can

help in the pursuit of future employment. This may include college visits, informational interviews, and guest speakers.

This course is designed to help prepare learners to transition to the adult world. Learners are provided support upon their request, therefore, increasing their independence. Learners are expected to advocate for themselves with the teachers and employers. Instruction related to learners will continue to demonstrate their ability to use technology (Computers, Read Write Gold, iPads, iPods) to access lesson plans and their grades, complete daily tasks, assist with accessing curriculum, etc. Learners will complete their transition portfolios by including current evaluation information, recent IEP, ACT results, resume, completed inventories, completed job application, completed evaluation from a mock job interview with Job Service personnel, Vocational Rehabilitation acceptance letters, college acceptance letters, etc. Learners use this portfolio when making college visits and applying for disability services. Job shadow opportunities are presented and scheduled. Learners complete research related to their career interests. Learners must explore post-secondary training opportunities (college, Job Corps, military, on-the-job training, etc.)

Career Development/ Job Experience I-IV
First and Second Semester: Job experience is for learners who are employed after school and wish to get school credit. Learners must fill out job contract and supervising educator will get quarterly job evaluations on the learners.

Application and/or maintenance of (semi) independence appropriate work habits and behaviors; maintain employment; knowledge of occupational choices and sustain specific occupational skills.

Technology Engineering/Project Lead the Way

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Energy in Motion Innovations	0.5		10, 11, 12	S, WF				10331
Drafting & Architectural Engineering – PLTW	0.5		11, 12	H, S, WF				10514
Intro to Engineering – PLTW	1		9, 10, 11, 12	H, S, WF				10511
Principles of Engineering – PLTW	1		10, 11, 12	H, S, WF				10513
Robotics – VEX	0.5		9, 10, 11, 12	H, WF				10411

Energy in Motion Innovations
Explore the past, present, and future of energy sources. Fossil fuel reliance and the consequences of their use will serve as the foundation of the class. Emphasis is placed on alternative energy sources, advantages/disadvantages. Learners will leave with an understanding of how mechanical, electrical, and fluid power systems work. Hands-on projects and problem-solving labs include: hydraulic robot arm, trebuchet challenge, design and build a solar hot water heater, design and test wind turbine blades, and simulated coal mining experience.

Drafting & Architectural Engineering – PLTW
This course provides learners with opportunities to work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, learners use 3D design software to help them design solutions to solve major course projects. Learn about documenting their projects, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This is a PLTW course, and only instructors with this training may use this number and description.

Intro to Engineering – PLTW
This course emphasizes the development of a design. Learners use 3-D computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function and then use state-of-the-art technology to translate conceptual designs into reproducible products. This is a PLTW course, and only instructors with this training may use this number and description.

Principles of Engineering – PLTW
This course allows learners to investigate engineering and high-tech careers and develop skills and understanding of course concepts. Learners employ engineering and scientific concepts to solve engineering design problems, develop problem-solving skills, and apply their knowledge of research and design to create solutions to various challenges. This is a PLTW course, and only instructors with this training may use this number and description.

Robotics – VEX
Robotics Engineering provides a comprehensive study of engineering concepts, including physics, programming, mechanical systems, electrical, and electronics systems. These core concepts are delivered with a robotics emphasis through relevant activities and projects.

Trade and Industry

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Aviation Technology I	1		10, 11, 12	S				17812
Aviation Technology II	1		11, 12	S	Aviation Technology I		*	17813
Building Trades Pre-apprenticeship	150 work hrs		11, 12	WF	Building Trades I		*	17999
Building Trades Technology I	2		11, 12	WF	Construction Tech		*	17100
Building Trades Technology II	2		12	WF	Building Trades I		*	17117
Construction Technology	0.5		9, 10, 11, 12	H, S, WF				10111
Diesel Technology I	1		10, 11, 12	S				17040
Diesel Technology II	2		11, 12	S	Diesel Technology I			17041
Automated Manufacturing	1		10, 11, 12	C3TEC South HS			*	17113
Metals I	0.5		10, 11, 12	WF			*	17236

Metals II	0.5		10, 11, 12	WF	Metals I		*	17236
Recreational Engines Technology I	2		11, 12	WF			*	17310
Recreational Engines Technology II	2		12	WF	Rec Engines I		*	17311
Welding I	1	*	10, 11, 12	NDSCS – F			*	17236
Welding II	1	*	10, 11, 12	NDSCS – F	Welding I		*	17237
Woods I	0.5		10, 11, 12	H, S, WF			*	10111
Woods II	0.5		10, 11, 12	H, S, WF	Woods I		*	10093
Unmanned Aerial Vehicle	0.5	*	10, 11, 12	S			*	17814

Aviation Technology I
To provide learners with employment in the aviation field. The course covers flight, flight operations, aviation weather, performance, and navigation fundamentals. The course also explores careers in air traffic control, flight dispatching, and airport management. Units of instruction include safety of flight, airport layout, aeronautical charts, radar, radio procedures, airplane power plant, aerodynamics, weather patterns, and hazards. Emphasis on applied academics in math and science is integrated throughout the curriculum and decision-making principles as it applies to flight related factors.

Aviation Technology II
Learners will be prepared to pass the Federal Aviation Administration, FAA, private pilot verbal exam. The course will cover advanced flight topics as well as topics covered in Aviation I to an advanced level. Learners will also work in teams to build a full-scale aircraft.

Building Trades Pre-apprenticeship (Cooperative Work Experience)
The purpose of this course is to provide learners with the opportunity to develop skills and knowledge in the construction field. The course is also designed to assist in selecting an occupation that best suits their capabilities and interests. Learners will gain major work experience by working on the job site. This is a school-to-work program in which learners will work side-by-side with experienced professionals. This will allow the learners to gain the necessary competencies needed in the construction field while learning blueprint reading, foundation, wall and roof construction, interior and exterior finishing, and residential or commercial construction skills.

Building Trades Technology I
Building Trades I provide an orientation to the building trades that meets industry standards. The course is standards-based, beginning with Core Curriculum, which includes Basic Safety, construction math, Introduction to Hand and Power Tools, Introduction to Construction Drawings, Basic Rigging, Communication, and Employability Skills. Fundaments of building are introduced, including floor, wall, roof systems, and structure enclosure. Building Trades, I is a prerequisite to Building Trades II.

Building Trades Technology II
Building Trades II continues with the fundamentals of building with advanced training in floor, wall, and roof systems. Advanced enclosure techniques will be included. Enhanced safety protocol will be

included with an emphasis on safety practices. Building Trades II will continue fundamentals learned in Building Trades I but will also include Introduction to Residential Plumbing, Electrical, HVAC, Masonry, Exterior, and Interior Finishing. Learners who complete course modules and meet all safety standards will be eligible to receive nationally recognized industry credentials.

Construction Technology
Learners will study the technology involved in the construction of residential and industrial structures. Throughout the semester learners will be exposed to safety, architecture, environmental impacts, materials science, design modification, engineering and 3-D modeling, advancements in technology, and exploration of various construction careers. Learners will exit the class with a strong knowledge of fundamental construction techniques and can "build" upon this knowledge through various challenging endeavors. TSA activities are incorporated into the class.

Diesel Technology I
This course allows learners to experience a variety of diesel and heavy equipment practices. Learners will explore the field of diesel and heavy-duty equipment repair, and learn the basics of safety, equipment identification, and hand and power tools in a lab setting. Learn about careers within the diesel and heavy equipment repair industry. Industry partners will enhance lessons. Learners 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. NATEF standards and guidelines are followed. This course is a prerequisite to Diesel Technology II.

Diesel Technology II
This course will serve as a continuation of Diesel I. Learners will be exposed to diesel careers and college options in construction, agriculture, aviation, and trucking. Learners must demonstrate sound safety practices, shop organization, and equipment management. Learners will learn advanced diesel concepts in fuel systems, steering and suspension, tire and wheel diagnostics, service and repair of electrical and electronic controls and systems, engines, drive trains, hydraulics, and air brake systems. Training and practice of Preventive Maintenance Inspection (PMI) are accomplished. Lessons will be enhanced by industry collaboration, job shadows, and internship experiences. Technology, mathematics, reading, writing, vocabulary, blueprint reading, and science are integrated throughout the curriculum. NATEF standards and guidelines are followed.

Automated Manufacturing
Learn about the manufacturing industry's concepts and career opportunities. Craft course offerings will include metal welding, machining, blueprint reading, fabrication, robotics, assembly, industry terminology, safety, tools, milling, electrical principles, and measurement. The course of study will also incorporate leadership skills, professional development, and organizational skills.

Metals I
This course will offer learners the chance to create and experience basic welding applications using a CNC lathe, CNC mill and robotic programming, as well as design and build using metal. Technical and academic information related to the welding trade will be integrated such as applied math, blue print reading and symbols, safety, and general construction. Workplace readiness skills will also be addressed.

Metals II
This course will offer learners the chance to develop new ideas and expand on Metals I experiences advancing to gas metal and arc welding, oxyacetylene weld/cutting, brazing plasma arc cutting, CNC lathe, CNC mill, robotic programming, design, build, and business operations. Advanced technical information related to applied math, blue print reading and symbols, safety, and general

construction. Workplace readiness skills will also be addressed. Learners interested in manufacturing, energy, transportation, and construction careers, would benefit from this class.

Recreational Engines Technology I
Recreational Small Engine Technology I includes the maintenance repair of various small engines such as lawnmowers, outboard motors, chain saws, and rototillers. The course includes a theory and practical application lab. This course is a prerequisite to Recreational Small Engines II.

Recreational Engines Technology II
Recreational Small Engine Technology II provides advanced instruction in the maintenance repair of various small engines. The course includes principles of the internal engine, reading technical manuals, and customer service.

Welding I
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. *Dual credit information will be provided. Application fees may apply.

Welding II
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. *Dual credit information will be provided. Application fees may apply.

Woods I
This is an introductory course designed for learners interested in understanding design processes for selected wood-based design problems. Each learner will research the design and decision-making process to gain insight on how to cut, surface, form, assemble, and finish the wood project. Safe and effective work habits are emphasized on all power equipment, tools, materials, and lab activities. Creativity, problem solving, effective communication skills, and teamwork are important for successful completion of this course.

Woods II
This is a more advanced course designed for the learner who can research, design, plan, and execute their own projects. Each learner will problem solve, and design projects given as tasks using 3-D software. Learners will build and finish usable projects using their designed plans. Proper and safe work habits are emphasized on all power equipment, tools, materials, and lab structure. Creativity, problem-solving, and mathematical and measurement competencies are important for successful completion of this course. This course is taught so learners can have hands-on work experience using power and hand tools safety while gaining an understanding of a manufacturing environment.

Unmanned Aerial Vehicle
The Unmanned Aircraft Systems course will teach learners 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, and understand the significance of airspace Classes B, C, D, E, and G as they pertain to UAS. Identify special-use airspace where UAS usage may be prohibited. Understand weather and how it affects the flight of UAS. Understand general loading and performance data and airport operations. When learners complete this course, they will have a general

understanding and knowledge of the operation and uses of UAS as they pertain to the world of Aviation.

Visual Arts

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Applied Topics of Art	0.5		9, 10, 11, 12	H, S, WF	Placement			02021
Art I	0.5		9, 10, 11, 12	H, S, WF				02020
Art II	0.5		9, 10, 11, 12	H, S, WF	Art I			02020
Art Trends	0.5		10, 11, 12	H, S, WF				02021
Ceramics I	0.5		9, 10, 11, 12	H, S, WF				02029
Ceramics II/ Sculpture	0.5		9, 10, 11, 12	H, S, WF	Ceramics I			02029
Ceramics III/ Sculpture	0.5		10, 11, 12	H, S, WF	Ceramics II			02024
Drawing and Painting I	0.5		9, 10, 11, 12	H, S, WF				02022
Drawing and Design II	0.5		9, 10, 11, 12	H, S, WF	Drawing and Painting I			02025
Drawing and Design III	0.5		10, 11, 12	H, S, WF	Drawing and Design II			02025
Independent Art	0.5		11, 12	H, S, WF			Instructor recommendation only	02050
Painting II	0.5		9, 10, 11, 12	H, S, WF	Drawing and Painting I			02026
Painting III	0.5		9, 10, 11, 12	H, S, WF	Paining II			02026

Applied Topics of Art
Foundations of Art is a hands-on course that is structured around the Elements of Art (Line, Shape, Form, Color, Texture, Value, and Space.) Projects will be created with a wide range of both traditional and contemporary materials. Each assignment will help learners to understand an Element of Art and how it can be used to create visual imagery. Projects in this course are designed for a wide range of ability levels and all assignments can be altered to suit the needs of diverse learners. Fine motor

skills, decision making, personal expression, and self-confidence will be improved through participation in Foundations of Art.

Art I
Art I is an introductory course exploring current topics in art, focusing on digital illustration, printmaking, and sculpture. Learners will begin to build a personal portfolio and develop an understanding of art media through a variety of hands-on visual arts experiences and discussion. Studying art strengthens learners' ability to analyze and interpret the world around them.

Art II
Art II centers on furthering the exploration of contemporary issues in art, focusing on units in digital art and animation, printmaking, and collaborative 2D/3D installation. Learners are encouraged to exercise more personal artistic vision through the production of creative, original work, with an emphasis on conceptual development, critical thinking, and craftsmanship.

Art Trends
Units of study include emphasis on graphic design, animation/cartooning, creativity, philosophy, community art, art influenced careers, graffiti, and other urban inspired forms of art. This is a non-sequential course, and no previous art experience is necessary.

Ceramics I
Ceramics I focuses on the fundamental methods of hand building which are the pinch method, coil method, and slab method. Learners will gain experience in these three building methods and will create original works in a variety of units, which may include theme and subject matter development.

Ceramics II/Sculpture
Ceramics II/Sculpture learners will do intermediate work in clay and other 3-D materials. Learners will work with ceramic methods of pinch, coil, slab and throwing along with other 3-D materials, such as: plaster of Paris, paper mâché, wire, cardboard, assemblage, wood construction, etc. Can't take Ceramics 3/Sculpture course the same year.

Ceramics III/ Sculpture
Ceramics 3/Sculpture is a fall semester class, so one cannot take Ceramics II/Sculpture course the same year. Ceramics III/Sculpture learners will do advanced work in the 3-D realm. Learners will be given various problems and assignments for them to solve in a variety of ways and media. This course is designed to encourage learners to find their own direction in their artwork using a three-dimensional medium.

Drawing and Painting I
Learners will explore various drawing techniques working with a wide range of drawing media: pencils, color pencils, pastels, charcoal, and markers. Learners will work with techniques for acrylic and watercolor paints addressing color theory. Also, learners will explore the elements of art and the principles of design.

Drawing and Design II
Learners will advance their competence in using various materials as they study subject matter, create themes and develop strong compositions. Learners will use a sketchbook that is provided to sketch in class daily. Can't take Drawing and Design III course the same year – Drawing and Design II is a spring semester class.

Drawing and Design III
Drawing and Design III is a fall semester class, so one cannot take Drawing and Design II course the same year. Drawing and Design III is an advanced course that learners individually decide on a motif

(subject matter and theme) to work on throughout the course. The learners will choose what materials and themes they want to explore. Advanced drawing techniques and composition skills will be developed.

Independent Art
Learners use artistic techniques to effectively communicate ideas and information to business and customer audiences via illustration and other forms of digital or printed media. Topics covered may include concept design, layout, paste-up, and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage, and computer graphics.

Painting II
Painting II will focus on painting media – acrylics, watercolor and mixed media. Learners will learn more complex methods of painting including working with the techniques of the old masters and contemporary painters. Learners will start developing more in-depth thematic elements within their painting while using the foundations as a structure as they advance and do more individualized work.

Painting III
Painting III learners individually decide on a motif (subject matter and theme) to work on throughout the course. This course is designed to help learners develop a body of work using different methods and materials. Advanced painting techniques and composition skills will be developed.

Work-Based Learning Experience

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
Capstone	0.5		11, 12	H			Approval Process	20075
Career Management	0.5		9, 10, 11, 12	H, S, WF			Approval process	20060
Career Seminar	0.5		10, 11, 12	H, S, WF			Approval process	20076
CTE Cooperative Work Experience	0.5-4		10, 11, 12	H, S, WF	*		Approval process	00099 01999 14999 09299 07999 27999 04999 10999 17999
Educational Workplace Experience	0.5		10, 11, 12	H, S, WF			Approval process	20086

Capstone
This course serves as the culminating and integrative experience designed to allow learners to expand their knowledge in an area of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

Career Management
Career Management helps learners identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course exposes learners 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.

Career Seminar
Provides learners with a regularly scheduled, supervised employment opportunity related to the teacher-of –record's (TOR) major/minor in order to develop and improve work skills. The employment must be preceded by, or concurrent with, classroom instruction related to the work experience, consistent with the learner's occupational goals, and related to the TOR major/minor. There shall be a training agreement among all partners to the work experience (school, employer, learner, and parents/guardians) outlining the expectations of each party. The instructor shall also develop a specific training plan with the employer for each learner placed. The training plan shall include provisions for assessment of learner progress and for on-site visits by the instructor during the learners placement. Must be 16. Does replace CTE Coop.

CTE Cooperative Work Experience
Provides learners with a regularly scheduled, supervised employment opportunity related to their CTE coordinated plan of study. Must be proceeded by 1 credit of previous classroom instruction. A training agreement is created among all partners regarding work experience. Career Ready Practices are utilized for assessment. Learners must be 16 years of age.

Educational Workplace Experience
Education Workplace Experience courses provide learners with work experience in fields related to education. Goals are typically set cooperatively by the learner, teacher, and employer (although learners are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that learners encounter in the workplace.

World Languages

Course	Credit	DC/AP	Grade	School	Prerequisites	NCAA	Fees/ Other	MISO3
French I	1		9, 10, 11, 12	H, S, WF				06281
French II	1		10, 11, 12	H, S, WF	French I			06282
French III	1		11, 12	H, S, WF	French II			06283
French IV	1		12	H, S, WF	French III			06284
German I	1		9, 10, 11, 12	WF				06291
German II	1		10, 11, 12	WF	German I			06292
German III	1		11, 12	WF	German II			06293
German IV	1		12	WF	German III			06294
Spanish I	1		9, 10, 11, 12	H, S, WF				06211
Spanish II	1		10, 11, 12	H, S, WF	Spanish I			06212
Spanish III	1		11, 12	H, S, WF	Spanish II			06213
Spanish IV	1		12	H, S, WF	Spanish III			06214

French I
French I introduces learners to the French language and culture. Learners in level I operate in the Novice Low-Performance Indicators of the North Dakota Indigenous and World Language Standards.

Learners typically will be comfortable functioning within the Novice Mid Performance Indicators within the Communication goal by the end of the course.

French II
French II builds upon skills developed in level I. Learners in level II operate in the Novice Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners typically will be comfortable functioning within the Novice High-Performance Indicators within the Communication goal by the end of the course.

French III
French III builds upon skills developed in level II. Learners in level III typically progress towards the Intermediate Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners in level III progress towards Intermediate Low Proficiency within the Communication goal.

French IV
French IV builds upon skills developed in level III. Learners in level IV will operate in the Intermediate Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners in level IV typically progress towards an Intermediate Mid Proficiency level within the Communication goal.

German I
German I introduces learners to the German language and culture. Learners in level I operate in the Novice Low-Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners typically will be comfortable functioning within the Novice Mid Performance Indicators within the Communication goal by the end of the course.

German II
German II builds upon skills developed in level I. Learners in level II operate in the Novice Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners typically will be comfortable functioning within the Novice High-Performance Indicators within the Communication goal by the end of the course.

German III
German III builds upon skills developed in level II. Learners in level III typically progress towards the Intermediate Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners in level III progress towards Intermediate Low Proficiency within the Communication goal.

German IV
German IV builds upon skills developed in level IV. Learners in level V typically progress towards the Advanced Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners in level V progress towards Advanced Low Proficiency within the Communication goal.

Spanish I
Spanish I introduces learners to the Spanish language and culture. Learners in level I operate in the Novice Low-Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners typically will be comfortable functioning within the Novice Mid Performance Indicators within the Communication goal by the end of the course.

Spanish II
Spanish II builds upon skills developed in level I. Learners in level II operate in the Novice Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners typically will be

comfortable functioning within the Novice High Performance Indicators within the Communication goal by the end of the course.

Spanish III
Spanish III builds upon skills developed in level II. Learners in level III typically progress towards the Intermediate Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners in level III progress towards Intermediate Low Proficiency within the Communication goal.

Spanish IV
Spanish IV builds upon skills developed in level III. Learners in level IV will operate in the Intermediate Performance Indicators of the North Dakota Indigenous and World Language Standards. Learners in level IV typically progress towards an Intermediate Mid Proficiency level within the Communication goal.