

# **Bottineau High School**



## **Student Registration Guide** 2016 - 2017

## Message To Parents

Registration time provides you with an opportunity to talk to your son/daughter concerning their past accomplishments and future goals. In order for a student to select a good program of classes, it is important for parents to be involved.

Too often we hear graduates say they wish they had taken certain subjects in high school rather than what they selected at the spur of the moment. Also, a few students come up short at graduation time because they did not plan ahead and just tried to "get by" for four years.

Because we realize that students might not always choose subjects based on what is best for their future, we request the signature and approval of parents on the enclosed registration form before we schedule a student.

Answering the following questions should help in selecting the proper courses. As a parent, you can assist in this process by going over the questions with your son/daughter.

1. Is the student interested in post secondary training?
2. Which high school subjects would best prepare him/her for this training?
3. Is the student interested in certain careers or types of careers?
4. What courses would be helpful toward meeting a career or types of career goals?
5. How is the student progressing toward meeting graduation requirements?
6. Does the student have good reasons for taking certain courses (or not taking certain courses?)
7. Is the student taking courses that will provide a good basis in the basic skills of reading writing, mathematics, listening and speaking, and reasoning?
8. What is the purpose of a student's class schedule? (Work hard, get by, to be with friends and neighbors?)
9. After a student graduates, what courses will he wish he had taken?
10. Are the final courses selected appropriate for the student's talents, interests, and abilities?

IF YOU HAVE ANY QUESTIONS AND/OR CONCERNS ABOUT COURSE SELECTIONS, PLEASE FEEL FREE TO CONTACT THE STUDENT'S ADVISOR, THE COUNSELOR, THE PRINCIPAL, OR AN INSTRUCTOR IN THE SUBJECT AREA.

### The Student Registration Handbook

This handbook contains information a student and parents need to plan for school registration. Bottineau High School uses a computer scheduling system, so it is very important that careful planning and thought be given to registration. The school's master schedule is built after the students have completed their registration. Class changes are discouraged following the registration.

Please follow these steps in completing your registration:

1. With your parents, read the preliminary materials and the description of the courses which will be offered during the school year.
2. Determine which subjects are required at each grade level. Juniors and seniors should also check the total number of credits accumulated thus far.
3. In choosing electives, be sure:
  - a. the course is for your grade level;
  - b. you have the necessary prerequisites to enroll in the course;
  - c. you have a definite interest in the subject. If you have any questions about whether you should take a certain subject, check with your advisor, counselor, or principal.
4. Required subjects which are failed must be repeated.
5. Complete your registration on PowerSchool.
6. Students, advisors, and parents are to complete the registration during the parent-teacher conferences.

## Graduation Requirements

To graduate from Bottineau High School, a student shall have completed a minimum of 24 credits, which shall include the subjects required of all students.

### I. Bottineau High School Requirements for Graduation

<b>Language Arts</b> (English)		4 Credits
<b>Social Studies</b>		3 1/2 Credits
U.S. History	(1 Credit)	
World History	(1 Credit)	
American Government	(1/2 Credit)	
Economics	(1/2 Credit)	
Elective	(1/2 Credit)	
<b>Mathematics</b>		3 Credits
<b>Science</b>		3 Credits
Physical Science	(1 Credit)	
Biology	(1 Credit)	
Elective	(1 Credit)	
<b>Physical Education</b>	(1/2 Credit per Year)	1 Credit
Foreign Language, Fine Arts, Career Tech.		1 Credit
<b>Electives</b>		<u>9 Credits</u>
		24 Credits

### II. Required for admission to the four-year public universities in North Dakota\*

(DSU, MaSU, MiSU, NDSU, UND, VCSU)

<b>English</b> (Written and oral communication skills) (Does not include Basic English, Literature I, APC I, or Composition I)		4 Credits
<b>Mathematics</b> (Algebra I and above) (Does not include Consumer Math)		3 Credits
<b>Lab Science</b> (At least 1 credit each in 2 or more of the following: biology, chemistry, physics, or physical science)		3 Credits
<b>Social Studies</b>		3 Credits

### III. Recommended College Preparatory Core Curriculum

<b>English/Language Arts</b> English I, II, III, IV		4 Credits
<b>Mathematics</b> Algebra I, geometry, advanced math, or a calculus		3 Credits
<b>Laboratory Science</b> Physical Science, biology, chemistry, physics, human anatomy, advanced biology		3 Credits
<b>Social Studies</b> U.S. History, world history, government, economics, or geography		3 Credits
<b>Computer Science/Computer Applications</b>		1 Credit
Fine Arts (Art, band, choir, drama)		2 Credits
<b>Foreign Language</b> (in the same language)		<u>2 Credits</u>
		18 Credits

\* Students who have not had the required courses are encouraged to enroll in any of the state's two year colleges (BSC, Dakota College at Bottineau, NDSCS, Lake Region State College, Williston State College). Upon successful completion of 24 semester credits at these campuses, students are eligible for transfer to a four year campus.

IV. <u>Recommended</u> Vocational-Technical Curriculum	
<b>English/Language Arts</b>	4 Credits
English I, II, III, IV	
<b>Mathematics</b>	2 Credits
Algebra I, geometry and math courses related to vocational interests	
<b>Laboratory Science</b>	2 Credits
Physical science, biology, chemistry or physics	
<b>Social Studies</b>	3 Credits
U.S. History, world history, government, economics, or geography	
<b>Computer Science</b>	1 Credits
<b>Electives</b>	<u>6 Credits</u>
Vocational courses, fine arts, etc.	
	18 Credits

**All North Dakota state colleges and universities now require entering students to take the ACT test.** The ACT test should definitely be taken during the senior year in high school. Colleges may require various other tests such as psychological tests, placement or aptitude tests. Details on the requirements for college admission may be obtained from the college or your guidance counselor.

#### V. **General Requirements**

##### A. Class Load:

1. Students in grades 9-12 shall be enrolled in seven classes per day. Those students taking a 0 period class must be enrolled in eight classes per day.

##### B. May I change my schedule later? If it should become necessary to drop or add a course, it must be completed within the first THREE days of the semester. Schedule changes shall be made according to the following procedure:

1. the counselor or principal must approve any schedule change and complete any schedule change and complete the paperwork before it becomes final.

**Hiring of staff, purchasing of books, supplies, and making classroom assignments are based on subjects you have chosen.**

#### VI. **Correspondence Study**

Students may enroll in correspondence courses under the following conditions:

- A. To pursue a course of study offered by the Bottineau High School Learning Center; These courses will not be treated as an academic course for the purpose of Honor Roll or G.P.A.
- B. A schedule conflict prevents the student from taking a course he/she needs to meet graduation requirements at Bottineau High School.
- C. A student wishes to take a class not offered at Bottineau High School

#### VII. **North Dakota College Entrance Requirements**

The requirements are minimal standards required of all students. Students who plan to attend post-secondary schools should keep in mind the general entrance requirements and select a strong program which will prepare them to meet more than the minimum standards.

There are several specific college curriculums such as engineering or medicine that may require special high school preparation. In such cases, the high school student should consult with the institution offering the special curriculum.

Meeting college entrance requirements is not the only important concern: it is only a prelude. Admission does not guarantee college success - the real test comes after admission.

### **VIII. Out of State College Requirements**

Any student planning to attend an out-of-state college should see the counselor before their junior year of high school if at all possible.

- IX. ITV Classes ( Must be a junior or senior student in high school with a 3.0 GPA)**
  - X. CTE Classes (Must be a junior or senior student in high school with a 3.0 GPA)**
  - XI. On Line Classes (Must be a junior or senior student in high school with a 3.0 GPA)**
  - XII. Ap Classes (Must be a Senior with a 3.8 - 4.0 GPA)**
- High school and college classes are offered through the Distant Learning Consortium.

## **Will you be prepared to meet the challenge?**

### **Dual Credit Policy For Bottineau High School**

#### **College Class Enrollment While in High School**

1. Any student taking a college class while in high school must be maintaining a 3.00 grade point average.
2. Must be a junior or senior student in high school with a 3.0 GPA.
3. The college course the student plans to enroll in must have been approved by the Bottineau High School Principal.

#### **College Classes for Dual Credit (must include criteria 1, 2 & 3)**

1. Dual Credit Enrollment Application must be completed, signed, and turned in before course begins. ( Must be a junior or senior student in high school with a 3.0 GPA)
2. The grade received at the college will be used in determining their grade point average in high school.

## ART

### Art class offerings:

\_\_\_\_\_These classes will be offered on a rotating schedule. See current registration lists for what is available.

### ART History I and II

**Grade Placement: 9-12**

**1/2 Credit**

Students in these two classes will study different art styles and movements. They will write a short report on several artists and will create two or three pieces of artwork in a style similar to that of the artist studied. We will cover eight or ten artists during each semester. Class can be taken in any sequence.

### Drawing I

**Grade Placement: 9-12**

**1/2 Credit**

Students in this class will learn a variety of techniques using the dry media. (pencil, charcoal, chalk and oil pastels, etc.) We will study a variety of subjects. (abstract, landscape, animals, portraits, etc.)

### Drawing II

**Grade Placement: 9-12**

**1/2 Credit**

Students will work on perfecting their drawing skills

### Printmaking

**Grade Placement: 9-12**

**1/2 Credit**

Students in this class will study the various methods of making multiple images of one picture. We will do mon-prints, cardboard prints, vegetable prints, block prints, acetate etchings, and silk screen prints.

### Crafts I and II

**Grade Placement: 10-12**

**1/2 Credit**

Students in this class will study art from different cultures. They will do a short worksheet on the country and people involved and will make an art or craft item in a style similar to the artwork studied. (a small totem pole in the same style as the native Americans along the Northwest coast, small soap carvings to resemble the netsuke of Japan, masks of different styles from many countries, colorfully painted animal carvings in the style of the Oaxacan artists of Mexico, rosemahling from Norway, scherenschnitte and pysanky from Germany and Poland, beadwork similar to that of Native Americans, the list is endless.)

### Art I

**Grade Placement: 9-12    1/2 Credit**

\_\_\_\_\_Students will cover the basic methods and techniques of two and three dimensional art. This will include shading, texture, depth and proportion and will utilize pencil, charcoal, paint, and paper. We will also cover basic sculpture techniques such as paper folding, and ceramics.

### Art II

**Grade Placement: 9-12    1/2 Credit**

Students will cover the basics of design and composition and will learn the principles of design. These principles apply to both two and three dimensional projects.

**Painting I** \_\_\_\_\_ **Grade Placement: 9-12 1/2 Credit**

\_\_\_\_\_ This class will be offered in the spring. Students in this class will work with the different types of paint and will use a variety of surfaces to paint on. They will paint on various types of paper, wood, rocks, glass and metal, maybe hand and face painting.

**Painting II** \_\_\_\_\_ **Grade Placement: 9-12 1/2 Credit**

\_\_\_\_\_ Students in this class will cover different aspects of painting. We will learn about paint types and which work best on which surfaces. This class will be offered in the fall semester so the class can work on the flats for the band concert and the backdrop for the Elementary Program.

**Sculpture I** \_\_\_\_\_ **Grade Placement: 9-12 1/2 Credit**

\_\_\_\_\_ This class will cover three dimensional art techniques with an emphasis on using paper in a three dimensional manner. We will also study origami and will do some cardboard sculptures.

**Sculpture II** \_\_\_\_\_ **Grade Placement: 9-12 1/2 Credit**

\_\_\_\_\_ This class will cover three dimensional art with an emphasis on ceramics and plaster craft.

## BUSINESS EDUCATION

### WORD PROCESSING I

**Grade Placement: 9-12**

**1/2 Credit**

Purpose: To develop touch-keyboarding skills.

Content: Subject matter and practice activities to develop mastery of the keyboard through the touch system.

### WORD PROCESSING II

**Grade Placement: 9-12**

**1/2 Credit**

Prerequisite: Word Processing I or demonstrated ability to keyboard 40 wpm on 3-minute straight copy text with 95% accuracy.

Purpose: To continue improvement in keyboarding skills.

Content: The improvement of basic keyboarding techniques in order to produce business correspondence, manuscripts, letters, tables, and documents with practice in following instructions, solving problems, composing, and preparing a neat and usable copy.

### BUSINESS COMPUTER APPLICATIONS I

**Grade Placement: 10-12**

**1/2 Credit**

Prerequisite: Word Processing I or II

Purpose: To introduce students to the operation of Microsoft Word, Excel, and Power Point.

Content: Students will:

1. apply word processing software (including simplified desktop publishing capabilities contained within the application) to include basic text editing, formatting of standard documents, as well as advanced word processing topics.
2. create spreadsheets, graphs, and macros utilizing spreadsheet software.
3. create integrated applications using word processing, database, and spreadsheet software.
4. apply presentation/slide show software to make classroom presentation.

### BUSINESS LAW

**Grade Placement: 10-12**

**1/2 Credit**

The study of the principles of law as they relate to business transactions and to the individual and his job responsibilities...the rights of individuals and businesses and other individuals and businesses with whom they deal. Usually emphasis is placed on considerations such as contracts, insurance, loan sales, negotiable instruments, partnerships, corporations, principle and agent, and property.

3 Weeks	Law as it relates to the citizen, the minor, and the consumer
1 Week	Crimes and torts
1 Week	Our court system
4 Weeks	Contracts (form, consideration, transfer and discharge, remedies for breach)
2 Weeks	Bailments (mutual benefit and special)
3 Weeks	Sales (ownership, risk of loss, warranties, rights, and remedies for breach)
2 Weeks	Debtors and Creditors (collateral secured transactions)
2 Weeks	Commercial paper (checks, drafts, notes, rights, and liabilities)

**ACCOUNTING I & II****Grade Placement: 10-12****1 Credit**

A combination of subject matter and learning experiences concerned with the elementary principles of accounting, including some theory of accounting. In practice, various accounting situations are emphasized in learning, e.g. single and double-entry accounting; methods and principles of reading business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity, and the preparation and some interpretation of financial statements.

**1st Semester:**

1 Week	Starting an accounting system
3 Weeks	Journalizing business transactions into debit and credit parts
2 Weeks	Posting entries to a ledger
1 Week	Eight column worksheet
2 Weeks	Financial Statements
1 Week	Checking Accounts and Bank Reconciliation Statement
2 Weeks	Posting to subsidiary ledgers
2 Weeks	Payroll records
2 Weeks	Adjusting and closing entries
<u>2 Weeks</u>	Business simulation set done on computer: covering the accounting cycle
18 Weeks	

**2nd Semester:**

4 Weeks	Special journals: purchases, cash payments, sales, and cash receipts
1 Week	Accounting for accrued revenue & expenses
1 Week	Accounting for notes and interest
2 Weeks	Accounting for uncollectible accounts
2 Weeks	Accounting for plant assets and depreciations
3 Weeks	End of fiscal period entries for a corporation
<u>5 Weeks</u>	Business simulation set done on computer: work for a corporation
18 Weeks	

**Accounting III****Grades 10-12****1 Credit**

- o Prerequisite Accounting I & II
- o This course is designed to help the student acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporate forms of organization, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit.

**Accounting IV****Grades 10-12****1 Credit**

- o Prerequisite Accounting I & II
- o With the background of the accounting cycle, students will analyze and interpret financial information using computers and accounting software. Emphasis will be placed on decision-making in preparation for entry-level accounting positions.

**Multimedia****Grades: 10-12****1/2 Credit**

- o Students will use digital images and videos to create meaningful documentation and production. Students will utilize software to create images, logos, backgrounds, and navigation tools for digital display in multimedia and Internet applications. Students will learn image-editing, animations, file compression, digital audio/video editing, and planning for multimedia applications.

**Desktop Publishing****Grades 9-12****1/2 Credit**

- o The process of creating a document that looks like a professionally designed and printed document. Includes sizing and inserting photos, graphics, and line drawings to the text copy. Instruction will be provided to create an original layout for a newsletter, catalog, brochure, and other materials that utilize different types of print.

**Web Design****Grades: 9-12****1/2 Credit**

- o Introduces students to a variety of ways to create and maintain web pages. The students will focus on the overall production processes with particular emphasis on design elements involving layout, navigation, and interactivity. The basics of web design programming languages and web design software can be taught. Careers in web design are explored and students are provided with opportunities to increase their communication, teamwork, and critical thinking skills.

**Electronic Presentations****Grades: 9-12****1/2 Credit**

- o Students will learn to use a personal computer and appropriate software to create colorful and effective business presentations.

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**Spreadsheets****Grades: 9-12****1/2 Credit**

- o Students will use the operating system of a microcomputer to analyze business trends and solve problems using spreadsheet software. This course will develop skills in designing worksheets, writing formulas, analyzing data, charting data, and managing data.

**Database****Grades: 9-12****1/2 Credit**

- o Students will use the operating system to a microcomputer to organize and automate file handling. Students will use database software to solve business problems, analyze business trends, and solve problems.
- o Grades: 9-12
- o Prerequisite: none

**Financial Literacy****Grades: 9-12****1/2 Credit**

- o To provide students with business related consumer knowledge. The economic welfare of the consumer and consumer groups in every day life including money management, purchasing, and utilization of goods and services, banking, investments, credit, evaluation of consumer research and product testing, and the role of the consumer in the economy.

## DRIVER EDUCATION

**Grade 9**

**Summer Program**

**1/4 Credit**

Driver Education is a two-phase program which integrates classroom and behind the wheel experiences. Each student receives a minimum of 30 hours classroom instruction, 6 hours of supervised behind the wheel instruction, and 12 hours of observation:

### **CLASSROOM TOPICS COVERED:**

- Legal responsibilities of motorists
- North Dakota State Laws and Regulations
- Driver Fitness (emphasis on alcohol & driving)
- Safety Equipment
- Preliminary Driving Procedures
- Maneuvers (turns, parking, backing, etc.)
- Defensive Driving
- Driving in traffic and driving strategies (right of way and intersection rules)
- Emergency driving conditions
- Buying, insuring, & maintaining an auto
- Recreational vehicles and motorcycles (snowmobiles, boats, trailering, etc.)
- Highway & expressway driving
- Films on selected driver education material
- Guest speakers on related subjects

### **BEHIND THE WHEEL: MANEUVERS**

- Smooth starts & stops, Right & left turns, U-turns
- Emergency stops (town & highway)
- Reverse direction turns, Parallel parking
- Angle parking, Highway driving (passing)
- Rural driving (gravel), City driving

**Must have passed eighth grade and be 14 years old!!**

## ENGLISH

### **ENGLISH I (Required)**

**Grade Placement: Grade 9**

**1 Credit**

The aims of this course are to provide more drill in mechanics of English grammar and to acquaint the student with literary forms through the study of illustrative works. It is a required subject.

One semester is devoted to the study of grammar including sentence structure and patterns, signals of form and function to help identify main word clauses, roles of function words, and skills in building compound and complex sentences.

In literature, the approach will be by genre (type). A variety of literary forms - nonfiction, poetry, drama, and novel will be introduced.

### **ENGLISH II (Required)**

**Grade Placement: 10**

**1 Credit**

English II continues to provide study of a variety of literary types, composition and grammar. Emphasis the first semester will be on grammar and vocabulary. Second semester the approach will center on use of library, development of the research paper, and study of literature, including Julius Caesar.

### **ENGLISH III (Required)**

**Grade Placement: 11**

**1 Credit**

English III continues to stress grammar, mechanics, and vocabulary, as well as the writing process and writing about literature. In addition, English III will cover American Literature from the 1600's to the present. Emphasis is placed on Puritan, National, and Romantic philosophies which led to a unique American style.

### **ENGLISH IV (Required)**

**Grade Placement 12**

**1 Credit**

English IV focuses on composition and communication skills (speech). Composition is the production of clear, concise writing arrived at after much revision; writing skills will be developed in the fields of exposition, description, narration, and argumentation and analysis. Speech is the study of proper techniques in the areas of informative, persuasive, and humorous speaking, including the organization of written material as well as oral presentation. Focus will also be placed on skills needed for the college-bound senior, including making the transition, vocabulary, and a test.

### **WORLD LITERATURE (Humanities) (Elective)**

**Grade Placement: 11-12**

**1/2 Credit**

World Literature is a course studying the literature and culture of the major civilizations of the world. Included may be the literature of the ancient Hebrews, Greeks, Romans, Chinese, Japanese, Indians, and Persians, as well as the dominant movements in literature from the Middle Ages to the present.

### **FICTION (Elective)**

**Grade Placement: 10-12**

**1/2 Credit**

Fiction is a study of the characteristics (plot, characters, point of view, theme, etc.) and the types of modern novels and/or short stories. This class will cover a variety of fictional Twentieth Century novels and short stories.

### **CREATIVE WRITING (Elective)**

**Grade Placement: 9-12**

**1/2 Credit**

Creative writing is the production of different writing genres, not limited to, but including short stories, plays, nonfiction, editorials, graphic novels, and historical fiction. Emphasis is placed on the creative and revising process.

**POETRY (Elective)****Grade Placement: 10-12****1/2 Credit**

Poetry is devoted to the reading and interpretation of mostly Modern/Contemporary Poetry. Students will also be expected to contribute their own work to class, writing to a variety of themes and ideas.

**MODERN LITERATURE (Elective)****Grade Placement: 10-12****1/2 Credit**

Study of selected modern prose and poetry in relation to recurring literary themes, contemporary topics, style, and comparisons (literary criticism). It may be topics of special interest - Science Fiction or Ethnic Literature, or organized by themes-Man and the Environment, or by literary type-Contemporary Essays.

**BUSINESS ENGLISH (Elective)****Grade Placement: 11-12****1/2 Credit**

Language experiences including speaking, writing, listening, and reading as they relate to the business and professional world.

**BRITISH LITERATURE (Elective)****Grade Placement: 11-12****1/2 Credit**

British Literature is a course studying the literature and culture of Great Britain. Literature from the Anglo-Saxon period through modern times will be covered. Emphasis will be placed on the development of various literary philosophies and styles as they relate to the history and culture of Great Britain. Possible authors covered may include Tolkien, Chaucer, Shelley, Bronte, Keats, and Dickens.

**JOURNALISM: NEWSPAPER PRODUCTION AND MANAGEMENT (A)****10-12 1 Credit**

This course is a year long English elective that introduces students to the systematic gathering, interpreting, processing and disseminating of information, opinion, and entertainment for print publication. Central to the course is the examination of the legal and ethical rights and responsibilities inherent in a free press. Students will learn and apply the skills they have acquired in previous English courses to publish pieces of creative writing. The school newspaper will provide an authentic audience for students.

**APPLIED COMMUNICATIONS****Grade Placement 10-12****1/2 Credit**

The Applied Communications course is designed to meet the needs of students interested in entering the workforce, technical school, or a two-year college following high school graduation. This course will include components concerned with communication in the workplace, vocabulary, spelling, American literature, writing and usage. Students will read short stories, plays, and novels by a variety of authors such as Poe, Jackson, Rose, Wilder, Hemingway, Hawthorne, and Frost. Writing assignments will include a character sketch, essay answers, business letters, and a memoir. The course will deal with problems in usage and mechanics such as punctuation, word agreement, recognizing correct sentences, and words often confused.

**NOVEL 1****Grade Placement 9-12****1/2 Credit**

This course will focus on the genre of the novel. It will analyze what makes a novel a “classic” and how such writings stand the test of time. It will examine the social, political, historical, and cultural beliefs that have shaped the authors and the stories they have told. As well, the course will analyze social issues addressed in the works and their connections to contemporary society.

**SPANISH I****Grade Placement: 9-12****1 Credit**

The student of Spanish will be able to carry on simple conversations in Spanish after listening to and repeating the models provided by the teacher. Pattern drills are a part of the daily lesson. Through teacher modeling the student will be able to speak Spanish with Spanish intonations. The student will be able to read and write sentences through regular patterns presented orally and in writing.

Cultural studies are presented to help the student appreciate the Spanish-speaking peoples and their contributions to our society.

**SPANISH II****Grade Placement: 10-12****Prerequisite: Spanish I****1 Credit**

The main objective of second level Spanish is to expand the student's vocabulary and strengthen their grammar base. The student will develop greater skills in listening, speaking, reading and writing.

The student will continue to study the variety of cultures in the Spanish-speaking world through presentations in the text and other reading sources.

**SPANISH III****Grade Placement: 11-12****Prerequisite: Spanish II****1 Credit**

The Spanish III student will increase grammar usage and vocabulary through communication (oral and written) in target language. Translation of authentic Spanish materials will strengthen the students' language skills and knowledge of the Hispanic cultures and contributions to an increasing global society. Students must have at least Spanish I and II in order to go on the culture trip. They must also participate in Spanish Club.

**SPANISH IV****Grade Placement:****1 Credit****Prerequisite: Spanish III****FAMILY AND CONSUMER SCIENCE****FAMILY AND CONSUMER SCIENCE I****Grade Placement: 9-12 1 Credit**

To introduce students to basic concepts in all areas of Family and Consumer Sciences. This course may include: availability of personal resources; organization of resources to provide needs; making consumer decisions; creation of personal living environment; developing satisfying impersonal relationships; understanding and caring for children; meeting personal nutritional needs; managing food resources; maintaining good health; clothing and textile selection, care and construction; contributing to stratifying and family life; career orientation and occupational information; work readiness skills; leadership development.

**INDEPENDENT LIVING****Grade Placement: 9-12****1/2 Credit**

To prepare students 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 and 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; society and environmental impacts of personal decisions; sources of support and assistance in the community; leadership development.

**FOODS AND NUTRITION****Grade Placement: 10-12****1/2 Credit****Prerequisite: FACS I**

This introductory course will prepare students to make critical decisions about food that will contribute to their health and well-being 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. Students will 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.

**CLOTHING & TEXTILES****Grade Placement: 9-12****1/2 Credit**

This course introduces students 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. Sewing experience not necessary, but helpful.

**HOUSING & LIVING ENVIRONMENTS****Grade Placement 9-12****1/2 Credit**

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.

**MARKETING EDUCATION****MARKETING EDUCATION I****Grade Placement: 9-12****1 Credit**

This course includes Marketing and Retailing.

**Marketing**

**Purpose:** To provide students with an overview of the economic, business, and human resource development foundations, functions and careers related to marketing.

**Content:** Marketing and related economics principles and concepts, the role of selling, salesmanship competencies, sales transactions, recording, human relations, job seeking competencies for

marketing occupations, Distributive Education Clubs of America leadership development, and applied communications.

**Emphasis:** Introduction to and preparation for marketing career sustaining level occupations.

**Intended** 01.0 Demonstrate a knowledge of basic marketing and economic principles

**Outcomes:** 02.0 Demonstrate selling competencies

03.0 Process sales transactions using a cash register/ point-of-sale terminal

04.0 Demonstrate human resource foundations (human relations) competencies necessary for marketing career success

05.0 Utilize appropriate job seeking competencies for marketing occupations

06.0 Demonstrate knowledge of the Distributive Education Clubs of America (DECA)

### Retailing

**Purpose:** To prepare students for marketing careers utilizing retail applications and career settings.

**Content:** Careers in retail related occupations, applied mathematics, computer applications; receiving, checking, and marking merchandise; buying policies and practices; advertising media principles and procedures; visual merchandising principles and techniques; Distributive Education Clubs of America (DECA)

**Emphasis:** Development of marketing foundations and functions in a retail career setting

**Intended**

**Outcomes:** 01.0 Describe career opportunities and requirements in retail marketing related careers

02.0 Analyze various types of retailing organizations and operations

03.0 Apply the retail buying process

04.0 Apply the receiving, checking, and marking merchandise process

05.0 Understand the elements of advertising and promotion

06.0 Prepare various advertisements and promotions for media usage

07.0 Apply visual merchandising (display) principles to retail marketing functions

08.0 Demonstrate knowledge of the Distributive Education Clubs of America (DECA)

## MARKETING EDUCATION II

**Grade Placement: 10 -12**

**1 Credit**

**Prerequisite: ME I**

This includes merchandising and management.

### Merchandising

**Purpose:** To prepare students for marketing careers utilizing merchandising applications and career settings

**Content:** Careers in merchandising related occupations, applied merchandise mathematics, computer applications; marketing research, product/service planning, buying, and pricing fashion merchandising.

**Emphasis:** Merchandising career opportunities and requirements with business planning analysis and computations; oral and written report presentations.

**Intended** 01.0 Demonstrate an understanding of merchandising careers

**Outcomes:** 02.0 Apply basic merchandise mathematics concepts and procedures to merchandising and pricing functions

03.0 Demonstrate computer applications for merchandising functions

04.0 Use marketing information management and research in merchandise planning and analysis

05.0 Utilize the planning functions involved in product/service development

- 06.0 Apply fashion merchandising planning and buying processes
- 07.0 Demonstrate knowledge of the Distributive Education Clubs of America

**Management**

**Purpose:** To prepare students for marketing careers at the marketing supervisor and/or manager/entrepreneur career levels

**Content:** Careers as a marketing supervisor, manager, and/or business owner; career opportunities and requirements of an entrepreneur; developing job descriptions and organization charts; career resume preparation and interviewing; principles of training and supervision; management decision making; understanding financial statements, credit policies and ratios as a manager/owner; and developing a business and advertising/promotion plan for a new or existing business, Distributive Education Clubs of America (DECA).

**Emphasis:** Management career opportunities, requirements, and responsibilities with business communications, planning and analysis emphasis.

- Intended Outcomes:**
- 01.0 Demonstrate an understanding of the nature of management
  - 02.0 Demonstrate the management fundamentals of planning a new business
  - 03.0 Prepare an advertising promotion plan
  - 04.0 Demonstrate an understanding of credit policies and procedures
  - 05.0 Demonstrate knowledge of the Distributive Education Clubs of America

- **Marketing III** **Grade Placement:10-12** **1 credit**
  - Prerequisite: Marketing I & II
  - o To continue preparation of students for marketing occupations. Cover the principles of successful business personnel, marketing and distribution, marketing research, stock control, buying, and pricing. Marketing functions include Financing and Marketing Information Management and Foundations of Professional Development.
  - o
- **Marketing IV** **Grade Placement: 10-12** **1 credit**
  - Prerequisite: Marketing I,II & III
  - o To complete preparation of students for marketing and management occupations. It covers developing a job description, budgeting and ratios, credit and collections, setting up a business, individual income tax, job resume and job interviewing, and fundamentals of opening a new business. Marketing functions include Product Service Management and Foundations of Business Management and Entrepreneurship.
  - o

**ME COOPERATIVE OCCUPATIONAL EDUCATION** **Grade Placement: 11-12** **1/2-1 Credit**

**Student Prerequisite:** The student will meet with the teacher-coordinator on a regularly scheduled basis. Students must have completed ME I and completed or enrolled in ME II to be allowed credit for cooperative education.

**Purpose:** To assist students in preparing, adjusting and advancing in marketing careers upon career interests and goals

**Content:** Educational experience combines employment in an occupation with marketing instructions. Training plans and training agreements jointly developed by a business training sponsor, marketing education teacher-coordinator, and the student focus upon career development of the student-trainee. Students are normally paid a minimum wage by the employer and are released from school during approved training periods.

**Emphasis:** Competencies needed for entry and advancement in a student's chosen marketing occupation/career

**SPORTS AND ENTERTAINMENT MARKETING    Grade Placement: 10-12    1/2 Credit**

This class will be involved with the teaching of marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, and the selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes. The class will also address products and services related to hobbies or cultural events or business primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

**SUMMER CO-OP    Grade Placement: 10 & 11    1 Credit/Summer**

Any student who has a summer job and gets paid to work can earn one credit per summer for 150 hours of paid work. A maximum of two credits can be earned by a student over two summers. Students will be required to keep track of their hours worked and have their employer fill out an evaluation sheet which will be turned in to their supervisor at school at the end of the summer.

## MATHEMATICS

### **Intro to Algebra**

**Grade Placement 9 - 10**

**1 Credit**

This course is designed to introduce students to the basic concepts of Algebra. It will provide a foundation students need to be successful in Algebra I. This course will fulfill graduation requirements, but is not a college entrance math class.

### **Application Mathematics**

**Grade Placement: 10 - 11**

**1 Credit**

**Prerequisite: Intro to Algebra**

This course offers basic study of algebra, geometry, probability, and trigonometry. Application Mathematics provides the skills required for the ACT and SAT tests. The concepts taught in this class require only a basic knowledge of algebra and general math. This course will fulfill graduation requirements, but is not a college entrance math class.

### **High School Math**

**Grade Placement: 11 - 12**

**1 Credit**

**Prerequisite: Application Mathematics**

This course covers mathematic skills needed after graduation. Topics such as problem solving, basic math operations, and measurement are an example of what this class offers. This course will fulfill graduation requirements, but is not a college entrance math class.

### **Algebra I**

**Grade Placement 8 - 10**

**1 Credit**

Algebra I is the first step in secondary mathematics required for entrance into a four year college. Students will explore problem solving, graphing, and other algebraic concepts needed for higher level math courses.

### **Geometry**

**Grade Placement 9 - 12**

**1 Credit**

**Prerequisite: Algebra I**

This course contains principles of both coordinate and plane geometry. Geometry is the second course for students who wish to attend a four year college. It teaches deductive reasoning, proofs, and polygon mathematics. This course will also show students how geometry and algebraic concepts are intertwined.

### **Algebra II**

**Grade Placement 10 - 12**

**1 Credit**

**Prerequisite: Geometry**

Algebra II is the third course required for entry into a four year college. This course incorporates Algebra I and Geometry concepts as they apply to more complex mathematics. This course teaches a variety of equation and inequality solving, function analysis, and the complex number system.

### **Trigonometry**

**Grade Placement: 11 - 12**

**1/2 Credit**

**Prerequisite: Algebra II**

Trigonometry is the study of triangles. This course is designed for the college bound student. It includes the study of right triangles, graphing trigonometric functions, identities, and solving trigonometric equations. A TI-84 or equivalent graphing calculator is used heavily in this course.

**Probability and Statistics****Grade Placement: 11 - 12****1/2 Credit****Prerequisite: Algebra II**

This course is designed to help students gather and interpret statistical data. It also includes the calculation of theoretical and experimental probability. Areas discussed include central tendencies, permutations, combinations and confidence levels. Most four year college degrees require a basic statistic course.

**Advanced Mathematics****Grade Placement: 11 - 12****1 Credit****Prerequisite: Algebra II**

Advanced math is a pre-calculus course designed for students who will pursue college degrees that require higher level math courses. This course explores higher level concepts such as, but not limited to, exponential functions, sequences, and conic sections.

**Calculus****Grade Placement: 12****1 Credit****Prerequisite: Advanced Math/Department Approval**

This course is designed for students who plan to pursue a college degree requiring a strong mathematic background. It offers the study of limits, derivatives, and integration. Students should possess strong mathematical skills in Algebra, Trigonometry, and Advanced Math before enrolling in Calculus.

**Note:** Any exceptions for prerequisites or grade level requirements must be approved by the math department.

**MUSIC**

The purpose of the high school music classes is to give the student a solid background in the fundamentals of music.

**BAND****Grade Placement: 9-12****1 Credit**

This band is open to all students in grades 9-12 who can meet the following eligibility requirements; pass a written music test, play major scales from memory, and demonstrate adequate playing proficiency on their instrument to the instructor. Transfer students need to visit with the instructor. All students are required to be a part of Pep Band. A variety of musical styles are performed by this group.

**CHOIR****Grade Placement: 9-12****1 Credit**

Concert Choir is open to all students 9-12 who would like to sing. Tests and papers and projects are required for this course. Auditions do occur for placement of voices. Concerts are required. A variety of musical styles are performed in this group.

**BEGINNING CLASSICAL GUITAR****Grade Placement: 9-12****1/2 Credit**

Beginning Classical Guitar is open to all 9 - 12 students. You need to provide your own steel or nylon string acoustical guitar, and each student will purchase their method book provided by the instructor.

This course is designed for students who want to learn to play the guitar. Students will receive guidance and direction in solving problems related to playing the guitar and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture,

note reading, aural skills, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, and performing experiences. You need not have had prior musical training or knowledge to take this class.

## **CLASSICAL GUITAR II**

**Grade Placement: 9-12**

**1/2 Credit**

### **Prerequisite: Beginning Classical Guitar**

Students need to provide their own acoustic guitar and will purchase their method book provided by the instructor.

Classical Guitar II will be a continuation of Beginning Classical Guitar. We will expand upon our knowledge of chords and spend more time on barre chords. We will also move out of first position and learn to read and play notes and scales in different positions on the fret board. More time will be spent on expanding your knowledge of different accompaniment styles and applying them to a variety of songs. Students will perform as a part of the high school band concerts and at outreach concerts within our community.

## **MUSIC APPRECIATION**

**Grade Placement: 9-12**

**1/2 Credit**

Music Appreciation is open to all 9-12 grade students, and you do not need to be or have been in a previous music class to enroll. The focus of the class is to attempt to reconnect music to human life and living in order to demonstrate its importance in our world. We will study topics such as: how we respond to music; the social uses of music and how to value music accordingly; how music is an important marker of its time and culture; develop knowledge and understanding of, and respect for, superlative human musical achievements; different styles of music; and how music is an essential ingredient of all human cultures. The course will have a text book, and we will listen to lots of music and view DVD's to enhance the topics we study.

## **ADVANCED PLACEMENT MUSIC THEORY**

**Grade Placement: 10-12**

**1/2 Credit**

The course is designed to encompass an in-depth study of the fundamental elements of music and promote fluency and quickness with basic music materials. Such courses normally integrate the study of melody, harmony, texture, rhythm, and form. Time is devoted to the analysis of notated examples; to the development and acquisition of aural (listening) skills, sight singing, and keyboard harmony; and to part writing and harmonization. The student who successfully completes such a course should be able to recognize and describe basic materials and processes of music as performed or presented in score. Students should understand the "why" of music as well as the "what". The primary emphasis in such courses normally falls on skills and concepts related to the system of major-minor tonality, although college courses may sometimes include a brief introduction to twentieth century techniques and terminology.

## **DRUMLINE**

**Grade Placement 9-12**

**1 Credit**

Drum line students learn to become active members in a working and performing drum corps. All students will learn to play and will be expected to demonstrate competency on snare drum, bass drum, cymbals, and smaller instruments of the battery. Grades are based on participation, attendance, practice, and rehearsal technique. Drum line performs at concerts, assemblies, and sporting events throughout the year.

## PHYSICAL EDUCATION AND HEALTH

The physical education program at Bottineau High School consists of required and elective courses. This program meets the requirements set by Title IX and the Equal Rights Amendment concerning discrimination.

### PHYSICAL ED. & HEALTH

**Grade Placement 9-12**

**1/2 Credit**

One credit of Physical Education and Health is required for graduation. **Students may take only one phyed/health class per year.** The goal of this class is to develop the qualities of leadership, cooperation, sportsmanship, personal drive, and self-evaluation. Students will practice skills for participation and enjoyment of lifetime sports and fitness. This class consists of 3 weeks of classroom health instruction.

### WEIGHT LIFTING

**Grade Placement 11-12**

**1/2 Credit**

Weightlifting is an elective course offered to help students improve and achieve muscular strength in all parts of their body. Running and conditioning will enhance the cardiovascular system which will ensure a stronger and healthier body.

## SCIENCE

### PHYSICAL SCIENCE

**Grade Placement: 9-10**

**1 credit**

It is a combination of the elementary fundamentals of chemistry and physics. It includes units on laboratory procedures, measurement, chemistry, heat, sound, light, and electricity along with multilevel assessments and integrated technology.

### Basic Physical Science (2013-2014)

**Grade Placement: 9-10**

**1 credit**

It is a combination of the elementary fundamentals of chemistry and physics. It includes units on laboratory procedures, measurement, chemistry, heat, sound, light, and electricity along with multilevel assessments and integrated technology. (This course is not for students that have passed Physical Science).

### ECOLOGY (2012-2013)

**Grade Placement: 9-12**

**1 credit**

This course will provide students an opportunity to increase their awareness of the close ties between living organisms. It will focus on the interrelationships of living organisms and the environment along with experimental activities and integrated technology. This course is intended for students that have struggled to pass Physical Science and Biology.

**BIOLOGY****Grade Placement: 9-10****1 credit**

This course will provide students an opportunity to develop an understanding of life processes that are basic to life. The study of plants, animals, and the human body will be included along with experimental activities.

**ADVANCED BIOLOGY****Grade Placement: 11-12****1/2 credit**

This is an advanced course in biology containing studies in the area of genetics, human biology, and ecological relationships. The laboratory work is more advanced.

**CHEMISTRY****Grade Placement: 11-12****1 credit****Prerequisite: Algebra II or taking Algebra II**

This course will provide students a study of the composition of substances, their properties, and their interactions. Chemistry is essential in many professions. If you plan on entering the professions of medicine or engineering, chemistry in high school is necessary. Chemistry plays an important role for well-informed homemakers, merchants, farmers, mechanics, or bankers. This class is for the college bound student. This course meets Dakota College's Chemistry 116, and their nursing chemistry requirements. This course can be taken as a dual credit through Dakota College.

**Applied BIOLOGY/CHEMISTRY****Grade Placement: 11-12 (2013-2014)****1 credit****Prerequisite: PHYSICAL SCIENCE/BIOLOGY**

This course will present the scientific fundamentals of biology and chemistry that provide a foundation for careers in: technology, agriculture/agribusiness, and home economics. The application-orientated, hands on approach will assist the student to make the connection between abstract and real world applications. With the fundamental basis in biology and chemistry the student will be better prepared to enter chemistry, biology, or vocational career options.

**PHYSICS****Grade Placement: 11-12****1 credit****Prerequisite: Algebra II**

Physics is a study of relationships between matter and energy. Today physics plays a major role in the development of our world. The principles of physics apply to many fields of study (chemistry, biology, geology, medicine, engineering, etc.). In this science we are particularly interested in energy. How does matter behave when energy is expended on it; how can nuclear energy be controlled? These are some of the questions that are important to a physicist.

**HUMAN ANATOMY****Grade Placement: 11-12****1 credit****Prerequisite: BIOLOGY**

This course will provide an introduction to the advanced study of the structure of the human body. Dissection of the cat will aid as reinforcement of the classroom discussions.

Classroom topics will include: the general plan of body, cells, tissues, membranes, blood vessels, blood circulation, the heart, the skeletal system, the muscular system, and glands and hormones.

**PHYSIOLOGY****Grade Placement: 11-12****1/2 credit**

### **Prerequisite: BIOLOGY**

This course will provide students with detailed information about how the human body functions. It will be an introduction to the advanced study of the functions of the human body beyond those already covered in biology. Students will be given the opportunity to job-shadow a medical/health professional to better prepare them for their career choice. This course will include experimental activities that utilize multilevel assessments and integrated technology. Topics to be covered in depth include: nutrition, food analysis, blood physiology, the physiology of the circulatory system, the physiology of the urinary system, and physiology of the respiratory system (if time).

### **SECONDARY EARTH SCIENCE (2012-2013) Grade Placement: 10-12 1/2 credit**

This course will focus on the study of geology and aerospace. The geology portion will provide students with a detailed study of the history of the earth and its life as recorded in rock formations. The aerospace portion will deal with flight, conditions affecting flight, flight indoctrination, and basic concepts involved with airplanes and flight. This will be a hands-on course that uses scientific inquiry for its activities with multiple assessments and integrated technology.

### **FORENSIC SCIENCE Grade Placement: 11-12 1 credit**

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

### **ADVANCED PLACEMENT BIOLOGY Grade Placement: 12 1 credit**

Advanced Placement Biology refers to a specific course developed and copyright© by the College Board. This course might be offered outside of the school day if there is enough interest.

### **ELEMENTS OF METEOROLOGY Grade Placement 10-12 1/2 credit**

Overview of current weather maps; structure of the atmosphere and the role of moisture in the development of dew, clouds and precipitation; air masses, fronts, cyclones, thunderstorms, tornadoes, and hurricanes. Elements of weather forecasting, instrumentation and communication.

## **SOCIAL STUDIES**

### **GEOGRAPHY Grade Placement: 9 - 10 1/2 Credit**

Geography is the study of the basic development of nations. Our study includes the use of maps, basic understanding of major geographic issues, the different climatic regions, an in-depth study of the United States, Canada, and the major cultural regions of the world.

### **U. S. HISTORY Grade Placement: 11 1 Credit**

This course is also a ONE CREDIT, full year social studies requirement. The course is a study of American history from the Imperialistic Age to present and United States role in the world.

**Basic U.S. History (2012-2013)**      **Grade Placement: 10-11**      **1 Credit**

This course will cover the history of the United States from the foundations of the nation to the present. It is designed for students with reading problems or learning disabilities. Placement in the class will be determined by the Social Studies faculty. The course will be offered in alternate years.

**WORLD HISTORY**      **Grade Placement: 10**      **1 Credit**

The ONE CREDIT social studies requirement covers the major events in the history of man. The full year course is split into two segments:

First semester: 1350 (Renaissance) - 1900.

Second semester: 1900 to present.

The major emphasis is on the study of western civilization. Time is also spent on Asia (India, China, Japan) and ancient civilizations of Central and South America. Its purpose is to provide students with a basic background on world civilization and events.

**Basic World History (2012-2013)**      **Grade Placement: 10-11**      **1 Credit**

This course will cover the history of the world from the time of early humans to the present. It is designed for students with reading problems or learning disabilities. Placement in the class will be determined by the Social Studies faculty. The course will be offered in alternate years.

**PSYCHOLOGY**      **Grade Placement: 11-12**      **1/2 Credit**

A study of the behavior of the organisms. It enables an individual to get a better understanding of himself. The course includes studying family history, personality development, intelligence, learning, mental health, and abnormal behavior.

**AMERICAN GOVERNMENT**      **Grade Placement: 12**      **1/2 Credit**

**Prerequisite: U.S. History and World History**

American Government is the study of our system of government as compared to other forms used worldwide. Subject areas include:

- Historical background of our federal system
- Civil rights
- Our political behavior (voting, political parties, nominations, and elections)
- The presidency and the powers of that office
- Congress and its duties
- The court system and its duties
- State and local government

**ECONOMICS**      **Grade Placement: 11-12**      **1/2 Credit**

Economics is a study of features and functions of economy and economic systems. It is designed to develop an awareness of economic principles and theories. Topics of study include economic markets, supply and demand, prices, role of labor, government, banks in the economy, and U.S. and world economy.

The course outline:

- I. Introduction
- II. Business Behavior
  - A. Markets, Demand, Supply, Prices
- III. Role of Labor and Government

- A. Employment, Unions, and Wages
- B. Sources of Government Revenue
- C. Government Spending
- IV. Role of Financial Institutions
  - A. Money and Banking
  - B. Federal Reserve System & Monetary Policy
- V. The Overall Economy
  - A. The Nation's Income
  - B. Economic Stability & Growth
  - C. Unemployment & Inflation
  - D. Achieving Economic Stability

**NORTH DAKOTA STUDIES      Grade Placement: 9 - 12      1/2 Credit**

North Dakota Studies seeks to promote the teaching and learning about the geography, history, government, current issues, and citizenship of North Dakota.

**Basic Economics      Grade Placement: 12      1/2 Credit**

This is a semester class that would fulfill the economics requirement. It is designed for students with reading problems or learning disabilities. Placement in the class will be determined by Social Studies faculty. The class will provide students with practical knowledge regarding personal finance. Topics include credit history, credit cards, installment loans, savings and checking accounts.

**AMERICAN HISTORY THROUGH MUSIC AND SONG      Grade Placement: 11-12      1/2 Credit**

The class content and syllabus would consist of watching part of: or complete movies about important history events in history. Music of the history events and eras would be included. They class would consists of worksheets and test about the movies and songs and the history behind them.

**STUDENT VOLUNTARY SERVICES**

**STUDENT LIBRARIAN      Grade Placement: 9-12      1/2 Credit**

This class will provide a student with the opportunity to assist with a variety of tasks in the media center. Students who work one class period per day for one semester will receive 1/4 credit. Students who work one period per day for a full year will receive 1/2 credit.

Objectives:

- Develop skills in dealing with people
- Learn about cataloging and processing of materials in the media center
- Learn how to use the media center more efficiently as it applies to helping others and to the student's own personal use of the media center
- In addition to assisting other students at the desk, student librarians will be required to complete lessons to learn how to use the media center. (librarian consent needed)

## TRADE, TECHNICAL EDUCATION

### CONSTRUCTION TECHNOLOGY I

**Grade Placement: 11 -12**

**2 Credits**

This course will emphasize basic skills and knowledge commonly associated with the building trades. Students will learn safety practices, proper use of hand and power tools, building materials and hardware, blueprint reading, building codes and terminology, and mathematics related to the building trades. Students will participate in various construction activities.

Students who want to join Skills USA will be eligible to compete at state and national competition in carpentry, plumbing, or residential wiring.

### CONSTRUCTION TECHNOLOGY II

**Grade Placement: 11-12**

**2 Credits**

**Prerequisite: Construction Technology I**

Construction Technology II will be offered to seniors who have completed Construction Technology I. Construction Technology II will consist of a review of information covered in Construction Technology I, with emphasis on the following topics:

Purpose & objectives of course

Safety

Blueprint reading

Recent advance in building trades

Participation in a building project

Employment picture in trades

Contractor responsibilities

Related mathematics

Job seeking skills in building trades

### BASIC ELECTRONICS

**Grade Placement : 12**

**1 Credit**

**Prerequisite: Algebra I**

Basic electronics will cover alternating and direct current (AC/DC) theory. Students will learn to calculate resistance, voltage, amperage, capacitance, inductance, and power in a variety of circuits. Basic soldering skills, wire repair, electronic test equipment usage, and schematic and wiring diagram reading will also be covered. Students must have successfully completed Algebra I or Algebra A and B to participate in this course. Class size is limited to 14 students.

## CAREER AND TECHNICAL

**AGRISCIENCE TECHNOLOGY I (2012- 2013)      **Grade Placement: 9 & 10**      **1 Credit****

This course is a basic orientation to agriculture/agribusiness. Units of study include the importance of agriculture leadership development and personal growth, FFA, power carpentry, livestock science, agriculture careers and supervised agriculture experience programs, metal fabrication (arc, wire feed, and thermoplastic welding), and soil science.

**AGRISCIENCE TECHNOLOGY II (2011 - 2012)      **Grade Placement: 9 & 10**      **1 Credit****

Units of study include introduction to hand held and stationary power tools, power carpentry, basic electronics, cold metal practices, tool sharpening, leadership development and SAEP, livestock selection and management practices, introduction to landscape horticulture, ag., introduction to plant science, computers, FFA biotechnology, metal fabrication (gas,welding, and plasma) and crop science.

**AGRISCIENCE TECHNOLOGY III (2012 - 2013)      **Grade Placement: 11-12**      **1 Credit****

**Prerequisite: Ag I & II**

The course will include units of instruction in agricultural electricity, small engine repair and maintenance, leadership and personal growth, SAEP, landscape horticulture, agriculture processing, range management, decisions and dollars, animal nutrition and marketing, and special projects.

**AGRISCIENCE TECHNOLOGY IV (2011 - 2012)      **Grade Placement: 11-12**      **1 Credit****

**Prerequisite: Ag I & II**

The course will include instruction in agriculture structures, leadership and personal growth, SAEP, surveying, natural resources, concrete and masonry, animal biotechnology, and agricultural issues.

**AGRICULTURE CLUSTER      **Grade Placement: 10-12**      **1/2 Credit****

The course will be a basic skill development in agriculture education for male and female students. The majority of class time will be spent in the shop or laboratory with a small amount in the classroom. Material content will include, but not limited to, basic woodworking and carpentry, basic arc or wire feed welding, basic car and automobile maintenance, including changing oil, changing tires, jump starting, and vehicle winterization. A small amount of time may also be spent on floriculture (corsages and arrangements), horticulture, and food science. Students with previous agriculture education classes may be allowed on a very limited basis.

**INDIVIDUAL AGRICULTURE STUDIES      **Teacher Placement****

**Prerequisite: Ag I & II      **Grade Placement: 11-12**      **1/2 Credit****

Students will be allowed to have special instruction and projects approved by the instructor.

**LEADERSHIP DEVELOPMENT & CAREER ENHANCEMENT      **1 Semester****

**Grade Placement: 11 & 12      **1/2 Credit****

A class designed to provide students with an opportunity to enhance their personal development and become more successful in life and the workplace. Units of instruction will include leadership, communication skills, parliamentary procedure, conducting successful meetings, and goal setting. Instruction may be provided by various school staff and local business persons and leaders. Students in leadership positions in school organizations and those wishing to develop their leadership skills are encouraged to enroll.



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