MOORHEAD AREA PUBLIC SCHOOLS

School Improvement and Accountability
Memo ASLA.17.18

TO: Instruction and Curriculum Advisory Committee

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability ME

DATE: November 3, 2017

RE: November 9, 2017 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, November 9, 2017 at 7 a.m. in the Board Room at Probstfield Center for Education.

7:00-7:05	1. Introductions
7:05-7:10	2. Minutes from October 12, 2017 (Attachment A)
7:10-7:30	3. Spanish Immersion Program Update - Jessica Rieniets (Attachment B)
7:30-7:50	4. Title Update – Tony Huseby & Kari Yates (Attachment C)
7:50-8:20	5. Review Horizon East and Moorhead High School Registration and Planning Guides – Jeremy Larson & Dave Lawrence (Attachment D & E)
8:20-8:25	6. Other

Future Meetings: Dec. 14, Jan. 18 (third Thursday), Feb. 8, March 15 (third Thursday), April 12, May 10, scheduled in the Board Room at Probstfield Center for Education.

Attachment A

Instruction and Curriculum Advisory Committee
Oct. 12, 2017, Meeting Minutes

Members Present: Josh Haag, Cassidy Bjorklund, Chizuko Shastri, Dana Haagenson, Karen Jacowitz, Pam Gibb, Bill Tomhave, Carol Ladwig, Teresa Shume, Rebecca Guest, Cindy Fagerlie, Ellie Viou, Donna Norquay and Missy Eidsness.

Guests: Jeremy Larson, Horizon Middle School East Campus principal, and Isaac Lundberg, Horizon East teacher.

1. Approval of Sept. 14, 2017, Minutes

Cindy Fagelie moved, Teresa Shume seconded, to approve the minutes. Motion carried.

2. Update on Curriculum Cycle

Missy Eidsness, assistant superintendent of learning and accountability, reviewed the board policy for selection of textbooks and instructional materials and the nine-year curriculum cycle. The cycle starts with research and review, followed by looking at materials and then first year of implementation. Second and third years of implementation allow for monitoring and adjusting before assessment and evaluation of improvements (year five of cycle). This is followed by four years before starting over with research and review. For the elementary mathematics curriculum, last year was the first year of Bridges implementation. Bridges is in the implementation monitor and adjust phase this year and next year.

Eidsness discussed the need for parent and student input, possibly through a survey or focus groups. There were comments that parents might not be able to answer questions like how much time students spend on homework for a subject. Student focus groups and whether students are using PowerSchool Learning pages may be better sources of information.

Eidsness said the opening of the new schools required an update to K-6 music resources for fall, which is out of cycle. She will bring music and art to a future meeting to update the committee. Industrial technology curriculum was presented to the committee last year. Business education will need to be brought to the committee this year.

3. Update on Innovation Programs at Horizon East

Jeremy Larson, Horizon Middle School East Campus principal, and Isaac Lundberg, Horizon East social studies teacher, provided updates on the start of several innovation programs at Horizon East. The Innovation Academy is a combination grades 7-8 house. The goal is working on connections with students. This first quarter is focused on developing the structure and talking about expectations. They will be working on cross-curricular projects and by fourth quarter hope to do portfolios with the students with what they have done during the year. Students will have access to a 3D printer after staff are trained on it, and they will start a genius hour where students can take an idea related to what they are working on and explore it. The innovation academy was opened to any

parents who were interested for their students. After that students were randomly selected to keep house sizes similar and match representation of the school. They did let some students (mostly grade 8) opt out. They want grade 7 students to loop and be part of the house next year too.

In eighth grade, Lundberg and Karen Taylor are co-teaching social studies and language arts by incorporating the standards of both subjects together. They teach five classes and students come twice a day, but the classes aren't blocked. Lundberg said they are still learning what they can do with each size group. They have a double room with two teachers and other adults (paras, student teachers, etc.). Half the house is in the first class, half the house is in the second class, and then all students come back for a smaller class period either third, fourth or sixth period. The students are seeing the connection between the content areas, and it feels like one less class for them since the subjects are taught together. The teachers like the grouping they can do.

Last year co-teaching with a general education and special education teacher was a focus at Horizon with both teachers owning the content and students. This year's co-taught language arts and social studies classes are showing teachers another form of co-teaching, and other pairs are wanting to do this. There was discussion that they still are teaching the standards, they will need to use common assessments to compare how students are learning compared to those not in the co-taught classes, and how to measure connections students make between the two content areas.

Larson said grading was researched two years ago. This year they are looking at standards-based grading using rubrics. The goal is to remove subjectivity from grading. They are looking at how to give good quality feedback to students, which can take the pressure off for grades. It focuses on what students are getting done and where are they at in learning the content and reduces pressure for what grade is earned. Right now about eight eighth-grade teachers wanted to try it, and they will talk more with parents at conferences. They will review halfway through the year to see how it is going. There was discussion that students say the grade can be a distraction to learning, but parents are used to letter grades, that traditional letter grades include compliance like late work, and should character grades be separate from a subject grade.

4. District Financial Update

Brandon Lunak, assistant superintendent of finance and operations, provided an update on enrollment and finances. Based on projections, the district is approaching all-time high enrollments. The opening enrollment of 6,701 students is off by three students based on November projections. Lunak explained there are two ways to look at elementary building capacity. First is the sections per building, which is the number of classrooms per building. Second is the number of students per classroom. Opening Dorothy Dodds Elementary helped ease space issues created by growing enrollment, but two schools are at 100 percent section capacity. The district is 479 students from being at capacity in the elementary buildings.

Lunak said the district's revenues come from from four sources – state (84%), local (10%), federal (5%) and other (1%). Expenditures are divided as follows: regular instruction 42%, special education 24% (the district is a regional center so tends to have more special needs students and higher expenditures than surrounding area), instructional pupil support 15%, sites and buildings 12%, administration and support 6%, and other 1%.

Moorhead Area Public Schools has a fund balance policy. The School Board has set the unassigned fund balance to be 17% to 25%, which is about two or three months of savings. Lunak compared it to personal bank accounts that should have three to six months of emergency savings. Right now the district is just barely at 17%. If the district falls below 17% reductions need to be considered. As expenditures grow the projected fund balance has to grow as well. To get to 25% fund balance the district would need $5 million more in savings. Lunak said the needs outweigh revenues, and the district must be extremely responsible in monitoring expenditures.

He said greatest needs right now are mental health concerns, but that can be a whole community issue. He said class size ratios always come up, but adding staff adds to expenditures and puts pressure on physical space. The board is comfortable staying at 17%. The capital improvements formula generates $1.2 million to cover textbooks, copiers, school buses, etc. A textbook adoption costs $750,000. The district buys two buses a year to upgrade the fleet (12-year replacement schedule). General fund money must be used to support capital improvements.

There was discussion that a few years ago when the state was short on funding, the first thing they did was defer school district funding, which forced districts to borrow money to pay bills with the idea that the state would reimburse districts. The district spent $60,000 in interest, and the state did not give the district its money back plus interest. The state is about $700 behind on the per pupil formula based on the cost of living.

Lunak said the district needs to think five years in advance and is always finding ways to become more efficient. He said initial audit numbers for last year are on track, but the opening of two new schools means more buildings to heat/cool and operate this year. Increasing tax base can shift some dollars back to local property taxpayers. There was discussion that challenges aren't going away, and with the baby boom generation retiring funding will be further stretched to care for seniors.

5. Revised Draft of Annual Report and School Profiles

Eidsness noted that committee members were provided with an updated annual report and school profiles document. If anyone has questions or sees corrections needed they can let Eidsness or Pam Gibb know.

Attachment B

Spanish Immersion Update

Jessica Rieniets- SI Coach

Programming

- All Spanish instruction grades K-2
- English introduced in grades 3-4 (Word Study & some Writing projects)
- One English class in grades 5-6 (Social Studies)
- Moved to a K-6 program this year!
- 5-6 is a multiage program

Beyond SI…

- Spanish Club through Community Education
- Advanced Spanish in grade 7 (1 quarter)
- Spanish 8 in place of Chinese (1 quarter)
- Traditional Spanish classes grades 9-12

Celebrations

- Addition of grade 6 programming
  - Multiage class with grade 5 to maintain consistent programming
  - Spanish at all grade levels
- Addition of SI Academic Coach
  - Part-time position (other .5 District Data Coach)
  - Instructional Coaching for SI teachers
  - Helping plan Literacy PD for district
  - Researching best practice for immersion classrooms

Enrollment

- **3 Kindergarten sections (70 students)**
- **3 first grade sections (57 students)**
- **3 second grade sections (69 students)**
- **2 ½ third grade sections (56 students)**
- 1 ½ fourth grade sections (40 students)
- 3 fifth/sixth grade sections (63 students)

43% (294) of students at Ellen Hopkins are enrolled in Spanish Immersion

6% (63) of students in Horizon West are enrolled in SI

357 total students enrolled in Spanish Immersion

Demographics

	District	Spanish Immersion
American Indian/Alaskan Native	2.8%	1.7% (6)
Asian	0.9%	1.7% (6)
Black/African American	7.6%	5.3% (19)
Hispanic/Latino	8.5%	7.5% (27)
Native Hawaiian/Pacific Islander	0.1%	0.3% (1)
White	73.6%	96.9% (346)
Free or Reduced Lunch	39.9%	16.8% (60)
English Learner	7.2%	1.4% (5)
Special Education Services	17.3%	9.2% (33)

Future Plans/Goals

- Continue to grow the program
  - Continue trend of 3 (or more) sections per grade level
  - More accessible to all students
  - Match district demographics
  - K-12 plan- Strengthen Spanish in grades 7-12
  - Recruit highly-qualified teachers
- Intervention in Spanish
  - Trying out pull out in Spanish for one group in K
  - Trying out some EXCEL curriculum in Spanish
- Education of all district staff
  - Learn what Spanish Immersion is
  - Study research
  - Apply best practices in classroom instruction
  - Plan for struggling students

Questions?

Attachment C

MOORHEAD
AREA PUBLIC SCHOOLS

Title Program Update

Tony Huseby
Assessment and
Federal Programs
Coordinator

Purpose of Title

Title I, Part A of the Elementary and Secondary Education Act (ESEA)(currently ESSA), provides financial assistance to schools, with high numbers or percentages of children from low income families, in order to assist schools in ensuring that all children meet challenging academic standards.

Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement.

Budget for Title I, II and III

Moorhead Area Public Schools receives about

- Title I-Part A - 1.2 million (similar to last year)
- Title I-Part D - $68,000 (up from last year)
- Title II - $242,000* (down from last year)
- Title III - $85,000 (up from last year)

These numbers change each year depending on our students populations and changes to the funding formula.

We currently employ approximately 14 FTEs with our Federal program dollars

*Title II more than likely going away

Title I is broken into 9 categories

1. Continuous Improvement
2. Homeless
3. Neglected and Delinquent
    - Support for tutoring
    - Support at ALC
    - Support for equitable access
        - Technology
4. Foster Care
5. Parent and Family Engagement
    - Night activities in building
        - PTAC Title meeting, math night, etc
6. Non-Public
7. General
    - Hopkins
    - Asp
    - St. Joseph
8. LEA Activities
    - Read 180
    - Pre-School
    - Summer School
9. Administrative
    - Indirect Costs

Schoolwide Programs

Robert Asp and Hopkins are both schoolwide title sites.

- This requires a school to be at least 40% Free and Reduced lunch in the 2016-17 SY to apply for the 2017-18 school year. (qualifying % may change under ESSA)
    - Asp 42.26% (2016-17), 43.6% (2017-18)
    - Hopkins 52.89% (2016-17), 51.1% (2017-18)

Estimated FRL for 18-19

Ellen Hopkins - 47%

Robert Asp - 48%

S.G. Reinertsen - 32%

Dorothy Dodds - 38%

Title II is broken down into 3 parts

1. Professional Development
    - Put into people to provide PD for staff
2. Class Size Reduction
    - Primary grades
3. General
    - Small amount for Admin. costs

Title III is for Support of English Learners

1. Program support
    - Technology / Software
    - Supplemental curriculum materials
    - Parent Liaison
2. Professional Development
    - Ongoing SIOP Training
    - EL Conference

Changes Under ESSA

ESSA=Every Student Succeeds Act(2015)

- State plan submitted Sept. 18, 2017, Dept. of Ed. has 120 days to review and respond

17-18

In 18-19, new accountability requirements come into effect

ESSA State Plan Development Timeline

education.state.mn.us/MDE/ESSA #ESSAOutreachMN

Changes Under ESSA (cont.)

Under ESSA, Accountability Measures

1. Academic achievement on state tests
2. Academic growth
3. Graduation rates
4. Progress towards English language proficiency
5. At least one indicator of school quality or student success

- Greatest weight on first four indicators
- Funnel process for identifying schools to receive support from Centers of Excellence.

NCLB Becomes ESSA (cont.)

Well Rounded Education

Still a lot of defining to be done here

- Focus on "well-rounded" education moves away from just "core academic subjects"
- States and school districts are encouraged to emphasize the need for every child to receive a well-rounded education when providing support to students.

Parent and Family Engagement

District Title I Family Involvement Plan

Please talk in pairs regarding ideas that would provide meaningful opportunities for schools to collaborate with parents.

Attachment D

MOORHEAD
AREA PUBLIC SCHOOLS

Horizon Middle School East Campus

Grades 7–8 Course Description and Planning Guide
2017–2018

Moorhead Area Public Schools' mission is to develop the maximum potential of every learner to thrive in a changing world.

Horizon East Campus — Home of the World's Best Students!

Table of Contents

Welcome	2
Course Sequence and Bell Schedule	4
Innovation Academy	5
Technology: 1-to-1 Initiative	6
College and Career Preparation	6
21st Century Skills	7
World's Best Workforce	8
AVID School Wide	9
Student Support	10
Art	11
AVID	12
English/Language Arts/Theater Arts	13
English Learners	14
Learner Support Services	16
Mathematics	19
Music	20
Physical Education and Health	22
Science	23
Social Studies	24
STEM / Project Lead the Way	24
World Language	25
Link to Student Handbook	

Welcome to Horizon Middle School East Campus!

Horizon Middle School East Campus is home to the world's best students, and this is achieved by a partnership between the students, the family and a very dedicated staff. Together we can work to help young people discover insights as to their interests, aptitudes and challenges. And, given a supportive staff, young people can grow as scholars, and more importantly they can grow as people seeking self-actualization.

Horizon offers a wealth of opportunities in the classroom, and when coupled with activities and athletics there exists a wealth of options that promote growth. The Horizon East Campus staff encourages all students to seek a rigorous academic program to provide the greatest possible options in the future. At the same time students should try new activities or athletic opportunities — school is more than just the classroom! It is about meeting new people, learning new skills and developing the attributes to be a contributing citizen tomorrow. We encourage your family to help your son or daughter reach a little higher. Students need to take the most challenging possible courses to be ready for high school and ultimately career, college and citizenship readiness. Horizon has the world's best students because our goal is to challenge every student, to provide avenues of discovery for every student, and to help every student to grow.

Academically it is necessary to take the most demanding courses possible — accept the challenge! By taking the challenging courses now students will gain more options at the high school level....and later in life. If students are struggling, seek help from the teacher. Teachers are happy to help students who want to do the best job possible. Please note that learning is not to know the answer, but to know how to think, solve problems, be creative, communicate, collaborate and think critically. Thinking is the important feature of a quality education. The more students challenge their minds, the more they grow. Accept the challenge!

Students need to discover more about themselves in terms of unknown interests, untouched talents and learning about themselves and others. Horizon East offers a full menu of activities, events and athletics that really enable a young person to grow. These same activities, events and athletic opportunities allow students to connect with school and feel engaged. Whether a student likes athletics, robotics, theater, music, Destination Imagination, Minecraft or more there are a wealth of opportunities for discovery. Take advantage of these opportunities and discover more than you knew was possible.

If students challenge themselves and seek opportunities they will grow and become better prepared for the world before them. The Horizon East staff will do all they can to support students who want to grow and will also do much to help those who might stumble as they grow.

New students may find the orientation video to be helpful in learning how Horizon East Campus operates.

Welcome to Horizon East — where new challenges await students and a whole world of discovery exists to help young people grow. Welcome to the world of Horizon East and home of the world's best students! Watch this and you will see what I mean!

Warmly,
Dr. Jeremy Larson

Horizon Welcomes the Involvement of Families!

The Parent Teacher Advisory Council (PTAC) at Horizon Middle School gives parents and guardians the opportunity to be involved in their children's education. PTAC works to enhance the education process and provide a better learning environment by bringing parents together with staff for the benefit of the children.

PTAC serves to increase communication between parents and the school, support parent involvement, increase awareness of the school by parents and the community, aid in securing funds for equipment and activities that support education and the school environment, and assist at school functions.

The PTAC membership includes parents and guardians, staff representatives, School Board representatives, and the principal. Any parent or guardian of a Horizon Middle School student is welcome to become a member and attend the PTAC meetings. More than 500 research studies about parent involvement have found that when parents get involved in their children's education, children's grades and test scores go up, children become more likely to pass and to attend better schools after high school, they have fewer discipline problems, and they are less likely to use drugs and alcohol. Parents are encouraged to email hznptac@moorheadschools.org for more information.

Recently PTAC has granted the following requests:

- Purchased books for all students as part of a summer reading program to be incorporated in fall classroom activities,
- Contributed to the cost of the grade 7 Courage Retreat,
- Purchased geography curriculum,
- Assisted in covering the cost of author Bill Durbin's visit to speak to all grade 6 students,
- Donated funds to purchase art supplies for the after-school Art Club,
- Promoted nutrition and academic success by purchasing food for a breakfast served to all students on the first day of MCA testing, and
- Enhanced the Horizon community by donating toward the cost of Spring Fling for all Horizon students to enjoy on the last day of school.

These are just some of PTAC's previous contributions. There is more to be accomplished, and we need your help in creating a school that is responsive to the community. We do value your participation!

Attendance is a critical part of student achievement. If students do not attend class regularly, they risk missing important concepts and may have a difficult time making up work. Horizon's attendance policy is designed to:

- provide students with successful learning experiences in every class,
- Increase teacher effectiveness by reducing classroom interruptions, and
- Provide structure for student attendance. (Absences related to family deaths, school activities or medical appointments are excluded.)

If your child is going to be absent, please call the school to excuse the student or submit the absence through PowerSchool. Tell the attendance staff the reason for the absence such as an illness, a doctor's appointment, death in the family or another reason. Please refer to our Student Handbook for more information.

Overview of Course Sequence:

Grade	Course	Content
Grade 7	Grade 7 Language Arts	
Grade 7	Grade 7 Mathematics	Pre-Algebra or Algebra
Grade 7	Grade 7 Science	Life Science
Grade 7	Grade 7 Social Studies	American History - 1800 to the present
Grade 7 Exploratory	Art	
	Healthy Lifestyles	
	PLTW / STEM - Automation and Robotics	
	Physical Education	
	Exploratory Spanish	
Grade 7 Electives		
	Band	
	Choir	
	Orchestra	
	Advanced Spanish (for Spanish Immersion students)	
	AVID (selection process)	
	Individual Learning Time	

Grade	Course	Description
Grade 8	Grade 8 Language Arts	
	Grade 8 Mathematics	Linear Algebra or Geometry
	Grade 8 Science	Earth Science
	Grade 8 Social Studies	Global Studies
Grade 8 Exploratory	Theater Arts	

	Healthy Lifestyles	
	PLTW/STEM-Science of Technology	
	Chinese	
Grade 8 Electives		
	Accelerated Spanish (for Spanish Immersion students)	
	Grade 8 Band	
	Grade 8 Choir	
	Grade 8 Orchestra	
	AVID (selection process)	
	Individual Learning Time	

Horizon East Bell schedule

Horizon East uses a modified bell schedule. On Monday, Wednesday and Friday the schedule will consist of 6 periods of 60 minutes in duration. On Tuesday and Thursday an 8-period schedule of approximately 44-minute classes will be implemented. This change in schedule will give students an increase in music and physical education classes and provide ALL students with an Advisory/Response to Intervention (RtI) class. Students will use this time for opportunities to receive support in the following areas: intervention time, enrichment activities, student advising and character development.

Bell Schedule Monday, Wednesday, Friday		Bell Schedule Tuesday, Thursday	
Period 1	9:05-10:05	Period 1	9:05-9:48
Period 2	10:09-11:09	Period 2	9:52-10:35
Period 3	11:13-1:43: P4, P5, Lunch	Period 3	10:39-11:22
Period 4		Period 4	11:22-1:22: P4, P5, Lunch
Period 5	1:47-2:47	Period 5	
Period 6	2:50-3:50	Period 6	1:26-2:19
		Period 7	2:23-3:06
		Period 8	3:10-3:50

Innovation Academy

What is the Innovation Academy? The Innovation Academy is a combination house of grades 7 and 8 students. Three pillars will serve as the foundation of learning through the Innovation Academy at Horizon East: skill and will to ask new questions, solve problems, and apply new knowledge. Problem- and project-based learning will be the central focus for students. The goal of the Innovation Academy for our students is found in our guiding principles:

- Students will learn and apply their knowledge through problem- and project-based learning.
- Students will synthesize their learning by creating a unique portfolio.
- Grading will be based on students demonstrating their content knowledge in a variety of ways. The focus will be on the process of learning.
- Design thinking will be used as the framework for teaching students how to solve problems.
- Key component of an innovative environment is not being afraid to fail. Students have the flexibility to think big, embrace failure and be rewarded through their resilience (Fail Early, Fail Often, Fail Forward).
- Students will create authentic connections with adults as they will stay in the Innovation Academy for two years.

1:1 Initiative – Technology in the Hands of Students

Moorhead Area Public Schools believes inspirational teaching and learning must include the effective use of technology to best prepare each student for the world in which they will live. To accomplish this vision, the school district is making a portable computer device, a ChromeBook, available to all students in grades 5-8.

This is an exciting initiative for students and families! But please understand that Moorhead is not merely seeking to provide an "expensive" pencil for students to "push paper down a wire," but rather seeks to revolutionize the means of instruction and learning that promotes the skills needed for the 21st century. Chromebooks will enable students to work collaboratively with peers — in school and out of school. Chromebooks help to expand the boundaries for critical and creative thinking as students can seek immediate answers to questions or readily try new ideas — and just as readily start over when armed with new insight or seeing the results of their first efforts. From that platform students can easily make digital adjustments to do an even better job. Finally, the Chromebooks afford new ways of communicating via text, music, drawing, sound or a combination of all mediums.

Chromebooks also enable teachers to differentiate instruction or employ a "backward" design where information can be gathered at home and class time is used to provide feedback, correction or enrichment. Chromebooks are not intended to be a digital path to repeat the instruction of the past but empower teachers to unleash their creativity.

The 1:1 Initiative should do much to foster the skills of the 21st century enriching the creativity, collaboration, critical thinking and communication skills of all students. At the same time the 1:1 Initiative broadens the opportunity for creative instruction by all educators. Horizon Middle School Campus is proud to be part of this effort.

College and Career Prep Starts in Middle School

Your child may just be starting middle school, but it can be an ideal time to start career and college planning. Starting the process now, before college application and career or military deadlines loom, will make the process easier. In ACT research, middle and early high school students reported high educational expectations. Over three-quarters (77%) of students indicated that they planned to enter a four-year college or university. Although most students planned to pursue postsecondary education, fewer described their high school program of study as college preparatory. This case was well researched and described in the monograph The Forgotten Middle by ACT.

ACT recommends students take a rigorous core curriculum. Standardized tests help schools measure what their students are learning. Parents can review their child's tests scores, and help identify subject areas for improvement and the appropriate classes and resources for additional study. Help your student explore careers

and identify course options now and through high school. Starting early will give your child a solid jump on planning his or her future. What is earned in middle school will pay rich dividends in high school and beyond. Take rigorous coursework, seek help when stuck and explore a wealth of opportunities to meet new friends, learn new skills and interests as well as have fun!

College and Career Preparation Timeline

Goal and Objectives

Grade	
Grade 7	Begin to establish goals and objectives. Consider the courses that give you the most options and the best preparation to keep your options open.
Grade 8	Plan a four-year high school academic program. Start to look at occupational resources, college handbooks, and websites to learn about entrance requirements and qualifications.
Grade 9	Re-evaluate your plans based upon academic achievement, interests and aptitudes. Review your academic program.
Grade 10	Review your academic plan to ensure it aligns with your goals whether it be a career, the military, college, apprenticeship or other path. Talk to older students to glean any advice that is sound. Continue your review of occupations and college paths. Talk to people about their jobs to learn all that you can. Consider the ACT - Aspire Assessment as an index of readiness.
Grade 11	Narrow your choices and make sure those choices align with your grades, aptitudes and achievement. Start thinking about how you and your family might finance your choices. Talk with your family about your post high school plans to get their input. See your counselors and keep talking to people about their careers. Take the ACT in the spring to get an idea of your preparedness for career of college.
Grade 12	Finalize your choice and make the preparations – applications, scholarships, transcripts, etc. Watch the deadlines! Be aware of financial aid deadlines, housing applications and more. Act early and seek help as needed. You are not alone!

21st Century Skills

In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the "three Rs" (reading, writing and arithmetic). In the modern "flat world," the "three Rs" simply are not enough. If today's students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers, and collaborators (the "4Cs"). Students need to master additional subject areas, including foreign languages, the arts, geography, science and social studies.

To prepare for college, careers, and citizenship, it's not enough to master academics. Students also need to acquire a set of skills that will last for a lifetime. To be able to solve problems in our complex, fast-changing

world, students must become nimble, creative thinkers who can work well with others. These competencies — known as 21st-century skills — are summed up as the "4Cs" by the Partnership for 21st Century Skills. They include: Collaboration: Students are able to work effectively with diverse groups and exercise flexibility in making compromises to achieve common goals. Creativity: Students are able to generate and improve on original ideas and also work creatively with others. Communication: Students are able to communicate effectively across multiple media and for various purposes. Critical Thinking: Students are able to analyze, evaluate, and understand complex systems and apply strategies to solve problems.

World's Best Workforce

"College, Career, and Citizenship Readiness" – Minnesota strives to prepare every student to be career and college ready. There are a number of reasons driving this attention:

- The population of the United States is aging.
- 70% of the future jobs will require more than a high school diploma by 2018.
- The state and the nation do not have qualified candidates to fill many good paying jobs.
- Future jobs are going to require increasingly more rigorous preparation in mathematics, science and reading skills.
- Students have a narrow sense of the available jobs and, in truth, are preparing for jobs that do not yet exist.

Every student will benefit from taking time to consider career options and crafting a track to reach their self-defined goals. The tricky part is that most students are unaware of career possibilities. Students only know the careers they have seen, heard or read about. There are tens of thousands of jobs that students do not even know exist that are rewarding in purpose and financially. Students and families are encouraged to access the tools available in the district, the state and online to help plan career trajectories.

Horizon Middle School is committed to the following:

- Annual review of each student's life plan
  - meeting academic standards
  - developing career and life skills (collaboration, creativity, communication and critical thinking)
  - identifying personal interests, aptitudes and aspirations
  - creating goals and timelines to achieve those goals
- Academic rigor and high expectation
- Integrating experiential learning opportunities in academic content
- Engaging in community partnerships
- Reducing the achievement gap by strengthening teacher practices in reaching all students
- Providing all students a level of instruction to obtain post-secondary credit without remediation
- Exposure to and conversation about a variety of career options in every course
- Access and choice for early college credit
- Providing support for students to obtain information about postsecondary education requirements and costs, eligibility for financial aid and scholarships

AVID Schoolwide: Beyond academic achievement, a goal of AVID (Advancement Via Individual Determination) is to create a school wide career-ready / college-going culture that supports high expectations and high levels of achievement for all students. The schoolwide AVID Essentials includes a focus on WICOR methodology, which stands for Writing, Inquiry, Collaboration, Organization and Reading. Throughout each classroom, WICOR instructional strategies engage students and scaffold instruction to make challenging

content accessible. Additional AVID Schoolwide Essentials include the implementation of initiatives that are designed to support and motivate all students.

When stepping onto a campus where AVID is schoolwide, it is not uncommon to see *all* students taking Cornell notes; using some form of binder, agenda planner, or other organizational tool; and engaging in collaborative, dynamic academic activities in classrooms facilitated by AVID-trained teachers. Students have open access to rigorous courses. Moreover, academic support structures are often offered throughout the school day so *all* students have opportunities to thrive.

Activities and Athletics

Time for Exploration: The middle school years are a great time to try something different or pursue an interest. Take a leap and try something new. You might make new friends, acquire a new interest or at least learn something new about yourself. The staff at Horizon want to help you be the best that you can be — and that starts by learning new things.

The goals of the Horizon Middle School East Campus activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the Horizon East staff is committed to providing a well-balanced activity program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time and energy to pursue. All students who participate in activities are reminded that to participate, they must be making progress in their academic coursework. For a more detailed description about each activity offered at Horizon Middle School East Campus please refer to our Student Handbook.

Grades 7-8 Athletics:

1st Block	2nd Block	3rd Block	4th Block
Football	Girls Basketball	Boys Basketball	Golf
Volleyball	Wrestling	Gymnastics	Tennis
Cross Country	Boys Swimming and Diving	Adapted Bowling	Track
Girls Swimming and Diving			

Activities:
Art Club
Destination Imagination
Geography Bee

Honor Choir
Honor Band
Jazz Band
Newspaper
Knowledge Bowl
Knowledge Master
Lego League/ Robotics
Mathcounts
Play/musical
Science Olympiad
Spelling Bee
Horizon Ambassadors
Tri-College Math

HORIZON'S MISCELLANEOUS CLUBS

Other clubs may be available on a year-to-year basis depending upon student interest. Some examples include: Minecraft, Dance, Chess, Girls In Real Life, Builders Club, etc.

Student Support Resources

School counselors provide assistance to all students in the areas of academic, social and emotional support, crisis intervention and prevention, consultation about student needs, proactive developmental guidance, educational planning, student placement and scheduling, transitioning, support groups and referrals to outside agencies.

Counselors: (As stated in the American School Counselor Association)

"Middle School Students' Developmental Needs

Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

Meeting the Challenge

Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Middle school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school. School counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program."

Groups:

Ashley Meagher, grade 7: 284-7315
Rachel Lerum, grade 8: 284-7313

Student Assistance Counselor Megan Ramsey - 284-7213

Social Worker Joni Hubrig - 284-7116

Student Wellness Facilitator: Danelle Klaman- 284-7127

Gifted and Talented: Leigh Dornfield - 284-3789

School Psychologist: Tammi Fortney - 284-2468

Naviance has much to offer a student and family in charting a future direction. Once students reach grade 7, staff will help each student and family to create an account at Naviance, which will help students to determine interests, explore career and college possibilities, and eventually help a student to chart a path through applications for college, scholarships or other career paths. Counselors have been trained in the use of Naviance and will answer questions and offer suggestions to maximize the use of the program. It is merely one more tool provided by the Moorhead Schools to help each student "...to develop his or her maximum potential to thrive in a changing world."

MEDIA CENTER SERVICES

The Media Center is open Monday-Thursday from 8 a.m. until 4:35 p.m. and Fridays from 8 a.m. until 4:10 p.m.; licensed personnel is on duty Monday through Friday from 8:25 a.m. through 4:10 p.m. Students are encouraged to use the media center as much as possible.

The media center is accessed by students in a number of ways. Coursework will include visits to the center for research and for supplemental assignments. Research skills are taught in various classes and are followed by assignments. Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

Return to the Table of Contents

Courses

Art Grade 7 Art (Quarter)

Grade 7 art is a quarter class that offers students a variety of art studio experiences in drawing, painting, printmaking, and clay hand-building. Projects may vary depending on time and material availability. Students will review the Elements of Art and learn the Principles of Design. The art elements and principles are used to guide students in their own art making as well as when discussing the artwork of others.

AVID

Advancement Via Individual Determination

AVID Decades of College Dreams

AVID is an elective class offered to students who would like to prepare for four-year colleges and universities. Students must have satisfactory citizenship and good attendance. Applicants must be motivated to work toward college eligibility. AVID students are students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically. In the identification process a number of criteria are considered, including:

- State test scores
- Grades
- Citizenship
- Economically disadvantaged
- Desire and determination
- First in family to attend college
- Historically underrepresented in 4-year colleges
- Other special circumstances

The AVID elective is a class that meets five hours per week within the regular school day. The class is composed of several different elements, making students more successful in all their classes. The week is divided into curriculum days, tutorial days, and motivational activity days. The two days devoted to curriculum focus on the WICOR methodologies of AVID: Writing, Inquiry, Collaboration, Organization and Reading. Aside from WICOR, the curricular days also develop students' note-taking and study skills, while also teaching time management and goal setting. Mini lessons provide additional support for English, math, science and social studies classes. Students participate in weekly tutorials with college students where tutors provide content area support in math, English, social studies and science. Motivational activity days include college and career activities, guest speakers from area colleges and local professionals, and field trips to local colleges and universities. Students apply for admission to the program.

Grade 7 AVID (Year Long)

AVID is designed to provide students in the middle with the skills they need to be successful in middle school, high school, and college. Students must apply, interview, and be selected to be accepted in AVID. AVID provides grade 7 students the opportunity to begin to develop the research-based AVID skills that will help to ensure their success in middle and high school. Study habits, organization, and academic support are key components of this entry-level AVID course.

Grade 8 AVID (Year Long)

The grade 8 AVID elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the grades 6 and 7 AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students also will participate in college preparatory testing and build connections with the high school they will attend.

Return to the Table of Contents

English / Language Arts / Theater Arts

Each student will develop, to the best of his or her ability, skill in reading, oral language, vocabulary, the writing process, and writing mechanics through studying works of literature, prose or poetry. In addition, students will develop a positive, open attitude toward literature through this study. The department expects appropriate work and study habits that result in an acceptable product that meets grade-level expectations and standards, and, further, meets college-preparatory / career-level requirements.

The primary focus of the middle-school English curriculum is skill development. It is the department's aim that students read, speak, comprehend, define, write, rewrite, edit, revise, compose, organize, and critically analyze independently and competently. This emphasis on skill development is intended to prepare middle school students for the rigorous career ready / college-preparatory work and content that is the core of the high school curriculum.

Grade 7 Language Arts (Year Long)

In grade 7 language arts, students will focus on reading, writing, speaking, and listening. The reading focus will spend time with elements of fiction and nonfiction, literary response, literary devices, and independent reading. Students will also engage in the writing process to produce narrative, expository, and persuasive pieces for a variety of purposes and audiences. To build speaking skills, students will orally communicate information, opinions and ideas effectively through class participation, small group discussion, and formal presentations. Students will utilize critical listening skills through note-taking, small group and whole group discussions, and partner sharing.

Grade 8 Language Arts (Year Long)

The focus of grade 8 language arts is on improving students' ability to read, write, think, and communicate. Much of this focus will be achieved through independent reading, writing assignments, and in-depth discussions that will continue throughout the year. Additionally students will be reading as a class a variety of short stories, *The Giver, Claudette Colvin: Twice Toward Justice,* and *The Outsiders*. Students will be completing essays as a class, including a literary essay, a persuasive essay, and a personal essay.

Class Philosophy

Every student is expected to be successful in improving (from whatever level you begin the year at) in your ability to read, write, think, and communicate. Like everything in life, with practice and guidance, students can all improve in these areas throughout the school year. The language arts course meets the state standards, but more importantly, teachers hope it inspires students to begin to think for themselves and develop a lifelong love for reading and writing.

Unit Outlines

Independent Reading*
Independent Writing*
Nonfiction Articles
Short Stories
Persuasive Essay
The Outsiders
The Giver
Literary Analysis Essay
Claudette Colvin: Twice Toward Justice
Gilgamesh
This I Believe Personal Essay
This I Believe Speech

**Ongoing assignments throughout the year*

Grade 8 Theater Arts (Quarter)

Explore yourself, learn how theater impacts all of our lives and just have fun! In this activity-based class, students will use their imaginations to create characters, become comfortable in front of an audience, and learn the basics about theater and public speaking. Students will orally communicate information, opinions and ideas and work to effectively evaluate/analyze presentations. The students will have the opportunity to participate in large and small group activities along with solo work. A variety of theater games, pantomime, improvisation, character/scene work, and other special projects will be explored in this class.

Subjects to be explored:

Pantomime	Public speaking/writing
Improvisation	Evaluation and analyzation of performance and literature
Scene work	Cooperative group skills
Theater games	History of theater and basic theater terms

Return to the Table of Contents

English Learners

English Learners (EL) is a specific discipline that assists students who are non-native speakers of English. The goal of the EL program is to support students as they acquire English so they are able to access the school's curriculum and meet academic achievement standards at grade level. EL service may take place in the ESL classroom or in the content classroom. In all cases the goal is to support students as they acquire the skills to be successful in using English to speak, read, write and listen in social, professional and academic settings. Placement is specific classes is based on performance on the WIDA Assessment and past experience in using English as a language.

Grades 7 and 8 Students with Limited or Interrupted Formal Education (SLIFE) (Year Long)

The SLIFE course addresses EL students' acculturation to the U.S. school system and attends to their socio-emotional needs. In addition, this course provides focused initial literacy instruction appropriate for adolescents, focused academic skill instruction to bridge gaps in knowledge, and integration of content and language instruction. This course teaches literacy in context, through thematic units. This course assesses student funds of knowledge to create meaningful contexts for literacy development, instruction in oral language skills in connection with literacy and connect units of study to funds of knowledge of the student, family, and community. This course uses National Geographic INSIDE.

Grades 7 and 8 Foundations (Year Long)

Teaching language, literacy, and content in the Foundations course is designed to shape pathways of middle school EL students and to support them in achieving academic success. In Foundations, there is compelling content that engages students with a balance of informational texts and literature. Focus is on systematic language and comprehension development through building language proficiency and comprehension skills with scaffolded instruction. Foundational reading skills are taught by building basic and advanced decoding and spelling skills. This course also focuses on using comprehension instruction to anchor texts to build comprehension. This course uses National Geographic INSIDE.

Grades 7 and 8 Level A (Year Long)

Grammar, history, literature, cultural and current events, and oral practice are combined to prepare second language students for more academic success in our regular curricular programs. Grammar and reading continue as key components to the EL program. Oral proficiency is increased through dialogues, oral reports, and class discussion. Written work includes note-taking, journals, dialogue writing, and fundamentals of composition. This course uses National Geographic INSIDE materials, Level A.

Grades 7 and 8 Level B (Year Long)

This course provides instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade-level text independently. Instruction emphasizes reading and analysis of literary and informational selections to develop critical and close reading skills that move students from basic to proficient. Students will engage in a variety of lesson workshops that incorporate analysis of vocabulary, reading application, literary analysis, and informational texts. This course uses National Geographic INSIDE materials, Level B.

Grades 7 and 8 Sheltered Math (Year Long)

This course is offered to grades 7-8 SLIFE and Foundations leveled EL students and is designed to teach math curriculum in a manner that is more accessible for English learners while at the same time promoting their English language development. Teachers highlight key language features and incorporate strategies that make the content more comprehensible to students. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks and by providing appropriate background information, vocabulary, and filling in any voids these students have in their math development. The objective of this class is to prepare students to join the mainstream math class.

Grades 7 and 8 Co-Taught Classes (Year Long)

Co-taught EL / mainstream classes provide support for inclusive practices to achieve the following goals:

- to accommodate the needs of diverse English learners,
- to help all students meet both state and national standards, and
- to establish collaboration between English language teachers and mainstream teachers.

In the co-taught classroom, ELs learn mainstream content along with their monolingual peers. Within the mainstream classroom, the EL teacher demonstrates strategies during a co-taught lesson, and the classroom teacher continues to use the same strategies with ELs. This provides an effective co-teaching model to differentiate instruction for ELs. In the co-teaching/EL classes there is the collaboration between the content teacher and the EL teacher to co-plan, co-deliver, and individualize instruction for all students in a class; work together creatively to accommodate the language proficiencies, cultural diversity and educational backgrounds of the students in the class; and to overcome instructional challenges constructively.

Return to the Table of Contents

Learner Support Services

All courses serve to help students enhance their learning opportunities. The courses and programming at Horizon East represent a continuum of services that span from early childhood through high school. Students must meet state disability criteria and have a specific need to enroll in these programs. Case managers, parents/guardians, and students will work together to schedule classes that meet individual student needs. The goal of Learner Support Services is to increase students' ability to facilitate their transition toward independent living (community participation), employment, and postsecondary training. Students' progress will be reviewed annually to ensure the best individualized education plan is developed and followed.

Grade 7 Pre-Algebra Resource (Year Long)
Prerequisite: LSS Case Manager approval needed.

This course provides investigations to help students build independent, logical thinking skills. Investigations into proportional reasoning are the main focus of this course. Students look at numbers and operations, patterns and functions, algebra, statistics and probability, geometry, measurement, and problem solving. Students review and extend basic operations with whole numbers, fractions, decimals, percents, and integers. An emphasis on problem solving strengthens student's critical-thinking skills and helps them to link mathematics to the real world.

Grade 8 LSS Linear Algebra Pull-out Class (Year Long)
Prerequisite: LSS Case Manager approval needed.

This course uses the Glencoe McGraw-Hill Algebra 1 series in conjunction with supplemental materials to meet students' individualized needs. This class will run parallel to the general education linear algebra class, but will take into consideration students' specific needs, ability, and need for pacing. This course focuses on the five big ideas, and all learning outcomes will be tied to these ideas. Students will make connections between graphs, tables, and equations. They will solve simple and complex equations for a given variable(s). Students will understand and solve inequalities and systems of equations. Students will identify and graph arithmetic sequences. Coursework will be tied to, and individualized, based on specific student need.

Grades 7 and 8 Resource (Year Long)
Prerequisite: LSS Case Manager approval needed.

The resource class, designed for students in grades 7-8, focuses on instruction of multi-modal learning strategies that promote independent skill and knowledge acquisition development. This allows students to continue to improve reading, writing, mathematical and self-advocacy skills. Students also learn to organize materials and to best utilize their time to complete assigned coursework. All curriculum and instruction is based on individual needs of the students and the goals and objectives within students' Individual Education Plans (IEPs).

Grades 7 and 8 Read 180 (Year Long)
Placement is made according to determined need.

Read 180 is designed to help struggling readers meet grade-level objectives by engaging students in relevant discussions, interactive computer software, and daily independent reading time, and by providing daily writing opportunities and instruction. Instruction also focuses on reading strategies and

academic vocabulary. Students receive reading support in small and large group activities as well as through an individualized software program. Ongoing assessments provide data on student progress, and assessment informs instruction so students receive the appropriate level of instruction and support.

Grade 7 Self-Contained/Day Treatment Pre-Algebra (Year Long)
Special Services Team approval required.

Self-Contained/Day Treatment Pre-Algebra is designed to provide extra help in understanding pre-algebraic concepts in a small group setting. This course provides investigations to help students build independent, logical thinking skills. Students look at numbers and operations, patterns and functions, algebra, statistics and probability, geometry, measurement, and problem solving. Students review and extend basic operations with whole numbers, fractions, decimals, percents, and integers. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grade 8 Self-Contained/Day Treatment Linear Algebra (Year Long)
Special Services Team approval required.

This course uses the Glencoe McGraw-Hill Algebra 1 series in conjunction with supplemental materials to meet students' individual needs in a small group setting. The course teaches the key elements of algebra using a sequential approach and strategies for problem solving. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grade 7 Self-Contained/Day Treatment Language Arts (Year Long)
Special Services Team approval required.

In this course students will focus on reading, writing, speaking, and listening in a small group setting. Reading will focus on fiction and nonfiction and independent reading. Students will engage in the writing process to produce narrative, expository, and persuasive pieces. To build speaking skills, students will orally communicate information, opinions, and ideas effectively through class participation and small group discussion. Coursework will be tied to and individualized based on specific student need. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grade 8 Self-Contained/Day Treatment Language Arts (Year Long)
Special Services Team approval required.

The focus of this class is on improving students' ability to read, write, think, and communicate in a small group setting. Much of this focus will be achieved through independent reading, writing assignments, and in-depth discussions. Additionally students will be reading as a class a variety of short stories. Coursework will be tied to and individualized based on specific student need. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grade 7 Self-Contained/Day Treatment Life Science (Year Long)
Special Services Team approval required.

Life Science is a study of living organisms and their interactions with their habitat. This course covers four major units: cells and heredity, diversity of life, human biology and environmental science. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grade 8 Self-Contained/Day Treatment Earth Science (Year Long)
Special Services Team approval required.

This course explores units in the areas of meteorology, geology and astronomy. Students will examine the big idea that science is a way of knowing. Scientists don't have an answer key; they figure out why things are the way they are. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grade 7 Self-Contained/Day Treatment United States History (Year Long)
Special Services Team approval required.

In this course, American history will be taught chronologically moving from westward expansion to the Civil War and Reconstruction, Industrialization and urbanization, Imperialism and World War I, the Depression, World War II and finally the Cold War and beyond. During each era students will be introduced to the economic changes in America and efforts to reform the American government and social fabric. Students learn about people, issues and events significant to this nation's history from 1800 to the current era. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grade 8 Self-Contained/Day Treatment Global Studies (Year Long)
Special Services Team approval required.

Global Studies will be centered on the Minnesota Grade 8 social studies standards. The standards feature geography with a strong secondary emphasis on contemporary world history. Students will build a knowledge of geography and each unit will include further investigation into issues of contemporary history, government, citizenship, and economics. Coursework will be tied to and individualized based on specific student need in a small group setting. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

Grades 7 and 8 Skill Development (Year Long)
Special Services Team approval required.

The skill development program at Horizon Middle School East Campus starts the initial phases of transition along with continued academic skills. Teachers will present core curriculum to small groups of students in resource classroom settings. Students who participate in the skill development program benefit from instruction provided at a more basic level along with individual skills based off the student's Individual Education Plan (IEP). Students who are in the skill developmental program often work on functional life skills. At Horizon East, we provide hands-on learning through APL cart (our school store), service-learning projects, projects to benefit the middle school CARE team, and various jobs throughout the building. Students practice job skills with meaningful tasks for staff all over the building, including cleaning, deliveries, sorting, shredding, stocking products, and watering plants. These tasks not only provide an opportunity to practice job skills, but also incorporate social skills, the use of communication devices, and inclusion throughout the building.

Grades 7 and 8 Related Services for Special Education
Special Services Team approval required.

Related services such as Speech/Language, Developmental Adaptive Physical Education (DAPE), Deaf/Hard of Hearing (D/HH), Vision Impaired (VI), Occupational (OT) and Physical Therapy (PT), are available with Special Services team approval within the Individual Education Plan (IEP).

Return to the Table of Contents

Mathematics

Skill in mathematics is required in all that we do. Whether the math skills are needed for daily life or for a job those skills are demanded in all that we do. Students should push themselves to master all the math they can and when facing a hurdle seek help. Staff are available before and after school to help students feel more comfortable in using mathematics as a tool – or for fun! Mathematics is like any skill – the more it is used the more comfortable one becomes. Students are encouraged to challenge themselves. The more math that is taken in middle school will open more doors and career paths as one gets older.

Grade 7 Pre-Algebra (Year Long)

This course provides investigations to help students build independent, logical thinking skills. Investigations into proportional reasoning are the main focus of this course. Students look at numbers and operations, patterns and functions, algebra, statistics and probability, geometry, measurement, and problem solving. Students review and extend basic operations with whole numbers, fractions, decimals, percents, and integers. An emphasis on problem solving strengthens students' critical thinking skills and helps them link mathematics to the real world.

Grade 7 Algebra (Accelerated) (Year Long)

Prerequisite: Scored an Exceeds on the MCA III test, excellent study habits, and teacher recommendation. Algebra is designed to develop those algebraic skills necessary to future study in mathematics. Students will learn how to use symbols and logic to draw conclusions about mathematical relationships. These relationships will include linear equations, inequalities in one or two variables and systems of equations. Students will be required to simplify radical expressions and solve quadratic equations by factoring. Considerable time will be spent applying the skills learned in solving practical problems algebraically.

Grade 8 Linear Algebra (Year Long)

This course introduces students to the concept in algebra involving the linear characteristics of an algebraic equation. It builds upon the foundations they gained in Pre-Algebra. Specifically students' are expected to gain an understanding of these five primary learning outcomes identified toward a positive transition into high school math courses, as well as leading to the options of advanced math courses at the high school. Students will learn how to graph and write linear equations; solve complex linear equations; solve complex inequalities; identify and graph arithmetic and geometric sequences; and solve a system of linear equations.

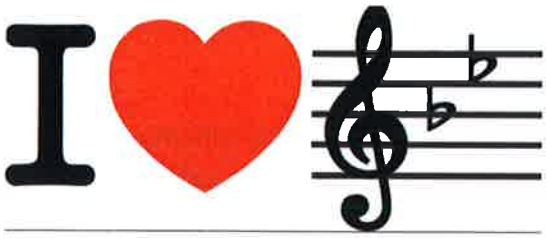
Grade 8 Geometry (Accelerated) (Year Long)

Prerequisite: Successful completion of Algebra 1 in grade 7 and teacher recommendation.
This course introduces the students to the geometric concepts necessary for advanced math courses at the high school. It builds on the Algebra I outcomes students gained in grade 7. This course will provide students with the foundation to use deductive and inductive reasoning toward mathematical concepts. They are expected to gain an understanding of these five primary learning outcomes

identified toward a positive transition into advanced math courses at the high school. Students will learn to:

1. Recognize and apply properties of angles;
2. Calculate the area, surface area, and volume of geometric shapes;
3. Identify similar polygons and use ratios and proportions to solve problems;
4. Recognize and apply properties for quadrilaterals; and
5. Recognize and apply properties of triangles.

Return to the Table of Contents



Music

Victor Hugo observed that "Music expresses that which cannot be put into words and that which cannot remain silent." For anyone who has practiced and produced a musical note this is all so true. Music offers so much to enhance an individual. Beyond the realm of personal satisfaction and joy from music is the gain from the study of music and musical production. The study of music has been proven to increase vocabulary acquisition, nurture advanced reading skills and carry additional skills that readily transfer to all studies. Furthermore, students in music advance teamwork and communication within their section and the larger musical group. There is even a strong correlation between music and mathematics plus a myriad of scholarship opportunities in the field of music. The possibilities with music are endless and serve to provide a lifetime of satisfaction.

Watch our orchestra in action - click here!
Watch the choir in action - click here!

Grade 7 Choir (Year Long, Every Other Day)

This class is for students who love to sing and want to be part of a performing group. Students meet every other day for the entire year. If students choose to be in band/orchestra and choir, they will spend the first half of class in their instrumental music class and the last half of class in choir. Students will learn sight-singing, ear-training, and music theory. Students sing in three-part music and will be introduced to a variety of choral literature, including folk songs, spirituals, secular music, and pop songs. The grade 7 choir performs at three concerts throughout the year. Opportunities to audition for the Horizon Middle School Honor Choir and other choral festivals are also available.

Grade 7 Band (Year Long, Every Other Day)

The grade 7 band program offers a full band experience for those students who have had at least one year of instrumental training on their instrument. Classes are held every other day all year long. Most students have access to an additional teacher to receive group lessons out of band class. Several times a year the three grade 7 bands are combined in rehearsal, particularly before concerts. Three evening concerts are scheduled each year. Students also have the opportunity to perform in Jazz Band and Honor Band.

Grade 7 Orchestra (Year Long, Every Other Day)

Grade 7 orchestra meets year long every other day opposite physical education. Instruction is geared toward students who started their instruction in grade 5, but new students are welcome to join at any time. At least four concerts are presented throughout the year, including a school-day-long tour for

performances at Minnesota elementary schools in school districts that have no orchestra program. Grading is based on practice and small side projects that enhance the education experience. Other activities, including performance of the National Anthem at various local and regional sporting events, are part of the grade 5-8 orchestral experience.

Grade 8 Choir (Year Long, Every Other Day)

This class is for students who love to sing and want to be part of a performing group. Students meet every other day for the entire year. If students choose to be in band/orchestra and choir, they will spend the first half of class in their instrumental music class and the last half of class in choir. Students will learn sight-singing, ear-training, and music theory. Students sing in three- and four-part music and will be introduced to a variety of choral literature, including folk songs, spirituals, secular music, and pop songs. The grade 8 choir performs at three concerts throughout the year. Opportunities to audition for the Horizon Middle School Honor Choir and other choral festivals are also available.

8th Grade Band (Year Long, Every Other Day)

The grade 8 band program provides a comprehensive band experience for those students who have had at least two years of instrumental training on their instrument. Students perform a wide variety of standard quality literature of all types, including ballads, chorales, jazz and holiday music. Classes are held every other day all year long. Most students have access to an additional teacher to receive group lessons out of band class. Several times a year the two grade 8 bands are combined in rehearsal, particularly before concerts. These extra rehearsals occur during the school day and/or before school at 8 a.m. Three evening concerts are scheduled each year in addition to festival participation opportunities. Students also have the opportunity to perform in Jazz Band and Honor Band.

Students wishing to join band for the first time in grade 8 should contact the band director for information on how to get beginning band instruction.

Students entering the district having already played since grades 4 or 5 will be given guidance from the band director.

Grade 8 Orchestra (Year Long, Every Other Day)

Grade 8 orchestra meets year long every other day opposite physical education. Instruction is geared toward students who have been in the orchestra program for at least two previous years. At least four concerts are presented throughout the year, including a trip to perform in the MNSOTA Tier One festival at locations that vary throughout Minnesota. Other activities, including performance of the National Anthem at various local and regional sporting events, are part of the grades 5-8 orchestral experience. Grading is based on practice and small side projects that enhance the education experience.

Return to the Table of Contents

Physical Education / Health

It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so they can adopt healthy and physically active

lifestyles. Quality programs are also important because they provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning.

According to the National Association for Sport and Physical Education (NASPE) guidelines, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction. Quality physical education programs should provide the student with the following benefits:

Skill development – Develops motor skills that allow for safe, successful, and satisfying participation in physical activities.

Regular, healthful physical activity – Provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits.

Improved physical fitness – Improves the health-related components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).

Support of other subject areas – Reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content in science, math, and social studies, communication skills, and literacy.

Self-discipline – Facilitates development of responsibility for personal health, safety, and fitness. Improved judgment – Influences moral development and students assume leadership roles, cooperate with others, and accept responsibility for their own behavior.

Stress reduction – Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

***Students are required to bring a pair of shorts or sweatpants and a T-shirt that are left in the locker room. It is never good to wear the same clothing in school that is worn in physical education. It is highly recommended to wear some type of athletic shoe.**

Grades 7 and 8 Physical Education (Year Long, Every Other Day)

Physical education at Horizon East emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. These courses provide students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. The program includes skill development and the application of rules and strategies in the following different sport related forms: health-related fitness activities (cardiorespiratory/aerobic endurance, muscular strength and endurance, flexibility), team sports, individual and dual sports, outdoor pursuits, and recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

Grade 8 Healthy Lifestyles (Quarter)

Grade 8 healthy lifestyles is a required one-quarter class that prepares students to deal with the adjustments required of adolescents as they transition into adulthood. The goal of this course is to provide students with knowledge and tools that they can transfer into real-life situations. Decision-making skills will be practiced across all subject areas. Instruction will include class discussion, notes, group activities, videos, guest speakers, and reflection. The course will cover risks, addictions, effects, refusals skills, and awareness of the following topics:

- Decision Making
- Goals Setting
- Bullying/Cyberbullying
- Mental Health (disorders, addictions, illness, etc.)
- Alcohol

- Reproductive Growth & Development
- STDs
- Dating Violence
- Drugs
- Tobacco

Science

Since the publication of the National Science Education Standards by the National Research Council in 1996, the teaching of science in grades K–12 has undergone a gradual revolution. Instead of presenting science as a collection of isolated facts, teachers strive to help each student develop the ability to conduct scientific inquiry, a gain a strong understanding of scientific concepts and how they are connected, and develop an understanding of the nature and history of science.

Grade 7 Life Science (Year Long)

Life science is a study of living organisms and their interaction with their habitat. This course covers four major units: cells and heredity, diversity of life, human biology and environmental science. Hands-on labs provide the students opportunities to show their ability to learn kinesthetically.

Grade 8 Earth Science (Year Long)

This course explores units in the areas of meteorology, geology and astronomy. The big ideas of the earth science course are the scaffolding for the course's units and lessons. Each unit covered in class ties to at least one big idea. Most units also tie to big idea 1, that science is a way of knowing.

1. Science is a way of knowing. Scientists don't have an answer key; they figure out why things are the way they are.
2. Earth's systems – like the ocean, land, or atmosphere – may be represented by and analyzed with maps, images, and Geographic Information Systems (GIS).
3. The surface of Earth is being worn down, reshaped, and built up by geologic processes; many processes operate at the same time.
4. The Earth and life on earth have a history of change. The clues to understanding those changes are in the rocks.
5. The movement of air transports heat and moisture around the Earth making weather change and causing different climates to form.
6. The Earth and Moon are part of a larger solar system and all bodies in that system are in motion.

Return to the Table of Contents

Social Studies

The National Council for the Social Studies states "the primary purpose of social studies is to help young people make informed and reasoned decisions ...as citizens of a culturally diverse, democratic society." It is with this in mind that the Moorhead School District's middle school social studies program is aligned to the Common Core State Standards and the Minnesota Social Studies Standards. The goal is to prepare students to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. With these guiding standards, Moorhead Area Public Schools provides opportunities for every

student to be college and career ready by developing the knowledge and skills essential for success in the 21st century.

Grade 7 Social Studies: United States History (Year Long)

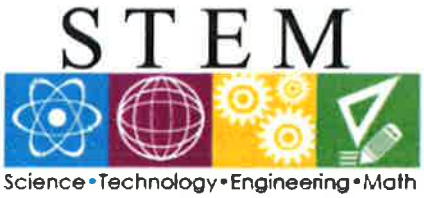
U.S. History features history as the lead discipline with a strong emphasis on citizenship and government. American history will be taught chronologically moving from westward expansion to the Civil War and Reconstruction, Industrialization and urbanization, Imperialism and World War I, the Depression, World War II and finally the Cold War and beyond. During each era students will be introduced to the economic changes in America and efforts to reform the American government and social fabric. Students learn about people, issues and events significant to this nation's history from 1800 to the current era. Finally, students will gain an appreciation for the unique nature of the United States and the freedom it provides.

Grade 8 Social Studies: Global Studies (Year Long)

Global studies will be centered on the Minnesota grade 8 social studies standards. The standards feature geography with a strong secondary emphasis on contemporary world history. Students will build a knowledge of geography, and in addition each unit will include further investigation into issues of contemporary history, government, citizenship, and economics. In addition to social studies content, this course will have a primary focus on developing literacy skills. Students will be expected to grow in the areas of reading, writing, civic discussion, and media and technology literacies. Students will be encouraged to be critical thinkers and real-world problem solvers. This course will prepare students with a necessary set of skills and knowledge to excel in high school.

Return to the Table of Contents

STEM / Project Lead The Way:



The goal is to ignite students' passion for STEM through the STEM courses, which provide students with interactive, hands-on, group activities built around STEM concepts. Each activity is designed to emphasize collaborative learning, critical and analytical thinking, problem solving, creativity and effective experimental design. Through these activities students grow in confidence and curiosity while gaining critical 21st century skills.

Grade 7 Automation & Robotics (Quarter)

In this class, students will experience a hands-on approach to robotics using the engineering design process. The course uses VEX parts and RobotC software to build different mechanisms and create code for problem-solving robots. Highlights will include: collaborative research, sketches, team activities, evaluations and reflections. The major projects in this course are: e-portfolio Word Wall, "Our Robot" presentation, mechanisms, coding with RobotC and programming challenges.

Grade 8 Science of Technology (Quarter)

The Science of Technology course is based on the STEM fields and explores project-based learning through the bridge project and the CO2 car project. Students will refine their 21st century skills as they navigate their way through the engineering design process. The projects incorporate and encourage communication, collaboration, critical thinking and creativity along with other problem-solving skills. Students take the learning into their own hands by creating a digital design process document that will

go into their e-portfolio showcasing their projects. The students will design, construct, test, analyze and evaluate bridges and CO2 cars. Both projects start with background research then work through developing and making a prototype. The CO2 car project also will incorporate reverse engineering skills using the Autodesk 3D modeling software.

World Language

The world language program provides world-readiness by preparing students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in world languages. The world language program incorporates a proficiency-based curriculum that enables students to use the world language in real-life situations in an immersion setting. World language teachers use engaging resources to meet the needs of their diverse leaders.

Grade 7 Exploratory Spanish (Quarter)

This nine-week exploratory course is designed to make learning Spanish enjoyable. The goals were created to give the middle school students a positive experience and to enhance their desire to take a high school Spanish course. Students will learn some basic Spanish vocabulary, along with cultural information about the many Spanish-speaking countries.

Grade 7 Advanced Spanish (Quarter)

Prerequisite: Students must have completed K-5 Spanish Immersion Program and grade 6 Advanced Spanish. This course is designed to continue bridging the gap between the elementary Spanish Immersion Program and the high school Spanish program. Students will review what was taught in grade 6, build new vocabulary, read and write short stories in Spanish, practice speaking and listening, and will focus on many grammar points that are covered in Spanish 1 and 2 at the high school level.

Grade 8 Advanced Spanish (Quarter)

Prerequisite: Students must have completed K-5 Spanish Immersion Program, grade 6 Advanced Spanish, and grade 7 Advanced Spanish. This course is designed to continue preparing Spanish immersion students for high school Spanish. Students will review what they learned in grades 6 and 7 Advanced Spanish, build new vocabulary, read and write short stories in Spanish, practice speaking and listening, and focus on many grammar points that are covered in Spanish 2 at the high school level. At the end of this quarter class, students will take a Spanish placement test that will determine the level of Spanish they will start in when they get to high school.

Grade 8 Chinese (Quarter)

This course is designed for beginners. It is focused mainly on listening and speaking rather than reading and writing. Students will learn some basic Chinese expressions. Students also will explore different topics of Chinese culture. This course is full of fun and offers an interesting environment to students, which can raise students' interest in learning Chinese and make them feel Chinese is not so difficult.

Return to the Table of Contents

Attachment E

Academics

Arts

Activities

Athletics

MOORHEAD
AREA PUBLIC SCHOOLS

Moorhead High School
Grades 9–12

Registration and Planning Guide
2017–2018

Moorhead Area Public Schools' mission is to develop the maximum potential of every learner to thrive in a changing world.

Table of Contents

Welcome..... 2

Graduation Requirements 3

Earning College Credit Options..... 4

Other Options..... 6

World's Best Workforce..... 8

Extracurricular Activities..... 8

Post High School Planning..... 9

Student Support..... 14

Grade 9-12 District Wide Testing..... 17

Art..... 18

AVID..... 21

Business Education..... 22

English/Theater Art..... 29

English Learners..... 34

Explore..... 37

Family and Consumer Science..... 38

Health, Wellness and Physical Education..... 41

Industrial Technology..... 45

Learner Support Services..... 50

Mathematics..... 57

Music..... 62

Reading..... 66

Science..... 67

Social Studies..... 71

Science, Technology, Engineering and Math – STEM..... 76

Work Experience..... 77

World Language..... 79

MOORHEAD
AREA PUBLIC SCHOOLS

Dear Students and Parents or Guardians:

Welcome to Moorhead High School and a world of opportunity in academics, activities, the arts and athletics! The possibilities are endless. Students can create their own avenues for success. There is so much to choose from at Moorhead High School, but it takes planning so that one does not miss an opportunity. Too often we will hear people say, "When I was in high school I wish I had..." You only get one chance at high school, and it is best to grab as many of the opportunities as possible and to create a strong foundation upon which to build your future and chase your dreams.

This planning and registration book contains a variety of options for high school and the future. You need to study this document to take full advantage of it. Some courses require that a student take other courses first. These prerequisites provide the skills, tools, and preparation to ascend to the next level of study. It is also useful to consider your goal(s) after high school and learn what is required for entrance into those area. A student may consider an apprenticeship, a gap year, the military, professional training, a two-year program of study, AmeriCorps, missionary work, a four-year degree — or more! It is useful to seek other options with regards to activities that can enrich one's life with new friends, new learning and possible hobbies or vocational interest. Study the tools that are linked to this document, such as the World of Work Wheel, which offers information about possible careers in a trade or profession, as well as what the requirements might be in terms of classes and academic performance.

The Moorhead High School staff is an outstanding collection of professionals. They are willing to answer questions and help a student through all phases of a high school career and beyond. Planning a program of study and life after high school is a team effort that involves the student, the family and the staff at the high school.

Take the time to carefully read the information in this document. The information will help all students make good academic decisions while at Moorhead High School and will do much to create pathways to the future. If a student has any questions or uncertainty please ask a staff member, make an appointment with a counselor or get information from past graduates. The staff of Moorhead High School looks forward to seeing you in the fall of 2017. All staff join me in wishing you a successful high school career and remind you that we, the staff, are partners in your journey. We measure our success by your success!

Sincerely,

Dave Lawrence
Principal
Moorhead High School

Graduation Requirements

Moorhead High School students must successfully complete 26 credits and must meet state or district testing requirements. All students participating in the graduation exercises must have completed the required minimum number of credits, met all graduation requirements and completed the Senior Checkout Process to be allowed to participate in the graduation ceremony.

Required Subjects	Credits	Minimal Required Courses
Mathematics	3 credits	Intermediate Algebra (Algebra II), Geometry and Advanced Algebra
Science	3 credits	Physical Science, Biology and either Chemistry, Physics or Chemistry in the Community
Language Arts	4 credits	English 9, 10, 11 and 12
Social Studies	3.5 credits	World History, Geography, United States History, Economics and Government
Fine Arts	1 credit	Options are Visual Arts, Acting, Music, DigiTools I or II, Web Design I or II, or Housing and Design
Explore	.5 credit	Required in grade 9
Health	.5 credit	Health
Physical Education	1 credit	Physical Education 9 and an elective
Required Credit Total	16.5 credits	
Elective Credits	9.5 credits	From any content area - either core or elective subjects
Total for Graduation	26 credits	

Academic Awards

Academic Letters are awarded in grades 10-12. The purpose is to recognize academic achievement and effort as well as provide incentive. Academic Letters are awarded in May based upon the cumulative grade point average through the first semester of that academic year on a 4.0 scale.

Grade 10 - 3.7 cumulative grade point average through the first semester
Grade 11 - 3.65 cumulative grade point average through the first semester
Grade 12 - 3.6 cumulative grade point average through the first semester

Seniors with a cumulative grade point average of 3.7 or higher through the first semester of the senior year are considered Honor Students and are indicated as such on the graduation program and recognized in May at the Awards Night. Special Honors, Salutatorians and Valedictorians are determined by the high school administration. They are named at the Awards Night program and recognized on the graduation program.

Advanced Placement Award Levels - Recognized by the Advanced Placement Program

- AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.
- AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
- State AP Scholar: Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken.

Earning College Credit While in High School

Students have a variety of paths available to reach graduation and prepare for the future. No one path is appropriate for every student. Think of your long-term goals, visit with older students, seek input from teachers and counselors, and gather as much information as possible before making a decision.

Advanced Placement (AP)

Advanced Placement classes work to enhance a student's individual skills in thinking, reading, writing and background knowledge in a variety of subjects. Those advanced skills come with effort, and a student can expect more homework in an AP than a regular class (a minimum of 30-45 minutes per night). According to the College Board website, AP classes help a student to stand out in college applications as a student who desires to take the most challenging classes to prepare for the next stage of life. A student may decide to take the AP examination. Many schools allow credit for satisfactory scores, but one only needs to send the scores to colleges after one has been accepted and it will help in placement. If a student is seeking college credit at a specific school be sure to check each school's policy as to what is accepted. Just having the AP course and grade on your transcript is a benefit. The state of Minnesota pays a portion of the AP examination fee, but the amount may vary from year to year depending upon the action by the Minnesota legislature. Moorhead High School offers the following courses:

AP Human Geography	AP Psychology
AP Macroeconomics	AP Biology
AP Microeconomics	AP Chemistry
AP European History	AP Language and Composition
AP US Government	AP Literature and Composition
AP United States History	AP Statistics
AP Comparative Government	AP Calculus AB / BC

Any student may take an Advanced Placement examination even if he or she is not enrolled in the course at Moorhead High School.

Return to the Table of Contents

Articulated Agreements

Articulated Agreements enable high school students to earn college credit while in high school. For Moorhead High School, several business classes are articulated with Minnesota State Community and Technical College (M|State), with campuses in Fergus Falls, Detroit Lakes, Moorhead and Wadena, and Northwest Technical College, with a campus in Bemidji, and Northland Community College in Thief River Falls. Some automotive classes are articulated with M|State. A student must attend one of the listed schools to receive the credit. If, at some point a student is thinking of attending a school other than one in the M|State system please check to make sure the credits transfer. Currently, Moorhead High School offers articulation in the following classes:

Computer Applications
Web Design
Microsoft Office Applications
Personal Finance
Accounting I and II (must take both)
Brakes/Steering and Suspension
Small Engines I & II
Introduction to Auto - when two auto classes are completed at Moorhead High School

Post-Secondary Enrollment Options

Under the Post-Secondary Enrollment Options (PSEO) program, qualifying Minnesota high school juniors and seniors may enroll in courses at Minnesota State University Moorhead, Concordia College or Minnesota State Community and Technical College - Moorhead (M|State) as part of their full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. A student could really attend any school in the state in which he or she would be accepted. Students in grade 10 may enroll in Career and Technical Education courses if they meet the requirements. The admission criteria varies by school and availability of class space. There is no charge for tuition, fees or required textbooks. Students may decide to earn college credit and high school credit at the same time or to take courses that are not offered at the high school. This will generate a college transcript at the institution a student attends.

If students do not plan to attend the school at which the PSEO courses are taken, they should check with the school they plan to attend to ensure the credits will transfer to that particular school — if that is the goal of the student. The PSEO admissions requirements for the local schools are as follows:

Concordia College
Minnesota State University Moorhead
M|State

Students must notify Moorhead High School by May 30 if they want to participate in PSEO the following school year.

Concurrent Enrollment

Concurrent enrollment classes are college courses taught at Moorhead High School. However, the course is partnered with courses taught at local colleges or universities. It is often called College in the Schools. Classes are taught by trained high school

teachers or college instructors. Because it's free, students can save time and money as they work toward a degree. Studies have shown that students who take college-level/AP classes when they are still in high school are more likely to graduate with a degree from college in four years. Students need a 3.2 grade point average at the end of their sophomore year or a 2.8 at the end of the junior year. In addition students need an "acceptable" ACT score or to pass the Accuplacer Test with a 78. When students successfully pass these concurrent classes, they can earn both high school and college credit. It also gives students the chance to explore subjects at a more advanced level. This will generate a college transcript at the partnering institution.

Options!

Independent Research Study

Students who are interested in taking a course as an independent study should contact a faculty adviser and establish the criteria that meets the state standards for relevant courses or create a rubric for a course that enables a student to pursue an area of interest. This may involve research, reading, interviews, online work, audio-visual resources or other options. Such courses demand a great deal of self-motivation and/or a keen interest in an area of study. Once the faculty contact is established, a principal must be contacted to complete the required paperwork. The student needs to create a schedule of meetings with the faculty adviser and meet the agreed upon criteria to earn credit. This can be a wonderful path to expand an interest, pursue creativity and more. Please note: the course is an "independent" study and demands a great deal of individual fortitude, but the path affords unlimited possibilities.

Online Learning: Online learning options may be provided by Moorhead High School to address scheduling conflicts or to provide courses not offered by Moorhead High School, credit recovery, alternative learning options, independent study options or home school options. The combination of online and traditional classes can never exceed 4 credits per semester or more than 50 percent online. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees by the student. Online agreements can be made on an individual basis with your school counselor. Moorhead School Board Policy: Online Learning Options 610 applies to students participating in online courses.

Course Credit by Assessment: Students may test out of a class and receive credit in specified courses. A student may not test out of a course that is considered to be of a lower level sequence of a course in which they are currently enrolled. The student must make arrangements with his or her counselor and complete the Course Credit by Assessment application at least one month before the assessment is given. To gain credit the student is required to score a minimum of 80% on a version of the course final. For more information please see the counselor. This corresponds with Administrative Procedure 653.1, which is available on the school district website or in the counseling office.

Pass/Fail Option: Students taking a required course load are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. Students should check with their counselor for the correct forms. The deadline for a pass/fail option is 15 days from the start of the class. Once a student has been graded, the student may not change the pass/fail option. Students who fail a course and then retake it at a later time will have the original failure replaced by the more recent grade. Students who are missing credits that would place them two grade levels below the average student's credit level will have this option removed.

Internships Within the District and Mentorships

Moorhead Area Public Schools offers a number of competitive internships that also include life skills and potential recommendations for future jobs. Juniors and seniors can support the Spuds and earn skills and experience at the same time! These positions are open to any junior or senior student who has the desire to be a team player, learn, and do the best possible job every time. These positions have the potential to earn credit and be placed on a student's transcript. Interns may apply for the positions below by completing this application.

STUDENT MEDIA

Activities Office Student Information Director: working for the activities director. In this role a student(s) would write articles/stories about student activities, athletic events, students, coaches, trainers, musicians, actors, speech team members, student council, Key Club or anything else that is a student activity. A website run by the Minnesota State High School League has a spot for each school to post stories, articles, pictures, etc. and articles could be used for district communication.

Communication Intern: working with the journalism teacher and the district's communication coordinator. This role is like the one described above but would work at the district level, i.e. cover stories about more than Moorhead High School…yes, it could include stories about Moorhead High School, but great things are happening at the elementary schools, middle school and Red River Area Learning Center that deserve attention. Both this internship and the one above provide a wonderful basis for further work at the post high school level.

Mentorship offers an opportunity to follow or work with local businesses or agencies. Students who participate in such programs can get a feel for what the job entails and get first-hand information from the professionals with whom they might work. It is the student's responsibility to contact the agency or business and to follow the guidelines established for the program. While these mentorships are unpaid, they do offer hands-on-experience that can result in not only real-life experience but also exposure to career interests, recommendations and possible future jobs. A student would sign up for this like any other course but the possibilities are endless! A student may enroll through the social studies or business department.

Peer Tutoring is designed for juniors and seniors who meet qualifications and are interested in tutoring in academic subject areas. Students are encouraged to gain placement in the district elementary schools and Horizon Middle School. Tutors are responsible to find tutoring placement and provide their own transportation.

Peer Tutoring Qualifications:

1. Complete application (available in the counseling office)
2. Be a junior or senior in good standing (on track to graduate)
3. Have a 3.0 GPA or higher by the end of the sophomore year
4. Have transportation to another school building when needed
5. Sign a confidentiality agreement with regard to student(s) working with you

World's Best Workforce

"College, Career and Life Readiness" – Minnesota strives to prepare every student to be career and college ready. A number of reasons are driving this attention:

- The population of the United States is aging.
- 70% of the future jobs will require more than a high school diploma by 2018.
- The state and the nation do not have qualified candidates to fill many good paying jobs.
- Future jobs are going to require increasingly more rigorous preparation in mathematics, science and reading skills.
- Students have a narrow sense of the available jobs and, in truth, are preparing for jobs that do not yet exist.

Every student will benefit from taking time to consider career options and crafting a track to reach their self-defined goals. The tricky part is that most students are unaware of career possibilities. Students only know the careers they have seen, heard or read about. There are tens of thousands of jobs that students do not even know exist that are rewarding in purpose and financially. Students and families are encouraged to access the tools available in the district, the state and online to help plan career trajectories. While in high school, students may want to consider courses offered at Moorhead High School that will enhance their understanding of career paths. Moorhead Area Public Schools believes in the need to help students chase their dreams.

Moorhead High School is committed to the following:

- Annual review of each student's life plan
  - meeting academic standards
  - developing career and life skills (collaboration, creativity, communication and critical thinking)
  - identifying personal interests, aptitudes and aspirations
  - creating goals and timelines to achieve those goals
- Academic rigor and high expectation
- Integrating experiential learning opportunities in academic content
- Engaging in community partnerships
- Reducing the achievement gap by strengthening teacher practices in reaching all students
- Providing all students a level of instruction to obtain post-secondary credit without remediation
- Exposure to and conversation about a variety of career options in every course
- Access and choice for early college credit
- Providing support for students to obtain information about postsecondary education requirements and costs, eligibility for financial aid and scholarships

Opportunities Through the Arts, Activities and Athletics

Year-Long Activities

Apollo Strings
Jazz Band
Pep Band
Marching Band
Chess Club
Intramurals
Robotics

Cho-Kio / Yearbook
The Spud / Newspaper
Knowledge Bowl
Mathematics League (Sept.-March)
Philanthropy and Youth (PaY)
Students Against Destructive Decisions (SADD)

Student Council
Key Club
Ford AAA Auto Skills
Economics Challenge
Writer's Club
SkillsUSA/Small Engines Club

Fall Activities
School Musical
Debate

Winter Activities
Science Olympiad
Carolers
Destination Imagination
Speech/National Forensics
One Act Play

Spring Activities
Spring Play

Fall Athletics
Boys:
Cross Country
Football
Soccer

Girls:
Cross Country
Soccer
Swimming
Tennis
Volleyball

Winter Athletics
Boys:
Basketball
Hockey
Nordic Skiing
Swimming
Wrestling
Weight Lifting

Girls:
Basketball
Competitive Dance
Gymnastics
Hockey
Nordic Skiing
Weight Lifting

Spring Athletics
Boys:
Baseball
Golf
Tennis
Track and Field
Adapted Bowling
Trap Shooting

Girls:
Track and Field
Softball
Golf
Adapted Bowling
Trap Shooting

Post High School Planning

The graduation requirements for Moorhead High School do much to prepare a student for college or career. The course work in language arts, social studies, mathematics and science provides a good base. Most colleges also will require a study of a world language. If a student does well in these courses, he or she may reasonably expect to score adequately well on the college entrance examinations. Taking rigorous course work strongly correlates to higher scores on the college entrance examinations.

To learn the requirements of a school of your interest, it is suggested that you visit the school's website or check in the Moorhead High School counseling office. Entrance requirements for the more selective schools will demand more challenging coursework, involvement in activities, and demonstration of leadership or community involvement. The most selective schools will expect some Advanced Placement classes or other evidence of seeking the most rigorous possible curriculum. It is also wise to develop positive relationships with one's teachers and counselors. Many schools require recommendations from the staff at Moorhead High School, and the better the staff know a student the more complete the recommendation can be. Many factors and many tools go into a search for a post high school plan. Graduates from Moorhead High School are fortunate to have a full spectrum of opportunities available within a small geographical area — or a graduate can always chase his or her dream no matter where it might be or what path is taken to get to that goal. The following information might be helpful to a student considering local options or to get an idea about what might be required for post high school planning.

Important: Please note that each college or university sets standards of preparation that it believes will provide the background necessary for students to succeed. In addition to academic preparation and background, for example, a school may consider other factors in making admissions decisions such as activities, leadership

potential and work experiences. This is particularly true at more selective schools. If a student plans to be college-bound, he or she is strongly advised to research specific requirements for admission to the schools of her or his choice.

The following information was provided by the colleges and universities and is current as of January 2017.

Minnesota State University Moorhead

High school graduation or the GED and the following qualifications are necessary for admission to MSUM.

1. A composite ACT score of 21 or higher

   OR

   A composite ACT score of 17-20 and either:
   - A high school class rank at the 50th percentile or higher, or
   - A high school cumulative GPA of 3.0 or higher

   AND

2. Complete Preparation Standards as described below. New entering freshmen who have met preparation standards for university admission in their respective states will be deemed to have met Minnesota preparation standards.
   - 4 years of English (including composition and literature)
   - 3 years of mathematics (two years of algebra, of which one is intermediate or advanced algebra, and one year of geometry)
   - 3 years of science (at least one year of a biological and a physical science and at least one course including significant laboratory experiences)
   - 3 years of social studies (including American history and at least one course that includes significant emphasis on geography)
   - 2 years of world language
   - 1 year of world culture or the arts

North Dakota State University

Applicants must complete the following high school college preparatory courses (one unit equals one year of study):

- 4 units of English
- 3 units of mathematics (at the level of Algebra I and above)
- 3 units of laboratory science
- 3 units of social science
- 1 unit from existing core subject area or world language (including foreign languages, Native American languages or American Sign Language)
- Completion of the core courses does not guarantee admission to NDSU

In addition to fulfilling the college preparatory courses, grade point average (GPA) and ACT or SAT scores are considered in evaluating an application. The ACT writing test is not required. The general guidelines used in making admission decisions include a cumulative GPA of 2.75 (4.0 scale) with strong consideration given to grades earned in college preparatory courses. An ACT composite score of 22 or higher or SAT score (math and reading) of 1100 (evidence-based reading and writing + math combined score) or higher is recommended. Students who do not meet these guidelines will be considered if other supporting factors show potential for success.

Concordia College

Concordia College reviews the application, test scores (ACT or SAT), GPA, and additional documentation to determine a student's admissions status. Concordia does not have any set ACT or SAT scores or GPA requirements.

Concordia recommends the following curriculum for admissions:

4 years English
3-4 years mathematics
3-4 years science
3-4 years social science
World Language - two years encouraged

Solid additional college-prep type courses are recommended with additional considerations given for Advanced Placement or Honor courses.

University of North Dakota

Applications are evaluated on an individual basis. Admission decisions are based on a student's total high school record. The university uses selective criteria to assure adequate preparation, which will enable students to be successful in their academic pursuits.

Applicants must complete the following high school college preparatory courses (one unit equals one year of study):

- High school GPA and grade trend, difficulty of course work and more
- ACT or SAT score
- 4 units of English
- 3 units of mathematics (at the level of Algebra I and above)
- 3 units of laboratory science
- 3 units of social studies
- 1 additional unit from any category above (English, math, lab science or social studies) or world language (including foreign languages, Native American languages or American Sign Language)
- Completion of the core courses does not guarantee admission to UND

Minnesota State Community and Technical College (M|State)

A wide variety of programs and courses are available at Minnesota State Community and Technical College - Moorhead (M|State). Students can review current programs here. The programs listed are by campus but a student can readily identify those at the Moorhead campus. These programs are designed to meet the changing job market and student interest.

Some students find it financially prudent to start their education at M|State for general course work or to explore interests to take advantage of tuition and expenses that may be lower than other schools. After one or two years the students may then transfer, having saved money and time in exploring career interests. It is always recommended that a student check to ensure credits earned at M|State would transfer to any other school when the decision to transfer is made.

A number of programs have a separate application for admissions. Many of the articulation agreements that Moorhead High School offers are through M|State and enable a smooth transition of credits. Classes taken at M|State may lead to careers, associate degrees and job opportunities. Money earned from those jobs may fund further education as a student travels a career path.

University of Minnesota Twin Cities

Students planning to attend the University of Minnesota, or any of its branches, as freshmen should complete, at a minimum, the following in grades 9-12:

- 4 years English (emphasis on writing, speaking and literature)
- 4 years in mathematics (algebra, geometry and intermediate algebra. Examples of fourth year math include calculus (preferred), pre-calculus, analysis)
- 3 years in laboratory sciences (one year each of a biological and a physical science)
- 2 years in a single world language
- 3 years in social studies (one year each of U.S. history and geography)

In addition, the University of Minnesota-Twin Cities requires one year in visual and performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.). Students are strongly encouraged to take courses beyond these minimum requirements. Additional coursework beyond these minimums increases a student's chances for admission. The rigor of a student's schedule is a factor in admissions. Indeed, while not requiring more courses, almost all, successful applicants present additional classes.

UNIVERSITY OF MINNESOTA: College of Biological Sciences, Carlson School of Management, and College of Science and Engineering have greater requirements -
Students planning to enter the Carlson School of Management, College of Biological Sciences or the Institute of Technology at the University of Minnesota are required to complete the following courses in grades 9-12:

- 4 credits in English (emphasis on writing, speaking, and literature)
- 4 credits in science (1 year each of chemistry, physics, and biology)
- 4 credits in mathematics (1 year each of algebra, geometry, advanced algebra and FST or Precalculus)
- 2 credits in a single world language (Grades 8-12)
- 3.5 credits in social studies

Rigorous coursework is expected. Evidence of leadership or community engagement is sought for the Carlson School of Management. A profile of students admitted to the various schools is a useful tool in measuring one's preparation...but, please, understand, there are always unusual cases in every admission process.

National Collegiate Athletic Association

The NCAA has established a well-defined set of criteria for eligibility in college athletics. Any student who is considering participation in college athletics needs to be mindful of the criteria and work purposefully toward fulfilling the prescribed requirements. By clicking in the NCAA title above one will be taken to the portal that gives access to qualifications for all NCAA divisions. Another source is included here, and it goes step by step. The PDF document can be printed to give the complete requirements in a booklet format. Requirements listed are for the Class of 2016 and after. Each potential student athlete must review and follow the rules outlined by the NCAA. It is not Moorhead High School's responsibility to ensure the rules have been followed. The rules can change annually so it is necessary to check each year.

Common Application

Applying to a college or a list of colleges can be daunting. The Common Application can save a student time if the college or university is a member institution. There are more than 500 member institutions. A student completes the process once, and the application is available to all schools to which a student applies. A student can track his or her application online, check to see if all information has been received and if all recommendations have been submitted. The cautionary note is that a student should not merely apply randomly to schools but try to limit one's scope to about five schools. Select one or two that might be a "stretch," two that are good solid choices and one that is a safe and secure selection. One has to consider not only the factor of being selected, but also the financial aid package that is offered. A student may get into a highly selective school but then find that the aid package is not sufficient for the student's need.

Free Application for Federal Student Aid (FAFSA) and the CSS College Profile

The FAFSA is a federal financial aid form that must be filled out by every family who has a senior planning on furthering their education after high school. This form can be filled out online. The submitted form will allow the

federal government and the college you attend to calculate your financial package for your college choice. The FAFSA form can now be completed any time after October 1 of a student's senior year.

This following video might be helpful, or one can find other help online that will guide a family in completing this form. A family must have filed its income tax for the previous year before the form can be completed.

The CSS College Profile is an alternative tool used by some colleges to determine the level of financial aid and support. Like the FAFSA there is much online support for this tool. Both FAFSA and the Profile require much information regarding a family's and student's financial status. It is useful to gather the information prior to completing the forms. The College Profile website lists supporting resources on the right-hand side.

Military

Each branch of the Service has different requirements. Minimum entrance-age requirements are 17 with parental consent or 18 without parental consent. Because of the varying physical demands on service members in each branch, physical requirements vary greatly. These differences can vary even within each branch of the Service. Generally speaking, potential service members should be in good physical condition, of appropriate weight and able to pass a standard physical screening prior to entry. Success in any branch of the Military depends on a good education, and a high school diploma is most desirable. Candidates with a GED (General Education Development certificate) can enlist, but some Services may limit opportunities. It is very difficult to be considered a serious candidate without either a high school diploma or accepted alternative credential. In any case, staying in school is important for entering the military.

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants and high school and postsecondary students. The information can help students chart a course of training in any of the branches of the military or be used for career planning even if a student decides against entering the military.

Military Academies

The United States has five different academies — United States Air Force, Annapolis (Navy and Marine), Coast Guard Academy, Merchant Marine Academy, and West Point (Army). Nominations must come from government officials (except for Coast Guard Academy), and each has its own application process. Students should check the website of the Senator, member of the House of Representatives or Vice President of the United States. The nomination process is long so it is recommended to start the research process in the junior year and begin making contacts with government representatives. A synopsis of each academy and relevant information is provided with the link above. The academies offer an outstanding education but expect a lot. Be prepared!

AmeriCorps

AmeriCorps offers students a chance to provide community service, travel and explore America. At the same time young people gain valuable life experience while developing the skills that will last a lifetime. Students earn a stipend for living expenses and normally share living expenses with other AmeriCorps members. Participants who complete the program may earn a Segal AmeriCorps Education Award of up to $5,815 that may be used for education. Many colleges will match this award or students may sometime serve for two years and earn a larger stipend. Three programs are available, but it is suggested that recent high school graduates should check out the National Civilian Community Corps (NCCC).

Other Opportunities

Many local and national businesses will hire high school graduates and provide in-house training. Students are hired and trained at company expense. These jobs in the trades offer competitive salaries, benefits and

training, and after a good job performance these businesses will pay for further education. These positions can be found in electrical work, plumbing, sheet metal, heating, cooling and ventilation (HVAC), construction and more. Many banks, after a one-year period, will offer tuition reimbursement for courses that apply to the banking business, e.g., human relations, business, security, accounting, etc. Furthermore, such introductory jobs offer a career. As employees increase their skills, their opportunities and income grow with the company, or an employee may decide to start his or her own business. See the Career Counselor for options.

Another thought might be to consider alternative paths to careers. The book Roadtrip Nation inspired the series based upon the premise that young people do not always know the realistic options that are open to them. The book and the series Roadtrip Nation interview a variety of people about how they got their jobs and how they pursued their passions. It is worth the consideration of every student and family – too often we do not know the possibilities that exist and in truth there are possibilities that still do not exist – but will!

Student Support

Students have access to a full range of support for registration and all aspects of their high school career and post high school planning. Students are encouraged to use the contacts and the staff at Moorhead High School. All staff members love to help students! Do not hesitate to ask input from teachers, counselors, administrators, etc. There is a team among staff and families to help each student reach her or his goals.

High School Counselors

High school counselors have a number of responsibilities, but their largest concern is the growth of the individual student — the whole student and person. Counselors help with course selection, crisis intervention and resource information, information about community support and resources, conduct support groups, help with credit and graduation questions, post-secondary questions and enrollment, accessing Red River Area Learning Center, accessing educational support tools and personal student support.

Updates and news from the counseling office can be accessed by clicking on the counseling department's Haiku page. A person will find deadlines for testing and dates for visits from schools, the military, college fairs and more. ***Registration note:*** Two weeks prior to the new semester, a schedule change day will be held.

Students may talk with any counselor however, for administrative purposes students have been divided alphabetically:

A-D / AVID:	Keith Hartleben, 284-2319, khartleben@moorheadschools.org
E-J:	Maret Kashmark, 284-2316, mkashmark@moorheadschools.org
K-P	Toni Bach, 284-2313, tbach@moorheadschools.org
Q-Z:	Sarah Miller, 284-2315, smiller@moorheadschools.org

Student Assistance: Scott Matheson, 284-2314, smatheson@moorheadschools.org
Designated counselor helping students and families with dropout prevention, alternative education, credit recovery and chemical health concerns.

A number of additional support staff are available to help all students, however some do require a counselor's referral.

Barb Scaub - 284-2469 Lakeland Mental Health - students who have a mental health diagnosis may receive support in terms of skills and therapy with a referral from a counselor or a member of the learner support services staff.

Debbie Grant - 284-2391 or dgrant@moorheadschools.org Monday, Wednesday and Friday - Career Planning
Often students think of careers from what they think they know and do not have the knowledge of all that is available and the variety of paths that could be followed as one develops a career. This is where assistance from Career Planning is invaluable.

Additional resources:

School Social Worker: Joni Hubrig, 218-284-7116
School Psychologist: Tammi Fortney, 218-284-2468

Vocational Rehabilitation Services: If you have a disability, Vocational Rehabilitation Services (Voc Rehab) can help you prepare for, find and keep a job, and live as independently as possible. With the right kind of training, preparation and workplace accommodations, competitive employment is within reach. Contact your LSS case manager or counselor for further details.

Gifted and Talented Coordinator - Leigh Dornfeld, 218-284-3789, ldornfeld@moorheadschools.org

The gifted and talented coordinator:

- Helps students and families to select different options available at the high school;
- Helps students and families in addressing the unique social and emotional challenges facing the gifted and talented student;
- Helps educators in providing options to gifted and talented students; and
- Serves as an advocate and partner to students as they seek alternative paths and resources to maximize their educational social growth.

Return to the Table of Contents

Naviance is a comprehensive college and career readiness solution for high schools that helps connect academic achievement to post-secondary goals. All students grades 9-12 have access to Naviance by logging in through SPUDS Landing.

Available options through Naviance include:

College Visit Schedule
College Lookup
College Search
College Resources
College Compare
Scholarship List
National Scholarship Search
Explore Careers and Clusters
Success Plan
Course Planner
Roadtrip Nation
Resume Building
Goal Setting
Career Exploration
Aptitude/Interest Inventories
Scholarship List

Grades 9-12 District-wide Testing

Test	Grades Tested	Objectives/Uses
Minnesota Comprehensive Assessments in		To provide information about instructuction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress.
Reading MCA	10	
Mathematics MCA	11	
Science MCA	Biology Students	
ACCESS for ELs (WIDA)	English Learners 9-12	To assess the progress in the acquisition of academic English in the areas of reading, writing, listening and speaking for English Learners 9-12.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP.	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA.
Special Education Tests as applicable	Specific students in all grades	To assess student needs for referral and special help; to assist with classroom placements and course adjustments.
Entrance tests for students new to the district	Specific students in all grades	
PSAT (pre SAT)	11 (optional)	To provide information and assist in counseling individual college-bound students; all are norm referenced achievement tests; PSAT is the National Merit qualifying test
ACT	11	
SAT / SAT II	11-12 (registration offered online)	
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	To determine students' vocational aptitude and interests; one option to meet the graduation requirement.
Advanced Placement Exams	9-12	To determine college credit related to student scores for students enrolled in AP coursework.

Return to the Table of Contents

Art

The Minnesota Department of Education notes, "The interrelationship of artistic knowledge and processes defines artistic literacy." The Art Department of Moorhead High School seeks to develop "artistic literacy" in all students. At the same time, the Art Department seeks to promote creativity, self-assessment and personal growth. Satisfaction grows when creating a piece of artistic expression. It takes a great deal of effort to take an idea and turn it into a reality that adequately reflects the artist's goals and thinking while seeking to share those feelings with others in a compelling manner. Much can be learned from studying art and through the production of a personal piece of art — skills that can last a lifetime and tell a story.

The arts state standards can be reviewed on the Minnesota Department of Education website, and the arts national standards can be reviewed on the National Coalition for Core Arts Standards website.

Minnesota requires one art credit (two ½ credit classes or one 1 credit course) for graduation and that can be taken any year between grades 9-12. Foundations of Art must be taken prior to registering for any other art courses. It is highly recommended that students have maintained a C or above in their previous art classes when considering taking upper-level courses.

Progression of Visual Arts courses				
	Foundations of Art 9-12	Crafts 9-12		
2 Dimensional	Foundations of Art 9-12	Painting 10-12	Mixed Media 10-12	Advanced Art 11-12
3 Dimensional	Foundations of Art 9-12	Sculpture 9-12	Pottery 10-12	Advanced Art 11-12
Drawing/Graphic Design	Foundations of Art 9-12	Drawing and Design I 9-12	Drawing and Design II 10-12	Advanced Art 11-12

21st Century Skills in visual arts:

Critical Thinking	Communication	Collaboration	Creativity
Artist statements	Nonverbal communication	Confidence	Studio production
Problem solving	Visual	Focus	Perseverance
Self-assessment	Multi-mediums at once	Cooperation	Dedication
Accountability	Written critiques	Interpersonal	Technique
Research	Presentation	Feedback	Medium
Perspective	Interpersonal	Teamwork	Practice

Setting goals	Literacy development	Critique	Repetition
Brainstorming	Individualized instruction	Digital skills	Risk taking
Decision making	Receiving constructive feedback		Exploration

Jobs involving the visual arts:

Art administration	Printmaker	Graphic / web design	Art history
Artistic director	Fashion designer	Culinary arts	Ceramics
Freelance artist	Interior design	Museum work	Curatorial practice
Educator	Photography	Animation	Sculptor
Industrial designer	Set design	Architecture	Digital photography
Floral designer	Video / film editor	Art education	Drawing
Illustrator	Game design	Art history	Film
Merchandise display	Advertising	Landscape design	Furniture design
Glass work	Product design	Glass blower	Toy design
Medical illustration	Art therapy	Photojournalism	
	Painter		

Course Descriptions

FOUNDATIONS OF ART (ART01F)
Grades 9-12; ½ credit, Block (Quarter)
This course is a prerequisite for all art classes.
The primary objective of this course is to explore a broad range of mediums and techniques. Students planning on taking more art classes will receive a visual arts foundation that will prepare them for success in upper-level classes. Students will gain a basic understanding of the art elements and principles of design. A variety of media and techniques will be explored through research, creative problem solving and studio work. Mediums include pencil, acrylic paint, clay, and mixed media. Projects include shape and form drawing, shading, color design, sculpture, mixed media, and gallery critique. Creativity and craftsmanship are important for success in this class. A sketchbook is required for drawings, notes, and problem solving.

CRAFTS (ART01C)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Foundations of Art
This course is a basic foundations of art with emphasis on crafts, adapting the elements and principles of design to various craft projects. Composition and structure is emphasized in this course. Students will learn to construct artwork through the proper use of tools, techniques, and products in clay, fiber, paper, and other media. Some of the projects included are jewelry, picture frames, altered book boxes, and greeting cards. Students will learn to express themselves through a variety of mediums and application of craft procedures. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

SCULPTURE (ART04)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Foundations of Art
Basic hand-building techniques and decorative methods are primary concerns for Sculpture students. Exploration and elaboration on the fundamental methods of building sculpture by hand should lead students to higher levels of individual expression and creativity. Along with clay, other media will be explored, such as fiber, wire, papier mâché, and wood. Students learn various sculptural skills such as clay-slab, coil, and drape. A multicultural mixed media project allows students to research and investigate cultures other than their own. Along with learning the techniques of the various mediums, students will learn the terminology used in the three-dimensional areas of art. Students will be encouraged to enter art shows and competitions. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

POTTERY (ART05)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Sculpture
This course is offered to students who were particularly successful in Sculpture and desire to increase their understanding and further their skills. Throwing on the pottery wheel will be introduced along with additional advanced hand-building projects not covered in Sculpture. Students will be encouraged to enter art shows, exhibits, and competitions. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

PAINTING (ART06)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Foundations of Art
Painting is primarily a two-dimensional class focusing on water-based and oil-based painting mediums. These include acrylics and oils. Acrylic techniques included are opaque, transparent, and translucent. Oil techniques are based off monochromatic painting and historical research of master paintings. Drawing and other design elements and principles will be incorporated into the paintings with an emphasis on composition, application and originality. A thorough understanding of color is reviewed and emphasized. Application of terminology is used to increase students' understanding and familiarity of the mediums and techniques covered within the course. Students analyze the composition, color scheme, techniques and styles by masters. Historical background of painting is studied through the use of various visual media, including Internet exploration, reference books, demonstrations, and videos. Students are encouraged to enter art shows, exhibits, and competitions. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

MIXED MEDIA (ART07)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Foundations of Art
Mixed Media is an extension of Painting. The studio focus of this class will be on the use of multiple media. Combining mediums, such as watercolor, pen and ink, pastel, acrylic, and other materials will be used to create original pieces of art. Students will continue to analyze, research and study masters from various periods in history. Originality and self-expression is highly encouraged. Students will have the freedom to explore various directions within their personal creativity. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

DRAWING AND DESIGN I (ART02)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Foundations of Art
The primary objective of this course is to discover how to develop art that has impact and the ability to communicate. A systematic approach to creative problem solving is emphasized and effective use of the art elements and principles of design is constantly reinforced. Critical-thinking skills are challenged through design projects such as logo/symbol design, type style design, and trading card design. Projects are created using a variety of media including pencil, colored pencil, charcoal, and Adobe Photoshop. Examples from art history, student work, and everyday life will be used as references and idea spring boards. In this course, students have the opportunity to heighten their drawing skills and learn about the world of graphic design. Career opportunities in the design world are investigated. Students will be encouraged to enter and compete in art shows. Self-expression and creative thinking are a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

DRAWING AND DESIGN II (ART03)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Drawing and Design I
This class allows students who have taken Drawing and Design I to continue to develop their design knowledge and skills to an advanced level. Creative problem solving is a continued focus and effective use of the art elements and principles of design is constantly reinforced. Creative-thinking skills are challenged through various design projects based on the elements and principles using a variety of mediums. Some of the projects included are mixed media drawing, quote design, and graphite drawing. Examples from art history, student work, and everyday life will be used as references. In this course, students will have the opportunity to continue to heighten their drawing skills and focus on the impact of the elements of art on the graphic design world. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

ADVANCED ART (ART08)
Grades 11-12; 1 credit, Block (Semester)
Prerequisite: Any four (4) Art Courses
Students who take Advanced Art will be better prepared for college-level art courses.
Students will have an opportunity to work in specific areas of concentration and focus on their medium of interest. They will have an opportunity to produce a portfolio of their work to be used for possible preparation for college entrance review. Students write up individual contracts, which include their area of concentration, artist influences, and their individual goals and intents. Students will learn terminology, techniques, and materials at an advanced level of instruction. They will learn to budget time and meet deadlines, which play a large role in college art courses. Students will learn to critique and exhibit their work. Through advanced instruction, students will learn to use critical and technical thinking. Students will learn to create from self, rather than by the use of total reference. Individual and group art exhibits are highly encouraged. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

Return to the Table of Contents

AVID

Advancement Via Individual Determination AVID Decades of College Dreams

***A**dvancement **V**ia **I**ndividual **D**etermination (AVID)* is an elective program that helps students achieve the necessary requirements and skills to be eligible for university acceptance. AVID's mission is to close the achievement and opportunity gap by preparing all students for college readiness and success in a global society. The program has two major components: tutorials and AVID curriculum. Tutorials occur two times per week. Tutorials are small study groups facilitated by college students who assist students with their studies. Each AVID student is to come prepared for the tutorial with questions from their core or college classes. Field trips may be scheduled to visit local colleges and universities, providing students with the opportunity to visit the institutions firsthand.

AVID students are expected to be motivated and determined to achieve university acceptance at the end of their high school career. It will be necessary for AVID students to manage their time so that school and studies become a top priority. This means they will need to be responsible for making wise and sometimes difficult choices.

Learn more about AVID curriculum on the AVID website.

Course Description

AVID (AVID01)
Grade 9; 1 credit, Skinny (Year)
This college preparedness and readiness course is designed to provide students with the necessary writing/study skills known to be beneficial for success in college. AVID students will receive academic instruction and personal support from the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the students in academic tutorial sessions two times per week. In addition, AVID students receive intensive college placement test preparation, information on colleges and careers, and engagement in philosophical chairs/Socratic seminars. Students must apply for admittance in AVID.

AVID II (AVID02)
Grade 10; 1 credit, Skinny (Year)
This college preparedness and readiness course is designed to provide students with the necessary writing/study skills known to be beneficial for success in college. AVID students will receive academic instruction and personal support from

the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the students in academic tutorial sessions two times per week. In addition, AVID students receive intensive college placement test preparation, information on colleges and careers, and engagement in philosophical chairs/Socratic seminars. Students must apply for admittance into the AVID program.

AVID III (AVID03)
Grade 11; 1 credit, Skinny (Year)
AVID III is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID Seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their post-secondary plans.

AVID IV (AVID04)
Grade 12; 1 credit, Skinny (Year)
AVID IV is the final part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research.

Return to the Table of Contents

Business Education

Watch the video to learn more about the Business Department.

Business Education courses relate academic subjects to the real world. Whether it is the jobs one might have or taking care of one's money no one can escape the need for business education and the skills these courses offer.

Coursework in business education enables one to navigate a complex financial and digital world that is changing rapidly. Business education helps students to develop the skills needed to survive in all that we do now and in the future.

The business education department offers skills in accounting, digital technology and design, computer applications, marketing, management, finance, law and related programs and business experience that will last a lifetime. These courses combine knowledge, analysis and creative thinking with opportunities for hands-on application and technology that allows students to experience learning activities in a memorable manner. As students learn these important skills they also will learn communication skills, cooperation, creativity and critical thinking. Partnerships with local businesses enable students to gather real-life experiences while in high school — plus the business education department offers college credit for a number of classes through articulation agreements. Explore what the business education department can offer you — there is something for everyone!

The business national standards can be reviewed on the National Business Education Association website.

Articulation Agreements offer college credit while enrolled in high school. The Moorhead High School Business Department has worked with local colleges to enable students to earn college credit in the following classes:

Computer Applications (1 Credit)
Microsoft Office Applications (3 Credits)
Accounting I and II (must take both) (3 Credits)
Web Design (3 Credits)
Personal Finance (3 Credits)

Articulation agreements with M|State (Minnesota State Community & Technical College campuses in Fergus Falls, Moorhead, Detroit Lakes and Wadena), Northwest Technical College (campus in Bemidji), and Northland Community & Technical College have been approved for dual credit. Students in grades 9-12 passing any of these courses with a B or higher will be allowed to receive credit at any of the above institutions, free of charge, at the time of their admission.

Area of Study	9	10	11	12
Business Courses	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing
		Personal Law & Ethics	Personal Law & Ethics	Personal Law & Ethics
		Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management
Finance Courses	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)
		Accounting I	Accounting I	Accounting I
		Accounting II Articulation Agreement (3 cr.)	Accounting II Articulation Agreement (3 cr.)	Accounting II Articulation Agreement (3 cr.)
			Accounting III	Accounting III
			Accounting IV	Accounting IV
Careers/ Workplace Skills			Business Mentorship	Business Mentorship
		Community Interactions (Service Learning)	Community Interactions (Service Learning)	Community Interactions (Service Learning)

		College Prep & Career Readiness	College Prep & Career Readiness	College Prep & Career Readiness
Technology Courses	Computer Applications Articulation Agreement (1 cr.)	Computer Applications Articulation Agreement (1 cr.)	Computer Applications Articulation Agreement (1 cr.)	Computer Applications Articulation Agreement (1 cr.)
	Microsoft Office Applications Articulation Agreement (3 cr.)	Microsoft Office Applications Articulation Agreement (3 cr.)	Microsoft Office Applications Articulation Agreement (3 cr.)	Microsoft Office Applications Articulation Agreement (3 cr.)
	Beginning Computer Skills	Beginning Computer Skills	Beginning Computer Skills	Beginning Computer Skills
	DigiTools I *(meets fine arts requirement)*	DigiTools I *(meets fine arts requirement)*	DigiTools I *(meets fine arts requirement)*	DigiTools I *(meets fine arts requirement)*
		DigiTools II *(meets fine arts requirement)*	DigiTools II *(meets fine arts requirement)*	DigiTools II *(meets fine arts requirement)*
		TV Productions I	TV Productions I	TV Productions I
		TV Productions II	TV Productions II	TV Productions II
		Web Design I Articulation Agreement (3 cr.) *(meets fine arts requirement)*	Web Design I Articulation Agreement (3 cr.) *(meets fine arts requirement)*	Web Design I Articulation Agreement (3 cr.) *(meets fine arts requirement)*
		Web Design II *(meets fine arts requirement)*	Web Design II *(meets fine arts requirement)*	Web Design II *(meets fine arts requirement)*
		Coding / Computer Programming	Coding / Computer Programming	Coding / Computer Programming
Combined Courses (year-long skinny)	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing

21st Century Skills in Business:

Critical Thinking
Decision making
Problem solving
Self-assessment
Accountability
Research
Perspective
Setting goals
Brainstorming

Communication
Nonverbal communication
Visual
Multi-mediums at once
Written critiques
Presentation
Interpersonal
Literacy development
Individualized instruction

Collaboration
Confidence
Focus
Cooperation
Interpersonal
Feedback
Teamwork
Critique
Digital skills

Creativity
Perseverance
Storyboards
Risk taking
Design
Design prototypes

Jobs involving business:

Business:
Accountants & auditors
Appraisers & assessors
Financial analysts
Claims adjusters/appraisers
Bank examiners & investigators
Banking & finance
Loan officers
Financial advisors
Compensation, benefits and job analysis specialists
Economic development specialists
Administrative support
Human resource management
Labor relations specialist
Insurance underwriters
Contract law
Market research analysts
Management
Entrepreneurship/small business
Purchasing managers, buyers & agents
Tax examiners & collectors
Revenue agents
Training & development specialists
Meeting, convention & event planners

Technology:
Software developer
Web developer
Photography
Graphic design
Digital publishing
Video production
Computer animation
Computer and information research
Computer networks architect
Computer programmer
Computer support specialist
Database administrator
Information security analysis
Network and computer systems

Course Descriptions

ACCOUNTING I (BUS08)
Grades 10-12; ½ credit, Block (Quarter)
This course will introduce accounting concepts and practices. Students will work with journals and ledgers to prepare financial statements manually and will have hands-on experience completing problems on the computer. Students will work with bank reconciliation statements and various other areas of banking and checking accounts. The course will provide a foundation for further study in business and/or accounting in college or vocational school. Time is spent on an overview of career opportunities in the area of accounting. **It is strongly recommended that students registering for this course complete the sequence by taking Accounting II immediately following Accounting I.**

ACCOUNTING II (BUS09)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Accounting I
This course is especially recommended for students interested in a career in accounting, administration, management, finance, or any business career. The course builds upon the financial accounting concepts and practices developed in Accounting I. The areas covered are accounting control systems, professional accounts, departmentalized accounting, and automated accounting. Students also will work with completing a payroll for a company and work with taxes withheld. They will complete a simulation for a small company using all the skills learned. *Students will receive credit at M|State and Northwest Technical College through articulation agreements approved by the state. See explanation in the first part of this Business Education section.*

ACCOUNTING III COMPUTERIZED (BUS10)
Grades 11-12; ½ credit, Block (Quarter)
Prerequisite: Accounting I & II
This course is especially recommended for students interested in a career in accounting, administration, management, or finance. The course builds upon the financial accounting concepts and practices developed in Accounting I and II. The

areas covered are accounting control systems, professional accounts, departmentalized accounting, and automated accounting. Students will review all concepts learned in Accounting I and II and complete an accounting simulation.

ACCOUNTING IV COST & MANAGERIAL (BUS11)
Grades 11-12; ½ credit, Block (Quarter)
Prerequisite: Accounting I & II, Accounting III Computerized
This course builds upon the financial accounting concepts and practices developed in Accounting III Computerized. The areas covered are general accounting adjustments, management accounting, and cost accounting. Students will complete an automated accounting simulation utilizing departmental accounting. They also will study cost accounting and complete a cost accounting simulation. These accounting classes will be a definite asset to students taking college accounting.

PERSONAL FINANCE (BUS17)
Grades 9-12; ½ credit, Block (Quarter)
Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial impact of the choices they make. Students learn to create and use a budget, borrow and invest wisely, make intelligent decisions about insurance, and plan for their financial future. Students will develop a retirement savings plan and will be better prepared to make large purchases and plan for taxes. Areas covered are personal money management and budgeting; savings and investing, money and banking; credit; taxes; real estate and housing Issues; and insuring against loss. *Students will receive 3 credits for BUS1146 at M|State through an articulation agreement approved by the state. See explanation in the first part of this Business Education section.*

SPORTS & ENTERTAINMENT MARKETING (BUS12)
Grades 9-12; ½ credit, Block (Quarter)
Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business, marketing strategies, communication, sales, promotion, advertising, international business and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to showcase how marketing plays out in our everyday lives.

PERSONAL FINANCE/SPORTS & ENTERTAINMENT MARKETING (BUS25)
Grade 9-12; 1 credit (Skinny) (Year)
Personal Finance
Skinny (Semester)
Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial impact of the choices they make. Students learn to create and use a budget, borrow and invest wisely, make intelligent decisions about insurance, and plan for their financial future. Students will develop a retirement savings plan and will be better prepared to make large purchases and plan for taxes. Areas covered are personal money management and budgeting; savings and investing, money and banking; credit; taxes; real estate and housing Issues; and insuring against loss. *Students will receive 3 credits for BUS1146 at M|State through an articulation agreement approved by the state. See explanation in the first part of this Business Education section.*

Sports & Entertainment Marketing
Skinny (Semester)
Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business, marketing strategies, communication, sales, promotion, advertising, international business and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to showcase how marketing plays out in our everyday lives.

COMMUNITY INTERACTIONS (BUS19)
Grades 10-12; ½ credit, Block (Quarter)
This course provides the student the opportunity to develop life and work skills through a partnership with a business, school or community agency. The student will volunteer to help in one of our numerous community agencies helping our community to grow in service to others. The course will focus on students becoming active citizens in meeting the needs of our school and community through service learning — they can make a difference! Students will assist in the agency an average of four hours per week. Class will meet one day per week and will focus on reflection and growing opportunities

as well as goal setting, choices, ethics, working with others, decision making, and conflict resolution. Students are responsible for their own transportation. This course may be taken more than once for credit.

BEGINNING COMPUTER SKILLS (BUS011)
Grades 9-12; ½ credit Skinny (Semester)
This is an arranged class and tailored to the needs of each student.
This course is for the student with limited or no previous computer experience, or those keying at a speed of 25 words per minute or lower. It will focus on the basics of operating a computer, learning the keyboard touch, and introducing basic word processing and communication applications.

COMPUTER APPLICATIONS (BUS02 Block) (BUS02S Skinny)
Grades 9-12; ½ credit, Block (Quarter) or Skinny (Semester)
Students will improve keyboarding skills and use the computer to prepare term papers in MLA report style, personal business letters, spreadsheets and presentations. In this course they will discover the many features of Microsoft Office Suite focusing on Word, Excel and PowerPoint. Knowledge and use of Microsoft Office is becoming an expected skill in the workplace. *Students will receive credit at M|State through an articulation agreement approved by the state. See explanation in the first part of this Business Education section.*

MICROSOFT OFFICE APPLICATIONS (BUS03)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Computer Applications
This class is essential for anyone interested in working in the business world. Students learn introductory and advanced skills using Microsoft Office. Concepts and techniques will cover Microsoft Word, Excel, Access and PowerPoint. The student will learn how word processing, spreadsheets, databases, and presentations can integrate to create many types of business and home documents. Learn to feel comfortable and confident using the current technology used in the business world today. Students will be prepared for the Microsoft Office Specialist (MOS) Certification Exam that is required by many employers. *Students will receive 3 credits at M|State and Northland Community & Technical College through articulation agreements approved by the state. See explanation in the first part of this Business Education section.*

DIGITOOLS I (BUS07)
Grades 9-12, ½ credit, Block (Quarter)
Meets Fine Arts Requirement
This course is for everyone! Students will learn computer skills that are expected of them in their classes. They will be exposed to the newest software and skills needed to complete high school assignments and simplify their lives. Complete units in a variety of topics including photography, image editing (Photoshop), animation (Flash), and music production (GarageBand).

DIGITOOLS II (BUS072)
Grades 10-12, ½ credit, Block (Quarter)
Prerequisite: DigiTools I (with a final grade of a "C" or higher)
Meets Fine Arts Requirement
Are you fascinated and intrigued by the design of magazines, posters, and digital art? Students let their imaginations go wild as they learn about design software and techniques used in the area of graphic design. Add creativity and interest to publications by learning how to arrange text and graphics in an attractive, eye-catching fashion. Students also will explore the area of manual photography. Emphasis will be placed on photo composition, camera settings and equipment. This course would be very helpful for students who have an interest in advertising or journalism, enjoy using the computer, or plan a career in graphics or business.

WEB DESIGN I (BUS05)
Grades 10-12, ½ credit, Block (Quarter)
Prerequisite: DigiTools
Meets Fine Arts Requirement
In Web Design I, students will incorporate their knowledge of web design principles, web standards, and browser compatibility to make websites that are compliant with industry standards. Students will learn to plan the structure of their websites using Inspiration, plan the overall design of the site and the graphics throughout the site using Photoshop, and then carry out the creation of their websites using XHTML and CSS. *Students will receive credit at M|State through articulation agreements approved by the state. See explanation in the first part of this Business Education section.*

WEB DESIGN II (BUS06)
Grades 10-12, ½ credit, Block (Quarter)
Prerequisite: Web Design I (with a final grade of a "C" or higher)
**** Meets Fine Arts Requirement***
This course is recommended for students interested in furthering their experience in web design. A more in-depth look at web layout and design using CSS will be studied, and students will use Dreamweaver, Flash and Photoshop more extensively. This is a great class for those looking at a career in web technology.

CODING / COMPUTER PROGRAMMING (BUS28)
Grades 10-12, ½ credit, Skinny (Semester)
This course is an introduction to coding and computer programming for all students interested in developing software applications. Through a project-based approach, students will explore a variety of programming systems and languages to create interactive applications and systems. By collaborating in a hands-on environment, students will practice problem solving, software design, debugging strategies and the foundations of computer programming.

ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT (BUS16)
Grades 10-12; ½ credit, Block (Quarter)
Small Business Management is designed to enable students to examine the proper approach to the problems and responsibilities of managing and/or owning a small business. The topical areas covered include: business organization, production, marketing and distribution, employment and personnel management, banking and financing, along with work-related laws. Small Business Management offers students an opportunity to develop a better understanding of the business community and the role that each of us plays in the business world. Students will create a Business Plan, a layout and go through the hiring process for a company of their creation.

PERSONAL LAW AND ETHICS (BUS15)
Grades 10-12; ½ credit, Block (Quarter)
Personal Law and Ethics provides students an opportunity to obtain a better understanding of everyday law, the structure of our general law, the legal processes available when rights have been violated and the operation of our court system. Students will be able to see that law is a force in everyone's life and that business activities, personal activities and the law are all interdependent. This course is designed for personal use and will help students to develop the power to think clearly and logically and to express themselves accurately and concisely. The area of ethics will be covered in depth with topics such as ethics in the workplace; government and citizenship; technology; bioethics; cultural diversity; nature and entertainment.

COLLEGE PREP AND CAREER READINESS (BUS18C)
Grades 10-12; ½ credit, Block (Quarter)
This course equips students with the study and learning skills required in today's academic and workplace environments. Focus is on learning how to learn, critical thinking, reading comprehension, time management, and managing information. This course prepares students to make successful learning an ongoing part of their academic and career development. Time is also spent on preparing for college testing (ACT, SAT), scholarship applications, and college applications. The area colleges and universities are invited to speak to the class regarding admissions and financial aid. The career component addresses career assumptions, major courses of study, the career skills employers require, workplace ethics, professionalism and communication skills.

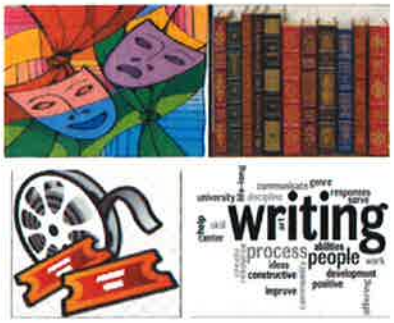
BUSINESS MENTORSHIP (BUS13)
Grades 11-12; ½ credit, Block (Quarter)
Explore a variety of business systems and prepare yourself for the future. Students will be given time to research, explore and experience the different opportunities provided in careers in the field of business. Career areas covered are accounting, law, law enforcement, management, banking, finance, insurance, realty, entrepreneurship and all areas of technology. This course may be taken more than once for credit.

TV PRODUCTION I (BUS23)
Grades 10-12; ½ credit, Block (Quarter)
Interested in being behind the scenes or in front of a camera? This course will introduce a number of technical and non-technical skills related to TV production such as camera work, scripting, editing, appearing on camera, and developing stories into broadcast quality news segments. This class will introduce students to state-of-the-art digital editing and studio equipment. This course will also prepare students for the opportunity to be a member of Spud News. Class projects will include news-oriented material and creative assignments. This course is a prerequisite for students wishing to sign up for the TV Production II class.

TV PRODUCTION II (BUS24)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: TV Productions I (with a final grade of a "C" or higher)
The mission of this course is to inform viewers of events and activities in an accurate and entertaining way through a weekly student newscast (Spud News) that airs throughout Moorhead High School with the possibility of also airing on local cable access television. This course is for highly motivated students with a sincere interest and commitment to television journalism who thrive on independent initiative and work well in high-pressure situations. Students should be willing to learn complex technical skills and apply those skills creatively in communicating with others. A flexible schedule and the ability to work with a variety of people are essential for success in this course. Sophomores may register for up to two quarters each year. Juniors and seniors may register for up to four quarters.

Return to the Table of Contents

English/Theater Arts



Coursework in English language arts and theater help students develop skills for life. Students will be engaged in reading, writing, research, and speaking. Behind each of those skills is the fundamental skill of thinking. English classes help students think from different perspectives and connect with the ideas and thinking of people throughout the world and throughout time.

These same classes help students enhance their analytical thinking by evaluating evidence and citing examples to defend their thinking. Each of these components increases a person's vocabulary, which provides flexibility in thinking and communicating with others.

English classes help students evaluate communication, whether it be in everyday life, advertisements, business or through material received in a variety of formats and media. Additionally, strong writing skills provide a competitive advantage in the workforce and college. A variety of writing skills not only helps one build a thought structure but also promotes a point of view; writing skills help all students become better at thinking, and thinking is fundamental to all we do in life.

The English language arts state standards can be reviewed on the Minnesota Department of Education website.

	9	10	11	12
Required	English 9	English 10	American Literature and Composition	World Literature and Composition
Advanced Placement	Honors English 9	Honors English 10	AP Language and Composition	AP English Literature and Composition College Writing
Electives	Beginning Acting Intermediate	Yearbook I Yearbook II	Yearbook I Yearbook II	Yearbook I Yearbook II

	Acting/Beginning Directing Mythology	Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Communication Arts Creative Writing Journalism I Mythology	Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Arts Alive Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition	Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Arts Alive Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition College Writing

21st Century Skills in English:

Critical Thinking	Communication	Collaboration	Creativity
Verbal reasoning	Speaking	Group work	Writing
Research	Writing	Presentations	Acting
Textual analysis	Reading	Prepare for assessments	Speaking
Understand evidence	Summarize	Sensitivity	
Understand perspective	Write creatively		
Build background	Vary with audience		
	Work with digital media		
	Correct grammar and syntax		

Jobs involving English:

Law	Writer	Corporate blogger	Researcher
Politics	Lobbyist	Sales account manager	Church work
Social media manager	Grant / proposal writer	Web design	Museum work
Teacher	Retail	Policy analyst	Marketing
Broadcast	Public relations	eCommerce analyst	Human resources
Sales	Stock broker	Proposal manager	Technical writer
Editor	Corporate communications	Public service	Librarian
Computer work	Congressional aide	Nonprofit agencies	Business

Choose any field you want! Go chase your dreams!

Course Descriptions

Required Courses for Grade 9 (Select One):

ENGLISH 9 (ENG019)
Grade 9; 1 credit, Block (Semester)
English 9 is a required class for all incoming grade 9 students. The major units that students will study include public speaking, literature (short stories and novels), drama ("Romeo and Juliet"), and learning the formal research process.

Throughout the course, students also will study grammar and parts of speech, and they will continue to work on becoming strong writers.

HONORS ENGLISH 9 (ENG02)
Grade 9; 1 credit, Block (Semester)
Honors English 9 is an accelerated-level English class that grade 9 students can choose to take with the recommendation of middle school teachers. The major units of study include public speaking, literature (short stories and the novel "To Kill a Mockingbird"), Shakespearean drama and poetry, and an overview of the formal research process. Throughout the semester, students will continue to hone their writing skills by studying grammar, punctuation, parts of speech, the writing process (including revising and peer editing), and writing essays of various lengths and topics.

Required Courses for Grade 10 (Select One):

ENGLISH 10 (ENG03)
Grade 10; 1 credit, Block (Semester)
Prerequisite: English 9
Students enrolled in English 10 will read "To Kill a Mockingbird" and independent library books. The composition exercises and projects in this class will emphasize the difference between spoken and written language and encourage students to become more confident, effective writers. The Six Traits of Writing will be used to prepare students to write a variety of writing genres concentrating on structure and logical paragraph construction. With this knowledge, students will write a formal research paper. Expanding the vocabulary of English 10 students plays a significant role in helping these students to grow and develop in the use of written language. Students will explore examples of drama, poetry, and nonfiction materials. Learners will build skills in critical reading, independent thinking, knowledge of literary terms and introductions to various authors, poets and playwrights.

HONORS ENGLISH 10 (ENG04)
Grade 10; 1 credit, Block (Semester)
Available by a combination of counselor placement, teacher recommendation, and standardized test scores. The objectives of the Honors English 10 course are similar to those of English 10; however, the approach is more suited to the accelerated learner.

Required Courses for Grade 11 (Select One):

AMERICAN LITERATURE AND COMPOSITION (ENG06)
Grade 11; 1 credit, Block (Semester)
American Literature and Composition is a survey course primarily devoted to the study of American and contemporary literature and composition. The class will investigate major themes and ideas in literature, various writing styles, literary devices, and historical eras. Tests and writing assignments are given periodically to help evaluate students' progress. Students will study vocabulary related to the selections read and will be asked to practice writing skills in response to the literature being studied.

AP ENGLISH LANGUAGE AND COMPOSITION (ENG07)
Grade 11; 1 credit, Block (Semester)
This course will engage students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The goal of the AP English Language and Composition course is accomplished through emphasis on expository, analytical and argumentative writing. This course is intended to prepare grade 11 students to take the AP English Language and Composition exam offered by the College Board.

Required Courses for Grade 12 (Select One):

WORLD LITERATURE AND COMPOSITION (ENG09)
Grade 12; 1 credit, Block (Semester)
World Literature and Composition will focus on and feature authors and selections from a variety of time periods and places from around the world. Literature selected for study includes novels, poetry, short stories, drama, myths, and legends. A major outcome of the class is a development not only of the literature of other cultures but also the gaining of a global perspective. Stressing the organization of an idea into written form and the development of an effective style of writing also will be a focus in this course. One major research paper and a number of expository essays are required writing.

AP ENGLISH LITERATURE AND COMPOSITION (ENG10)
Grade 12; 1 credit, Block (Semester)
This course will engage the students in careful reading and critical analysis of literature. It will encourage them to appreciate and understand the writers' use of language to provide both meaning and satisfaction through the consideration of structure, style and themes. AP Literature and Composition will encourage a wide and deep reading of literature accompanied by thoughtful discussion and writing. This course is intended to prepare grade 12 students to take the AP English Literature and Composition exam offered by the College Board.

Elective Courses Offered by the English Department
Fill Your Schedule With These:

JOURNALISM I (ENG11)
Grades 10-12; 1 credit, Skinny (Year)
Prerequisite: Completion of English 9 with grade average of B or higher. This course is only available to grade 9 students with the instructor's approval.
Journalism I explores the many aspects of journalistic writing and newspaper production. The class assumes the responsibility of writing and proofreading for the school newspaper, The Spud. The main emphasis of Journalism I is placed on the improvement of individual writing. Students work on the development of organization, unity, conciseness, spelling, grammar and journalistic style. Through the year the class will develop additional skills connected with newspaper production such as editing, layout and design, photography, artwork, graphics and the use of the computer to produce a paper. The course examines the newspaper business from the First Amendment to today. Journalism students will write and help produce both the online and print versions of The Spud.

JOURNALISM II (ENG12)
Grades 11-12; 1 credit, Skinny (Year)
Prerequisite: Completion of Journalism I, with a grade average of a B or higher.
Journalism II students are responsible for producing a high quality newspaper under conditions of commercial production. They serve as production staff, editor-in-chief and section editors. Students experience hands-on learning as they produce the school newspaper. Students design the nameplate and banners and determine the style to be used for production. Journalism II students have the opportunity to continue to develop their writing skills with special assignments. Content selection, layout and design, copy editing, photography and graphics, advertising and computer layout will be performed by Journalism II students. The major emphasis of the class is to continue to develop and refine journalistic skills with the actual production of both print and online versions of The Spud.

PRE-COLLEGE COMPOSITION (ENG15)
Grades 11-12; ½ credit, Block (Quarter)
Pre-College Composition provides the college-bound junior or senior with writing experiences intended to prepare them for the entry-level requirements of college-level academic and research writing. The focus is on the development of independent thinking and expression of that thinking in writing. The initial portion of the quarter is devoted to multi-paragraph writing assignments drawn from student interest, experience, and observation. During a major portion of the quarter, students are assigned a research paper. At this time, the techniques of investigation are examined, and the elements of style and organization are emphasized.

COLLEGE WRITING (ENGL1101)
Grades 11-12 ; 1 credit (high school) Block (semester); 3 credits (college credit) through M|State
Prerequisite: Passing score on the Accuplacer Test.
Concurrent Credit College Writing: Meets Minnesota Transfer Curriculum Goal Area 1.
This is an introductory writing course designed to prepare students for later college and career writing. The course focuses on developing fluency through a process approach, with particular emphasis on revision. Students will consider purpose and audience, read and discuss writing and further develop their own writing processes through successive revisions to produce polished drafts. Course work will include an introduction to argumentative writing, writing from academic sources and a short research project. This course earns both high school and college writing credit through M|State.

COLLEGE WRITING ABOUT LITERATURE (ENGL1205)
Grade 12 ; 1 credit (high school) Block (semester); 3 credits (college credit) through M|State
Prerequisite: College Writing (ENGL1101)

Concurrent Credit College Writing: Meets MnTC Goal Area 1.
This course builds on the foundations of College Writing and provides students with additional opportunities to develop fluency in their writing through a process approach. Students will read critically from a variety of literary genres, explore meaning through academic research, and respond through discussion and writing.

CREATIVE WRITING (ENG16)
Grades 10-12; ½ credit, Block (Quarter)
Creative writing is a course open to students who are interested in writing poetry, plays, short stories, and nonfiction. Students try their hand at various types of narrative writing, including poetry, personal experiences, short stories, and plays. They also will work with imaginative and factual descriptive writing, in both poetry and prose. Most of the shorter assignments are written in class. In addition, all students are expected to help critique others' work and to share their own. For these reasons, regular attendance is a must. While students are required to complete all major assignments, they may choose which assignments are to be included in their portfolio.

COMMUNICATION ARTS (ENG17)
Grades 10-12; 1 credit, Skinny (Semester)
Communication Arts is a one-semester elective open to all students who have successfully completed English 9. The course is designed to give students opportunities to develop good speaking and listening skills. All of the activities and projects involve class members in individual or group presentations. Work requires student preparation in planning, organizing and rehearsing. This course is designed to help students develop their interpersonal and public speaking skills.

FILM STUDIES (ENG18)
Grades 11-12; ½ credit, Block (Quarter)
Film studies is a class designed for students capable of interpreting literature within the genre of film and being able to analyze it as work of art from the perspective of the filmmaker, society, and the audience. Students will study films from a variety of different eras and genres and explore how filmmakers shape ideas differently from writers, musicians, visual artists, and theater directors.The goal for this course is to give students an understanding of how the history, innovations, and artistry of filmmaking affects society. Students will learn the history of filmmaking, including the directors/producers who have influenced the medium most profoundly. At the end of the course, students will be able to identify key genres, influential authors, and significant works.

YEARBOOK I (ENG19)
Grades 10-12; ½ credit, Skinny (1st Semester)
The Yearbook I course will concentrate ultimately on the production of the Moorhead High School yearbook. Students will work collaboratively throughout the yearbook's publication. The primary objectives of this course are effective photographic composition, creative desktop layout methods, and appropriate writing techniques for captions and other featured pieces of writing within the publication. Students will utilize electronic desktop-publishing programs for the creation of each page. As students work together on the yearbook, the course will also concentrate on the individuals' ability to direct their creativity in correlation with the yearbook's chosen theme.

YEARBOOK II (ENG20)
Grades 10-12; ½ credit, Skinny (2nd Semester)
Prerequisite: Yearbook I
The Yearbook II course is for students returning after participating in yearbook from the preceding year or preceding semester. The primary objective of the Yearbook II student is to ensure the production of a yearbook of the highest quality in a timely fashion. In order to accomplish this, Yearbook II students will focus their efforts on the yearbook planning process, which includes the entire order of the publication. Yearbook II students also will work with the composition of pages within the yearbook.

MYTHOLOGY (ENG21)
Grade 9-12; ½ credit, Skinny (Semester)
Percy Jackson, Harry Potter, Link, Luke Skywalker, Thor — these are the characters of modern myth popularized in books, films and games. Their stories are not new. They are as old as language itself. In this course we will look at contemporary stories and films, which are the primary ways we experience mythology today, and explore the ancient sources of these stories in Greek, Norse, Native American, African, British and Indian legend. The course will examine the ways myth is repackaged and repurposed to better understand our culture and the stories we tell ourselves about what constitutes heroism, conflict, redemption and love. The course will focus on meeting Common Core Standards in reading, writing and media literacy and is open to all students. The class will focus on reading and discussion and will require unit projects analyzing a specific modern/ancient mythological connection.

BEGINNING ACTING (THT01)
Grades 9-12; ½ credit, Block (Quarter)
Beginning acting will focus on the development of individual skills relating to acting on the stage. Performance areas will include movement, characterization, vocal quality, and interpretation of dramatic literature. Students will prepare monologues and scenes of their choice and participate in theater games and improvisations. May be repeated for credit. Beginning acting culminates in a final lip sync performance.

INTERMEDIATE ACTING/BEGINNING DIRECTING (THT02)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Beginning Acting
This class will build on skills acquired in Beginning Acting. Students will practice focus and concentration as it pertains to acting and directing work, invent and portray characters, develop stage presence and vocal projection, and understand the technical aspects of theatrical performance. Performance units include: slam poetry, Shakespearean scenes, extended improv/"The Harold," acting for film, and an independent project created, performed and critiqued.

ADVANCED ACTING/INTERMEDIATE DIRECTING (THT03)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Intermediate Acting
The Advanced Acting class will utilize skills learned in Beginning Acting and past theater experience. Students will choose one full-length play or two one-act plays to produce. Focus will be on studying, organizing, rehearsing, advertising and producing the play. Students will be in charge of directing, publicity, costumes and makeup, setting up rehearsal and production schedules, building a simplified set, and designing and running lights. Opportunities for public performances will be provided. May be repeated for credit.

ARTS ALIVE (THT04)
Grades 11-12; ½ credit, Block (Quarter)
Arts Alive is an advanced arts study course available to junior and senior students actively involved in the theater arts at Moorhead High. Students will design a performance-based project to challenge their artistic interests, positively impact the community, and completely engage in the artistic process. Examples of past projects include play direction, choreography, set design, film study and creation, and national scholarship competition. Self-motivated students who may be considering a future career involving theater arts are encouraged to enroll. The semester course may be repeated for credit.

Return to the Table of Contents

English Learners

The goal of Moorhead Area Public Schools is to help every student to quickly learn English while helping students to be successful in classes where English is spoken. Moorhead Area Public Schools has developed a comprehensive plan of service that is useful in understanding the scope of English Learner services and processes available in the Moorhead Schools. The English Learner Plan of Service is an important tool for all English Learner students and families.

Read more about English Learner services on the Minnesota Department of Education website.

The classes listed below will be offered in the 2017-2018 school year. Students will start with the class that best fits their score on the ACCESS Test of English Proficiency from WIDA.

	WIDA Levels 1- 2	WIDA Levels 2-3	9-12	9-12

Language Development Classes	English Language Development - Foundations	English Language Development - Level A	English Learner - Language Acquisition English Learner - Study Lab	English Learner - READ 180

Sheltered classes are classes that support English-learning students to gain skills in vocabulary and English usage while also learning the material for a specific course like math, social studies, science and English / Language Arts. For the 2017-2018 school year, sheltered classes will be offered in United States History, Physical Science and Math Skills. Courses in Sheltered English / Language Arts I and II will be offered each year. Students are advised to sign up for a sheltered course when it is offered. **Sheltered classes are not grade specific, and students who need a specific credit should sign up when the course is offered.**

	English	Social Studies	Science	Mathematics
2015-16	Sheltered English I and II	Sheltered United States History	Sheltered Physical Science	Sheltered Intermediate Algebra
2016-17	Sheltered English I and II	Sheltered World History	Sheltered Biology	Sheltered Intermediate Algebra
2017-18	Sheltered English I and II	Sheltered United States History	Sheltered Physical Science	EL Math Fundamentals

21st Century Skills: The 21st Century Skills gained from enrollment in any of the sheltered courses and the English language development courses are the same as those gained from a non-sheltered course.

Course Descriptions

Language Development Courses

ENGLISH LANGUAGE DEVELOPMENT - BEGINNING - ELD 1
Grades 9-12, 1 credit, Block (Semester)
English Language Development 1 (ELD 1) is a class designed for students who are beginning to learn the English language (WIDA Level 1-2, Entering to Beginning). Students will work in all four domains -- listening, speaking, reading, and writing -- beginning with sound-symbol awareness, and progressing to reading and writing words and simple sentences. There is a strong emphasis on oral and written vocabulary building in this class, and a beginning awareness of spelling patterns. Placement is based upon student scores from the English proficiency assessments WIDA ACCESS or W-APT, as well as teacher recommendation.

ENGLISH LANGUAGE DEVELOPMENT - FOUNDATIONS (ELDF) - ELD 2
Grades 9-12; 1 credit, Block (Semester)
English Language Development - Foundations (ELD2) is a class designed for students who are at the beginning and/or emerging stages of English language proficiency. ELD: Foundations uses materials that are aligned with the Common Core Standards from National Geographic Edge and will develop and increase English language skills in the areas of listening, understanding, speaking, reading, and writing. This course helps new English learners develop the language skills needed to achieve social and academic success. Learners develop social and academic literacy skills through content, images, video, and daily oral language practice that are connected to the real world. A clear connection between reading and writing skills helps students master both skills naturally. At the heart of the course is thinking. The objective of this class is to move students toward the English proficiency level necessary to successfully access the curriculum of core classes required for graduation from Moorhead High School. Placement is dependent upon student scores from the

English proficiency assessments WIDA ACCESS or W-APT. Placement is based upon student scores from the English proficiency assessments WIDA ACCESS or W-APT, as well as teacher recommendation.

ENGLISH LANGUAGE DEVELOPMENT - LEVEL A (ELDA) ELD 3
Grades 9-12; 1 credit, Block (Semester)
English Language Development - Level A (ELD3) uses materials that are aligned with the Common Core Standards from National Geographic Edge to promote an intensive program in all areas of language acquisition: vocabulary, grammar, comprehension, reading, writing, and speaking using academic language forms. The objective of this class is to move students toward the English proficiency level necessary to successfully access the curriculum of core classes required for graduation. Students will increase their English language proficiency skills in all areas of language acquisition necessary to become career and college ready with the skills needed to be successful in the next phase of their lives. Placement is dependent upon student scores from the English proficiency assessments WIDA ACCESS or W-APT. Placement is based upon student scores from the English proficiency assessments WIDA ACCESS or W-APT, as well as teacher recommendation.

Reading/Writing Courses

READ WRITE 1
Grades 9-12, 1 credit, Block (Semester)
Read Write 1 is a class designed for Entering and Beginning English Language Learners WIDA Level 1-2). Students develop their skills in reading and writing English letters, words, and simple sentences. Students also work on developing comprehension of read and heard texts, as well as content area vocabulary building. Placement is based upon student scores from the English proficiency assessments WIDA ACCESS or W-APT, as well as teacher recommendation.

READ WRITE 2
Grades 9-12, 1 credit, Block (Semester)
Read-Write 2 is designed to move students from a Beginning to a Developing level of English Language Proficiency (WIDA Level 2-3). The course combines literature-based reading instruction with connected writing and grammar instruction. Foci of reading instruction include: vocabulary acquisition, reading strategies, and application of higher level and critical thinking skills. Foci of writing instruction include various paragraph text structures, creative writing, and short composition writing. Placement is based upon student scores from the English proficiency assessments WIDA ACCESS or W-APT, as well as teacher recommendation.

READ 3
Grades 9-12, 1 credit, Skinny (Year)
Read 3 is designed to move students from a Developing to an Expanding level of English reading proficiency (WIDA level 3-4). The course includes reading instruction using both fiction/literature and academic non-fiction texts, with an emphasis on academic vocabulary acquisition, reading strategies, and application of higher level and critical thinking skills. Students will also continue to build their oral/aural proficiency as they share and discuss texts. Special attention will be given to students' individual reading processes. Placement is based upon student scores from the English proficiency assessments WIDA ACCESS or W-APT, as well as teacher recommendation.

WRITE 3
Grades 9-12, 1 credit, Skinny (Year)
Write 3 is designed to move students from a Developing to an Expanding level of English writing proficiency (WIDA level 3-4). Students in Write 3 will do a high volume of writing in a variety of genres, including autobiographical narrative, short compositions, academic five-paragraph essays, and assorted other creative writing projects. Special attention will be given to troubleshooting students' individual patterns of writing and grammar errors. Students will also continue to build their oral/aural proficiency as they participate in peer review of each other's writing, and presentation of some of their own writing to the class. Placement is based upon student scores from the English proficiency assessments WIDA ACCESS or W-APT, as well as teacher recommendation.

COLLEGE & CAREER SUCCESS
Grades 9-12; 1 credit, Skinny (Year)

College and Career Success is a required course for English language learners who have not previously taken Explore. Students will work on study skills, practice organization skills, research career opportunities, and explore their learning style. Students will also study the 7 Mindsets, which will help them create meaningful goals for the future and a positive outlook that will help them reach their biggest dreams. Sections of this course may vary in content focus as needed.

LIFE SMARTS (ELL012)
Grades 9-12; ½ credit, Block (Quarter)
Life Smarts is a course designed for students who have recently arrived in the United States. With language support and academic vocabulary, students will learn 21st century skills to help them succeed in their daily lives as they adapt to the American culture. Units included in this course are designed to support students both inside and outside of the school environment. These units include driving and road safety, living healthy, technology skills and safety, money use, and geography of Minnesota and the United States.

ENGLISH LEARNER: READ 180 (READ180)
Grades 9-12; 2 credits, Block (Year)
READ 180 is a research-based, comprehensive reading program that accelerates the reading skills necessary for students to attain grade-level reading proficiency. This is done through four daily components: whole group instruction, small group skill instruction, independent reading at the student's individualized reading level, and computer-generated instruction, also differentiated for each student. Through READ 180, students will develop reading skills that transfer to other course work in the core classes needed for graduation and increase the ability to comprehend a wide variety of reading materials.

Sheltered Courses

SHELTERED ENGLISH I and II (ENG22)
Grades 9-12; 1 credit, Skinny (Year)
Students will address the same content and standards found in a non-sheltered English course, but these courses are designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary.
English I - English I is a semester-long block class. The major units the students will study include public speaking, literature (short stories and novels), drama ("Romeo and Juliet"), and learning the formal research process. Throughout the course, students also will study grammar and parts of speech, and they will continue to work on becoming strong writers.
English II - Students enrolled in English II will read "To Kill a Mockingbird" and independent library books. The composition exercises and projects in this class will emphasize the difference between spoken and written language and encourage the students to become more confident, effective writers. The Six Traits of Writing will be used to prepare students to write a variety of writing genres concentrating on structure and logical paragraph construction. With this knowledge, students will write a formal research paper. Expanding the vocabulary of English II students plays a significant role in helping these students to grow and develop in the use of written language. Students will explore examples of drama, poetry, and nonfiction materials. Learners will build skills in critical reading, independent thinking, knowledge of literary terms and introductions to various authors, poets and playwrights.

SHELTERED SOCIAL STUDIES - UNITED STATES HISTORY (SOC01S)
Grades 9-12; Skinny (Year)
Students will address the same content and standards found in a non-sheltered American history course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. The first half the course will be a survey of United States history to about 1876. This will include such topics as indigenous peoples, exploration, colonial times, the American Revolution and Constitution, the young republic, growth of democracy, territorial expansion, slavery, Civil War, and Reconstruction. The second half of the course will survey United States history from about 1877 to the present. This will include such topics as industrialization, Populist protest, U.S. imperialism, progressivism, the Great War, the Great Depression, the New Deal, WWII, and the Cold War era.

SHELTERED SCIENCE - PHYSICAL SCIENCE (SCI19S)
Grades 9-12; Skinny (Year)
Students will address the same content and standards found in a non-sheltered Physical Science course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

SHELTERED MATHEMATICS - MATH SKILLS (Foundational Skills) (ELL15)
Grades 9-12; Skinny (Year)
This course is offered to grades 9-12 SLIFE and Foundations leveled EL students and is designed to teach math curriculum in a manner that is more accessible for English learners while at the same time promoting their English language development. Teachers highlight key language features and incorporate strategies that make the content more comprehensible to students. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks and by providing appropriate background information, vocabulary, and filling in any voids these students have in their math development. The objective of this class is to prepare students to join the mainstream math class.

Return to the Table of Contents

Explore

It sounds like a cliché but — life is a journey. No one knows what opportunities will arise or what opportunities one can create for himself or herself. Chances are good that young people will not have the same job all of their lives. The world is changing so fast that jobs will too. The trick is to prepare for change. Know yourself! Each individual must determine her or his aptitude, abilities, likes and dislikes. From that foundation students start to plot a course that can change as students learn more about themselves and develop new interests and abilities.

The Explore class is a start. This class is about the students! Students begin to quantify what they value and begin to understand what they really are seeking in life. There are hundreds of jobs in the world that the average students know nothing about. Sometimes students may think they know what they may want to do but have no understanding, or appreciation, of what the job entails. The Explore class is an opportunity for students to start a meaningful process that creates a "career vision." Moorhead High School offers other opportunities after Explore to continue the process. Careers (Family and Consumer Science) and College Prep & Career Readiness (Business) are other classes that can help students define maps for their journeys. Our advice is to take every positive opportunity possible and gather experiences — one never knows where it may lead.

ACT's World-of-Work map shows how occupations relate to each other based on work tasks.

Course Description

EXPLORE (ELE13)
Grade 9 Required; 1/2 credit, Block (Quarter)
Explore is a required course for all grade 9 students. Students will develop a four-year academic plan, work on study skills, explore career opportunities, participate in service learning, explore their learning style and develop rapport with the Explore teacher. Students also will explore the 7 Mindsets, which will help them to create meaningful goals for the future and a positive outlook that will help them reach their biggest dreams. Studies Strategies 9 maybe substituted for Explore with permission from a Child Study Team or the administration.

Family and Consumer Science

Watch the video to learn more about the FACS department

FAMILY & CONSUMER SCIENCES
Creating Healthy & Sustainable Families

Family and Consumer Science courses offer opportunities that prepare students for life. Subject matter in these courses help students as they move through the different stages of their lives and prepare for their careers and community involvement. Courses address specific content skills, 21st century workforce skills, and relationship skills that students will need to be successful in their careers, community and family life.

Family and Consumer Science classes prepare students for the rest of their lives!

The FACS national standards can be reviewed on the National Association of State Administrators of Family and Consumer Sciences website.

Please observe the prerequisites listed in the course descriptions.

Category	9	10	11	12
Foods	Food Basics	Food Basics	Food Basics	Food Basics
		Advanced Foods	Advanced Foods	Advanced Foods
		International Foods	International Foods	International Foods
		Nutritional Food Choices	Nutritional Food Choices	Nutritional Food Choices
Life Management Skills	Relationships	Relationships	Relationships	Relationships
	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)
		Child Development	Child Development	Child Development
			Living on Your Own (L.O.Y.O.)	Living on Your Own (L.O.Y.O.)
			Housing and Design *(meets fine arts requirement)*	Housing and Design *(meets fine arts requirement)*
Careers		Careers	Careers	Careers

21st Century Skills in family and consumer sciences:

Critical Thinking	**Communication**	**Collaboration**	**Creativity**
Perspective	Nonverbal communication	Teamwork	Design

Problem solving	Interpersonal communication	Feedback	Personal expression
Self-assessment	Presentations	Cooperation	Flexible thinking
Accountability	Written critiques	Interpersonal	
Research	Digital literacy	Shared responsibility	
Brainstorming	Listening skills	Management	
Goal setting		Time management	
Decision making			
Inventive thinking			
Organization			
Prioritizing			

Jobs involving family and consumer sciences:

Management	Counseling	Family therapy	Architecture
Child care	Teaching	Marriage counseling	Caterer
Social work	Nutrition	Personal finance	Event manager
Food service	Sales	Retail	Grocery store owner
Hospitality industry	Interior design	Real estate	Produce manager
Foster care	Chef / Culinary skills	Negotiator	Grocery warehouse
Designing	Career counseling	Pediatric care	
Financial consultant	Job services	Psychology	

Life itself — food, children, family, housing, personal living including a career. Skills needed to function in society today!

Course Descriptions

Foods

FOOD BASICS (FCS01)
Grades 9-12; ½ credit, Block (Quarter)
Let's cook! Food Basics is a beginning foods class, recommended for all students who would like to improve their skills in the kitchen. This class will help students learn the basics of food preparation, including proper measuring techniques, food/kitchen safety, nutritional value of food, selection and storage of food, and more. Areas of study include resource management, fruits and vegetables, eggs, breads, and pastry. The class will give students a chance to learn interpersonal and small-group skills that will allow them to function as part of the team. Working in the foods lab will provide an excellent opportunity for students to work cooperatively.

ADVANCED FOODS (FCS02)
Grades 10-12 (Grades 9-12 if taken Food Basics), ½ credit, Block (Quarter)
Prerequisite: MUST have had Food Basics
Have you heard of Rachel Ray or Chopped? This class is designed for students who want to expand their food preparation knowledge and skills. Emphasis is on planning and preparing well-balanced meals while including advanced resource management and food/kitchen safety and sanitation skills. Students learn about small appliances, knife skills, the art of seasoning, salad and soup preparation, pasta making, and cake decoration. Come and enjoy the aroma that will surely delight your appetite. Let's cook!

INTERNATIONAL FOODS (FCS03)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Food Basics; Advanced Foods encouraged
Pack your bags and here we go! Students gain exposure to the foods and cultures of the world. Students will study and prepare foods from Mexico, British Isles, France, Germany, Scandinavia, Italy, China, and country of choice. For each

country, students will learn about the climate, geography and culture and how they relate to the development of food customs and cuisine. Students should come with a desire to learn how to cook exciting new foods while exploring new tastes and adventures in the world of foods.

NUTRITIONAL FOOD CHOICES (FCS10)
Grades 10-12; ½ credit, Block (Quarter) or Skinny (Semester)
Prerequisite: Food Basics
Whether students are athletes who need to fuel an active lifestyle or are simply hoping to learn how to make smarter food choices, Nutritional Food Choices will give students the tools they need to fuel their bodies right. In this class students will investigate their current eating habits and how small changes can help to make a big difference in how they feel and even think while at school or work. Students will learn about the basics of nutrition and the importance of the six classes of nutrients through study, in-class activities and labs, which will have them exploring the methods and foods that will lead to a healthier lifestyle for them and their families.

Life Management

LIVING IN A FAMILY ENVIRONMENT (LIFE) (FCS04)
Grades 9-12; ½ credit; Skinny (Semester) or Block (Quarter)
This class is for you because it is about you! Students learn about the power and effectiveness of communication by strengthening their communication skills. Students begin to examine themselves by exploring their personal values, goals and responsibilities they have to themselves and to others. They will examine their self-concept and self-esteem and how to improve it. Through class discussions, group work, and individual study, students learn more about meaningful relationships they will establish with peers, their families and adults. The importance and quality of friendships are studied, which are a valued asset in your life.

LIVING ON YOUR OWN (LOYO) (FCS05)
Grades 11-12, ½ credit, Skinny (Semester) or Block (Quarter)
Will your paycheck cover your needs? Do you have renters insurance? No worries, use a credit card and charge it! Living On Your Own prepares students for finding a place to live and living with roommates, buying a car, using and managing credit wisely, understanding insurance, planning, choosing and purchasing food and clothing on a budget, doing laundry to extend the life of clothes, and managing online checking and saving accounts, including reconciling checkbooks. Students will learn about experiencing life on their own, visiting community sites and listening to the experts in the industry. Topics will be covered through the use of websites, class discussions, videos, field trips, guest speakers, projects, group and individual research.

RELATIONSHIPS (FCS07)
Grades 9-12; ½ credit, Skinny (Semester) or Block (Quarter)
Students learn lifelong skills for building and maintaining relationships. This course focuses on social and personal issues that provide an opportunity for students to better understand themselves regarding their relationships. Personal growth occurs as students strive to achieve goals and work to improve themselves and their relationships with others. These efforts will impact the individual, his or her family, their employer, and the community. Relationships class covers personality analysis, dating, healthy and unhealthy relationships, ending a relationship, love and infatuation, engagement/marriage and building a strong relationship. Both males and females can benefit from this course, as everyone is involved in relationships in their lives.

CHILD DEVELOPMENT (FCS08)
Grades 10-12, ½ credit, Block (Quarter)
Ever wonder why babies chew on books and toddlers throw temper tantrums? Child Development is a course that will prepare students for child-related occupations and parenthood or will help anyone who wants to learn more about children. A real understanding of the "world of a child" is achieved by observing children at licensed child care centers. The fascinating development of a child from conception to age four is studied, including social, emotional, intellectual, and physical developmental patterns. This class generates involvement and activities in the community. This class is for students interested in a career with children or for those hope to be exceptional parents someday.

HOUSING AND DESIGN (FCS09)
Grades 11-12, ½ credit, Block (Quarter)

Meets Fine Arts Requirement
Your neighborhood will never look the same to you again! Students learn to identify architectural styles, read and evaluate floor plans, and choose furnishings. Students show their unique personalities and interests while coordinating their living space by using color, design elements and principles, and use of backgrounds. Enjoy an onsite visit to an apartment and a newly built home, and talk with the experts at flooring and wall covering businesses. In culmination of all that students have learned they will construct design boards using appropriate scale and design principles to share with the class.

Careers

CAREERS (FCS11)
Grades 10-12, ½ credit, Block (Quarter)
Do you know what you want to do with your future? Are you career and college ready? Whether you plan to be a nurse, dentist, culinary artist, or entrepreneur this class is designed to help students learn to discover who they are, what they want to do, and how to go about getting there. This class is all about YOU. Students look into the World of Work, identify key aspects of themselves in self-discovery, and find career options that fit. Local post-secondary education representatives will visit and inform students how they would fit with them, and they will give tips on what to do to be successful during post-secondary experience. Finally, students will learn places to look for a job and what to do to prepare for that job opportunity. This course has the potential to open important doors into your future. Students will create a portfolio to use after high school for the endeavor of their choosing. Take this class and "Get Ready!"

Return to the Table of Contents

Health, Wellness and Physical Education

We are only given one body, and if we want it to last for all that we hope to do then we have to take care of it! Coursework in health, wellness and physical education helps students make responsible decisions that can help them to live healthier and more fulfilling lives. A healthy person must be healthy mentally as well as physically. A healthy person must provide the body with the tools to grow and sustain itself into the future. A combination of the required health class with additional department coursework will help any student lead a more fulfilling and productive life. In addition, the department offers courses that can help athletes improve their performance and maximize the opportunities for each sport's season and for life.

The health and physical education state standards can be reviewed on the Minnesota Department of Education website.

Minnesota requires ½ credit in health and 1 credit in physical education for graduation. Please note that some courses have a prerequisite that must be completed.

	9 Select one	10	11	12
Required	PE 9 - Coed PE 9 - Girls PE 9 - Boys Human Performance 9	Health		

One of the following is required or may be an elective class		• Advanced Health • PE Sports 10 • Weight Training I • Weight Training / Acceleration • Weight Training II • Team Sports • Individual Sports - Off-campus • Self-Defense • Human Performance	• Advanced Health • Weight Training I • Weight Training / Acceleration • Weight Training II • Team Sports • Individual Sports-Off-campus • Self-Defense • Human Performance	• Advanced Health • Weight Training I • Weight Training / Acceleration • Weight Training II • Team Sports • Individual Sports-Off-campus • Self-Defense • Human Performance

21st Century Skills in health, wellness and physical education:

Critical Thinking	Communication	Collaboration	Creativity
Data analysis	Positive reinforcement	Teamwork	Strategies in sports
Skills for healthy living	Vocabulary of health/fitness	Safety	Alternative paths to a goal
Practice is needed	Sportspersonship	Positive attitude	Variety in exercise and eating
Social skills			

Jobs involving health, wellness and physical education:

Gerontology	Sports entertainment	Medicine	Professional sports
Education	Life coach	Advocacy groups	Hospital work
Coaching	Respiratory therapist	Nursing	Epidemiologist
Fitness instruction	Nutrition	Parks and recreation	Strength and conditioning
Sports development	Corporate health / fitness	Sports physician	Occupational therapist
Physical therapy	Sports sales	Athletic trainer	Community health
Sports medicine		Sports facilities	
Dietician			

Course Descriptions

HEALTH (HPE01)
Grade 10, ½ credit, Block (Quarter)
Required course for graduation to be completed *sophomore year*
Personal Health: wellness, fitness, self-assessment, decision making
Mental and Emotional Wellness: emotions and behavior, communication skills, stress management, suicide prevention and intervention, conflict resolution
Nutritional Wellness: label reading, weight management, disordered eating
ATOD: alcohol, tobacco, marijuana, club drugs, chemical dependency, alcohol poisoning, intervention
Sexuality and Healthy Relationships: abstinence, teen pregnancy prevention, STDs, sexual violence, love and infatuation, and establishing boundaries.
Emergency First Aid and CPR: triage, AHA AED/CPR and First Aid certification, choking, adult and child rescue.

ADVANCED HEALTH (HPE02)
Grades 11-12; ½ credit, Block (Quarter)
Prerequisite: Health (HPE01)
This class is designed for students who would like the opportunity to investigate, participate in and discuss current health and wellness topics. Students will get actively involved in promoting community health and creating a student Wellness Fair. Students will need to provide for their own transportation to and from the facilities that may be attended.

Required Courses for Grade 9 (choose one of the following):

PE 9 COED (HPE03)
PE 9 GIRLS (HPE04)
PE 9 BOYS (HPE05)
Grade 9; ½ credit, Block (Quarter)
In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is co-educational and may include the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

HUMAN PERFORMANCE 9 (HPE07)
Grade 9; ½ credit, Block (Quarter)
In this co-educational course students will participate and will be divided into a wide variety of team activities and individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

Grades 10-12 students must select .5 credit of PE for graduation

HUMAN PERFORMANCE 10-12 (HPE08)
Grades 10-12, ½ credit, Block (Quarter)
Prerequisite: PE 9 or Human Performance 9
In this co-educational course students will participate and will be divided into a wide variety of team activities and individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

PE 10 SPORTS (HPE06)
Grade 10; ½ credit, Block (Quarter)
Prerequisite: PE 9 or Human Performance 9
In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is coeducational and includes the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

WEIGHT TRAINING/SPORT ACCELERATION (HPE15Y)
Grades: 10-12; 1 credit, Skinny (Year)
WEIGHT TRAINING/SPORT ACCELERATION (HPE15S)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: PE 9 or Human Performance 9
This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. A combination of weight training, plyometrics and speed training are the main focus of this course. This course is a great option for multi-sport athletes. Measurement of fitness, core strength and endurance will be a part of this course. Students will be responsible for recording daily progress.

WEIGHT TRAINING I (HPE13S)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: PE 9 or Human Performance 9
This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. Measurement of fitness, core strength and endurance will be part of this course. Group stretching, plyometric routines and core workouts will be a standard part of the weekly routine. Students may incorporate one or more of their preferred lifts. Students will be responsible for recording daily progress.

WEIGHT TRAINING II (HPE14S)
Grades 10-12; ½ credit; Skinny (Semester)
Prerequisite: Weight Training I
Students must:
1. Successfully complete weight training I and have instructor approval.

2. Have no physical limitations that would limit the student from performing the required lifts.
3. Not substitute this class for a required physical education course.

Advanced weight training routines and techniques will be used extensively. There will be no deviation from class core lifts. Students will be able to demonstrate proficiency in core strength and olympic lifts. Group stretching, plyometric routines and core workouts will be a standard part of the weekly routine. Students may incorporate one or more of their preferred lifts. Students will be responsible for recording daily progress.

INDIVIDUAL SPORTS OFF CAMPUS (HPE10)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: PE 9 or Human Performance 9

Are you interested in a different type of physical education? Activities may include horseshoes, tennis, frisbee golf, golf, snowshoeing, billiards, bowling, rock climbing, skiing, sand volleyball, paintball and various aerobic activities at local fitness centers. An activity fee of $40 is required for this course, and students need to provide their own transportation to and from each of the facilities attended. This course cannot be used to substitute for a required physical education course.

TEAM SPORTS FALL & SPRING (HPE11)
Grades 10-12; ½ credit, Block (Quarter)
TEAM SPORTS WINTER (HPE12)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: PE 9 or Human Performance 9

Activities included are softball, flag football, team handball, badminton, pickleball, boot hockey, eclipse ball, basketball, volleyball, soccer, ultimate frisbee, and water sports. Activities will vary depending on the time of the year the course is offered. This course cannot be used as a substitute for a required PE 9 course.

SELF-DEFENSE (HPE16)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: PE 9 or Human Performance 9

This class is designed for students to acquire a knowledge of personal safety. Students will understand principles of training necessary to improve mental and physical fitness. Students will be taught the basic fundamentals of self-defense and will be able to apply these skills if needed. Personal and community violence will be taught through lecture, videos, guest speakers and current media resources. Issues such as sexual harassment, sexual violence, and date rape will be units covered throughout the course. Students will receive hands-on experience through simulations. This course cannot be used as a substitute for PE 9.

Return to the Table of Contents

Industrial Technology

Watch the video to learn more about Industrial Technology

Industrial Technology coursework includes studies in areas that readily lead to immediate careers in high demand jobs. Industrial technology coursework can lead to careers as engineers, technicians, business owners and more. A student could try a little piece of each area or immerse one's self in an area of study like automotive, woodworking, and drafting. Engineering and Industrial Technology courses offer additional opportunities to explore careers of high interest and high demand.

The safety and well-being of each student is of paramount concern. Safety information and assessment is given to every student prior to any lab work and each student MUST pass all safety tests. Should a student transfer into a class after the safety preparation has been completed, additional work may be required of the student before participating in lab work. Please note that a lab fee will be applied to all "take home" projects.

Special note: Automotive classes are designed to serve both the beginning student who seeks a basic automotive knowledge and the student who wants to gather additional skills. Those additional skills could lead to immediate employment or further education at a two-year or four-year college.

The automotive program is nationally certified by the National Automotive Technicians Education Foundation (NATEF), an arm of the National Institute for Automotive Service Excellence (ASE). The program is also a national high school Automotive Youth Educational Systems (AYES) program. This is a tremendous opportunity for high school students to earn certification and work experience that will lead to high-paying jobs after high school or create a fast track to other careers or certification.

Articulation Agreements offer college credit while enrolled in high school. The Moorhead High School Industrial Technology Department has worked with Minnesota State Community and Technical College - Moorhead to enable students to earn college credit in the following classes:

Brakes / Steering and Suspension
Introduction to Auto (when two auto classes are completed at Moorhead High School)
Small Engines I & II - for TRNS 1100 (4 credits) at M|State Detroit Lakes Campus

Students must attend M|State to have the credit entered on their transcript.

The International Technology Education Association has developed standards for technology.

Please note that some courses have a prerequisite.

	9	10	11	12
Drafting	Introduction to Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting
Welding	Welding I Welding II	Welding I Welding II	Welding I Welding II	Welding I Welding II
Automotive	Automotive Technology I	Automotive Technology I	Automotive Technology I	Automotive Technology I

		Automotive Brakes, Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair	Automotive Brakes, Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair Automotive Internship	Automotive Brakes, Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair Automotive Internship
Woodworking	Woodworking and Cabinetry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry
Small Engines	Small Engines I Small Engines II	Small Engines I Small Engines II	Small Engines I Small Engines II	Small Engines I Small Engines II
Engineering / STEM / PLTW	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering

21st Century Skills in Industrial Technology:

Critical Thinking	Communication	Collaboration	Creativity
Organization	Planning	Design	Prototyping
Self-assessment	Constructing	Problem Solving	Troubleshooting

Jobs involving industrial technology

Machinist	Cabinet installer	Plumber	Carpenter
Parts manager	Mechanical drafter	3D prototyper	Industrial technology teacher
Fabricator	Welding inspector	Civil engineer	Automotive technician
Cabinet maker	Finish carpenter	Electrician	Concrete finisher
Engine technician	Technical drafter	Sheet metal fabricator	Vocational - agriculture teacher
Welder	Architect	Electrical engineer	
Diesel technician			

Course Descriptions

Project Lead the Way (PLTW) (STEM)

PLTW / STEM - DIGITAL ELECTRONICS (STEM01)
Grades 9-12; 1 credit, Block (Semester)
Digital Electronics students will spend time exploring electrical circuitry and how it affects their daily lives. Students will evaluate real-world circuit designs utilized in our everyday electrical devices. Students create and send their electrical designs to a circuit board where they wire and test the circuits — similar to a real-world example of designing electronics and solving problems. This course is an excellent option for students looking to further their organization skills, learn more about electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

PLTW / STEM - INTRODUCTION TO ENGINEERING (STEM02)
Grades 9-12; 1 credit, Block (Semester)
Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through the Engineering Design Process (EDP). On a regular basis, students will be given an example of a real-world problem, devise a strategy to solve the problem, and design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs to be modified. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to explore engineering and related careers, enhance their organization skills, and hone their practical real-world problem-solving skills. Students also will have the opportunity to work with and utilize the same 3-D printing technology used in industry to prototype and test designs.

PLTW / STEM - PRINCIPLES OF ENGINEERING (STEM03)
Grades 9-12; 1 credit, Skinny (Year)
This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

Drafting

INTRODUCTORY DRAFTING (INT09)
Grades 9-12; ½ credit, Block (Quarter)
Introductory drafting will teach students how to turn sketches into technical drawings and floor plans. In this course students will learn how to create detailed drawings of parts and objects by hand, with an emphasis on basic skills such as organization, neatness, line quality, accuracy in measuring, technical representation, and dimensioning procedures. Once students have gained the skills necessary to produce detailed technical drawings they will learn how to use the AutoCAD Inventor software to create 3D working parts. Students will design a project of their choice. AutoCAD REVIT will be used to design floor plans. This course also utilizes 3-D printing technology. Note: Introductory Drafting is a prerequisite for both Technical Drafting and Architectural Drafting.

TECHNICAL DRAFTING (INT11)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Introductory Drafting
Do you enjoy taking things apart to understand how they work? Technical Drafting is the study of drafting as it relates to the manufacturing industry. In this course you will learn to analyze different objects so that you can recreate them using AutoCAD Inventor 3D computer-aided design software; you also have the option to learn the AutoCAD 2D software. It is a practical course for students considering a career in the engineering field, or students who are interested in any type of manufacturing or fabrication. Students will learn to analyze different parts and objects to understand how they work together, they will create detailed drawings of different parts, build the parts using the AutoCAD Inventor software, and put the parts together to make a working 3D computer-aided project of their choice, complete with an animation of their creation. After you have made a 3D design you will have an opportunity to 3D print your design. Note: Introductory Drafting is a prerequisite for Advanced Technical Drafting.

ARCHITECTURAL DRAFTING (INT10)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Introductory Drafting

If you enjoy drawing floor plans or have an interest in the construction industry this course is for you. You will design floor plans and create within a set of given constraints. You also will be able to design floor plans of your choice and turn those designs into 3D computer-aided designs by modeling with the AutoCAD REVIT software. After you have made a 3D design you will have an opportunity to bring your concept to life using a 3D printer. Note: Introductory Drafting is a prerequisite for Advanced Architectural Drafting.

Automotive

AUTOMOTIVE TECHNOLOGY I (INT16)
Grades 9-12; ½ credit, Block (Quarter)
Automotive Technology I is the first class in auto and is a prerequisite to all the other automotive classes. The class is for anyone who plans to own or drive an automobile and wishes to learn more about how automobiles operate, how to maintain them, and how to perform some repair work. Students study the principles of operation and service of today's automobile, shop skills, and hand tools. They will learn to check, rotate, mount, repair, and balance tires and wheels. Students learn engine basics and how to check the mechanical condition of engines using electronic and mechanical test equipment. Students learn about cooling and lubrication systems as well. Students apply these skills in Moorhead High School's modern lab on shop and student/customer-owned vehicles.

AUTOMOTIVE BRAKES AND STEERING AND SUSPENSION (INT17)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Automotive Technology I
The first half of this class is Automotive Brakes and the second half is Steering/Suspension. In the brakes unit, students will learn the hydraulic and mechanical theory and operation of automotive brake systems. Students will then learn how to check, service, and repair drum and disc brake systems. Students will perform work in the lab on brake components, shop vehicles, and other vehicles. During the second nine weeks, they will study vehicle steering and suspension systems. This will include wheel and tire service, front and rear suspension systems, and alignment and handling problems and repair. Students will perform work on these systems in the lab using components, shop-owned vehicles, and other vehicles. The National Automotive Technicians Education Foundation (NATEF) program is followed for this class.

MAINTENANCE AND LIGHT REPAIR (INT19M)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Automotive Technology
This auto class is taken after Automotive Technology and focuses on maintaining and performing light repair work on modern automobiles and trucks. After a refresher on general shop safety, the students learn how to perform multi-point inspections on vehicles including battery and charging system condition, belt and hose condition, steering and suspension condition and lubrication, fluid level and condition, tire wear and condition, general brake inspection, and the operation of interior and exterior lights. The rest of the course is focused on the repair and maintenance of the above systems based on the findings of the inspection. The students will repair leaks, flush fluids, perform tune ups, and replace light bulbs, hoses, filters and belts. The students also will be able to identify brakes and steering/suspension issues. The repairs of these systems are taught in Brakes/Steering and Suspension. The Maintenance and Light Repair class is designed to teach students to inspect and care for the modern automobile and truck.

AUTO ELECTRICAL/ELECTRONICS & ENGINE PERFORMANCE I (INT18)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Automotive Technology I
Students study the National Automotive Technician Education Foundation (NATEF) standards for the areas of Electronics and Engine Performance for this class. They will study basic electrical circuits and general electrical system testing and repairs. Students will work with the starting, ignition, and fuel systems of the vehicle. They will learn the theory and operation of each system, including testing and repair. The course covers computerized engine controls including emission systems and OnBoard Diagnostics. Students will apply these skills to shop vehicles and student/customer-owned vehicles.

AUTOMOTIVE INTERNSHIP (INT20I)
Grades 11-12; 1 credit
Prerequisite: Automotive Technology I & one more auto class & Instructor Approval
A student may qualify for an internship during his or her junior or senior year in the auto program. A student has to have taken at least two auto classes. The student may receive 1 credit for work done at an automotive or diesel repair facility. The work has to be documented and reported to the instructor and must cover a broad range of repair categories under maintenance and light repair. The work must also be done under the supervision of a mentor. The internship can take

place during the student's junior or senior year or in the summer between. The work should be equivalent to at least 135 hours of a mix of light repair work.

Welding

WELDING I (INT12)
Grades 9-12; ½ credit, Block (Quarter)
Students who want to learn how to join metal together by melting it, should register for the welding class. Students will learn how to weld steel with multiple welding processes, work with sheet metal, and apply those skills to fabricate projects. They will tour manufacturing facilities and explore career and educational opportunities in the manufacturing field.

WELDING II (INT13)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Welding I
Students extend their welding skills in this advanced welding course. Students will spend more time in the lab fine-tuning their welding skills, learning new techniques and welding processes. This class is geared toward fabricating skills, and students will design and manufacture their own project designs using their fabrication skills. Examples of fabrication projects include go karts, mini bikes, trailers, deer stands, tree stands, benches, stools, tables, furniture, tool boxes, and other custom projects. Students will be financially responsible for the materials/projects they fabricate.

Small Engines

SMALL ENGINES I (INT14)
Grades 9-12; ½ credit, Block (Quarter)
Are you interested in working on gas engines? Take small engines classes to learn more about power equipment like ATVs, dirt bikes, snowmobiles, mowers, chainsaws, and snow throwers. In this class students will be working on engines, doing important maintenance, disassembling, and discovering the inner working of engines so they will be able to thoroughly understand how to fix power equipment. Fixing your own equipment can save you thousands of dollars over the course of your life! Students also tour and explore education and future careers in the power equipment industry.

SMALL ENGINES II (INT15)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Small Engines I
Want to do more troubleshooting to fix power equipment and recreational powersports equipment like dirt bikes and ATVs? This class is about 75% lab and hands-on learning for troubleshooting and fixing lawn, garden, snow and recreational power equipment. Students also will tour and explore careers and educational opportunities for future occupations.

Woodworking

WOODWORKING AND CABINETRY (INT06)
Grades 9-12; 1 credit, Block (Semester)
This woodworking technology class will incorporate textbook information and basic hands-on skills in the construction of low-cost projects. The course will guide students through principles of shop safety and the proper use of hand tools and shop equipment in the construction of a variety of projects. Throughout the course, students will develop and demonstrate an understanding of project planning, design, and the basics of cabinet construction. Students will select a project from a variety of options taking into consideration the time available, level of difficulty, the size of the project, and the cost of the project.

ADVANCED CABINETRY (INT07)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Woodworking and Cabinetry
Advanced Cabinetry is open to all students who have successfully completed Woodworking and Cabinetry. Students will progress beyond the basic machine operations to more intricate operations. The students will then proceed to a lab situation, choosing a major project that will be a challenge to their woodworking abilities. Examples of projects would be entertainment centers, gun cabinets, wood turnings, china hutches and other types of cabinets. A unit on the use and application of plastic and wood laminates will be included to make students aware of innovative ways that plastic and wood laminates can be used to enhance the beauty and practicality of cabinetry.

EXPLORING CARPENTRY (INT08)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Woodworking and Cabinetry
Students will be given the opportunity to explore the more intricate woodworking procedures used commercially and in residential construction. They will observe firsthand construction methods through field trips to various industries and M|State's carpentry program. After being introduced to basic construction procedures the students will construct a small storage shed. Six to seven students will work as a group to construct each shed. The storage sheds will be sold, with the students being given first opportunity to purchase them. This project will give the students experience in construction of a framed structure, and they will gain skills in home maintenance, home repair, and remodeling.

Return to the Table of Contents

Learner Support Services

All courses listed below serve to help students enhance their learning opportunities. Students must meet state disability criteria and have a specific need to enroll in these programs. Case managers, parents/guardians, and students will work together to schedule classes that meet individual student needs. The goal of Learner Support Services is to increase students' ability to facilitate their transition toward independent living (community participation), employment, and postsecondary training. Students' progress will be reviewed annually to ensure the best individualized education plan is developed and followed. This will occur through programming at Moorhead High School.

Please note that some classes have prerequisites or require permission prior to enrollment.

	9	10	11	12
Fundamental Academics	Foundation of English 9	Foundation of English 10	Foundation of English 11	Foundation of English 12
	Strategic Mathematics	Strategic Mathematics	Strategic Mathematics	Strategic Mathematics
	Strategic Algebra	Strategic Algebra	Strategic Algebra	Strategic Algebra
	Strategic Geometry	Strategic Geometry	Strategic Geometry	Strategic Geometry
	Physical Education	Physical Education	Physical Education	Physical Education

Work Experience	Discovering Careers I Community and Work	Discovering Careers I Discovering Careers II Community and Work Community Work Experience	Vocational Seminar I Volunteer Experience Community and Work Community Work Experience	Vocational Seminar I Vocational Seminar II Volunteer Experience Community and Work Community Work Experience
Support Skills	Instructional Studies Study Strategies 9 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II Life Skills Strategies	Instructional Studies Study Strategies 10 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II Life Skills Strategies	Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success II (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II	Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success II (SIAS) Social Emotional Learning Strategies (SELS) Language Connections I Language Connections II
Functional Skills	Independent Functional Education Functional Living Skills Consumer Life Skills	Independent Functional Education Functional Living Skills Consumer Life Skills	Independent Functional Education Applied Life Skills Math Applied Life Skills English ExCEED Transition Setting	Independent Functional Education Applied Life Skills Math Applied Life Skills English ExCEED Transition Setting

21st Century Skills from Learner Support Services

Critical Thinking
Problem solving

Communication
Writing

Collaboration
Group projects

Creativity
Projects

Planning ahead Self-assessment	Speaking Listening	Working with adults Team member	Writing Presentations

Four Transitional Pathways

1. Supported Employment and Independent/Supported Living
   - High School - Functional academics, social and life skills courses
   - Beyond High School - Community agency support
2. Competitive Employment and Independent Living
   - High School - A blend of fundamental academics and functional skills with career vocational electives
   - Beyond High School - Seek independent employment/living in community
3. Career Technical Training (certificate program, apprenticeship, two-year college)
   - High School - Core academics with supported skills classes
   - Beyond High School - Independently enroll and meet criteria for a career technical training program
4. Academic (four-year college)
   - High School - Core academics with supported skills classes
   - Beyond High School - Independently enroll and meet criteria for a four-year college degree

Careers from the skills learned in Learner Support Services:

Health care	Electrical	Cosmetology	Chef
Art	Welding	Home health care	Business
Law enforcement	Dental assistant	Custodial	Education
Construction	Farm management	Assembly work	Plumbing
Auto	Retail	Child care	Cashier
Maintenance	Graphic design	Veterinary Tech	Nursery/Greenhouse

Course Descriptions

FUNDAMENTAL ACADEMICS

FOUNDATION OF ENGLISH 9 (LSS41)
Grade 9; 1 credit, Skinny (Year)
Special Services Team Approval Required
Foundations of English 9 is a small group English class taught in the resource room setting. It can fulfill the graduation credit requirement for English 9. Reading and writing instruction is provided using curriculum adapted from the general education grade 9 English program, as well as supplemental materials and strategies to meet individual student needs. Accommodations such as reading aloud together in class, extra time to complete assignments, and more guided practice are routinely employed in the classroom. Work includes phonics instruction/review, spelling instruction, vocabulary development, reading comprehension strategies, writing strategies, short stories, novels, plays, essay writing, research process skills, and public speaking. The curriculum is modified to meet student needs. Teacher and counselor recommendation is required.

FOUNDATION OF ENGLISH 10 (LSS42)
Grade 10; 1 credit, Skinny (Year)
Special Services Team Approval Required
Foundations of English 10 builds on the skills taught in Foundations of English 9. It can fulfill one credit toward English requirements for graduation. The overall goal of this class is to continue to increase student independence in reading and writing skills. Students will increase the depth and breadth of their vocabularies while improving their ability to comprehend informational/expository text. Reading and writing instruction is provided using curriculum adapted from the general education grade 10 English program, as well as supplemental materials and strategies. Work includes the review and further development of vocabulary, reading comprehension strategies, writing strategies, short stories, novels, plays,

essay writing, and research process skills. The curriculum is modified to meet student needs. Teacher and counselor recommendation is required.

FOUNDATION OF ENGLISH 11 (LSS43)
Grade 11; 1 credit, Skinny (Year)
Special Services Team Approval Required
In this small group English class taught in the resource room setting, students will further develop their knowledge and skills in reading, writing, and American literature. Students will read and respond (both orally and in writing) to a variety of types of literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition to demonstrate their knowledge of the writing components (clear ideas, organization, voice, word choice, and conventions) and processes (plan, organize, write, evaluate/edit, revise). Students also will be graded on classroom behavior/participation and organization/time management. The curriculum is modified to meet student needs. Teacher and counselor recommendation required.

FOUNDATION OF ENGLISH 12 (LSS44)
Grade 12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Students will further develop their knowledge and skills in reading, writing, and world literature. Students will read and respond (both orally and in writing) to a variety of types of world literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition and will complete a research paper to demonstrate their knowledge of the writing components (clear ideas, organization, voice, word choice, and conventions) and processes (plan, organize, write, evaluate/edit, revise). Students also will be graded on classroom behavior/participation and organization/time management. The curriculum is modified to meet student needs. Teacher and counselor recommendation required.

STRATEGIC MATHEMATICS (LSS48)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Strategic Mathematics is specially designed to provide extra help in understanding pre-algebraic concepts. The course teaches the building blocks of algebra using a sequential approach and strategies for problem solving. The needs of the individual learner are met by adjusting the pace of instruction based on student performance.

STRATEGIC ALGEBRA (LSS46)
Grade 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Strategic Algebra is specially designed to provide extra help in understanding algebraic concepts. The course teaches the key elements of algebra using a sequential approach and strategies for problem solving. It meets the needs of the individual learner by adjusting the pace of instruction based on student performance.

STRATEGIC GEOMETRY (LSS45)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Strategic Geometry is specially designed to provide extra help in understanding geometry concepts. The course teaches the key elements of geometry using a sequential approach and strategies for problem solving. It meets the needs of the individual learner by adjusting the pace of instruction based on student performance.

PHYSICAL EDUCATION (LSS31)
Grades 9-12; 2 credits, Block (Year)
Special Services Team Approval Required
This adaptive fitness class is designed to develop and prepare students physically and mentally for their successful integration and participation in as many lifetime recreational and leisure activities as possible. Activities include darts, swimming, horseshoes, volleyball, bowling, basketball, weightlifting, badminton, frisbee and golf activities, archery and various adaptive games. Through the carefully planned programs of special and regular physical education activities, the aims of the adaptive physical education class are directed toward the physical, mental, emotional and social development of each student to reach his or her potential.

WORK EXPERIENCE

DISCOVERING CAREERS I (LSS251)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
Career Readiness: In Discovering Careers I, students will focus on developing their communication skills, self-advocacy, self-awareness, career interests, and exploration of careers expectations. Students will learn more about their learning styles and interests. Students will read their I.E.Ps and become familiar with goals, objectives and accommodations and start creating transitional goals. Students will start using this information to brainstorm occupational matches to their skills and interests.

DISCOVERING CAREERS II (LSS261)
Grade 10; 1 credit, Skinny (Year)
Prerequisite: Discovery Careers I
Special Services Team Approval Required
Finding a Job: In Discovering Careers II, students will review previously taught communication skills, self-awareness and career explorations. The focus of the class will address understanding job requirements, how to complete an application, mock interview practice, workplace expectations, and skills needed to live independently.

VOCATIONAL SEMINAR I (LSS271)
Grades 11-2; 1 credit, Skinny (Year)
Special Services Team Approval Required
Advocating for Your Future: Vocational Seminar I students will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar I will focus on developing skills used to advocate for oneself and steps needed to take to enter the careers they have chosen.

VOCATIONAL SEMINAR II (LSS272)
Grade 12; 1 credit, Skinny (Year)
Prerequisite: Vocational Seminar I
Special Services Team Approval Required
Succeeding as an Employee: Vocational Seminar II will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar II will focus on actions it takes to become a valued, successful employee, and ways to become responsible members of the community.

VOLUNTEER EXPERIENCE (LSS47)
Grades 11-12; 2 credit, Block (Year)
Special Services Team Approval Required
This class will assist student development of soft skills. Soft skills include communication, enthusiasm/attitude, teamwork, networking, problem solving/critical thinking, and professionalism and will be addressed in a supported community volunteer site. The school-based program is designed for students to improve and gain skills needed to be successful as an adult in the workforce and to make connections with community agencies and members. Students in grades 11 and 12 may experience two to three volunteer opportunities in a given year. Support is provided as needed to ensure student success.

COMMUNITY AND WORK (LSS32)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Community and Work is a resource class for students who have Individual Education Planned Programs. The curriculum pertains to soft skills needed to be more successful at school, work, and in the community. Skills explored may include communication, attitude, teamwork, networking, problem solving, and professionalism.

COMMUNITY WORK EXPERIENCE (LSS33)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Community Work Experience is a resource class for students who have Individual Education Planned Programs. Students who participate in this program may be placed at school or community volunteer sites. The community sites offer students an alternative setting to work on various skills. The main focus of this experience will be on the soft skills needed to be

more successful on the job. Students must be 16 years old or older to participate in the program.

SUPPORT SKILLS

INSTRUCTIONAL STUDIES (LSS17)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
Instructional Studies focuses on social skills and organizational strategies that assist students in understanding and dealing with emotional/behavioral/organizational challenges. Issues covered in the social skills curriculum include, but are not limited to, assertiveness, independent coping strategies, conflict resolution, and dealing with peer pressure and bullying. Organizational strategies focus on consistency and planning skills.

INSTRUCTIONAL STUDIES 11-12 (LSS17B)
Grades 11-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Instructional Studies focuses on social skills and organizational strategies that assist students in understanding and dealing with emotional/behavioral/organizational challenges. Issues covered in the social skills curriculum include, but are not limited to, assertiveness, independent coping strategies, conflict resolution, and dealing with peer pressure and bullying. Organizational strategies focus on consistency and planning skills.

STUDY STRATEGIES 9 (LSS01)
Grade 9; 1 credit, Skinny (Year)
Special Services Team Approval Required
Study Strategies 9 is a class in the resource room. It is not a study hall. Students who successfully complete the class earn one credit toward graduation. Through participation in lessons and activities in SS9, students learn valuable strategies related to helping them achieve their IEP (Individual Education Plan) goals such as improving academic, organizational, and self-advocacy skills, with a long-term goal of reaching independence and being successful on their own after completion of high school. Students will be expected to participate in all IEP meetings and transition activities in order to facilitate a better understanding of their educational program.

STUDY STRATEGIES 10 (LSS02)
Grade 10; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course is designed for grade 10 students and focuses on learning strategies that continue to improve reading, writing, and self-advocacy skills and assist students in their organizational process. Students also will learn and practice prioritizing their coursework to meet the students' mainstream curriculum requirements. Students are graded on participation in strategy and transition lessons and activities, keeping an accurate system for organization, prioritizing work, and using their time wisely. Curriculum is driven by the individual needs of the students and the goals and objectives within a student's Individual Education Plan (IEP).

STUDY STRATEGIES 11/12 (LSS03)
Grades 11-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course focuses on learning strategies to continue to improve reading, writing, organization, and/or self-advocacy/transition skills. Students are graded on participation in academic strategies as well as self-advocacy/transition lessons and activities, keeping an accurate and complete assignment book, prioritizing their work, setting and completing goals, and using their time wisely. It is important to remember that the curriculum is driven by the individual needs of the students and the goals and objectives within a student's Individual Education Plan (IEP).

STRATEGIES FOR INTERPERSONAL AND ACADEMIC SUCCESS I (SIAS) (LSS34S)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
The purpose of this course is to help students be successful in their academic courses and throughout their adult life. Students will learn strategies to become better learners and strategies to interact with others. Students will learn how to regulate their behavior/emotions, adhere to social expectations in a variety of settings, focus and maintain their attention, stay organized, maximize their memory, and plan for short and long-term goals. These skills play into every aspect of a student's life, including school. This course is here to help students be successful in high school and get ready for the next stage of their lives.

STRATEGIES FOR INTERPERSONAL AND ACADEMIC SUCCESS II (SIAS II) (LSS34S2)
Grades 11-12; 1 credit, Skinny (Year)
The purpose of this course is to help students continue to be successful in their academic courses and to focus on skills they will need when they enter their adult life. Students will learn strategies to become better learners, become ready for life after high school, and interact with others in a variety of settings. Students will learn how to regulate their behavior/emotions, adhere to social expectations in a variety of settings, focus and maintain their attention, stay organized, maximize their memory, and plan for short and long-term goals. These skills play into every aspect of a student's life, including school. This course is here to help students be successful in high school and get ready for the next stage of their lives. It is a continuation of Strategies for Interpersonal and Academic Success I.

SOCIAL EMOTIONAL LEARNING STRATEGIES (SELS) (LSS40)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
The purpose of this course is to provide students with strategies to develop awareness, understanding, and management of their behavior to facilitate positive interactions and success in current and future environments. Instruction specifically designed to teach these strategies will be integrated into class activities according to individual student needs. The class will also incorporate decision making and leadership curriculum to allow application of strategies to school expectations and daily living needs.

SOCIAL EMOTIONAL LEARNING STRATEGIES II (SELS II) (LSS40B)
Grades 11-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
The purpose of this course is to provide students with strategies to develop awareness, understanding, and management of their behavior to facilitate positive interactions and success in current and future environments. Instruction specifically designed to teach these strategies will be integrated into class activities according to individual student needs. The class will also incorporate decision making and leadership curriculum to allow application of strategies to school expectations and daily living needs.

LANGUAGE CONNECTIONS I (LSS30)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
The English language can be confusing and complicated. This course is designed to to target transition skills through improving expressive and receptive language skills, self-advocacy, and developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

LANGUAGE CONNECTIONS II (LSS30B)
Grades 9-12; 2 credit, Block (Year)
Special Services Team Approval Required
The English language can be confusing and complicated. This course is designed to to target transition skills through improving expressive and receptive language skills, self-advocacy, and developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

LIFE SKILLS STRATEGIES (LSS24S)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course is designed to support students who are currently enrolled in life skills classes. The focus of this course is to familiarize students with different strategies to assist them in becoming more independent in their daily lives. A large focus of instruction is on social and life skills. The second half of the period is focused on organization and completing mainstream coursework.

FUNCTIONAL SKILLS

INDEPENDENT FUNCTIONAL EDUCATION (LSS34P)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required

The focus of this course is on life skills curriculum with an emphasis on achieving the maximum level of functional independence (based on each individual) in each of the three transition areas. The three areas are community (home living and recreation), post-secondary planning, and employment. A portion of this program is community based.

FUNCTIONAL LIVING SKILLS (LSS23)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course is designed to instruct students in the skill area of using functional reading and writing in their daily lives. The goal is to maximize their independence across all settings. There is a strong focus on increasing the students' vocabulary. Some of the units covered are using the newspaper and phone book, reading for information, following instructions, completing forms and applications, reading schedules, and journaling. Students work on increasing skills at their level of independence during the second half of the period.

CONSUMER LIFE SKILLS (LSS22)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course is designed to instruct students in the functional skill area of math used in their daily lives. The goal is to maximize their independence across all settings. Some of the units covered include checking accounts, budgeting, money, time, and consumer skills. There is a strong focus on decoding word problems to determine the needed operations. Students work on increasing skills at their level of independence during the second half of the period.

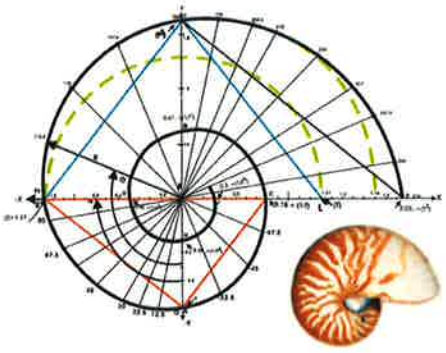
APPLIED LIFE SKILLS MATH (LSS24M)
Grades 11-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course makes math relevant for students in transition from school to adult life. The practical course content helps students improve their computational skills by applying them to real-life experiences to offer learning necessary for living independently.

APPLIED LIFE SKILLS ENGLISH (LSS24E)
Grades 11-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course makes reading and writing relevant for students in transition from school to adult life. This course content targets reading and writing skills students will need in real-life situations. Students will use practical course content in both purposeful and leisure activities designed for improving their skills necessary for living independently.

ExCEED TRANSITION SETTING (LSS38)
Grades 11-12; 2 credit, Block (Year)
Special Services Team Approval Required
The ExCEED setting is an on-campus mock-apartment setting within the high school serving as a transition component for students to generalize daily and functional living skills outside the typical classroom setting. Through this setting and its options for learning transition skills, students can optimize their successful transition into adult life outside the high school.

Return to the Table of Contents

Mathematics



"Why do I need to know this?" is a common phrase heard in every math class. Cardiff University gives a sound response: "Mathematics is a universal part of human culture. It is the tool and language of commerce, engineering and other sciences – physics, computing, biology etc. It helps us recognize patterns and to understand the world around us. Mathematics plays a vital, often unseen, role in many aspects of modern life. As society becomes more technically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A background in mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. This leads to careers that are exciting, challenging and diverse in nature."

Mathematics is called the "Queen of Science" but that statement could be expanded to suggest that mathematics is instrumental in all that we do in life. The Moorhead High Math Department is dedicated to enriching your life.

Minnesota requires three credits in mathematics for graduation: Intermediate Algebra, Geometry and Advanced Algebra.

The mathematics state standards can be reviewed on the Minnesota Department of Education website.

Please check the prerequisites needed for each course. Courses may be taken in any year as long as the prerequisites have been met.

	9	10	11	12
Required for Graduation	Intermediate Algebra	Geometry	Advanced Algebra	(Recommended) Pre-College Algebra and/or Trigonometry or College Algebra or College Functions and Trigonometry
AP (* Honors Geometry Grade 8)	Honors Intermediate Algebra	Honors Pre-Calculus and Honors Trigonometry	Advanced Placement Statistics	AP Calculus or Calculus or College Algebra or College Functions and Trigonometry
Developing	Beginning Algebra	Intermediate Algebra	Geometry	Advanced Algebra

21st Century Skills in mathematics:

Critical Thinking
Deductive thinking
Problem solving
Manipulate ideas
Probability
Check for mistakes
Problem solving
Attention to detail

Communication
Mathematical language
Present a process
Read for meaning
Extract meaning from symbols or words
Present a solution
Listen effectively
Note taking
Use diagrams

Collaboration
Teamwork
Working with a teacher
Learn a sequence

Creativity
Tackling problems with many steps
Seeing more than 1 solution
Not giving up
Interpret data / analyze

Jobs involving mathematics: One would be challenged to find any career or component of life that does not use mathematics. The following is a listing of potential career choices:

Actuarial work	Security work	Cryptography	Statistics
Biotech work	Stock broker	Operations research	Political research
Welding	Environmental work	Web development	Pollster
Statistics	Aeronautics	Electrical	Surveying
Biomathematics	Electrician	Finance	Electrical
Teaching - any level	Investments	Plumbing	Nursing
Petroleum work	Computer science	Athletics	Information technology
Sales / marketing	Systems analyst	Carpentry	Heating and cooling

Course Descriptions

BEGINNING ALGEBRA (MTH20)
Grade 9; 1 credit; Skinny (Year)
Students expand their problem-solving abilities by learning problem-solving strategies, logical reasoning skills and modeling methods. Topics examined in depth are field properties, linear equations and linear models. Students will be exposed to graphing calculators and Geometer's sketchpad as ways to deepen the conceptual understanding of mathematics. A graphing calculator (TI-83+ or TI-84+) is recommended.

INTERMEDIATE ALGEBRA (MTH21)
INTERMEDIATE ALGEBRA FOR FRESHMEN (MTH21F)
Grades 9-10; 1 credit, Skinny (Year)
Prerequisite: Linear or Beginning Algebra
Intermediate algebra is primarily concerned with further developing students' understanding of topics discussed in Beginning Algebra, including (but not limited to) solving equations and linear and absolute value functions and introducing students to piecewise-defined, quadratic and polynomial functions, which are topics necessary to prepare students for advanced mathematics-based courses such as probability and statistics, calculus, chemistry, and physics. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. A graphing calculator (TI-83+ or TI-84+) is required.

HONORS INTERMEDIATE ALGEBRA (MTH21H)
Grade 9; 1 credit, Skinny (Year)
Prerequisite: Beginning or Linear Algebra (grade 8) and recommendation of teacher
This is a strong Intermediate Algebra course for students who do well in math. This course includes an in-depth study of piecewise, quadratic, exponential and rational functions. Honors Intermediate Algebra is intended for students who (1) are interested in covering topics in a greater depth and at a faster pace; (2) have a serious intent to pursue a career in mathematics, science, engineering, or similar areas; and/or (3) enjoy the structure and rigor of formal mathematics. A graphing calculator (TI-83+ or TI-84+) is required.

GEOMETRY (MTH04)
Grades 10-12; 1 credit, Skinny (Year)
Prerequisite: Intermediate Algebra
Geometry is designed for students to review and expand basic mathematical knowledge introduced in Intermediate Algebra such as problem-solving equations and linear functions, as well as enhance visual thinking while improving logical reasoning and deductive thinking. The course explores two- and three-dimensional figures, including angles, parallel and perpendicular lines, triangles, polygons, similarity, circles, solids and transformations and coordinate geometry. A graphing calculator (TI-83+ or TI-84+) is recommended.

ADVANCED ALGEBRA (MTH22)
Grades 10-12; 1 credit, Skinny (Year)
Prerequisite: Intermediate Algebra
Advanced Algebra is primarily concerned with reviewing topics discussed in Beginning Algebra and Intermediate Algebra, including (but not limited to) linear, quadratic, absolute value, piecewise-defined, and polynomial functions and further developing students' understanding of rational, exponential, and logarithmic functions as well as sequences and series. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being

expressed graphically, numerically, analytically, and verbally. Additionally, this course will introduce students to the basics of probability and statistics, including data collection, exploratory data analysis, measures of central tendency and spread, theoretical probabilities in simple and compound events, basics of experimental design, and evaluating predictions and arguments of data. A graphing calculator (TI-83+ or TI-84) is required.

TRIGONOMETRY (MTH07)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: Advanced Algebra, Geometry
The study of Trigonometry covers six right triangle functions, the Law of Sines and the Law of Cosines. Emphasis is given to practical applications of trigonometry such as navigation and physics. Trigonometry is necessary for students planning to take calculus and for students planning further work in electronics and other technical fields. A graphing calculator (TI-83+ or TI-84+) is required.

HONORS TRIGONOMETRY (MTH08)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: Honors Intermediate Algebra, Geometry
This course utilizes a graphing approach to the study of trigonometric functions. The course develops the theory, skill and applications of right triangle trigonometry, the Law of Sines and Cosines, circular functions including modeling real-world data, and the application of trigonometry to complex numbers, vectors and the use of trigonometric functions. Students should have obtained an A or B in prerequisite courses. A graphing calculator (TI-83+ or TI-84+) is required.

PRE-COLLEGE ALGEBRA (MTH09)
Grades 11-12; 1 credit, Block (Semester)
Prerequisite: Advanced Algebra, Geometry
In this course, students are introduced to the standard concepts and language needed for beginning college mathematics courses. The course will extend and review algebraic concepts, especially functions and graphs. Topics may also include sequences and series, logarithmic and exponential functions, rational functions, and conic sections. A graphing calculator (TI-83+ or TI-84+) is required.

COLLEGE ALGEBRA (MTH1114) (Concurrent Enrollment through MState)
GRADES 11-12; 1 credit (high school) Block (semester); 4 credits (college credit) through MState
Prerequisites: Geometry, Advanced Algebra and an acceptable score on the Accuplacer exam, which is determined by the college registrar.
The competencies for this course include: analyzing characteristics of linear, quadratic, polynomial, rational, exponential, logarithmic and radical functions, their graphs and inverse (where appropriate), solve systems of equations, determine real and complex zeros of polynomials, perform operations, including compositions and use of mathematical modeling to solve application problems. A graphing calculator is required (TI-83 or 84 is recommended).

COLLEGE FUNCTIONS & TRIGONOMETRY (MTH1115) (Concurrent Enrollment Through MState)
Grades 11-12; 1 credit (high school, Block (Semester); 4 credits (college credit) through MState
Prerequisite: College Algebra
The competencies for this course include: the circular method and right triangle method to define trigonometric functions, analyze the characteristics of trigonometric functions, their graphs and inverse, solve trigonometric equations, use trigonometric identities to evaluate functions and simplify expressions, solve applications involving trigonometric concepts, explore the Law of Cosines, apply vector concepts to find solutions in the plane and in three dimensional space, explore complex numbers, and their trigonometric form, analyze the characteristics of parabolas, ellipses, and hyperbolas and explore polar coordinates, equations and their graphs. A graphing calculator is required (TI-83 or 84 is recommended).

HONORS PRE-CALCULUS (MTH10)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: Honors Intermediate Algebra, Geometry
This course strengthens and extends mathematical concepts learned in previous classes and prepares students for calculus and college mathematics courses. Topics include review of all basic algebraic and transcendental functions, including polynomials, rational functions, logarithmic and exponential functions, sequences and series, and probability topics. An emphasis is placed on graphing approaches to most of these topics. A graphing calculator (TI-83+ or TI-84+) is required. Students should have obtained an A or B in prerequisite courses.

AP STATISTICS (MTH17)
Grades 10-12; 1 credit, Skinny (Year)

Prerequisite: Advanced Algebra OR Honors Pre-Calculus OR Pre-College Algebra.
A grade of either an A or B is recommended in these courses.
At many universities, students are taking at least one introductory statistics course in response to the many different occupations that apply statistical concepts. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will cover four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course follows the College Board's statistics course syllabus, the Advanced Placement course expectations, and Advanced Placement grading practices. The course's homework expectations is generally 45 minutes to an hour each day. Students also will be expected to complete reports and projects outside of class time. By successfully scoring on the Advanced Placement statistics exam, a student may receive college credit, advanced placement or both for a one-semester introductory college statistics course. A graphing calculator (TI-83+ or TI-84+) is required.

CALCULUS (MTH11)
Grade 12; 1 credit, Block (Semester)
Prerequisite: Honors Pre-Calculus and Honors Trigonometry OR Pre-College Algebra and Trigonometry
Calculus is fundamentally different from the mathematics students have studied previously. Calculus is less static and more dynamic; it is concerned with change in motion; it deals with quantities that approach other quantities. This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, differential calculus, and infinite sequences and series. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than collections of unrelated topics. Technology (graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Unlike AP Calculus, a student may earn only high school credit by successfully completing the class.

ADVANCED PLACEMENT CALCULUS (MTH12)
Grade 11 & 12; 1 credit; Block (Semester)
Prerequisites: Honors Precalculus and Honors Trigonometry
Calculus is fundamentally different from the mathematics that students have studied previously (calculus is less static and more dynamic; it is concerned with change in motion; it deals with quantities that approach other quantities). This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, and differential calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than a collection of unrelated topics. Technology (required graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

In order to fully comprehend daily material, it is imperative to complete homework assignments. Students should expect to spend on average 30-45 minutes per day reviewing notes and other resources and working all assigned problems.

Students may earn high school credit, advanced placement credit (for a one-semester college Calculus 1 course) or both by successfully scoring on the Advanced Placement Calculus AB exam.

ADVANCED PLACEMENT CALCULUS AB (MTH12A)
Grade 11 & 12; 1 credit; Block (Semester)
Prerequisites: AP Calculus
AP Calculus AB is an extension of AP Calculus rather than an enhancement. This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, and differential calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than a collection of unrelated topics. Technology (required graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

In order to fully comprehend daily material, it is imperative to complete homework assignments. Students should expect to spend on average 30-45 minutes per day reviewing notes and other resources and working all assigned problems.

Students may earn high school credit, advanced placement credit (for a one-semester college Calculus 1 course) or both by successfully scoring on the Advanced Placement Calculus AB exam.

ADVANCED PLACEMENT CALCULUS BC (MTH12B)
Grade 11 & 12; 1 credit; Block (Semester)
Prerequisites: AP Calculus
AP Calculus BC is an extension of AP Calculus rather than an enhancement. This course is primarily concerned with further developing students' understanding of topics including functions and models, limits, derivatives, integrals, and differential calculus, and introducing students to infinite sequences and series. Technology (required graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

In order to fully comprehend daily material, it is imperative to complete homework assignments. Students should expect to spend on average 30-45 minutes per day reviewing notes and other resources and working all assigned problems.

Students may earn high school credit, advanced placement credit (for a one-semester college Calculus 2 course) or both by successfully scoring on the Advanced Placement Calculus BC exam.

Return to the Table of Contents

Music

Watch a video regarding registration for music classes

Victor Hugo observed that "Music expresses that which cannot be put into words and that which cannot remain silent." For anyone who has practiced and produced a musical note this is all so true. Music offers so much to enhance an individual. Beyond the realm of personal satisfaction and joy from music is the gain from the study of music and musical production.

The study of music has been proven to increase vocabulary acquisition, nurture advanced reading skills and carry additional skills that readily transfer to all studies. Furthermore, students in music advance teamwork and communication within their section and the larger musical group. There is even a strong correlation between music and mathematics plus a myriad of scholarship opportunities in the field of music. The possibilities with music are endless and serve to provide a lifetime of satisfaction.

The arts state standards can be reviewed on the Minnesota Department of Education website, and the arts national standards can be reviewed on the National Coalition for Core Arts Standards website.

Minnesota requires one art credit (two ½ credit classes or one 1 credit course) for graduation and that can be taken any year between grades 9-12. Be sure to read this registration catalog carefully. Some of the music options are based upon auditions or advanced experience in the respective music area.

	9	10	11	12
Choir	Varsity Choir Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory
Orchestra	String Ensemble String Sectional Freshman Orchestra Music Theory	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings
Band	Concert Band Band Sectional Symphonic Band Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory

Apollo Strings, Carolers, Jazz Band, Marching Band and Pep Band are extracurricular activities that afford additional music experience and fun!

21st Century Skills in music:

Critical Thinking
Confidence
Perseverance
Constructive feedback
Accountability
Self-correction

Communication
Non verbal
Symbolic

Collaboration
Cooperation

Creativity
Self-discipline
Improvisation
Problem solving
Self-confidence

Jobs involving music: (also - see the report from Berklee College of Music)

Performance instrumental
Recording
Commercial
Radio shows
Performance vocal
Composition

Performance conducting
Arranger
TV shows
Video games
Music editor
Instrument maker

Piano tuner
Education
Music distributor
Recording industry
Publishing
Music attorney

Artist manager / agent
Accompanist
Church musician
Event coordinator
Wedding coordinator
Audiology/Acoustic technician

Film scoring	Instrument repair	Sound production
Marketing/Advertising	Music sales	Musical therapy

Course Descriptions

MUSIC THEORY I & II (MUS20) & (MUS202)
Grades 9-12; 1/2 credit, Skinny (Semester) each class
Music Theory is open to any grades 9-12 student. In Music Theory I, students will learn basic music fundamentals, ear-training, melodic dictation, and four-part writing. In Music Theory II, students will learn chord analysis, counterpoint, and composition. Music Theory II is open to students who have successfully completed Music Theory I.

CONCERT BAND (MUS01C)
Grades 9-10; 1 credit, Skinny (Year)
Concert Band is open to students in grades 9-10 who have previous experience on a band instrument. Students will continue to develop tone and technique on their chosen instrument and play daily in a large group ensemble setting. Concert band performs a variety of styles of music for several public performances throughout the year.

SYMPHONIC BAND (MUS02S)
Grades 9-12; 1 credit, Skinny (Year)
Students selected through audition
Symphonic Band is an advanced instrumental ensemble which is comprised of students who have been selected by audition. Students in Symphonic Band will continue to develop tone and technique on their chosen instrument, as well as play daily in a large group ensemble setting. Students will perform a variety of music styles at several public performances throughout the year. Students are encouraged to be involved in the Moorhead High School Marching Band and Pep Band. This group tours every other year.

WIND ENSEMBLE (MUS03)
Grades 10-12; 1 credit, Skinny (Year)
Students selected through audition
The Wind Ensemble is the most advanced instrumental ensemble for students in grades 10-12 who have been selected through audition. Students in Wind Ensemble will participate daily in rigorous rehearsals that focus on tone and technique building as well as ensemble musicianship. Students will perform a variety of music styles at several public performances throughout the year. Students should anticipate being involved in the Moorhead High School Marching Band and Pep Band. This group tours every other year.

BAND SECTIONAL
(MUS05) 1ST SEMESTER
(MUS052) 2ND SEMESTER
Grades 9-12; 1/2 credit, Skinny (Semester) (offered both semesters)
This course will offer more intensive, small group study of ensemble literature and performance issues specific to individual instruments. Various ensembles will be formed based on the instrumentation available. Students who wish to audition for various state honor bands or participate in solo and ensemble contest are encouraged to register for this course. This course is open to any instrumental music student.

FRESHMEN ORCHESTRA (MUS06)
Grade 9; 1 credit, Skinny (Year)
Freshmen Orchestra is open to grade 9 students who have previous experience on a string instrument. Students will improve on fundamental musical skills including bowing technique, quality tone production, intonation, second through fifth positions, and vibrato. The Freshmen Orchestra performs several concerts throughout the school year and participates in the MNSOTA Tier I Orchestra Festival.

CONCERT ORCHESTRA (MUS062)
Grades 10-12; 1 Credit, Skinny (Year)
Concert Orchestra, an intermediate ensemble, is open to any grades 10-12 string student. Concert Orchestra is intended to be a preparatory ensemble for Symphony and Chamber Orchestras. Concert Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year.

SYMPHONY ORCHESTRA (MUS08)
Grades 10-12; 1 credit, Skinny (Year)
Students selected through audition
Students auditioning for Symphony Orchestra are required to demonstrate proficiency in the fundamentals of string performance. Symphony Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year. The Symphony Orchestra tours every other year.

CHAMBER ORCHESTRA (MUS07)
Grades 10-12; 1 credit, Skinny (Year)
Students selected through audition
The Chamber Orchestra is comprised of serious instrumental students selected through audition and meeting the required proficiency standards of the ensemble. Emphasis will be placed on advanced orchestral literature and techniques. The Chamber Orchestra tours every other year.

STRING ENSEMBLE (MUS09)
Grades 9-12; 1 credit, Skinny (Year)
This course will offer an intensive, small group study of ensemble literature and performance issues specific to individual instruments. This course is open to any orchestra student.

STRING SECTIONAL
(MUS10) 1ST SEMESTER
(MUS102) 2ND SEMESTER
Grades 9-12; 1/2 credit, Skinny (Semester)
This course is designed to address technical aspects of string instrument playing. Emphasis will be placed on playing technique, tone production, sight-reading, and advanced string skills.This course is open to any orchestra student.

VARSITY CHOIR (MUS11)
Grades 9-12; 1 credit, Skinny (Year)
Varsity Choir is the place for all students to begin singing at MHS. The course includes instruction in the fundamentals of singing, music theory, music reading and sight-singing. The choir performs mixed music from a variety of genres. No audition or prior singing experience needed. Peer tutors are often sought for the Varsity Choir.

TREBLE CHOIR (MUS12)
Grades 10-12; 1 credit, Skinny (Year)
This is an intermediate ensemble open to all treble voices grades 10-12 with a focus on vocal training and preparation. Performs a variety of music from all cultures. No audition needed.

CONCERT CHOIR (MUS13C)
Grades 10-12; 1 credit, Skinny (Year)
Students selected through audition
The Concert Choir is open to students who demonstrate a high level of proficient singing and open by audition only. Please contact the choir director to set up an audition time and obtain audition material. This ensemble performs music from all eras and will tour every two years.

CHORALE (MUS14)
Grades 10-12; 1 credit, Skinny (Year)
Students selected through audition
The Chorale is comprised of the most serious choral students, selected by audition and meeting the required proficiency standards of the ensemble. Students will perform advanced level repertoire from all genres and will tour every two years.

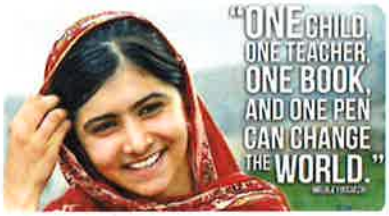
VOCAL CHAMBER MUSIC (MUS15)
Grades 9-12; 1 credit, Skinny (Year)
The Vocal Chamber ensemble is open to students in grades 10-12 with permission from the director to register. It performs a variety of small chamber music such as vocal jazz and pop music.

INDEPENDENT STUDIES IN STRINGS (MUS16)
Grades 9-12; 1/2 credit, Skinny (Semester)
This course allows students to independently discover a variety of string repertoire from etudes to solo works. Technical aspects of string instrument playing including playing technique, tone production, and sight-reading, and advanced string skills will be emphasized. This course is open to any orchestra student.

MUSIC SECTIONAL (MUS17)
Grades 9-12; 1 credit, Skinny (Year)
Music sectional is open to all music students grades 10-12 and is designed to provide individual practice time, small ensemble or sectional practice time on performance music, and audition preparation time.

Return to the Table of Contents

Reading



Becoming a strong reader is a key to success in all other classes and careers. Reading is much more than merely "knowing the words." Reading is thinking! Reading is getting meaning from what is read and being able to apply the ideas to other thoughts and other classes. Every reader can become a stronger reader. This may mean reading more complex articles or books. It may mean becoming more fluent or better able to understand what is read. To be a "better reader" means different things to different people, and the reading classes at Moorhead High School are designed to help each student to achieve his or her own unique reading goals.

Parents are encouraged to contact the reading teachers at anytime with concerns of their students or concerns that they might have. The reading program staff want to work in a partnership with families to improve the reading skills of all students.

The Minnesota state reading standards can be reviewed on the Minnesota Department of Education website.

Course Descriptions

READ 180 / SYSTEM 44 (READ 180)
Grades 9-12; 2 credits, Block (Year)
Placement is based upon reading scores and district criteria. As such, the course may become a required course. The READ 180 course is intensive and based upon sound national research designed to improve the reading, comprehension and writing skills of students. It is intended to be a "turnaround" point for students who struggle with reading and comprehension by focusing on specific reading strategies. The staff for this course are specifically trained to use the Scholastic products READ 180 and System 44 approved by the U.S. Department of Education. Using a combination of large group, small group, computer assistance and independent work, students can grow to become confident readers. Students may take this course for two years if they meet the district criteria.

READING ENHANCEMENT (ELE07)
Grade 9-12; 1 credit, Skinny (Year)
Placement is based upon reading scores and district criteria. This course targets students who possess reading skills but need improvement to be successful with the intense reading requirements of high school. Reading Enhancement uses the research-based program Reading Plus to accelerate the reading capability of a student. The course is designed to assist students to improve their reading efficiency, comprehension and application of specific skills to what is read. The course addresses both fiction and content reading skills as well as reading for enjoyment and educational purposes. The program is customized for each student, targets areas for improvement, and provides constant feedback to measure how a student is mastering the skills needed to be a better reader. Successful students leave the course with increased confidence in their reading skills. The course may be taken more than once with the permission of the instructor.

Return to the Table of Contents

Science

Science is composed of what one knows about the "stuff" of life from the smallest subatomic particle in an atom to the human body and the nature of the environment and space that surrounds each of us. Science also explores the processes of our environment and the space around us. Another crucial component of science is the process by which observers learn about the "stuff" in the universe and how that "stuff" relates to other things in the universe. However, science is different from many other ways of learning because of the way it is done. Science relies on testing ideas with evidence gathered from the natural world.

In science classes students will learn about the "stuff" that creates the world around us as well as skills in organization, communication, intellectual thinking, numeracy, research, critical thinking, analysis, synthesis, application of principles and more. These are the skills of life!

The science state standards can be reviewed on the Minnesota Department of Education website.

Please check the prerequisites needed for each course.

	9	10	11	12
Required for Graduation	Physical Science	Biology	Chemistry or Physics or ChemCom (one of these must be taken to meet the Minnesota graduation standards)	Chemistry or Physics or ChemCom) (one of these must be taken to meet the Minnesota graduation standards unless completed in an earlier grade)
AP/Advanced The path is flexible and can be used to meet your future goals.	Honors Physical Science / Honors Biology	Honors Biology AP Biology Chemistry	Chemistry AP Chemistry AP Biology Physics	AP Chemistry AP Biology Physics
Electives		Zoology Botany Human Anatomy and Physiology I	Zoology Botany Human Anatomy and Physiology I Human Anatomy and Physiology II Biochemistry Environmental Science	Zoology Botany Human Anatomy and Physiology I Human Anatomy and Physiology II Biochemistry Environmental Science

			Forensic Science	Forensic Science

Twenty-First Century Skills in science:

Critical Thinking	Communication	Collaboration	Creativity
Searching	Listening	Gathering data	Planning ahead
Investigation	Observing	Experiments	Designing
Evaluating	Asking questions	Caring for equipment	Inventing
Tabulating	Discussing		Synthesizing
Comparing	Explaining / defending		Calibrating
Contrasting	Graphing / charting		Constructing
Classifying	Writing		
	Reporting		

Jobs involving science:

Aquacultural manager	Cartographer	Alternative energy	Medical science
Aquarist	Education	Aerospace	Agronomist
Electrician	Mortician	Surveyor	Landscape architecture
Power production	Micro / nano scientist	Heating and cooling	Veterinarian
Patent lawyer	Plumber	Geoscientist	Food science
Chemist	Computer science	Sound / lighting	Security
Forensics	Athletic trainer	Automotive	Robotics
Technical writer	Environmental scientist	Hydrologist	Disease control
Game design	Geographic information	Park ranger	Wildlife / Marine biologist
Engineer	Meteorologist	Health and safety engineer	
Zoologist			

Course Descriptions

PHYSICAL SCIENCE (SCI019)
Grade 9; 1 credit, Skinny (Year)
Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

HONORS PHYSICAL SCIENCE (SCI15)
Grade 9; 1 credit, Block (Semester)
Prerequisite: Honors Math (Grade 8)
This course is to teach students scientific theory with emphasis on research, discussion, and problem solving. Students will work in laboratory investigations to acquire the skills of the scientist. Scientific theory will be examined as how it applies to everyday life situations. The course will show the importance of using science and technology in rapidly advancing society. This study will prepare students for additional science coursework during high school in preparation for post-secondary education.

BIOLOGY (SCI03)
Grade 10; 1 credit, Skinny (Year)
Prerequisite: Physical Science

Biology is a course that studies life. Course topics includes the nature of science, biochemistry, cellular biology, ecology, genetics and evolution. Emphasis is placed on the biochemical processes of life, including life cycles and the interaction of life with nonliving things.

HONORS BIOLOGY (SCI05)
Grades 9-10; 1 credit, Skinny (Year)
Prerequisite: Physical Science or evidence of middle school science excellence
The focus of the class will be equipping students with knowledge and skills to successfully complete AP Biology and/or Human Anatomy and Physiology. Normal biology curriculum will be followed with added emphasis in the areas that will enhance student performance in future science classes. Course may be taken at the same time as Honors Physical Science.

AP BIOLOGY (SCI07), (SCI072), (SCI073) REGISTER FOR ALL THREE
Grades 10-12; 1.5 credits, Block (Three Quarters)
Prerequisite: Biology or Honors Biology, Chemistry (Chemistry can be concurrent)
AP Biology is designed to be the equivalent of a two-semester introductory college biology course, usually taken by biology majors during their first year of college. This course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. AP Biology will include topics regularly covered in a college biology course, including molecular biology, genetics, ecology, evolution, and anatomy/physiology of both plants and animals. The college course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, the type of laboratory work done, and the time and effort required outside of class by the students. It is recommended that students are prepared for 30-45 minutes of work daily outside of the classroom. Students who complete the Advanced Placement Biology course will have an opportunity to take the Advanced Placement Exam for determination of college credit.

CHEMISTRY (SCI09S)
Grades 10-12; 1 credit, Skinny (Year)
Prerequisite: Geometry, Physical Science, grade 9 teacher recommendation for grade 10 students
Chemistry is a study of the composition of materials and the changes these materials undergo. It is the design of the course that the students may gain more than just knowledge of materials. Proper thought processes and useful habits will be developed. Laboratory work is emphasized as an important means of learning scientific methods. Fundamental knowledge of algebraic concepts is necessary to understand the principles of stoichiometry, gas laws and the Laws of Conservation. The nature of chemistry is such that students must be willing to apply themselves diligently if they are to successfully complete the requirements of the course.

CHEMCOM - CHEMISTRY IN THE COMMUNITY (SCI08)
Grades 11-12; 1 credit, Block (Semester)
Prerequisite: Geometry, Physical Science
Chemistry is the study of what substances are made of and the changes they undergo. In this class, chemistry is taught as students learn how it applies to real-life situations. Students will learn many of the concepts taught in a regular chemistry course, but topics will be addressed using real-life examples. This is a lab course in which students will get hands-on experience using chemicals and doing experiments while applying the scientific method. Topics are broken down into units based on resources, water, petroleum, air, and food.

AP CHEMISTRY (SCI10), (SCI102), (SCI103) REGISTER FOR ALL THREE
Grades 11-12; 1.5 credits, Block (Three Quarters)
Prerequisite: Chemistry, Honors Pre Calc or Pre College Algebra (can be concurrent)
The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year in college. This course is to be taken after the successful completion of a first course in high school chemistry. Students enrolled in the class will be expected to develop an understanding of the following topics: structure and states of matter, stoichiometry, equilibrium, kinetics and thermodynamics. The course involved in-depth discussion on each of the topics along with extensive lab experience that requires the student to maintain their own lab manual. It would be expected that the student spend 30-45 minutes daily outside of class. Students who complete the Advanced Placement Chemistry course will have an opportunity to take the Advanced Placement Exam for determination of college credit.

BIOCHEMISTRY (SCI09B)
Grades 10-12; 1/2 credit, Block (Quarter)
Prerequisite: Chemistry
Biochemistry is intended to build upon those concepts students learned in chemistry and biology courses and expose students to current biochemical lab techniques. This course would be helpful to those students interested in a career

involving chemistry, biology or medicine. Topics covered will include an overview of organic chemistry including lipids, carbohydrates, and proteins.

PHYSICS (SCI11)
Grades 11-12; 1 credit, Block (Semester)
Prerequisite: Geometry and Trigonometry (concurrent enrollment useful but not required)
Physics is the study of matter and energy and how various forms of energy are interrelated. Physics is the fundamental science as it develops principles applied in all other sciences. This course gives a theoretical and and practical introduction to essential physics topics including kinematics in one and two dimensions, force and dynamics, bodies in equilibrium, and linear momentum. Class and laboratory assignments will use algebraic and trigonometric methods to analyze data, illustrate the relationships between variables, and solve written and applied problems. An understanding of physics is important for success in many scientific and technical areas such as biological science, chemistry, computer design, dentistry, engineering, forestry, geological science, health and medical sciences, pharmacy, veterinary medicine, and others. Physics classes help develop the verbal and math skills needed to do well on the ACT and SAT tests.

HUMAN ANATOMY & PHYSIOLOGY I (SCI06)
Grades 10-12; 1 Credit, Block (Semester)
Prerequisite: Biology or Honors Biology (Biology or Honors Biology can be concurrent)
The focus of this course is the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study human tissues and organ systems including integumentary, skeletal, muscular, digestive and circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

HUMAN ANATOMY & PHYSIOLOGY II (SCI062)
Grades 11-12; 1 Credit, Block (Semester)
Prerequisite: Human Anatomy & Physiology I
This course continues the study of the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study organ systems including nervous, lymphatic and immunity, endocrine, urinary, reproductive, and a continuation of circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

ZOOLOGY (SCI13)
Grades 10-12; 1/2 credit, Block (Quarter)
Prerequisite: Biology or Honors Biology
This class will explore the animal kingdom. Topics studied include the scientific method, classification, development and evolution of the various animal phyla and classes. This class will require students to actively participate in dissections, which will include, but are not limited to, worms, clams, crayfish, grasshoppers, sea-stars, squid, fish and various mammals.

FORENSIC SCIENCE (SCI12F)
Grades 11-12; 1/2 credit, Block (Quarter)
Prerequisite: Biology or Honors Biology
Forensic Science is an interdisciplinary science, which will bring in topics from physics, biology, chemistry, anthropology, psychology, mathematics, engineering and law. In addition, reasoning, critical thinking, reading, and writing skills will be developed. The units in this course will include crime labs, evidence collection, hair and fiber analysis, blood typing and blood spatter, fingerprinting, DNA fingerprinting, toxicology, document analysis, and accident reconstruction.

ENVIRONMENTAL SCIENCE (SCI12)
Grades 11-12; 1/2 credit, Skinny (Semester)
Prerequisite: Biology or Honors Biology
Environmental Science studies the natural world and how humans interact with the environment. It is an interdisciplinary study, which will bring in topics from biology, chemistry, geology, sociology and economics. Throughout the semester we will explore how our environment affects us and in turn how we affect the environment. Topics that will be covered include: ecology, biodiversity, conservation management, human population dynamics, renewable and nonrenewable resources and climate.

BOTANY (SCI14)
Grades 11-12; 1/2 credit, Block (Quarter)
Prerequisite: Biology or Honors Biology
This class will study plants and their importance as food and their role in the ecosystems around us. Plant structure and function will be covered. Different plant groupings also will be examined. Labs will include microscope examination of plant structures and developing studies of the effects of environmental conditions on plant growth.

Return to the Table of Contents

Social Studies

Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on the social studies. The social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. These same skills do much to prepare future citizens for further education and careers.

The courses required for graduation are listed below in the corresponding row. The social studies department is the only department at Moorhead High School to offer a four-year continuum in Advanced Placement (AP) coursework. The AP courses will count for graduation in lieu of the corresponding courses needed for graduation. Alternative course work may be taken through independent study with a faculty adviser and department chair approval.

The social studies state standards can be reviewed on the Minnesota Department of Education website.

	Grade 9	Grade 10	Grade 11	Grade 12
Required for graduation	World History	Modern Geography	United States History	Economics Government
AP AP course work may be applied toward graduation	AP Human Geography (counts as Modern Geography credit)	AP European History (Counts as World History credit)	AP United States History	AP Microeconomics and / or AP Macroeconomics --- AP US Government and / or AP Comparative Government
Electives		• AP Human Geography • Contemporary	• AP Human Geography • AP Psychology	• AP Human Geography • AP Psychology

		Public Policy	• Contemporary Public Policy • Mentorship • Sociology • Psychology	• Contemporary Public Policy • Mentorship • Sociology • Psychology

21st Century Skills in social studies:

Critical Thinking
Acquire information
Listening
Use of primary sources
Expository reading
Use information
Problem solving
Evaluation
Analysis
Historical awareness

Communication
Presentations
Speaking
Writing
Listening
Vocabulary - academic
Online communication

Collaboration
Group work
Global awareness
Perspective
Participatory skills
Online collaboration

Creativity
Writing
Innovation
Creativity
Technology innovation
Software development

Jobs involving social studies

Business
Publishing
Politics
Government
Grant writer
Writer / editor
Sales
Archeology
Non-profit
Economist
Anthropology
Human resources
National / State Parks
Real estate
Fashion marketing
Youth work
Law
Art work
Intelligence work
College professor
Teacher
Museum work
Linguistic anthropologist
Consultant
Insurance/reinsurance
Fashion design
City manager
Business
Environmental work
Social activist
Trades
International field
Research analyst
Investments
Military
Management
Ministry
Broadcast
Paralegal
Pollster
Market research
Agriculture economist
Psychologist
Police officer

Course Descriptions

REQUIRED COURSES FOR GRADE 9 (choose one of the following)

WORLD HISTORY (SOC059)
Grade 9; 1 credit, Block (Semester)
This course will provide a solid understanding of world history. It will enable students to better understand and evaluate the world and time in which they live by having a fundamental understanding of the past. This course will also cover major events and trends from ancient civilizations to the turn of the 21st century. Within this chronology, the course will look at the history of culture, politics, diplomacy, society, education, economics, and more.

AP HUMAN GEOGRAPHY (SOC219)
Grade 9; 1 Credit, Skinny (Year)
This course introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will examine human social organization and its environmental consequences. Topics covered will include geography, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

REQUIRED COURSES FOR GRADE 10 (choose one of the following)

MODERN GEOGRAPHY (SOC211)
Grade 10; 1/2 Credit, Block (Quarter)
Modern Geography will be a study of Human Geography and Physical Geography. This course will examine where things are on Earth, and *why* every place on Earth is unique and in other ways related to other locations. Students also will be using modern technology throughout the course (GIS, GPS, etc.) to study Modern Geography. Along with the use of technology there will the study of modern religion, world cultures, the impact humans have on the Earth, as well as local, national and world current events.

AP EUROPEAN HISTORY (SOC15)
Grade 10; 1 credit, Skinny (Year)
Advanced Placement European History is a year-long course designed for college-bound high school students that surveys European political, social, economic, and cultural history from the Renaissance to the present. Students will do extensive essay writing, reading in a college-level text, and analysis of primary documents and other sources materials. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

REQUIRED COURSES FOR GRADES 11-12 (each required course has an AP option)
(Students need a ½ credit of Government, ½ credit of Economics, and 1 credit of U.S. History)

AMERICAN GOVERNMENT (SOC10)
Grades 11-12; ½ credit, Block (Quarter)
This course is to prepare students for the role of national citizenship. A democratic people must understand and appreciate the character of their society, its goals, purposes, limitations, methods of operation, and the boundaries or reasonable choice in their nation and world. Units to be studied include the executive, the legislative and the judicial branches of the U.S. government. Current events are considered to be an important part of each unit

AP U.S. GOVERNMENT AND POLITICS (SOC16)
Grades 11-12; 1 credit, Block (Semester)
AP American Government and Politics gives students an analytical perspective on government and politics in the United States. The course examines the structures and functions of government institutions, political parties and elections, and basic issues regarding civil rights and civil liberties. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

AP COMPARATIVE GOVERNMENT (SOC17)
Grades 11-12; 1 credit, Block (Semester)
AP Comparative Government gives students a basic understanding of the world's diverse political structures and practices by examining the governments of six very different countries – China, Russia, Great Britain, Iran, Mexico and Nigeria. The course encompasses the study both of specific countries and of general concepts used to interpret the key political

relationships found in virtually all national politics. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

ECONOMICS (SOC07)
Grades 11-12; ½ credit, Block (Quarter)
Economics is a course designed to give students knowledge about, and appreciation of, the American economy and its position and role in a global economy. Specific issues examined include: economic choices, economic systems, the market economy (microeconomics) which includes income, business organization, market structures, financial institutions, supply and demand, competition, entrepreneurship; the national economy (macroeconomics) which includes measure and analyze overall economic performance, federal budget, federal reserve system, economic growth; and essential skills which include analyzing current events from an economic perspective and exposure to personal finance. The main goal for economics is to prepare students with a foundation in the basics of economics to succeed at a two or four year college.

AP MACROECONOMICS (SOC19)
Grades 11-12; 1 credit, Block (Semester)
AP Macroeconomics examines the principles of economics that apply to the economic system as a whole. Students will analyze the business cycle (why do we have recessions?), indicators of economic performance such as inflation and unemployment, monetary and fiscal policy, international trade, and currency exchange. The course emphasizes analysis of current economic problems and examines different economic schools of thought. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

This course will result in students fully utilizing the learning tools of PowerLearning (formerly Haiku). This class will follow a traditional class schedule except for Friday. On Fridays, students will utilize the tools of PowerLearning instead of being in the traditional classroom setting. The teacher will conduct office hours on Friday and meet with students who are in need of further assistance. This schedule will run for the duration of the course, and the students will find their hybrid days in their course calendar.

AP MICROECONOMICS (SOC20)
Grades 11-12; 1 credit, Block (Semester)
AP Microeconomics gives students a thorough understanding of the principles of economics that apply to individuals and businesses within the context of the larger economic system. The course evaluates the efficiency of the market system by examining supply and demand, various market structures such as competitive markets and monopolies, market failures, and the role of government in the market. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

This course will result in students fully utilizing the learning tools of PowerLearning (formerly Haiku). This class will follow a traditional class schedule except for Friday. On Fridays, students will utilize the tools of PowerLearning instead of being in the traditional classroom setting. The teacher will conduct office hours on Friday and meet with students who are in need of further assistance. This schedule will run for the duration of the course, and the students will find their hybrid days in their course calendar.

UNITED STATES HISTORY (SOC24)
Grades 11-12; 1 credit, Block (Semester)
In this course, students will study the development of the political, social, economic and diplomatic history of the United States. Programs of various presidential administrations and major economic and political ideas that have influenced the development of our American system will be studied. The first half of the course will be a survey of U.S. history to about 1876. This will include such topics as indigenous peoples, exploration, colonial times, the American Revolution and Constitution, the young republic, growth of democracy, territorial expansion, slavery, Civil War, and Reconstruction. The second half of the course will survey U.S. history from about 1877 to the present. The emphasis will be on industrialization, U.S. imperialism, progressivism, the Great War, the Great Depression, the New Deal, WWII, and the Cold War era.

AP UNITED STATES HISTORY (SOC14) (SOC142) (SOC143) REGISTER FOR ALL THREE
Grades 11-12; 1.5 credits, Block (Three Quarters)
Advanced Placement U.S. History is a three quarter blocked course that will explore the development of the political, social, economic and diplomatic history of the United States. Programs of various presidential administrations and major economic and political ideas that have influenced the development of our American system will be studied. Students will participate in extensive essay writing and reading in a college-level text. Students will be expected to provide an analysis of primary documents and other sources of historical materials in developing document-based essays in preparation for the AP Exam. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

SOCIAL STUDIES ELECTIVE COURSES

AP HUMAN GEOGRAPHY (SOC219) (Upper level elective option)
Grades 10-12; 1 credit, Block (Semester)
This course introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will examine human social organization and its environmental consequences. Topics covered will include geography, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

MENTORSHIP (ELE02)
Grades 11-12; ½ credit, Block (Quarter)
The Mentorship class is available to junior and senior high school students. The course is designed for students who are interested in a full spectrum of career options. These options may range from what has been traditionally termed the trades (electrical, carpentry, welding, masonry, etc.) to the professional areas (medicine, law, teaching, business, architecture, engineering, etc.). Students will have the opportunity to learn about a trade or profession and to participate in an on-the-job experience with participating people in the Fargo-Moorhead community. This is an advanced-level course requiring classroom work, on-the-job participation, research and independent work. Students will be required to provide their own transportation to and from the mentor's place of business. This course may be taken more than once for credit.

PSYCHOLOGY (SOC09)
Grades 11-12; ½ credit, Block (Quarter)
Psychology is a behavioral science primarily concerned with the actions of humans. The purpose is to achieve an overview of the psychology field. Students will develop an understanding of themselves and others. Areas of study include human development, perception, learning, thinking, intelligence, creativity, emotions, motivations, personality, abnormal behavior and mental health.

AP PSYCHOLOGY (SOC18) (SOC182) (SOC183) REGISTER FOR ALL THREE
Grades 11-12; 1.5 credits, Block (Three Quarters)
The purpose of the AP course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The aim is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

SOCIOLOGY (SOC08)
Grades 11-12; ½ credit, Block (Quarter)
Sociology is an elective course that will introduce students to the study of human social behavior. Students will develop an understanding of themselves and others from a social standpoint. Students will study culture, change, relationships, socialization, family, and social structure. Social problems such as changing family patterns and sex roles, delinquency and crime, poverty, and health will be important parts of this course.

Return to the Table of Contents

Science, Technology, Engineering and Math - STEM / Project Lead the Way (PLTW)

STEM Science, Technology, Engineering, Mathematics

One of the fastest growing segments of the American business community is in areas that demand skills in science, technology, engineering and math and yet, even in Minnesota, businesses cannot find a large enough supply of capable workers to fill all the jobs. In fact, many of the well-paying jobs do not require a college degree and those jobs still go unfilled.

Coursework in STEM/PLTW helps students to learn about such jobs as well as jobs that require a college degree or more. However, the course work is fun, challenging and engaging. **Student learn by doing.** The four areas of STEM are not taught separately but are integrated as students learn how the four areas become tools to craft a single end project.

At the same time students learn about possible careers. The manufacturing sector faces an alarmingly large shortage of employees with the necessary skills — nearly 600,000. The field of cloud computing alone will create 1.7 million jobs between 2011 and 2015, according to recent research. The U.S. Bureau of Labor Statistics projects that by 2018, the bulk of STEM careers will be:

- Computing – 71 percent
- Traditional engineering – 16 percent
- Physical sciences – 7 percent
- Life sciences – 4 percent
- Mathematics – 2 percent

STEM jobs do not all require higher education or even a college degree. Less than half of entry-level STEM jobs require a bachelor's degree or higher. However, a four-year degree is incredibly helpful with salary — the average advertised starting salary for entry-level STEM jobs with a bachelor's requirement was 26 percent higher than jobs in the non-STEM fields, according to the STEM connect report. For every job posting for a bachelor's degree recipient in a non-STEM field, there were 2.5 entry-level job postings for a bachelor's degree recipient in a STEM field.

Learn more in the report about STEM students, their interests and STEM jobs developed by My College Options and STEMconnector.

Start now to learn about future careers and exciting opportunities. Enroll in STEM courses through the Industrial Technology Department.

21st Century Skills involving STEM:

Critical Thinking	Communication	Collaboration	Creativity
Organization	Planning	Design	Prototyping
Self-assessment	Constructing	Problem Solving	Troubleshooting

Jobs involving STEM: See industrial technology

Course Descriptions

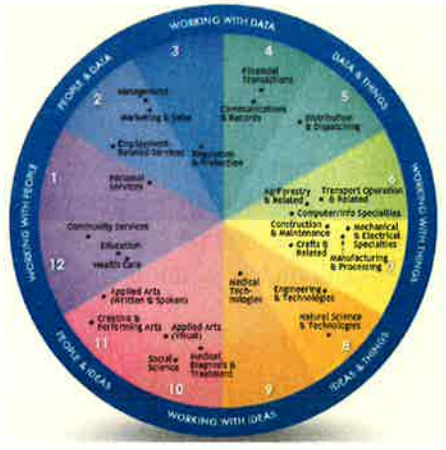
STEM - DIGITAL ELECTRONICS (STEM01)
Grades 9-12; 1 credit, Block (Semester)
Digital Electronics students will spend time exploring electrical circuitry and how it affects their daily lives. Students will evaluate real-world circuit designs utilized in our everyday electrical devices. Students create and send their electrical designs to a circuit board where they wire and test the circuits — similar to a real-world example of designing electronics and solving problems. This course is an excellent option for students looking to further their organization skills, learn more about electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

STEM - INTRODUCTION TO ENGINEERING (STEM02)
Grades 9-12; 1 credit, Block (Semester)
Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through engineering processes. Regularly, students will be given an example of a real-world problem, devise a strategy to solve the problem, design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs modification. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to enhance their organization skills, explore engineering and related careers, and hone their practical real-world problem-solving skills.

STEM - PRINCIPLES OF ENGINEERING (STEM03)
Grades 9-12; 1 credit, Skinny (Year)
This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

Return to the Table of Contents

Work Experience



The Work Experience Program is a cooperative vocational program. Prospective students may be self-selected or identified by the staff and administration at Moorhead High School. In Work Seminar I, students will develop an understanding of succeeding in the world of work. In Work Seminar II, students will expand their ability to understand the skills necessary for success in the workplace.

Work Experience will allow students to develop and expand the technical and soft skills learned while at Moorhead High School. Skills gained in work experience will last a lifetime. Students successfully completing work experience are developing a strong reference and will gain skills that serve as a sound foundation for future jobs.

ACT's World-of-Workmap shows how occupations relate to each other based on work tasks.

A student may elect to only be involved in the Work Experience Seminar. Students must be in the Work Experience Seminar to be given Work Experience credit/release time. Students who are unable to secure or hold a job may receive partial or no credit for the work experience. A maximum of one block is allowed for work release.

	9	10	11	12
	Work Seminar	Work Seminar	Work Seminar	Work Seminar
		Work Experience	Work Experience	Work Experience Work Based Learning Internship

21st Century Skills in work experience:

Critical Thinking
Decision making
Business decisions
Setting goals
Math problems
Evaluating reading
Reflect and evaluate
Career decisions
Preparing to work

Communication
Reading
Speaking
Writing
Self-advocacy
Listen actively

Collaboration
Teamwork
Accept responsibility
Empathy
Self-control
Conflict resolution

Creativity
Problem solving
Planning
Balance a budget
Living on your own

Jobs involving part-time work experience: Any job involves work

Athletics	Auto Repair	Education	Business
Restaurant / Chef	Construction	Health	Hardware
Automotive	Communication	Child care	Retail
Farming	Technical	Nursing Home	Music
Manufacturing	Welding	Hospitality	

Course Descriptions

WORK BASED LEARNING INTERNSHIP (ELE18)
Grade 12; ½ credit, Block (Quarter)
Prerequisite: Exemplary student attendance, reliable student transportation, adequate academic standing.
This course will provide students with the opportunity to complete a quarter-long unpaid internship at an area business in a career field of their interest. As a part of the internship the student will work closely with a mentor at their place of employment to practice workplace skills particular to that position as well as universally important skills in the workplace such as communication, confidentiality, responsibility, accountability, and decision-making. Grades will be based on evaluations from the workplace mentor and the work-based learning coordinator, student attendance, attitude, and completion of required paperwork.

WORK SEMINAR (ELE19)
Grades 9-11; 1 credit, Skinny (Year)

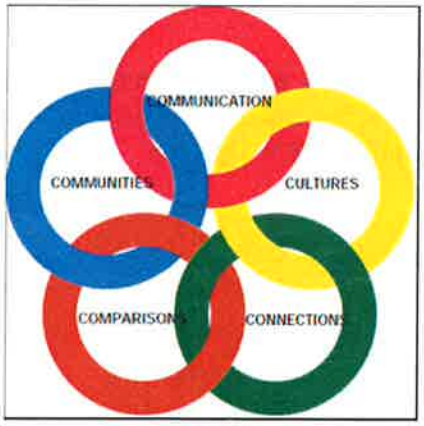
The Work Seminar class will help prepare students in developing critical job skills to provide them with job opportunities in the Moorhead / Fargo area. Students will learn positive job preparation, attitudes, responsibilities, and the rewards of paid entry-level employment. Specific topics to be covered in the classroom will include career exploration, job applications, interview skills, employment skills, interpersonal relationships at work, on-the-job safety, and appropriate job-exit procedures. Students also will have an understanding and become familiar with employment laws and regulations, personal aptitudes, interests and personality characteristics.

WORK EXPERIENCE (ELE20)
Grades 9-12; 1 credit, Skinny (Year)
Prerequisite: Work Seminar
This course is taken in conjunction with the Work Seminar. Students will be employed and earn wages on a job approved by the work coordinator. Work requirements will include the following: performing assigned job tasks, following prescribed job-related safety procedures and proficient use of any job related equipment. Students are expected to practice sound employer / employee relationships and follow the MHS Student Handbook. Evaluations and grades will be based upon documentation of consistent employment, the work coordinator's and employer's evaluations, attendance, and student attitude.

Return to the Table of Contents

World Language

Watch the video to learn more about World Languages



In the past decades there has been a renewal of interest in learning a second or third language. The economic and political forces of a shrinking world, coupled with the changing demographics of America, sharpen the focus on the material and personal benefits from learning another language. Not only does the study of a foreign language carry intrinsic benefits, but it also advances student learning and test performance on college entrance examinations while broadening a student's perspective regarding the world and the people in it.

The Moorhead High World Language Department offers three different languages. Each language offers the opportunity to take college placement tests that could advance one's standing after high school. Knowledge of a second language can greatly enhance travel and magnify fun and enjoyment as one visits new regions of the world. A background in foreign languages easily transfers to the world of work in addition to offering self-enrichment.

The foreign language national standards can be reviewed on the American Council on the Teaching of Foreign Languages website.

Please note that while a course may be taken at any time it is necessary to meet the prerequisites.

	9	10	11	12
American Sign Language	American Sign Language I	American Sign Language I	American Sign Language I	American Sign Language I

Spanish	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V
Chinese	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III Mandarin Chinese IV	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III Mandarin Chinese IV

21st Century Skills in world language:

Critical Thinking
Perspective
Range of thinking
Curiosity
Global awareness
Cultural awareness

Communication
Flexible communication
Listening
Vocabulary / etymology
Multicultural literacy
Presenting
Oral and written communication

Collaboration
Diversity
Sensitivity
Cooperation
Adaptability

Creativity
Problem solving
Exposure
Self-direction
Perseverance
Imagination
Personal expression

Jobs involving world language: Many jobs available at the domestic or international level benefit from or require knowledge of a world language. Knowledge of a world language can easily become the reason one person earns a job over a person who does not speak a world language. Every profession benefits from the knowledge of a world language or sign language.

Medical professions
Agriculture
Physical therapy
Education - domestic or foreign
Translator
Peace Corps
Insurance
National security (FBI, CIA, NSA)
Non-profit
Market research
Airline
Manufacturing Research
Industry
Journalism
Human resources
Trade - import / export
Customs
Technical writer
Church/Missionary work
Pharmacist
Automobile
International banking
Linguist
Arts
Travel agent
Investment analyst
Dental
Law
Patents
Public relations
Political aide
Military
Government
Corrections
Hospitality
Computer/technology

Course Descriptions

SPANISH I (WLG05) Block
(WLG05S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Sí, everyone is able to learn Spanish! With Spanish being the most widely used second language in the United States, Spanish will be very beneficial to your future. Increased job opportunities, travel and the confidence to communicate in the Spanish-speaking world await you.

Students in Spanish I will:
* Discover Hispanic celebrations
* Learn about places in the city, leisure activities, and school
* Study sports, family, and introducing and describing people
* Improve proficiency by speaking, understanding, reading and writing in Spanish

SPANISH II (WLG06) Block
(WLG06S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Spanish I or demonstrated proficiency
Students in Spanish II will:
* Describe their daily routine and good health habits
* Describe travel and weather
* Study food, clothing and shopping
* Learn about celebrations of the Spanish-speaking world
Note: Frequently in Spanish II students realize they are developing a useful real-life skill.

SPANISH III (WLG07) Block
(WLG07S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Spanish II or demonstrated proficiency
Four years of Spanish are recommended for minimum proficiency in the use of the language. Spanish III will reinforce and extend previously-learned skills.

Students in Spanish III will:
* Continue to describe past events, express hopes and wishes, and tell someone what to do
* Discuss community and environmental issues
* Discover Central America and its development of ecotourism
* Read authentic short stories and articles in Spanish
* Have opportunities for travel to Spanish-speaking countries (juniors and seniors)
Learning will be through video, CDs, text and workbook, projects, quizzes, tests, and teacher assistance. A Spanish/English dictionary and the book "501 Spanish Verbs" are recommended but not required.

SPANISH IV (WLG08)
Grades 9-12; 1 credit, Block (Semester)
Prerequisite: Spanish III or demonstrated proficiency
Four years of Spanish are recommended for minimum proficiency in the use of the language.

Students in Spanish IV will:
* Speak, listen, read and write meaningfully in Spanish
* Learn and use vocabulary for job interviews and the workplace
* Begin studying literature and art in the Hispanic world
* Learn the advanced verb tenses
* Study the novel "Don Quixote"
* Study the politics, music and art of Spain and the New World
* Use computers, skits, music, DVDs and many social activities to practice Spanish

SPANISH V (WLG12) SPRING SEMESTER
Grades 9-12; 1 credit, Block (Semester)
Prerequisite: Spanish IV or demonstrated proficiency
Now that you have a strong understanding of the language, it's time to have fun by putting those skills into practice.

Students in Spanish V will:
* Use Spanish daily in conversations and activities
* Review grammatical concepts in the Spanish language
* Learn about different Spanish-speaking authors and explore a variety of types of literature in the Spanish language
* Focus on important and influential people in the Spanish-speaking world
* Experience new countries and regions through photos, culture and technology

Levels IV and V will build up your skills before taking college placement tests.

Course work in Mandarin Chinese connects your child with the riches of a 5,000-year-old culture – one that also is a rising economic power and one of the top U.S. trading partners. Learning Chinese makes it possible for students to communicate in the most widely spoken first language that is spoken by 1/5 of the world population.

MANDARIN CHINESE I (WLG16) Block
(WLG16S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Chinese I is for beginning learners with no prior exposure to Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs, rhymes, games, stories and cultural celebrations. Online lessons that correspond with the curriculum series will make learning more fun and effective while encouraging learning beyond the classroom. Through one year of study, students will build their Chinese language proficiency at novice low to novice high level with an emphasis on interpersonal and interpretive communicational skills. After one year of study, students will be able to greet people in Chinese with culturally appropriate manners and to exchange information regarding name, age, birthday, nationality, school, family, food, fruits and drinks, etc.

MANDARIN CHINESE II (WLG17) Block
(WLG17S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Mandarin Chinese I or demonstrated proficiency
This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs/chants, games, skits, stories and cultural celebrations. Students will build their Chinese language proficiency at novice high to intermediate low level with an emphasis on interpersonal, interpretive and presentational communication skills while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After two years of study, students will be able to exchange information regarding topics of color, daily routine, hobbies, courses, animals, ordering in a Chinese restaurant, etc.

MANDARIN CHINESE III (WLG18) Block
(WLG18S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Mandarin Chinese II or demonstrated proficiency
Chinese III is for students with two years of experience in learning Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives and target culture. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs, chants, stories, skits and culture celebrations. Through this third year of study, students will build their Chinese language proficiency at intermediate mid to intermediate high level, while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After three years of study, students will be able to explain an action in progress, past and future actions, discuss the weather, ask/tell directions, make and talk about schedules, make simple invitations, appointments and phone calls in Chinese, describe different positions of objects, and describe a room and its arrangement, etc.

MANDARIN CHINESE IV (WLG19) Block
(WLG19S) Skinny
Grades 11-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Mandarin Chinese III or demonstrated proficiency
Chinese IV is for students with three years of experience in learning Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives and target culture. Through the fourth year of study, students will build their Chinese language proficiency at intermediate high to advance low level (SAT2) while becoming acquainted with relevant Chinese cultural studies. After four years of study, students will be able to use Chinese language to describe Chinese festivals, compare Chinese holiday traditions with American holiday traditions, shop and bargain in stores, plan and celebrate a Chinese person's birthday, see a doctor and explain the physical conditions,

express and convey their feelings and preferences, present their school and community, plan for and discuss a vacation and a trip to China, and give presentation to introduce China, etc.

AMERICAN SIGN LANGUAGE I (WLG11)
Grades 9-12; 1/2 credit, Block (Quarter)
Learn how to communicate in one of the most intriguing languages of the world. American Sign Language I will teach students the basis of communicating in the native language of the deaf. It also will introduce students to the cultural aspects of daily living situations. Some colleges and universities are accepting American Sign Language as a world language credit. It is a fascinating language and a lot of fun to learn. If a student is interested in the field of teaching Deaf / Hard of Hearing students or if one wants to learn the beautiful language of ASL, this class will meet that need. The offering of this class is annually contingent on the hiring of a certified teacher.

Return to the Table of Contents