



INDEPENDENT SCHOOL DISTRICT 152

School Board Meeting
MAPS Operations Center Board Room 600
1330 30th Avenue South
Moorhead, Minnesota

January 19, 2021
6:00 PM

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Cassidy Bjorklund, Chair	_____	Rachel Stone, Director	_____
Melissa Burgard, Vice Chair	_____	Matt Valan, Director	_____
Kara Gloe, Clerk	_____	Keith Vogt, Treasurer	_____
Scott Steffes, Director	_____	Dr. Brandon M. Lunak, Superintendent	_____

AGENDA

1. CALL TO ORDER

- A. Call to Order and Roll Call
- B. Pledge of Allegiance
- C. Preview of Agenda - Dr. Brandon M. Lunak, Superintendent
- D. Approval of Meeting Agenda

Moved by:

Seconded by:

Comments:

- E. We Are Proud

This is the time during the meeting to recognize outstanding achievements of students, staff and community members.

We Are Proud of Jinu Lee, a Horizon East 8th grade student who placed 2nd overall in the state of MN in the American Mathematics Competition. Additionally, Lee was recognized by the AMC for scoring in the top 5% of 8th grade students nationally.

- F. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

(Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. **SUPERINTENDENT - Dr. Brandon Lunak**

- (1) January 4, 2021 School Board Organizational Meeting Minutes

B. **LEARNING AND ACCOUNTABILITY - Dr. Jeremy Larson**

C. **HUMAN RESOURCES AND OPERATIONS - Kristin Dehmer**

- (1) January Claims
- (2) Medical Leave
- (3) Leave of Absence
- (4) Change in Contract
- (5) Resignations
- (6) New Employees
- (7) Additional Staffing
- (8) Affiliation Agreement with University of Minnesota

D. **LEARNER SUPPORT SERVICES - Duane Borgeson**

E. **COMMUNITY ENGAGEMENT AND PUBLIC RELATIONS - Brenda Richman**

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by:

Seconded by:

Comments:

3. **MOORHEAD HIGH SCHOOL REGISTRATION AND PLANNING GUIDE: Dr. Jeremy Larson**

Suggested Resolution: Move to approve the 2021-22 Moorhead High School Registration and Planning Guide.

Moved by:
Seconded by:
Comments:

4. **SPECIAL EDUCATION CHILD COUNT: Duane Borgeson**

5. **RESOLUTION ACCEPTING DONATIONS: Kristin Dehmer**

Suggested Resolution: Move to accept the \$500 donation from Bell Bank and the \$250 donation from Helen & Vernon Goodin as presented and direct administration to send a thank you.

Moved by:
Seconded by:
Comments:

6. **COMMITTEE REPORTS**

7. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

8. **ADJOURNMENT**

CALENDAR OF EVENTS

SCHOOL BOARD MEETING - January 19, 6:00 p.m., MAPS Operations Center Board Room 600

Horizon PTAC Meeting - January 19, 6:30 p.m., West Campus Media Center

Early Childhood Family Education Advisory Committee - January 21, 6:30 p.m., PCE Board Room 224

District Technology Committee - January 26, 4:00p.m., MAPS Operations Center Board Room 600

SCHOOL BOARD MEETING - February 1, 6:00 p.m., MAPS Operations Center Board Room 600

Indian Education Parent Committee Meeting - February 1, 6:00 p.m., Probstfield Center for Education Board Room 224

Moorhead High School PTAC Meeting - February 1, 6:30 p.m., Moorhead High School Conference Room 201

Ellen Hopkins PTAC Meeting - February 2, 6:30 p.m., Media Center

Joint Powers Committee Meeting - February 4, 7:00 a.m., TBD

Community Education Advisory Council Meeting - February 4, 5:30 p.m., MAPS Operations Center

Robert Asp PTAC Meeting - February 9, 6:30 p.m., Media Center

S.G. Reinertsen PTAC Meeting - February 9, 6:30 p.m., Virtual Meeting

Instruction and Curriculum Advisory Committee - February 11, 7:00 a.m., MAPS Operations Center Board Room 600

Health, Safety & Wellness Committee - February 11, 9:30 a.m., MAPS Operations Center

Dorothy Dodds PTAC Meeting - February 11, 6:30 p.m., Media Center

Safe & Healthy Learners Committee Meeting - February 16, 3:00 p.m., MAPS Operations Center

District Health Insurance Committee Meeting - February 18, 4:00 p.m., TBD

Activities Advisory Council Meeting - February 23, 7:00 a.m., Moorhead High School Conference Room 201

Continuing Education Committee - February 23, 7:15 a.m., Moorhead High School
District Technology Committee Meeting - February 23, 4:00 p.m., MAPS Operations Center
Sabbatical Leave Committee Meeting - February 25, 4:30 p.m., MAPS Operations Center



MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo S.21.106C

TO: School Board

FROM: Dr. Brandon M. Lunak

DATE: 1/7/2021

RE: January 4, 2021 School Board Organizational Meeting Minutes

Attached please find the January 4, 2021 School Board Organizational Meeting Minutes for your review.

Suggested Resolution: Move to approve the January 4, 2021 School Board Organizational Meeting Minutes as presented.

BL:dmb

ATTACHMENTS:

Description	Type
01.04.21 School Board Organizational Meeting Minutes	Cover Memo

**ORGANIZATIONAL MEETING
SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT 152
MAPS OPERATIONS CENTER
January 4, 2021**

CALL TO ORDER AND ROLL CALL: Chair Bjorklund called the meeting to order at 6:00 p.m., requested board member roll call, and led everyone in attendance with the Pledge of Allegiance.

Members present remotely: Kara Gloe, Rachel Stone, and Keith Vogt

Members present Cassidy Bjorklund, Melissa Burgard, and Matt Valan.

Members Missing: Scott Steffes

PREVIEW OF AGENDA: Superintendent Lunak recommended approval of the agenda as revised. Revised Agenda Item: New Employees/ Consent Agenda.

APPROVAL OF AGENDA: Burgard moved, seconded by Vogt, to approve the agenda as revised.

Motion carried 6-0.

Roll Call vote: Bjorklund-yay, Burgard-yay, Valan-yay, Gloe -yay, Stone-yay, and Vogt-yay.

WE ARE PROUD: This is the time during the meeting to recognize outstanding achievements of students, staff, and community members.

We are proud of Kari Yates who received the 2020 Human Rights award from the Moorhead Human Rights Commission to recognize significant contributions to human rights in our community in the educational category. Yates, who serves as Elementary Learning and Accountability Supervisor works closely with the New American community both professionally and personally and volunteers with food distribution and weekend language classes.

We are proud of Trey Feeney for being named Minnesota Football Player of the Year. Feeney is the first Spud and third player from all of Northern Minnesota to receive the award. Feeney completed 138 of 203 passes for 1,973 yards with 36 touchdowns and one interception to lead the Spuds to an unbeaten season and a No.1-ranking in Class 5A.

We are proud of Brady Walthall for being a first-team selection of the 2020 Minnesota Associated Press all-state football team. Walthall caught 55 passes for 799 yards and 14 touchdowns helping the Spuds average 44.7 points and nearly 300 passing yards per game.

We are proud of the 2019-20 Moorhead High School Spud Football team for being named the "mythical" 5A state champions by the Associated Press, after a 7-0 season where they won every

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game by double digits. Team Members include: Jacqui Fitzpatrick, Thomas Myers, Trey Feeney, Jaden Griffin, David Lindell, Jamal Dixon, Saif Allawi, Evan Werness, Tanner Kainz, Blake Walthall, Brady Walthall, Dawson Gerads, Mekhi Elmore, Jack Teiken, Gavin Quade, Jager Johnson, Maxwell Delbrune, George Nyanforh, Michael Haugo, Alonn Salman, Clayton Hagenbeck, Kenny Bohney, Jack Tompkins, Caden Berg, Austin Braun, Haiden Gnoinsky, Lamar Taylay, Caden Damm, Karson Wendt, Keanan Wendt, Mahmoud Younis, Giulio Angotti, Austin Altepeter, Kasyn Storbakken, Arzheen Shahin, Jackson Gotta, Rafe Rasmussen, Victor Urrabazo, Haakon Peterson, Gunnar Peterson, Ben Hrdlicka, Micah Jackson, Connor Heinsch, Cooper Sorby, Landon McDougall, Cadyn Brown, Aiden Hayes, Jayce Fritel, Zane Linn, Christian Larson, Carter Brooks, Jack Newcomb, Zion Dyer, Keeton Miosek, Max Soeth, Parker Buckner, Jackson Young, Austin Schultz, Micah Cozad, Cristian Vega, Alex Wolf, Jaydon Coley, Zane Linn, Elinneus Davis, Ryland Braton, Robert Richards, Logan Hilber, Kole Burns, Ashtan Larry, Abel Karfear, Max Stenehjem, Miles Giddings, Jake Thielke, Evan Weickert, Jaykob Guest, Alex Verbout, Ellie Feeney, Joshua Baxton, Jayden Larson, Hunter Welle.

Student Managers are Riley Swenson, Grace Davis, Gartaye Zuo, and Katelyn Kanuch.

The team is coached by Kevin Feeney, Spencer Stowers, Eric Stenehjem, Paul Cragg, Eric Paul, Justin Behm, Alex Moses, David Kanuch, Nick Eldred, Brandon Yoney, Matt Anderson, Gerad Fugleberg, Adam Schuler.

MATTER PRESENTED BY CITIZENS/ OTHER COMMUNICATIONS: (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

Chair Bjorklund and the school board recognized public comments from Mark Demers, Nicole Carlson, Rachel Alderson, Sara Fairfield, Rob Erickson, and Janelle Kistner. The issue to be addressed: the Return to Learn Plan for the Class of 2021. Since the Updated Return to Learn Plans for grades pre-K-12 had been announced, the comments are no longer relevant and were not read at the public meeting. No other public comments were submitted to the board.

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Burgard thanked those that have submitted *Requests to Address the Board* during the public comment. Burgard said there are strict board protocols/guidelines the board follows in regards to dialog or action taken at the meeting on concerns presented by citizens. It was assured that citizen's concerns are heard.

2. ORGANIZATION OF THE SCHOOL BOARD

A. ELECTION OF OFFICERS

Burgard suggested to the board to continue with the same slate of officers for the 2021-2022 school year. Chair Bjorklund, Vice-Chair Burgard, Clerk Gloe, and Treasurer Vogt. Board discussion followed. Chair Bjorklund asked for further nominations for the officer positions. None were provided and closed nominations.

Gloe moved, seconded by Burgard to nominate the following slate of officers for the 2021-2022 school year; Chair Bjorklund, Vice-Chair Burgard, Clerk Gloe, and Treasurer Vogt. Chair Bjorklund declared the current slate of officers elected by acclamation and directed the clerk to record in the minutes.

Motion carried 6-0. Roll Call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, Vogt-yay

- B. SET MEETING DATES, TIME, AND LOCATION:** Valan moved, seconded Burgard to set, beginning in August 2021, the meetings of the School Board at 6 p.m. in the MAPS Operations Board Room 600 on the second and fourth Monday of each month except for May 9, 2022, at 5:30 p.m., July (one meeting) and December (one meeting).

Motion carried 6-0. Roll Call Vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, Vogt-yay.

C. SCHOOL BOARD COMPENSATION

Board reviewed the previous compensation resolution from the July 2020 Board Meeting to increase \$20-\$25 per year, capped at \$1000/mo. Board discussion followed.

Vogt moved, seconded by Burgard to set the School Board member compensation rate at \$960 per month beginning in FY22.

Motion carried 6-0. Roll call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, Vogt-yay.

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Vogt suggested the Board Chair received additional compensation per month in addition to the monthly compensation. Board discussion followed. Chair Bjorklund said she would not accept any additional compensation in addition to the monthly stipend.

D. COMMITTEE APPOINTMENTS

Burgard moved, seconded by Gloe to approve the committee appointments as is.

Motion carried 6-0. Roll call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, Vogt-yay.

E. OFFICIAL DEPOSITORIES

Burgard moved, seconded by Valan to designate the school district official depositories as presented.

Motion carried 6-0. Roll call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, Vogt-yay.

F. LEGAL SERVICES

Burgard moved, seconded by Vogt to approve obtaining legal services on a time and material basis.

Motion carried 6-0. Roll call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, Vogt-yay.

G. DESIGNATED OFFICIAL NEWSPAPER

Gloe moved, seconded by Burgard to designate The Extra as the school district's official newspaper for the 2021-2022 school year.

Motion carried 6-0. Roll call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, Vogt-yay.

3. CONSENT AGENDA

Burgard moved, seconded by Vogt to approve the Consent Agenda as follows: Minutes, Family Medical Leave, Leave of Absence, Change in Contract, Resignations, New Employees, Resolution directing Administration to Make Recommendations for Reduction in Programs and Positions and Reasons Therefore.

Motion carried 6-0

Roll Call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, and Vogt-yay.

4. SUPERINTENDENT CONTRACT FOR 2021-2024: Chair Bjorklund noted a successful contract negotiation had been reached with Dr. Lunak.

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Valan moved, seconded by Vogt to approve the three-year contract of Dr. Brandon Lunak to serve as Superintendent of the Moorhead Area Public Schools beginning July 1, 2021 with the cost as follows:

Year	Cost	Percentage Increase
2021-2022	\$9,606.76	3.51%
2022-2023	\$8,081.50	2.86%
2023-2024	\$8,081.50	2.76%
TOTAL:	\$25,772.76	9.16%

Motion carried 6-0

Roll Call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, and Vogt-yay.
Valan and Burgard thanked Dr. Lunak for his leadership and hard work during this difficult year.

5. SECOND READING OF POLICIES: Dr. Brandon Lunak and the board completed the second reading of policy: 102 State and Federal Law Prohibiting Discrimination, 221 School Board Development, Adoption, and Implementation of Policies, 232 Health Insurance Committee, 233 Policy Review Committee, 236 Activities Advisory Committee, 239 Parent Organization/Booster Clubs, 301 School District Administration, 303 Records Retention, 401 Equal Employment Opportunity Statement, 402 Grievance Procedures for Equal Opportunity for your review. No changes have been made since the first reading on December 14, 2020.

Motion carried 6-0

Roll Call vote: Bjorklund-yay, Burgard-yay, Gloe-yay, Stone-yay, Valan-yay, and Vogt-yay.

6. COMMITTEE REPORTS: Brief reports were heard on Citizen Finance Committee, Activities Committee, and Insurance Committee.

7. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Bjorklund reminded us as we bring our children back into the classroom that we are not out of the woods yet with COVID. Continue to keep masks on, wash hands frequently, and social distance. MSBA School Board Leadership Conference begins next week. Information will be sent out to the board members.

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8. ADJOURNMENT: Chair Bjorklund adjourned the meeting at 6:53 p.m.

School Board Clerk



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

**Memo
OEDHRO.21.111C**

TO: Dr. Brandon M. Lunak, Superintendent

FROM: Kristin L. Dehmer, Executive Director of Human Resources and Operations

DATE: 1/6/2021

RE: January Claims

The January claims are as follows:

General Fund	\$477,708.54
Food Service Fund	\$91,060.85
Community Service Fund	\$1,580.48
Debt Fund	\$475.00
Student Activities Fund	\$2,712.45
<u>Post Employment Benefits Debt Service Fund</u>	<u>\$575.00</u>
TOTAL	\$574,112.32

The January construction claims are as follows:

<u>Construction Fund</u>	<u>\$1,854,874.10</u>
TOTAL	\$1,854,874.10

The December wire payments are as follows:

General Fund	\$1,872,711.79
Community Service	\$388.37
Internal Service Fund	\$651,964.09
Student Activities	\$259.73
<u>Post Employ Irrevocable Trust</u>	<u>\$216.21</u>
TOTAL	\$2,525,450.19

Suggested Resolution: Move to accept the January claims, subject to audit, in the amount of \$574,112.32, the January construction claims, subject to audit, in the amount of \$1,854,874.10, the December wire payments, subject to audit, in the amount of \$2,525,450.19.

KLD:tra



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.119C

TO: Dr. Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources and Operations

DATE: 1/12/2021

RE: Medical Leave

The administration requests the approval of the Family/Medical leave for the following people:

Dawn Hanson

Teacher, Ellen Hopkins Elementary, medical leave (FMLA) beginning January 4, 2021 through January 8, 2021.

Connie Jackson

Bus Assistant, Districtwide, medical leave (non-FMLA) beginning January 4, 2021 through approximately February 26, 2021.

Andrea Werth

Paraprofessional, Robert Asp Elementary, medical leave (non-FMLA) beginning January 4, 2021 through January 25, 2021.

Christine Jovonovich

Teacher, Horizon Middle School East Campus, family medical leave (non-FMLA) beginning January 14, 2021 through approximately March 11, 2021.

Christina Siebels

Paraprofessional, High School, family medical leave (non-FMLA) beginning January 25, 2021 through approximately February 12, 2021.

Sarah Perez-Hernandez

Paraprofessional, Robert Asp Elementary, family medical leave (non-FMLA) beginning March 4, 2021 through April 15, 2021.

Amanda Tretbar

Teacher, Horizon Middle School East Campus, family medical leave (non-FMLA) beginning May 17, 2021 through June 4, 2021.

Suggested Resolution: Move to approve the medical leaves for Dawn Hanson, Connie Jackson, Andrea

Werth, Christine Jovonovich, Christina Siebels, Sarah Perez-Hernandez, Amanda Tretbar as presented.

KLD:jal



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.120C

TO: Dr. Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources and Operations

DATE: 1/12/2021

RE: Leave of Absence

The administration requests approval of the Leave of Absence for the following employees:

Irma Fazlovic

Paraprofessional, Spud Academy, effective January 25, 2021 through the end of the 2020-2021 school year.

Suggested Resolution: Move to approve the Leave of Absence for Irma Fazlovic as presented.

KLD:kre



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.116C

TO: Dr. Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources and Operations

DATE: 1/12/2021

RE: Change in Contract

The administration requests the Change in Contract for the following employee:

Irma Fazlovic

Paraprofessional, Spud Academy, to Health Technician, Horizon Middle School West Campus, AA5 (5) \$19.91 per hour, 7.25 hours per day, effective January 25, 2021 (replaces Erin Rickard).

Bahia Sarki

Lunchroom Supervisor to Food Server, Dorothy Dodds Elementary School, \$16.42 per hour, 2.75 hours per day, 5 days per week, effective January 11, 2021.

Suggested Resolution: Move to approve the Change in Contract for Irma Fazlovic and Bahia Sarki as presented.

KLD:kre



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.115C

TO: Dr. Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources and Operations

DATE: 1/12/2021

RE: Resignations

The administration requests the approval of the resignation the following people:

Ashley Branden

Paraprofessional, Dorothy Dodds Elementary School, effective December 23, 2020.

Suggested Resolution: Move to approve the resignation of Ashley Branden as presented.

KLD:kre



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.114C

TO: Dr. Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources and Operations

DATE: 1/12/2021

RE: New Employees

The administration requests the approval of hiring the following new employees subject to satisfactory completion of federal and state statutes and district requirements:

Natalie Aakhus

Paraprofessional, Spud Academy, P4 (0-2) \$17.24 per hour, effective January 4, 2021 (replaces Martha Thilmony).

Ashley Smith

Administrative Assistant, Operation Center, AA6 (6) \$20.67 per hour, 8 hours per day, effective February 11, 2021 (replaces Jennifer Anderson).

Suggested Resolution: Move to approve the employment of Natalie Aakhus and Ashley Smith as presented.

KLD:kre



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.117C

TO: Dr. Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources and Operations

DATE: 1/12/2021

RE: Additional Staffing

The administration requests the following staffing additions to the priorities for staffing including class sizes, equity and building support in schools.

Horizon Middle School

[Paraprofessional](#) 1.0 FTE

An additional 1.0 FTE is requested due a new student enrollment with additional support needs.

Suggested Resolution: Move to approve additional staffing for the 2020-2021 School Year.

KLD:kre

ATTACHMENTS:

Description	Type
<input type="checkbox"/> Additional Staffing Proposal Horizon Paraprofessional	Backup Material



Instructions:

1. Must be complete for all positions requested after the approval of the annual staffing plan.
2. Make a copy for each position requested.
3. Administrative approval required.
4. Approved Proposals will be presented to the School Board for review.

Name of the Building	Horizon DCD
Topic of Proposal	Paraprofessional
Submitted By:	Brandon Yoney
Date:	1/8/21
Date to be Implemented	ASAP
Person Responsible to Recommend to Superintendent:	Duane Borgeson
Recommendation by person responsible:	

District Mission Statement: *To develop the maximum potential of every learner to thrive in a changing world.*

Complete a description of your program proposal. All six (6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding:

1 paraprofessional to be added to HZN DCD Severe program to address the incoming needs of a student with 1-1 support on their IEP that enrolled in the district.

2. Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):

The student is moving to MAPS with an IEP in place that describes significant levels of support needed in order to both function in the school environment and provide a safe experience as this student is violent and can be disregulated. We communicated with previous school district and they verified the level of support needed.

3. State the negative implications if the proposal is not approved.

We will not be able to implement the IEP as outlined, student success and risk of student and staff injury as well could be impacted.

4. List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal. Students will go w/o the necessary support, take



support from other students and programs, program for the students in a more restrictive environment or some combination of the listed actions.

5. Estimate the cost implications of this proposal on the following chart:

PROPOSAL BUDGET

PERSONNEL	Number Requested	Estimated Cost	Reimbursement	Net Cost
Paraprofessional:	1.0	25,000		
Benefits:				
Subtotal:				
OTHER COSTS	NA	Estimated Cost	Reimbursement	Net Cost
Supplies:				
Capital Outlay:				
Other Expenses:				
Subtotal:				
NET COST				
Code				

6. Comments on budgetary items:

a. Equipment, remodeling, site improvement, etc:	
b. Review by Business Office before Superintendent's approval:	
c. Space implications (short/long range):	
d. Equity implications:	
e. Technology implications:	
f. Suggested timelines for implementations:	ASAP
g. Who has been involved in this decision? Other comments:	Brandon Yoney,



Approve:	_____	Disapprove:	_____	Hold:	_____	Date:	_____
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Form must be routed to Human Resources and the Finance and Operations for review.



MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.119C

TO: Dr. Brandon Lunak, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources and Operations

DATE: 1/12/2021

RE: Affiliation Agreement with University of Minnesota

Attached is the agreement for Field Experiences with University of Minnesota and Moorhead Area Public Schools to serve as a field and clinical experiences/student teaching experience placement center. Terms of this agreement shall be for the period of January 6, 2021 through January 6, 2026. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide Student Training Experience/Internship.

Moorhead Area Public Schools would provide students of University of Minnesota an opportunity to work cooperatively in a learning situation with a Teacher certified by the State of Minnesota.

Suggested Resolution: Move to approve the agreement with University of Minnesota as presented.

KLD:kre

ATTACHMENTS:

Description	Type
 U of M affiliation agreement	Backup Material

STUDENT TEACHING AFFILIATION AGREEMENT

This agreement is made this 6th day of January, 2021 by and between **Regents of the University of Minnesota through its College of Education and Human Development** (hereinafter referred to as "University") and **Moorhead Area Public Schools** (hereinafter "School District").

WHEREAS, the University seeks to provide opportunities to its students to student teach in a public school setting.

WHEREAS, the School District is able and willing to provide such opportunities to the University students who meet appropriate requirements as set forth herein.

WHEREAS, the School District and the University have identified the School District as appropriate to provide such student teaching opportunities.

WHEREAS, "Student" or "Student Teacher" is defined as the university student who is completing practicum and student teaching as part of the state approved teacher licensure program offered at the University.

NOW THEREFORE, in consideration of the mutual promises herein contained, the parties enter into the Agreement as follows:

1. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

- A. *Selection of Students.* The University shall be responsible for the selection of qualified Students to participate in the field experiences or student teaching experience. Selected Students must have the appropriate educational background and skills consistent with the proposed educational experiences offered by the School District.
- B. *Education of Students.* The University shall assume full responsibility for the classroom education of its Students. The University shall be responsible for the administration of the program, the curriculum content, and the requirements of matriculation, grading and graduation.
- C. *Submission of Candidates.* The University shall submit the names of the Students to the School District or a designated representative prior to the practicum assignment or student teaching.
- D. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising the Student of his or her own responsibilities under this Agreement. The Student shall be advised of his or her obligations to abide by the policies and procedures of the School District, and should any Student fail to abide by any policy and/or procedure, he or she may be expelled from the program.
- E. *Honorarium.* For and in consideration of the placement of Student Teachers with district cooperating/mentor teachers, the University agrees to pay each cooperating/mentor teacher selected to guide the Student's experience an honorarium. This honorarium is in addition to the regular salary paid by the School District; if the amount of the honorarium differs from the standard University rate, the amount will memorialized in an addendum attached to this Agreement. Nothing about this Agreement, including the University's payment of this honorarium, shall be construed to make the cooperating/mentor teacher an employee, agent, or representative of the University. The cooperating/mentor teacher is responsible for any tax withholding or reporting associated with this honorarium.

2. DUTIES AND RESPONSIBILITIES OF THE SCHOOL DISTRICT

- A. *Establishment of Practicum or Student Teaching.* The School District authorizes the use of its facilities as may be agreed upon by the School District and the University as a practicum or student teaching, professional development, field experiences and observations.

- B. *Policies of School District.* The School District will provide the University or Student directly all the applicable district and school policies in advance of the Student's participation. Student Teachers shall not be accepted into the schools of the School District until they have complied with mandatory background check.
- C. *Removal of Noncompliant Student.* The School District shall have the authority to immediately remove a Student who fails to comply with its policies and procedures. If such a removal occurs, the School District should immediately contact the responsible University Coordinator of Clinical Partnerships in the Office of Teacher Education. Notwithstanding the foregoing, when possible, School District agrees to notify University immediately if a Student is not performing satisfactorily. The School District will follow any oral notice made under this paragraph with a written memorandum.
- D. *Supervision of Students.* The School District shall provide a qualified cooperating/mentor teacher who will supervise student activities during practicum experience or student teaching.
- E. *Reporting of Student Progress.* The School District shall provide all reasonable information requested by the University on a Student's performance. If there are any Student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.
- F. *Student Records.* The School District shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the Student unless required to do so by law or as dictated by the terms of this Agreement.
- G. *Eligibility Requirements.* Each cooperating teacher selected to supervise the Student Teacher shall hold a current Minnesota certification in the subject area/grade level to which the Student Teacher is assigned. The cooperating teacher will have a minimum of three (3) years of full-time teaching experience and the approval of a school district's administrator.
- H. *Substitute Teaching.* The School District shall prohibit Student Teachers from being substitute teachers at any time during their student teaching assignments.

3. MUTUAL TERMS AND CONDITIONS

- A. *Number of Participating Students.* The parties will mutually agree upon the number of Students that shall be assigned to the School District for this practicum or student teaching experience.
- B. *Term of Agreement.* The term of this Agreement shall be five years from the date of execution.
- C. *Termination of Agreement.* The University or the School District may terminate this Agreement for any reason upon ninety (90) days' written notice. Either party may terminate this Agreement in the event of material breach, if such breach is not fixed within thirty (30) days of receiving written notice thereof. However, should the School District terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time shall continue their educational experience until it would have been concluded absent the termination.
- D. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
- E. *Interpretation of the Agreement.* The laws of the state of Minnesota shall govern this Agreement.
- F. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- G. *Relationship of Parties.* The relationship between parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- H. *Liability & Insurance.* Each party to this Agreement is responsible for the negligent acts and/or

omissions of its own officers, students, employees, volunteers and agents. Neither party is considered the agent of the other and neither party assumes any responsibility to the other for the consequences of any act or omission of any person or entity not a party to this Agreement.

Each party shall maintain during the term of this Agreement a liability insurance program with coverage for itself, its officers, employees, volunteers and agents. Evidence of liability insurance shall be provided upon request by either party. The University shall maintain professional and general liability insurance in minimum amounts of \$1,000,000 for each claim/\$3,000,000 annual aggregate, and that policy shall include within the scope of its coverage all University Students for activities performed within the course and scope of their duties under this agreement. General liability coverage for Students is limited to bodily injury and property damage claims.

Nothing contained in this section or elsewhere in this Agreement will be construed as: (i) an express or implied waiver by either party of its governmental immunity; (ii) an express or implied acceptance by University of liabilities arising as a result of actions which lie in tort or could lie in tort in excess of the liabilities allowable under the applicable governmental immunity laws.

- I. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

**For REGENTS OF THE UNIVERSITY OF
MINNESOTA through its College of
Education and Human Development:**



Authorized Signature

Senior Associate Dean of Graduate and Professional Programs

Print Name/Title

1/6/2021

Date

For School/School District:



Authorized Signature

Executive Director of HR and Operations

Print Name/Title

January 6, 2021

Date



MOORHEAD
AREA PUBLIC SCHOOLS

**Assistant
Superintendent of
Learning and
Accountability
Memo ASLA.21.18R**

TO: Dr. Brandon Lunak, Superintendent

FROM: Dr. Jeremy Larson, Assistant Superintendent of Learning and Accountability

DATE: 1/12/2021

RE: Moorhead High School Registration and Planning Guide

Attached is the overview of the 2021-22 registration and planning guide for Moorhead High School. Dave Lawrence, principal, and Angela Doll, assistant principal, will summarize the 2021-22 registration process. They will also highlight the changes between the 2020-21 and the 2021-22 registration and planning guides. The registration guide is posted publicly to the Moorhead Area Public Schools district's website under Parents>Moorhead High School>Registration Book.

Suggested Resolution: Move to approve the 2021-22 Moorhead High School Registration and Planning Guide.

Moved by:
Seconded by:
Comments:

JL:tro

ATTACHMENTS:

Description	Type
 2021-2022 Moorhead High School Registration and Planning Guide	Cover Memo



Academics



Arts



Activities



Athletics



MOORHEAD
AREA PUBLIC SCHOOLS

Moorhead High School & Moorhead Area Career Academy Grades 9–12

Registration and Planning Guide 2021-22



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

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Dear Students and Parents or Guardians:

Welcome to Moorhead, a leader in academics, activities, the arts and athletics! We are very excited about the addition of the Career Academy this fall that will allow students even more opportunities to create their own avenues for success. There is much to choose from in the Moorhead 9-12 academic program, 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 classes at both Moorhead High School and the Career Academy. 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 areas. 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.

Take the time to carefully read the information in this document. The information will help all students make good decisions through their 9-12 academic career 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 Moorhead staff looks forward to seeing you in the fall of 2021. All staff join us in wishing you a successful high school career and remind you that we are partners in your journey. We measure our success by your success!

Sincerely,

Dave Lawrence
Principal
Moorhead High School

Josh Haag
Principal
Moorhead Career Academy

Portrait of a Moorhead High School Graduate

"The mission of Moorhead High School, a partnership with students, staff, parents, and the community, is to develop creative, collaborative, thoughtful, and communicative learners."



Beliefs

Moorhead High School and Moorhead Area Career Academy believes:

- in creating critical thinkers and problem solvers.
- that learning opportunities should focus on students' strengths, weaknesses, and interests.
- in building community.
- that a positive culture allows everyone to take ownership and belong.
- in positive and interactive relationships between the school and community.
- in holding students to high expectations so they expect more of themselves.
- that students and staff should be physically, emotionally, and socially safe.
- that students have a voice and choice and subsequent accountability.
- in ensuring that all students are effective communicators.

Mission Statement of Moorhead High School

"The mission of the Moorhead High School, a partnership with students, staff, parents, and the community, is to develop creative, collaborative, thoughtful, and communicative learners."

Guiding Principles

Moorhead High School and Moorhead Area Career Academy will:

- provide a strong and diverse academic offering that is standards-based and grounded in 21st century skills.
- engage in partnerships with the community to enhance our academic programming creating contributing members of communities.

- place an emphasis on integrating life skills into the academic program to foster creativity, adaptability, and resiliency for all learners.
- empower and motivate students to take ownership and accountability for their educations in a standards-based instructional framework which is interactive, paced, and tailored to the individual student.
- use interdisciplinary and project-based instruction examining themes, issues, questions, or topics in an investigative and exploratory environment.
- provide adaptable settings that facilitate collaboration, personalization, and authentic learning experiences.
- provide an open facility with natural light that fosters a welcoming environment where students and staff connect and feel safe.
- ensure that all students and staff have access to the resources and framework needed to support relevant and emerging technology.
- create classrooms to support, enhance, and engage student learning through appropriate and up-to-date technology.

Graduation Requirements

Moorhead High School students must successfully complete 21.5 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 with their counselor to be allowed to participate in the graduation ceremony.

Required Subjects	Credits	Minimum 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, American Lit. and World Lit.
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
Health	.5 credit	Health
Physical Education	1 credit	Physical Education 9 and an elective
Required Credit Total	16 credits	
Elective Credits	5.5 credits	From any content area - either core or elective subjects
Total for Graduation	21.5 credits	

Academic Awards

Academic Letters are awarded in May to grades 10-12 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 receive honors cords and tassels for graduation. Special Honors, Salutatorians and Valedictorians are recognized on the graduation program and receive medal sashes to wear at graduation.

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 in High School

There are several ways to earn college credit while in high school. It is always up to the discretion of a receiving college if transfer credit will be granted. Please check with the college to ensure your credits will transfer. All enrollment paperwork and procedures are on the [MHS Counselors PowerSchool Learning page](#).

- **Concurrent Enrollment (Grades 10, 11-12)**
 - College courses taken at Moorhead High School - college credit awarded from Mstate
 - Eligibility and Registration requirements. Please see the [MHS Counselors PowerSchool Learning Page](#) for eligibility and registration requirements.
- **Advanced Placement (AP) (Grades 9-12)**
 - AP Courses taken at Moorhead High School
 - AP test scores may allow college credit; check with the college
- **Post-Secondary Enrollment Options (Grades 10, 11-12)**
 - College courses taken on college campus.
 - Eligibility and Registration requirements. Please see the [MHS Counselors PowerSchool Learning page](#) for specific timelines and registration requirements.
- Colleges make determination on how to transfer credits. Please see the [MHS Counselors PowerSchool Learning page](#) for credit transfer information.



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:

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

Other Options

Online Learning: Online learning options may be provided through a [Minnesota Approved Online Learning Provider](#) 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, with administrative approval. [Moorhead School Board Policy: Online Learning Options 610](#) applies to students participating in online courses and corresponds with [Administrative Procedure 610.1](#), which is available on the school district website or in the counseling office.

Course Credit by Assessment: Students may test out of 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 may be 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 do not have this option.

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 Area Public Schools will provide a comprehensive college and career readiness solution for high school students that will help connect academic achievement to post-secondary goals. All students grades 9-12 have access to this tool by logging in through SPUDS Landing.

Available options through this tool include:

College Resources
Explore Careers and Clusters
Success Plan
Course Planner
Resume Building
Goal Setting
Career Exploration
Aptitude/Interest Inventories

Opportunities Through the Arts, Activities and Athletics

[MHS Activities Guide \(Extracurricular and after school activities\)](#)

Post High School Planning



Resources for mental health, college, scholarships, financial aid, work and job opportunities, military, ACT/SAT/PSAT testing, and student opportunities can be found on the [MHS Counselor page on PowerSchool Learning](#).

Transcript Requests: Transcript requests will be through [Parchment](#). Current students will receive their first five transcripts at no charge. After the fifth transcript, students will be charged \$3 per transcript.

Student Support

All staff members help students! As a team, staff and families help each student reach their goals.

Student counselors are assigned alphabetically by student last name:

- A-D:** Keith Hartleben, 284-2319, khartleben@moorheadschoools.org
- E-K:** Maret Kashmark, 284-2316, mkashmark@moorheadschoools.org
- L-P** Angie Aakre, 284-2313, angieaakre@moorheadschoools.org
- Q-Z:** Sarah Kjos, 284-2315, skjos@moorheadschoools.org

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

Additional resources:

- School Social Worker: Joni Hubrig, 218-284-7116, jhubrig@moorheadschoools.org
- School Psychologist: Tammi Fortney, 218-284-2468, tfortney@moorheadschoools.org
- Gifted and Talented Coordinator: Leigh Dornfeld, 218-284-3789, ldornfeld@moorheadschoools.org
- Learner Support Services: Amy Bjerke, 218-284-2685, abjerke@moorheadschoools.org

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Grades 9-12 District-wide Testing

Test	Grades Tested	Objectives/Uses
Minnesota Comprehensive Assessments in		To provide information about instruction 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	Year the student takes Life Science or Biology	
Civics Test	12	To provide information about the instruction of the Minnesota K-12

		Academic Standards in Social Studies.
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) <u>Note: This test will be offered once each October during a school day at MHS.</u>	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 <u>Note: This test will be offered once during a school day at MHS each spring as a state test. All other "Saturday" administrations are National ACT testing.</u>	11 (optional)	
SAT / SAT II <u>Note: The SAT is offered at NDSU each year.</u>	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.

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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		
Graphic Arts	Computer Graphic Arts 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	Ceramics 10-12	Advanced Art 11-12
Drawing	Foundations of Art 9-12	Drawing I 9-12	Drawing II 10-12	Advanced Art 11-12

21st Century Skills in visual arts:

Critical Thinking

Artist statements
Problem solving
Self-assessment

Communication

Nonverbal communication
Visual
Multi-mediums at once

Collaboration

Confidence
Focus
Cooperation

Creativity

Studio production
Perseverance
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. 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 about creating art with an emphasis on traditional 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, altered book boxes, and woven textiles. 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.

Computer Graphic Arts (ART)

Grades 9-12; ½ credit, Block (Quarter) 

Prerequisite: None

Students that take this course will explore and gain skills that apply to various computer applications used for creating 2-dimensional art intended for print and/or display in a digital format. Students will work through the MN state standards of art in alignment with MHS visual arts. Projects will be created with practical application for MHS as well as the greater Moorhead area community. Students will learn traditional approaches that can be applied to other art class offerings at

MHS. Projects may include but are not limited to Logo Design, Pamphlet Cover Design, Sign Making, Digital Painting, Photo Manipulation, Product Design, Character Design/Development and many more!

SCULPTURE (ART04)

Grades 9-12; ½ credit, Block (Quarter),  

Prerequisite: Foundations of Art

Basic hand-building techniques and decorative methods are explored. Basic 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 wire, paper mâché, and wood. Students learn various sculptural skills such as 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. 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.

CERAMICS (ART05)

Grades 10-12; 1/2 credit, Block (Quarter),  

Prerequisite: Foundations of Art & 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. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

PAINTING (ART06)

Grades 9-12; ½ credit, Block (Quarter), 

Prerequisite: Foundations of Art

Painting is primarily a two-dimensional class focusing on water-based painting mediums. These include watercolor, acrylics, and oils. 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. 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.


MIXED MEDIA (ART07)

Grades 9-12; ½ credit, Block (Quarter), 

Prerequisite: Foundations of Art

Mixed media is an advanced extension of 2D media exploration including but not limited to skills in painting, pastels, pen and marker inking, assemblage and collage. Throughout this course students will be encouraged to use the best media available to achieve the best results for original works of art. Students will continue to research and study masters from various periods in history. Originality and Self-expression are highly encouraged. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

DRAWING I (ART10)

Grades 9-12; ½ credit, Block (Quarter), 

Prerequisite: Foundations of Art

Drawing I is an intermediate drawing course where students study traditional two-dimensional drawing mediums. Students will learn how to create successful compositions with graphite, charcoal, colored pencil, pastel and pen. Students will be challenged with the technical skills of drawing traditional still life, self-portraits, and abstract works. Examples from art history, student work, and everyday life will be used as references and idea spring boards. Self-expression and creative problem solving 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 II (ART11)

Grades 10-12; ½ credit, Block (Quarter), 

Prerequisite: Foundations of Art & Drawing I

This class allows students with a strong interest in drawing to continue pursuing technical skills to help them achieve an advanced level. Creative thinking is challenged through nontraditional drawing styles incorporated into projects and traditional technical skills like portraiture and landscape drawing. A wide variety of media will require students to master graphite, pen and ink, colored pencil and charcoal. Advanced projects include proportionate skeletal drawing and large scale portraiture. Examples from art history, student work, and everyday life will be used as references and idea spring boards. Self-expression and creative problem solving 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.

ADVANCED ART (ART08)

Grades 11-12; 1/2 credit, Block (Quarter) 

Prerequisite: Any three (3) 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. 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.

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AVID



Advancement Via Individual Determination (AVID) is an elective program that helps students achieve the necessary requirements and skills to be eligible for university acceptance. Students wishing to enroll in AVID Elect must go through an application process with their counselor to be considered for this elective class. 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 Elect curriculum. Tutorials occur two times per week. Tutorials are small study groups facilitated by college students who assist students with their studies. Each AVID Elect 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 Elect 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 Elect 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.

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Business Education

[Watch the video](#) to learn more about the Business Department.



Business Education courses relate academic subjects to the real world. Whether it relates to a career path or your own finances, 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 rapidly changing. 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 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

Minnesota State Colleges and Universities work collaboratively with area high schools to offer students an opportunity to explore careers, earn college credit, and complete a career and technical program before graduating from high school. This collaboration saves students time and money. For Moorhead High School students, the following courses offer the opportunity to earn articulated credits.

Please click on the course name to view specific technical or community colleges where students are eligible to receive credits.

- [Digital Design II](#) (earn 2-3 credits depending on the post-secondary school)
- [Microsoft Office Applications](#) (earn 1-3 credits depending on the post-secondary school)
- [Web Design I](#) (earn 2-3 credits depending on the post-secondary school)
- [Personal Finance](#) (3 credits)
-

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 institutions linked to the high school course. These credits are free of charge, at the time of their admission.

For more information on articulation agreements, please visit <http://ctecreditmn.com>.

Area of Study	9	10	11	12
Business Courses	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing
		Business Law & Ethics	Business Law & Ethics	Business Law & Ethics
	Entrepreneurship I	Entrepreneurship I	Entrepreneurship I	Entrepreneurship I
	School Store: Business Management & Leadership I	School Store: Business Management & Leadership I	School Store: Business Management & Leadership I	School Store: Business Management & Leadership I
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
			College Accounting Accounting II Articulation Agreement (3 cr.)	College Accounting Accounting II Articulation Agreement (3 cr.)
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	Computer Applications	Computer Applications	Computer Applications
	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
	Digital Design I <i>(meets fine arts requirement)</i>	Digital Design I <i>(meets fine arts requirement)</i>	Digital Design I <i>(meets fine arts requirement)</i>	Digital Design I <i>(meets fine arts requirement)</i>
		Digital Design II <i>(meets fine arts requirement)</i>	Digital Design II <i>(meets fine arts requirement)</i>	Digital Design II <i>(meets fine arts requirement)</i>
		Video Production I	Video Production I	Video Production I
		Video Production II	Video Production II	Video Production II
		Web Design I Articulation Agreement (3 cr.) <i>(meets fine arts requirement)</i>	Web Design I Articulation Agreement (3 cr.) <i>(meets fine arts requirement)</i>	Web Design I Articulation Agreement (3 cr.) <i>(meets fine arts requirement)</i>
		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

Communication

Nonverbal communication
Visual

Collaboration

Confidence
Focus

Creativity

Perseverance
Storyboards

Self-assessment	Multi-mediums at once	Cooperation	Risk taking
Accountability	Written critiques	Interpersonal	Design
Research	Presentation	Feedback	Design prototypes
Perspective	Interpersonal	Teamwork	
Setting goals	Literacy development	Critique	
Brainstorming	Individualized instruction	Digital skills	

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 (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.

COLLEGE ACCOUNTING (BUS2211) (Concurrent Enrollment through MState)

Grades 11-12; 1 credit, Block (Semester); 3 credits (college credit) through MState 

Prerequisite: Acceptable score on Accuplacer


This course introduces students to the content and concepts underlying financial statements. Course content includes study of the accounting model, financial statements, merchandise accounting, internal controls and accounting for assets. This course will focus on using accounting information for decision making.

PERSONAL FINANCE (BUS17)

Grades 9-12; ½ credit, Block (Quarter) or 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 also will receive credit at Minnesota State Community & Technical Colleges through articulation agreements approved by the state. See explanation at the end of this Business Education section.

CODING / COMPUTER PROGRAMMING (BUS28)

Grades 10-12, ½ credit, Block (Quarter) or 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.

COMPUTER APPLICATIONS (BUS02 Block) (BUS02S Skinny)

Grades 9-12; ½ credit, Block (Quarter) or Skinny (Semester) 

In today's world, being proficient with technology is expected. Students will improve keyboarding skills, which will save time and will help them become more efficient with school and work assignments. In addition, students will learn how to increase productivity by learning the essentials of the Microsoft Office Suite (Word, Excel, PowerPoint). Topics that will be covered will include formatting school and workplace documents such as MLA reports, memos, different types of business letters, tables, spreadsheets with formulas, charts and presentations.

MICROSOFT OFFICE APPLICATIONS (BUS03)

Grades 9-12; ½ credit, Block (Quarter) 

Prerequisite: Computer Applications

This class is essential for anyone going to college and entering the business world. Students will learn advanced skills using the Microsoft Office Suite and will learn how to integrate these programs to efficiently create many types of business and personal documents. They also will learn to feel comfortable and confident using the current technology used in the business world today. *Students also will receive credit at Minnesota State Community & Technical Colleges through articulation agreements approved by the state. See explanation at the beginning of this Business Education section.*

BEGINNING COMPUTER SKILLS (BUS011)

Grades 9-12; ½ credit Skinny (Semester) 

This is an arranged class and tailored to the needs of each student. Prior Approval is needed for registration

This course is designed for students 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.

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.


COMMUNITY INTERACTIONS (BUS19)

Grades 10-12; ½ credit, Block (Quarter) 

Students will have the opportunity to develop life and work skills through a partnership with a business, school or community agency. Students will volunteer in one of our numerous community agencies, helping our community to grow

in service to others. By focusing 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.

DIGITAL DESIGN I (BUS07)

Grades 9-12, ½ credit, Block (Quarter) 

***Meets Fine Arts Requirement**

Digital Design is an introduction to digital design principles and techniques. Students will learn how to use Adobe software by learning the various tools, features and effects that can be applied to images and designs. Areas of study include elements of design, technical software skills, media vocabulary, layout principles, structure and style, and ethical and legal issues related to graphic design. Students will use this knowledge to create and present original products using both technical skill and design principles that communicate a message. In addition, students will analyze designs for their effectiveness, style and structure, intent and message. Projects may include: composite images, poster designs, advertisements, marketing materials and photo editing/manipulation

DIGITAL DESIGN II (BUS072)

Grades 10-12, ½ credit, Block (Quarter) 

Prerequisite: Digital Design I (with a final grade of a “C” or higher)

***Meets Fine Arts Requirement**

Digital Design II expands on the foundational elements covered in the Digital Design I course. Students will learn the use of design techniques to communicate ideas and information to business and customer audiences and will use advanced skills to create designs of increasing complexity. Areas of study will include: typography, graphic design and imaging editing/manipulation. Digital Design II students will be expected to work independently and manage their time for larger and more complex projects and assignments. Demand in this area will continue to expand as entrepreneurs and businesses utilize these skills to market, brand and promote their business. Projects may include: typography designs, branding and logo design, posters, advertisements, product designs, and marketing designs for profit and non-profit entities. *Students will also receive credit at Minnesota State Community & Technical Colleges through articulation agreements approved by the state. See explanation at the end of this Business Education section.*

VIDEO 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 students to a number of technical and non-technical skills related to video production such as camera work, scripting, editing, appearing on camera, and developing stories into broadcast quality news segments. Students will learn 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.

VIDEO PRODUCTION II (BUS24)

Grades 10-12; ½ credit, Block (Quarter) 

Prerequisite: Video Production 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 to the local community. This course is for highly motivated students with a sincere interest and commitment to broadcast 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.

WEB DESIGN (BUS05)

Grades 10-12, ½ credit, Block (Quarter) 

Prerequisite: Digital Design

*** Meets Fine Arts Requirement**

In Web Design I, students will learn how to design and code a website from start to finish. They will learn and incorporate web design principles, web standards, and browser compatibility to make websites that are compliant with industry standards. Students will learn to plan the structure and design of their website, create graphics using Photoshop, and then

carry out the creation of their websites using HTML5 and CSS. *Students also will receive credit at Minnesota State Community & Technical Colleges through articulation agreements approved by the state. See explanation at the beginning of this Business Education section.*

SCHOOL STORE: BUSINESS MANAGEMENT & LEADERSHIP I (

Grades 9-12, ½ credit, Block (Quarter) 

This course allows students to apply lessons of marketing and business in the operation of a school-based enterprise/school store. Students will be involved in all aspects of business operations: ordering and stocking of merchandise; inventory control; point of sale operation; advertising and display; making marketing decisions about products, pricing, and promotion; conducting authentic marketing research and developing a promotional campaign.

ENTREPRENEURSHIP I (BUS16)

Grades 10-12; ½ credit, Block (Quarter) 

In this course, students explore and learn the basics of planning and launching their own successful business. Whether they want to start their own entrepreneurial business venture or create a non-profit to help others, this course helps students develop the core skills they need to be successful. Students will learn what makes a good entrepreneur, how to come up with new business ideas, how to attract investors and create a business plan. The class explores entrepreneurial theory as well as real world situations. Students will read about and hear inspirational stories of entrepreneurs who have turned their ideas into reality as models for planning and executing their own business ideas. If being your own boss is your goal, we can help give you the tools!

BUSINESS LAW AND ETHICS (BUS15)

Grades 10-12; ½ credit, Block (Quarter) 

Business Law and Ethics course emphasizes legal concepts that are relevant to business. Topics include contracts, contract law and negotiable instruments, property law, employment law, commercial papers, legal organizational structures, and consumer liabilities. This course is filled with practical content that can be applied in the daily life of a student. It will provide students with a comprehensive understanding of business and personal law. Students will be challenged to think analytically by examining foundational and current business law cases. Ethical reasoning and the effect ethics has on business decisions will also be an important on-going topic.

SPORTS & ENTERTAINMENT MARKETING (BUS12)

Grades 9-12; ½ credit, Block (Quarter) or 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.

PERSONAL FINANCE/SPORTS & ENTERTAINMENT MARKETING (BUS25)

Grade 9-12; 1 credit (Skinny) (Year) 

Personal Finance

Skinny (Semester 1)

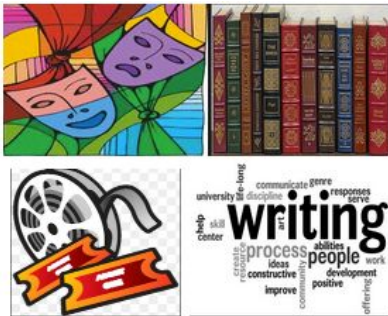
Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial 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 also will receive credit at Minnesota State Community & Technical Colleges through articulation agreements approved by the state. See explanation at the beginning of this Business Education section.

Sports & Entertainment Marketing

Skinny (Semester 2)

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.

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 Acting/Beginning Directing Mythology	Yearbook I Yearbook II Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/Intermediate Directing Creative Writing	Yearbook I Yearbook II Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/Intermediate Directing Arts Alive	Yearbook I Yearbook II Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/Intermediate Directing Arts Alive

		Journalism I Mythology	Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition College Writing	Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition College Writing College Writing About Literature
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21st Century Skills in English:

Critical Thinking

Verbal reasoning
Research
Textual analysis
Understand evidence
Understand perspective
Build background

Communication

Speaking
Writing
Reading
Summarize
Write creatively
Vary with audience
Work with digital media
Correct grammar and syntax

Collaboration

Group work
Presentations
Prepare for assessments
Sensitivity

Creativity

Writing
Acting
Speaking

Jobs involving English:

Law
Politics
Social media manager
Teacher
Broadcast
Sales
Editor
Computer work

Writer
Lobbyist
Grant / proposal writer
Retail
Public relations
Stock broker
Corporate communications
Congressional aide

Corporate blogger
Sales account manager
Web design
Policy analyst
eCommerce analyst
Proposal manager
Public service
Nonprofit agencies

Researcher
Church work
Museum work
Marketing
Human resources
Technical writer
Librarian
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.

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.

INTRODUCTION TO PUBLIC SPEAKING (COMM1120)

Grades 11-12; ½ credit (high school), Block (Quarter) or Skinny (Semester); 3 credits (college credit) through M|State

Prerequisite: Passing score on the Accuplacer Test

Concurrent Credit Communication: Meets Minnesota Transfer Curriculum Goal Area 1.

This course clarifies the process of oral communication, clarifies the basic principles of public speaking and allows the student to increase the application of these principles while both speaking and listening.

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 (ENG23)

Grades 11-12; 1 credit, Skinny (Year)

The Yearbook 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.

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.

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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	
Language Development Classes	English Language Development	English Language Development	English Learner - Read / Write 1, Read / Write 2, or Read / Write 3	

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	Sheltered Math Skills
2018-2019	Sheltered English	Sheltered World History	Co-taught Biology, Sheltered Physical Science	Co-taught Geometry, Sheltered Math Skills
2019-2020	Sheltered English	Sheltered United States History	Co-taught Biology, Sheltered Physical Science	Co-taught Geometry, Sheltered Math Skills

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 (ELL001)

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 (ELL002)

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 (ELL003)

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 (ELL004)

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). System 44 is utilized to differentiate phonics instruction as 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 WIDA Screener, as well as teacher recommendation.

READ WRITE 2 (ELL005)

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 (ELL13)

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 (ELL14)

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 (ELL19)

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 of 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 SOCIAL STUDIES- WORLD HISTORY (SOC22S)

Grades 9-12; Skinny (Year)

Students will address the same content and standards found in a non-sheltered World 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. 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.

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.

Co-Taught Courses

CO-TAUGHT BIOLOGY (SCI03CT)

Grade 10; 1 credit, Skinny (Year)

Prerequisite: Physical Science

Students will address the same content and standards found in a traditional Biology course, but the course is designed to make the content accessible to native and non-native English speakers as well as to accelerate language acquisition in the content area and in the area of academic vocabulary. Biology is a course that studies life. Course topics include 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.

CO-TAUGHT INTERMEDIATE ALGEBRA (MTH21CT)

Grades 9-10; 1 credit, Skinny (Year)

Prerequisite: Linear or Beginning Algebra

Students will address the same content and standards found in a traditional Intermediate Algebra course, but the course is designed to make the content accessible to native and non-native English speakers as well as to accelerate language acquisition in the content area and in the area of academic vocabulary. 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.

CO-TAUGHT GEOMETRY (MTH04CT)

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

Prerequisite: Intermediate Algebra

Students will address the same content and standards found in a traditional Geometry course, but the course is designed to make the content accessible to native and non-native English speakers as well as to accelerate language acquisition in the content area and in the area of academic vocabulary. Geometry is designed for students to review and expand basic mathematical knowledge introduced in Intermediate Algebra such as problem-solving equations and linear functions and 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.

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Family and Consumer Science

[Watch the video to learn more about the FACS department](#)



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 Teacher Educators for 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
	Life Connections	Life Connections	Life Connections	Life Connections
		Child Development	Child Development	Child Development
			Living on Your Own (L.O.Y.O.)	Living on Your Own (L.O.Y.O.)
			Interior Design <i>(meets fine arts requirement)</i>	Interior Design <i>(meets fine arts requirement)</i>
Careers		Careers	Careers	Careers

21st Century Skills in family and consumer sciences:

Critical Thinking

Perspective
Problem solving
Self-assessment
Accountability
Research
Brainstorming

Communication

Nonverbal communication
Interpersonal communication
Presentations
Written critiques
Digital literacy
Listening skills

Collaboration

Teamwork
Feedback
Cooperation
Interpersonal
Shared responsibility
Management

Creativity

Design
Personal expression
Flexible thinking

Goal setting
Decision making
Inventive thinking
Organization
Prioritizing

Time management

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

LIFE CONNECTIONS (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 who hope to be exceptional parents someday.

INTERIOR 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!"

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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 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		• Advanced Health • PE Sports 10	• Advanced Health • Weight Training I	• Advanced Health • Weight Training I

following is required or may be an elective class		<ul style="list-style-type: none"> • Weight Training I • Weight Training / Acceleration • Weight Training II • Team Sports • Off-campus Sports • Self-Defense • Human Performance 	<ul style="list-style-type: none"> • Weight Training / Acceleration • Weight Training II • Team Sports • Off-campus Sports • Self-Defense • Human Performance 	<ul style="list-style-type: none"> • Weight Training / Acceleration • Weight Training II • Team Sports • Off-campus Sports • Self-Defense • Human Performance

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

Critical Thinking

Data analysis
Skills for healthy living
Practice is needed
Social skills

Communication

Positive reinforcement
Vocabulary of health/fitness
Sportspersonship

Collaboration

Teamwork
Safety
Positive attitude

Creativity

Strategies in sports
Alternative paths to a goal
Variety in exercise and eating

Jobs involving health, wellness and physical education:

Gerontology

Education

Coaching

Fitness instruction

Sports development

Physical therapy

Sports medicine

Dietician

Sports entertainment

Life coach

Respiratory therapist

Nutrition

Corporate health / fitness

Sports sales

Medicine

Advocacy groups

Nursing

Parks and recreation

Sports physician

Athletic trainer

Sports facilities

Professional sports

Hospital work

Epidemiologist

Strength and conditioning

Occupational therapist

Community health

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, basketball, badminton, pickleball, and boot hockey. **Swimming is a required activity for this course.**

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. **Students are NOT required to swim in this course.**

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. **Students are NOT required to swim in this course.**

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: 9-12; 1 credit, Skinny (Year)****Prerequisite: Instructor Approval**

This class is a coeducational physical education course in which students will participate in a supervised program of skilled weight training activities. The course instructor will plan, deliver and review the physical and psychological preparation of the individual student aligned to specific sports performance outcomes. Focus will be on best practices in strength training, speed development, flexibility, injury prevention and nutrition. This course is recommended but not required for athletes participating on an official school team. 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.

OFF CAMPUS SPORTS (HPE20)

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.

UNIFIED PHYSICAL EDUCATION (HPE19)

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

Required Prior Approval: Student must complete teacher recommendation form and return to counseling office

This Physical Education class is designed for students interested in developing leadership skills and learning about students with disabilities. The students participate together in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities helping to create a more inclusive and accepting class/school environment for all.

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Trade and Industry

[Watch the video to learn more about Trade and Industry](#)



Trade and Industry coursework includes studies in areas that readily lead to immediate careers in high demand jobs. Trade and Industry coursework can lead to careers as engineers, technicians, business owners and more. A student could try a little piece of each area or immerse oneself in an area of study like automotive, woodworking, and drafting. Engineering and Trade and Industry 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 Institute for [Automotive Service Excellence Education Foundation \(ASE\)](#). 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 Trade and Industry 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
Manufacturing	Welding I	Welding I Welding II	Welding I Welding II	Welding I Welding II
Transportation	Launching Into Aviation Intro to Automotive Small Engines I Small Engines II	Launching Into Aviation Intro to Automotive Brakes, Steering and Suspension Electrical and	Launching Into Aviation Intro to Automotive Brakes, Steering and Suspension Electrical and	Launching Into Aviation Intro to Automotive Brakes, Steering and Suspension Electrical and

		Engine Performance Maintenance and Light Repair Small Engines I Small Engines II	Engine Performance Maintenance and Light Repair Small Engines I Small Engines II	Engine Performance Maintenance and Light Repair Small Engines I Small Engines II
Construction	Woodworking Drafting	Woodworking Drafting Advanced Woodworking Construction I	Woodworking Drafting Advanced Woodworking Construction I	Woodworking Drafting Advanced Woodworking Construction I
Engineering & Design	Introduction to Engineering & Design Digital Electronics	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
Agriculture Management	Introduction to Agriculture Global Agriculture	Introduction to Agriculture Global Agriculture	Introduction to Agriculture Global Agriculture	Introduction to Agriculture Global Agriculture

21st Century Skills in Trade and Industry:

Critical Thinking

Organization
Self-assessment

Communication

Planning
Constructing

Collaboration

Design
Problem Solving

Creativity

Prototyping
Troubleshooting

Jobs Involving Trade and Industry:

Machinist

Parts manager

Fabricator

Cabinet maker

Engine technician

Welder

Diesel technician

Cabinet installer

Mechanical drafter

Welding inspector

Finish carpenter

Technical drafter

Architect

Plumber

3D prototyper

Civil engineer

Electrician

Sheet metal fabricator

Electrical engineer

Carpenter

Trade and Industry teacher

Automotive technician

Concrete finisher

Vocational - agriculture teacher

Course Descriptions

Agriculture Management

INTRODUCTION TO AGRICULTURE

Grades 9-12; 1 credit Block (Semester)

The Introduction to Agriculture course is an introduction to the subject of agriculture. This course exposes students to a broad understanding of a wide variety of agricultural areas and develops an awareness of the many career opportunities in agriculture. The basic areas of study include: introduction to agriculture, career exploration, plant science, animal science, forestry, natural resources/wildlife, agribusiness/agricultural economics, agricultural mechanics, and FFA (career and technical student organization) & SAE (work-based/community learning experiences). Students will be given the opportunity to participate in hands-on learning, through experiential learning, as it relates to knowledge and skills in agriculture. The basics of FFA and SAE will be introduced into this class, but students do not need to be an FFA member in order to enroll in this course.

GLOBAL AGRICULTURE

Grades 9-12; 1 credit Block (Semester)

The Global Agriculture course is designed to take a critical look at the global food, fiber and natural resource situation and the challenges faced by modern agriculture. The basic areas of study include: early agriculture history, agriculture in America, agriculture around the world, careers, current events in agriculture, the future of agriculture, and FFA (career and technical student organization) & SAE (work-based/community learning experiences). Students will be given the opportunity to participate in hands-on learning, through inquiry and experiential learning, as it relates to agriculture around the world. The basics of FFA and SAE will be introduced into this class, but students do not need to be an FFA member in order to enroll in this course.

Engineering

DIGITAL ELECTRONICS (STEM01)

Grades 9-12; 1 credit, Block (Semester)

Digital Electronics (DE) students will evaluate real-world circuit designs utilized in their everyday lives. Students will design, analyze, and test their electrical designs by wiring them on a circuit board. This course is an excellent option for students looking to further their organization skills, learn more about electricity, circuitry, and wiring. Students will learn the Binary number system and how to write programming code to control robots. They will advance their real-world problem-solving skills through their designs and documentation. Students have the opportunity to earn college credit at selected 2-year and 4-year colleges by taking the Project Lead The Way final assessment. Note: Students should be proficient in algebraic concepts to be successful in this class.

INTRODUCTION TO ENGINEERING (STEM02)

Grades 9-12; 1 credit, Block (Semester)

Introduction to Engineering (IED) students will explore the design process used in 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 problem that needs a solution. The students will devise a strategy to solve the problem, design their solution, and build and test their solutions. After testing, students will evaluate whether their solution sufficiently solves the problem. This course is a great option for students looking to explore the creative side of engineering and engineering-related careers. This course will enhance student's organization skills, and help them hone their practical real-world problem-solving skills. Students will learn how to document their work and communicate their solutions to peers and members of the professional community. They will utilize the same 3D modeling software, 3D printers, and laser engravers that are used in industry for rapid prototyping and design. Students have the opportunity to earn college credit at selected 2-year and 4-year colleges by taking the Project Lead The Way final assessment.

PRINCIPLES OF ENGINEERING (STEM03)

Grades 10-12; 1 credit, Block (Semester)

Principles Of Engineering (POE) exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students will investigate engineering careers and other related high tech careers. Students will employ engineering and scientific concepts through hands-on design and testing. Students will 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. Students will also learn how to write programming code to control devices that they have designed. Students have the opportunity to earn college credit at selected 2-year and 4-year colleges by taking the

Project Lead The Way final assessment. Note: This course is designed for students who have successfully completed Intermediate Algebra. Students taking Physics concurrently will also find applicable ways to apply what they are learning.

Transportation

AVIATION - LAUNCHING INTO AVIATION

Grades 9-12; 1 credit Block (Semester) 

Launching into Aviation will provide the foundation for advanced exploration in the areas of flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. Students will look at the problem-solving practices and innovative leaps that transformed space exploration from the unimaginable to the common in a single generation. Students will also gain historical perspective, starting from the earliest flying machines and leading to the wide variety of modern aircraft and the integral role they play in making today's world work.

INTRO TO AUTOMOTIVE TECHNOLOGY (INT16)

Grades 9-12; ½ credit, Block (Quarter) 

Intro to Automotive Technology 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.

BRAKES AND STEERING AND SUSPENSION (INT17)

Grades 10-12; 1 credit, Block (Semester) 

Prerequisite: Intro to Automotive Technology

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: Intro to Automotive Technology

This auto class is taken after Intro to 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.


ELECTRICAL& ENGINE PERFORMANCE I (INT18)

Grades 10-12; 1 credit, Block (Semester) 

Prerequisite: Intro to Automotive Technology

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: Intro to Automotive Technology, one additional 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.

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 workings 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.

Manufacturing

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 (INT25)

Grades 10-12; 1 credit, Block (Semester) 

Prerequisite: Welding I

Extend your welding skills by signing up for our advanced welding course. Students will be in lab 80% of the semester fine-tuning their welding skills, using new techniques with new welding processes, programming the CNC plasma cutter, and fabricating custom projects of their choice. This class is geared toward fabrication, and students will design and manufacture their own projects using new CNC and welding technology. Examples of fabrication projects include custom signs, fire pits, go karts, mini bikes, trailers, deer stands, benches, stools, tables, furniture, tool boxes, and other specialty items. Students will be financially responsible for the materials/projects they fabricate.

Construction

DRAFTING (INT09)

Grades 9-12; 1 credit, Block (Semester) 

WOODWORKING (INT06/INT06AG)

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 WOODWORKING (INT07/INT07AG)

Grades 10-12; 1 credit, Block (Semester) 

Prerequisite: Woodworking

Advanced Woodworking is open to all students who have successfully completed Woodworking. 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.

CONSTRUCTION I (INT08/INT08AG)

Grades 10-12; 1 credit, Block (Semester) 

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.

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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 Algebra II	Strategic Algebra II	Strategic Algebra II	Strategic Algebra II
	Strategic Geometry	Strategic Geometry	Strategic Geometry	Strategic Geometry
	Physical Education	Physical Education	Physical Education	Physical Education

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

21st Century Skills from Learner Support Services

Critical Thinking

Problem solving
Planning ahead
Self-assessment

Communication

Writing
Speaking
Listening

Collaboration

Group projects
Working with adults
Team member

Creativity

Projects
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 ALGEBRA II (LSS462)

Grade 9-12; 1 credit, Skinny (Year)

Special Services Team Approval Required

Strategic Algebra 2 is specially designed to provide extra help in understanding more advanced algebraic concepts. The course is taught 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 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.P.s 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)**Special Services Team Approval Required**

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.

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.

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 LIFE SKILLS 1 (LSS49)**Grade 9; 1 Credit, Skinny (Year)****Special Services Team Approval Required**

This course is designed to meet the individual needs of each student and will include some functional academics and social skills in each class period throughout the year. The focus will be on promoting independence as students enter adult life. A portion of this class may include accessing the community through public transportation if appropriate.

FUNCTIONAL LIFE SKILLS 2 (LSS50)**Grade 10; 1 Credit, Skinny (Year)****Special Services Team Approval Required**

This course is designed to meet the individual needs of each student and will include some functional academics and social skills in each class period throughout the year. The focus will be on promoting independence as students enter adult life. A portion of this class may include accessing the community through public transportation if appropriate.

FUNCTIONAL LIFE SKILLS 3 (LSS51)**Grade 11; 1 Credit, Skinny (Year)****Special Services Team Approval Required**

This course is designed to meet the individual needs of each student and will include some functional academics and

social skills in each class period throughout the year. The focus will be on promoting independence as students enter adult life. A portion of this class may include accessing the community through public transportation if appropriate.

FUNCTIONAL LIFE SKILLS 4 (LSS52)

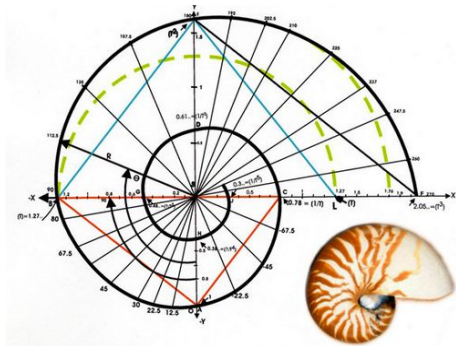
Grade 12; 1 Credit, Skinny (Year)

Special Services Team Approval Required

This course is designed to meet the individual needs of each student and will include some functional academics and social skills in each class period throughout the year. The focus will be on promoting independence as they enter adult life. A portion of this class may include accessing the community through public transportation if appropriate.

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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 For Freshmen	Geometry	Advanced Algebra	(Recommended) Pre-College Algebra and/or Trigonometry or College Algebra or College Functions and Trigonometry

Honors Track (*Intermediate Algebra Grade 8)	Geometry	Honors Pre-Calculus and Honors Trigonometry	AP Calculus or Calculus	Advanced Placement Statistics 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.

GEOMETRY (MTH04)

Grades 9-12; 1 credit, Skinny (Year)

Prerequisite: Intermediate Algebra (recommendation from teacher needed to take in 9th grade)

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.

HONORS PRECALCULUS with TRIGONOMETRY (MTH24)

Grade 10-12; 1 credit; Skinny (Year)

Prerequisite: Honors Intermediate Algebra, Geometry

Honors Precalculus with Trigonometry is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to more advanced skills necessary for success in subsequent math courses. The first semester includes the study of linear, quadratic, polynomial, rational, and radical functions as well as sequences and series. The second semester details exponential, logarithmic, trigonometric, and inverse trigonometric functions as well as the study of the trigonometric identities, laws of sine and cosine and applications of trigonometry. 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.

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 expectation 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 11 or 12; 1 credit; Block (First Semester)

Prerequisite: Honors Precalculus OR College Algebra and College Functions and 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, 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 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. Finally, in order to fully comprehend daily material, it is imperative to consistently complete problem sets and engage in cumulative review; thus, students can expect to spend 30 minutes (on average) per day on the study of calculus.

ADVANCED PLACEMENT CALCULUS AB (MTH12A)

Grade 11 or 12; 1 credit; Block (Second Semester)

Prerequisite: Calculus (offered during the first semester of each academic year)

AP Calculus AB is an extension of 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. 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 consistently complete problem sets and engage in cumulative review; thus, students can expect to spend 30 minutes (on average) per day on the study of calculus.

This course follows the College Board's calculus course syllabus and the Advanced Placement course expectations and grading practices. Students may earn one high school credit, advanced placement credit (for a one-semester college Calculus I course), or both by successfully completing Advanced Placement Calculus AB and successfully scoring on the AP Calculus AB exam.

ADVANCED PLACEMENT CALCULUS BC (MTH12B)

Grade 11 or 12; 1 credit; Block (Second Semester)

Prerequisite: Calculus (offered during the first semester of each academic year)

AP Calculus BC is an extension of 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 as well as introducing students to parametrically defined curves, polar curves, vector-valued functions and 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 consistently complete problem sets and engage in cumulative review; thus, students can expect to spend 30 minutes (on average) per day on the study of calculus.

This course follows the College Board's calculus course syllabus and the Advanced Placement course expectations and grading practices. Students may earn one high school credit, advanced placement credit (for a one-semester college Calculus I course), or both by successfully completing Advanced Placement Calculus AB and successfully scoring on the AP Calculus AB exam.

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Miscellaneous Elective Courses

Require Prior Approval. Inquire with student's Counselor for eligibility and application process.

Beginning in a student's sophomore year, opportunities open up for electives that are specialized and allow students to gain both leadership skills and experience with a wide variety of peers and adults. The following elective classes require an application process with specific approval from counseling and/or course instructors. Students should consider these classes if they are looking at a career path in human services or if they just like working with people by sharing their

knowledge and talents! These courses are also highly regarded when applying for colleges or future internships within the human services fields.

MENTORSHIP (ELE02)

Grades 11-12; ½ credit, Block (Quarter)

Required Prior Approval

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.

PEER TO PEER LEADERSHIP I (ELE22)

Grades 10-12; 1 Credit, Skinny (Year)

Required Prior Approval: Student must complete teacher recommendation form and return to counseling office

This class is designed for students interested in developing leadership skills and learning about students with disabilities. The students work together in an integrated fashion, to promote socialization, independence and strong relationships between mentors and mentees. It will give students exposure to human service professions, increased disability awareness, and developing leadership skills while mentoring peers with disabilities. Fifteen hours of outside class time is required for mentor/mentee experiences.

PEER TO PEER LEADERSHIP II (ELE26)

Grades 11-12; 1 Credit, Skinny (Year)

Prerequisite: Peer to Peer Leadership I

The class will be designed for students who have already taken Peer to Peer Leadership I and want to continue their mentorship by working with students who have a disability in the student's classroom setting. This setting may take place in a general education class or special education class. Students will serve as a mentor and help students with disabilities succeed in their classes. Mentors may help students with staying on task, following instruction, understanding content and materials, and improving social and communication skills, along with breaking down barriers that exist between students with and without disabilities.

PEER TUTORING (ELE15, ELE15B, ELE15S1, ELE15S2)

Skinny (Semester or Year) or Block (Quarter or Semester)

Grades 10-12

Counselor or Administrator Approval Required

This class is designed for students interested in tutoring in academic subject areas. Students must be on track to graduate and proficient in the academic subject area they wish to tutor. Various K-12 teacher partnerships are in place, and students will be able to choose a subject area or grade level and teacher when they complete an application for placement. Applications for placement are available in the counseling office and must be returned to your alphabet counselor.

UNIFIED PHYSICAL EDUCATION (HPE19)

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

Required Prior Approval: Student must complete teacher recommendation form and return to counseling office

This Physical Education class is designed for students interested in developing leadership skills and learning about students with disabilities. The students participate together in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities helping to create a more inclusive and accepting class/school environment for all.

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	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
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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	Performance conducting	Piano tuner	Artist manager / agent
Recording	Arranger	Education	Accompanist
Commercial	TV shows	Music distributor	Church musician
Radio shows	Video games	Recording industry	Event coordinator
Performance vocal	Music editor	Publishing	Wedding coordinator
Composition	Instrument maker	Music attorney	Audiology/Acoustic
Film scoring	Instrument repair	Sound production	technician
Marketing/Advertising	Music sales	Musical therapy	

Course Descriptions

MUSIC THEORY I & II (MUS20) & (MUS202)

Grades 10-12; 1/2 credit, Skinny (Semester) each class

Music Theory I is open to students in grades 10-12. In Music Theory I, students will learn music notation fundamentals, scales, chord analysis, and beginning composition. Students will participate in ear-training and melodic dictation. In Music Theory II, students will build on and expand on concepts from Music Theory I. 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 several public performances throughout the year. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

SYMPHONIC BAND (MUS02S)

Grades 10-12; 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 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. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

WIND ENSEMBLE (MUS03)

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

Students selected through audition

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 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. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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. Students will participate in the vocal solo and ensemble competition. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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 choir will participate in state vocal, solo, ensemble and large group competitions and a performance tour every two years. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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 of repertoire. This choir will participate in state vocal, solo, ensemble and large group competitions and a performance tour every two years. Music ensembles at Moorhead

High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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 by audition only. It performs a variety of small chamber music such as vocal jazz and pop music. Music ensembles at Moorhead High School perform music from a variety of genres, cultures, and religions. Students are expected to fully participate in all performances throughout the entire school year. If a student feels that participation could be restricted at any point in the year, an alternative elective should be considered.

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.

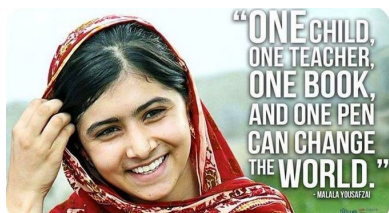
MUSIC SECTIONAL (MUS17)

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.

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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

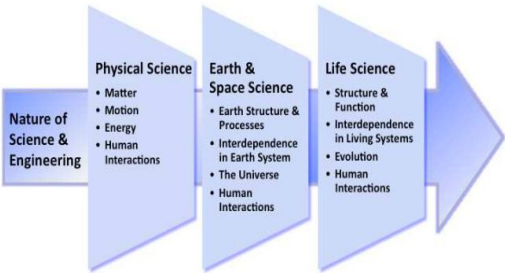
large group, small group, computer assistance and independent work, students can grow to become confident readers. Students may take this course for two years if they meet the district criteria.

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.

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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	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 Forensic Science	Zoology Botany Human Anatomy and Physiology I Human Anatomy and Physiology II Biochemistry Environmental Science Forensic Science

Twenty-First Century Skills in science:

Critical Thinking

Searching
Investigation
Evaluating
Tabulating
Comparing
Contrasting
Classifying

Communication

Listening
Observing
Asking questions
Discussing
Explaining / defending
Graphing / charting
Writing
Reporting

Collaboration

Gathering data
Experiments
Caring for equipment

Creativity

Planning ahead
Designing
Inventing
Synthesizing
Calibrating
Constructing

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 include 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 change 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: Algebra, Physical Science**

Chemistry is the study of what substances are made of and the changes they undergo. In this class, chemistry is taught as units of topics related to the real world 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 the resources of 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 involves 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: Biology, Chemistry (Can be concurrent)

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 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.

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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	<ul style="list-style-type: none"> • AP Human Geography • Contemporary Public Policy 	<ul style="list-style-type: none"> • AP Human Geography • AP Psychology • Contemporary Public Policy • Mentorship • Sociology • Psychology 	<ul style="list-style-type: none"> • AP Human Geography • AP Psychology • Contemporary Public Policy • Mentorship • Sociology • Psychology College American Government

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 be 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 source 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.

COLLEGE AMERICAN GOVERNMENT (POLSC1120)**Grades 11-12; 1 Credit, Block (Semester), 3 credits (college credit) through M|State**

Meets MnTC Goal Areas 5 and 9. College American National Government provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the Constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. This course provides an analysis of the organization, institutions, and functions of the United States government.

ECONOMICS (SOC07)**Grades 11-12; ½ credit, Skinny (Semester) Hybrid Course**

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.

The Hybrid Course will result in students fully utilizing the learning tools of PowerSchool Learning (formerly Haiku). This class will follow a traditional class schedule except for Friday. On Fridays, students will utilize the tools of PowerSchool Learning 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 MACROECONOMICS (SOC19)**Grades 11-12; 1 credit, Skinny (Year) Hybrid Course**

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, Skinny (Year) Hybrid Course

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.

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)**

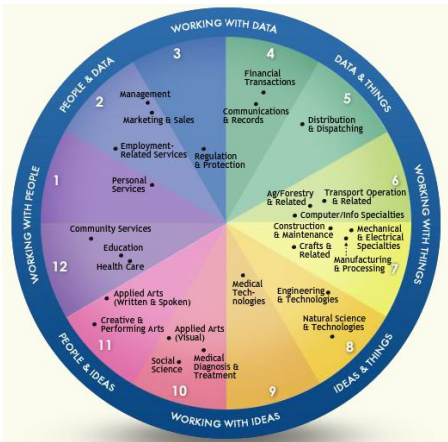
The purpose of the AP course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within 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.

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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
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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

Restaurant / Chef

Automotive

Farming

Manufacturing

Auto Repair

Construction

Communication

Technical

Welding

Education

Health

Child care

Nursing Home

Hospitality

Business

Hardware

Retail

Music

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 (ELE20S)

Grades 9-12; 1 credit, Skinny (Semester) 

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.

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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 with a recommended passing score of 75% or higher.

	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 I Spanish II Spanish III	Spanish I Spanish II Spanish III College Spanish I College Spanish II	Spanish I Spanish II Spanish III College Spanish I College Spanish II
Chinese	Mandarin Chinese I Mandarin Chinese II Mandarin	Mandarin Chinese I Mandarin Chinese II Mandarin	Mandarin Chinese I Mandarin Chinese II Mandarin	Mandarin Chinese I Mandarin Chinese II Mandarin

	Chinese III	Chinese III	Chinese III Mandarin Chinese IV	Chinese III Mandarin Chinese IV
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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 with recommended passing score of 75% or higher 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 with recommended passing score of 75% or higher 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.

COLLEGE SPANISH I (SPAN 2211)

Grades 11-12, 1 Credit, Block (Semester), 4 College Credits through MSTATE

Prerequisite: Spanish III or demonstrated proficiency

Students will develop reading, writing, listening and speaking through a focus on historical, political, cultural and artistic expressions of the Spanish-speaking world. Grammar from beginning Spanish courses is lightly reviewed. Students will learn new grammatical skills including the perfect tense of the indicative mood and simple tenses of the subjunctive mood. More advanced grammatical tenses will be practiced in a variety of modes of communication.

COLLEGE SPANISH II (SPAN 2212)

Grades 11-12, 1 Credit, Block (Semester), 4 College Credits through MSTATE

Prerequisite: Spanish 2211 or demonstrated proficiency

Students continue to hone their reading, writing, listening and speaking through a focus on historical, political, cultural and artistic expressions of the Spanish-speaking world. Grammar from Intermediate Spanish is further developed to include the simple and perfect tenses of the indicative and subjunctive moods. Students investigate the development of science and technology on various aspects of the Spanish-speaking world. More advanced grammatical tenses will be practiced and polished in a variety of modes of communication.

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 communication 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 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.

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MOORHEAD
AREA PUBLIC SCHOOLS

Office of Superintendent
Memo LSS.21.002

TO: Dr. Brandon M. Lunak, Superintendent

FROM: Duane Borgeson, Executive Director of Learner Support Services

DATE: 1/8/2021

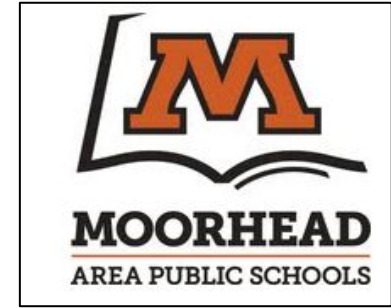
RE: Special Education Child Count

Duane Borgeson, executive director of learner support services, will provide an update to the board regarding special education. As a part of the update, he will discuss child count and data regarding special education.

DB:dmb

ATTACHMENTS:

Description	Type
📎 Child Count Presentation	Cover Memo



Special Education 2020-21 Child Count Update

Moorhead Area Public Schools

January 19, 2021

Child Count Numbers: 2013-2020

December 1, 2020																
	Dec 1 2013		Dec 1 2014		Dec 1, 2015		Dec 1, 2016		ec 1, 2017		ec 1, 2018		Dec 1, 2019		Dec 1, 2020	
Total Enrollment	6,787		7,207		7,558		7,801		7,834		8,115		8,253		8,139	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
SP/L	206	2.86%	210	3.09%	204	3.07%	214	3.22%	240	3.61%	276	4.16%	299	4.50%	287	4.32%
DCDM	33	0.46%	28	0.41%	34	0.51%	42	0.63%	34	0.51%	38	0.57%	31	0.47%	31	0.47%
DCDS	8	0.11%	10	0.15%	10	0.15%	10	0.15%	11	0.17%	13	0.20%	9	0.14%	9	0.14%
SMI	8	0.11%	9	0.13%	10	0.15%	13	0.20%	14	0.21%	16	0.24%	17	0.26%	15	0.23%
PI	33	0.46%	26	0.38%	25	0.38%	29	0.44%	28	0.42%	26	0.39%	23	0.35%	20	0.30%
HI	20	0.28%	21	0.31%	20	0.30%	21	0.32%	23	0.35%	20	0.30%	22	0.33%	21	0.32%
VI	5	0.07%	6	0.09%	5	0.08%	3	0.05%	3	0.05%	3	0.05%	4	0.06%	4	0.06%
SLD	169	2.34%	174	2.56%	195	2.94%	215	3.24%	256	3.85%	280	4.22%	314	4.73%	330	4.97%
EBD	84	1.17%	77	1.13%	71	1.07%	81	1.22%	94	1.42%	104	1.57%	102	1.54%	92	1.39%
D-B	1	0.01%	1	0.01%	1	0.02%	1	0.02%	1	0.02%	1	0.02%	1	0.02%	1	0.02%
OHD	186	2.58%	184	2.71%	181	2.73%	188	2.83%	186	2.80%	205	3.09%	220	3.31%	231	3.48%
ASD	107	1.48%	105	1.55%	108	1.63%	128	1.93%	158	2.38%	179	2.70%	193	2.91%	184	2.77%
TBI	5	0.07%	5	0.07%	6	0.09%	4	0.06%	6	0.09%	3	0.05%	2	0.03%	2	0.03%
DD	193	2.68%	231	3.40%	244	3.67%	250	3.76%	240	3.61%	277	4.17%	313	4.71%	293	4.41%
Total	1,058		1,087		1,114		1,199		1,294		1,441		1,550		1,520	
K-12 Served	999		877		912		999		1084		1186		1218		1209	
Percentage of Pop	15.59%		15.08%		14.74%		15.37%		16.52%		17.76%		18.78%		18.68%	
K-12 Percentage	14.72%		12.17%		12.07%		12.81%		13.84%		14.61%		14.76%		14.85%	

SP/L – Speech/Language Impaired

DCDM – Developmental Cognitive Disability – Mild to Moderate

DCDS – Developmental Cognitive Disability – Moderate to Severe

SMI - Severely Multiply Impaired

PI - Physically Impaired

HI - Hearing Impaired

VI – Visually Impaired

SLD - Specific Learning Disability

EBD - Emotional or Behavioral Disorder

D-B - Deaf-Blind

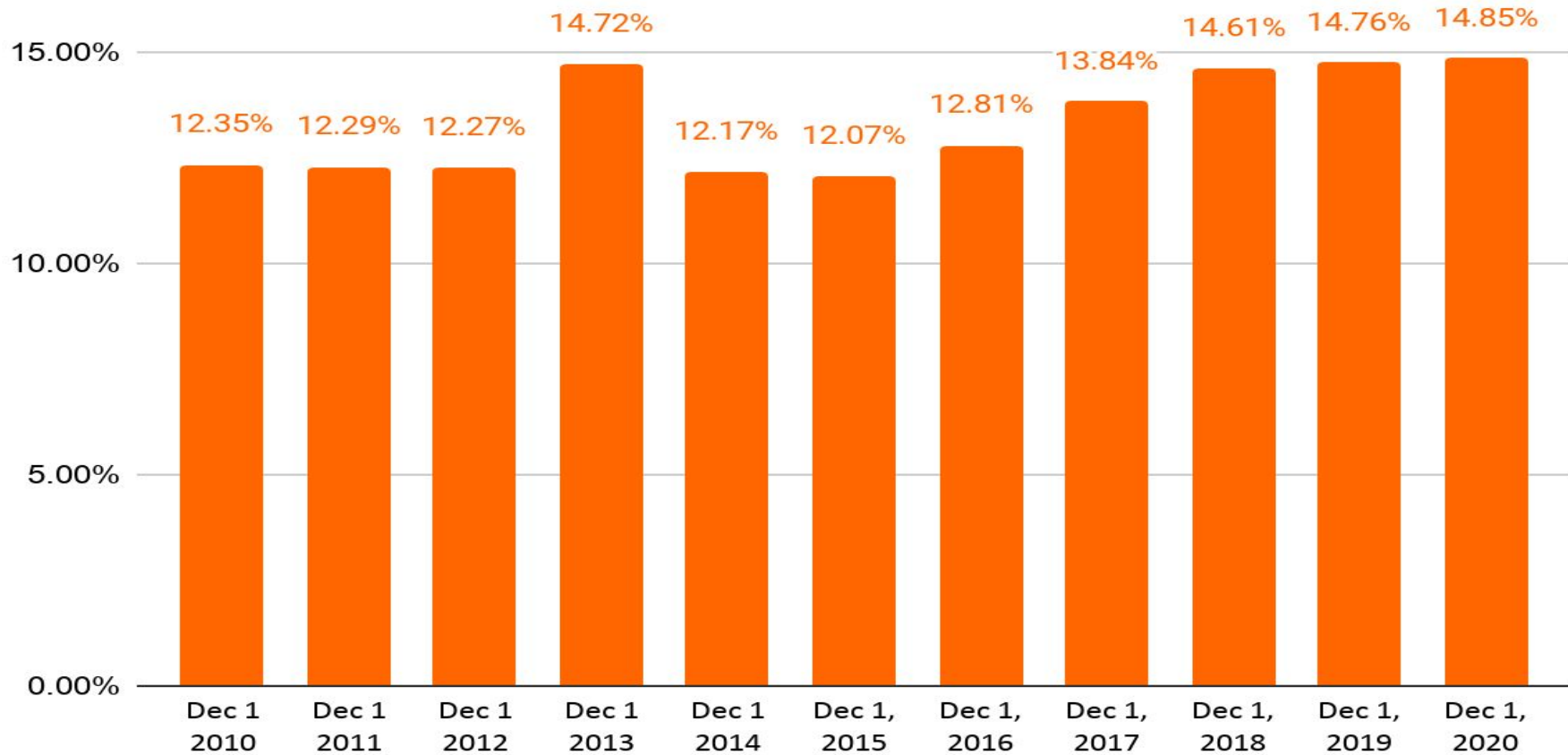
OHD - Other Health Disability

ASD - Autism Spectrum Disorder

TBI - Traumatic Brain Injury

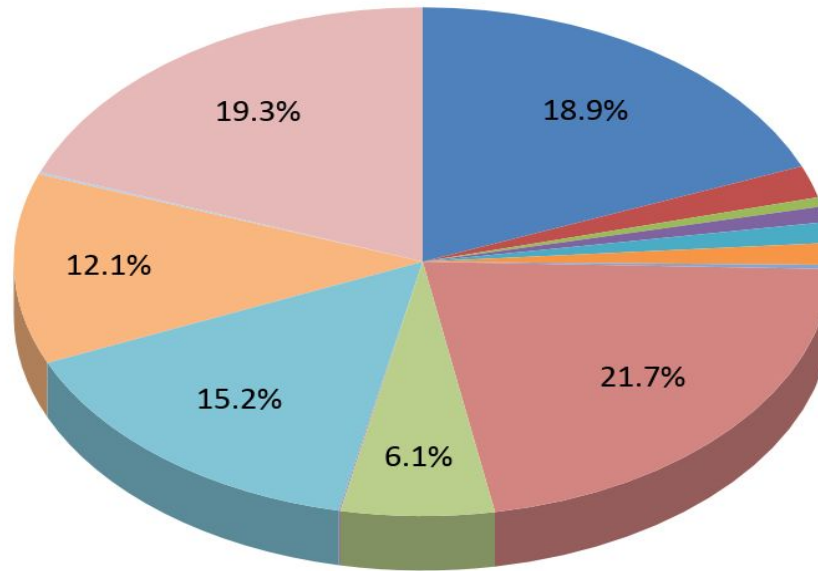
DD - Developmental Delay (Early Childhood)

K-12 Percentage: Students served in special education



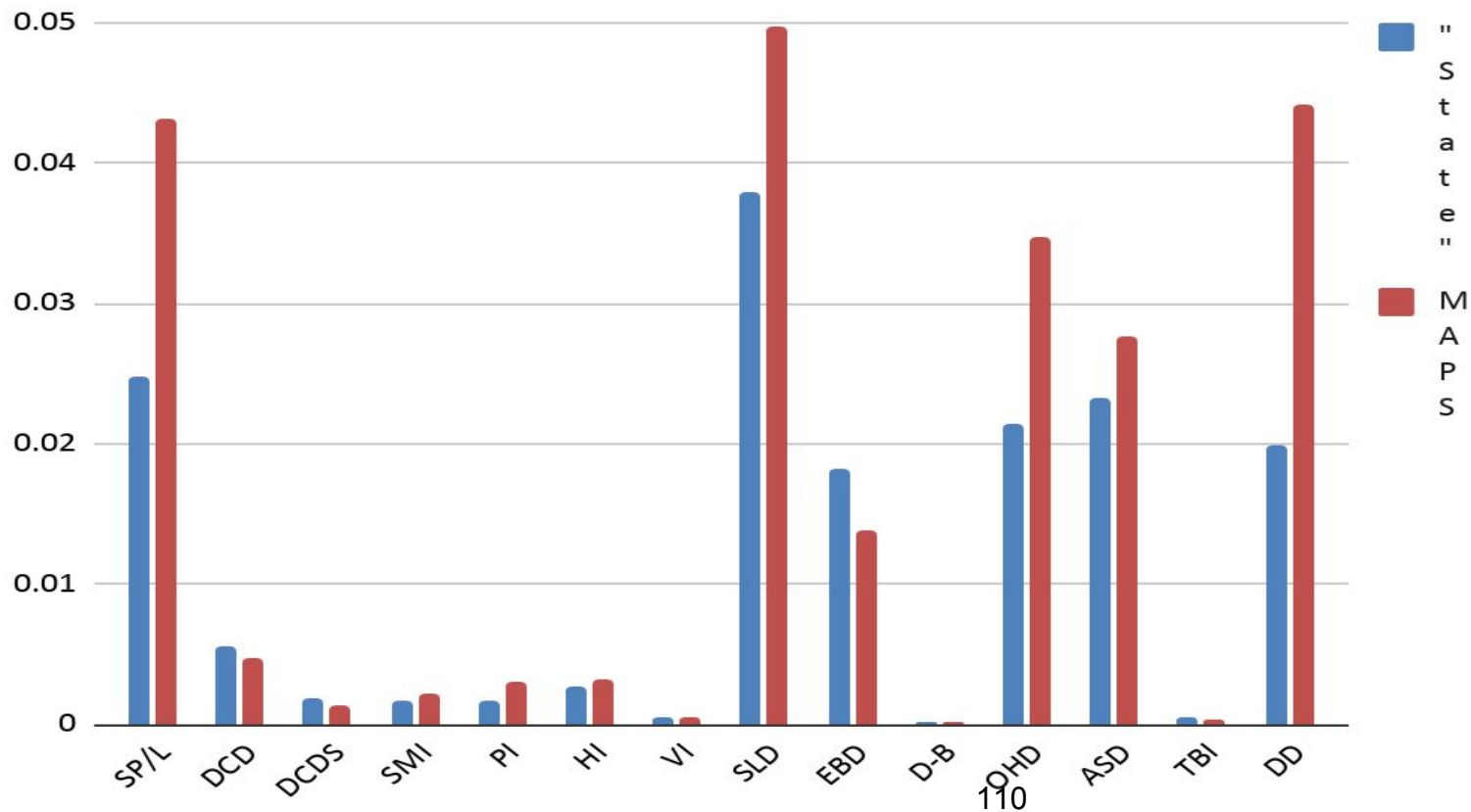
Who is receiving Special Education?

- SP/L
- DCDM
- DCDS
- SMI
- PI
- HI
- VI
- SLD
- EBD
- D-B
- OHD
- ASD
- TBI
- DD

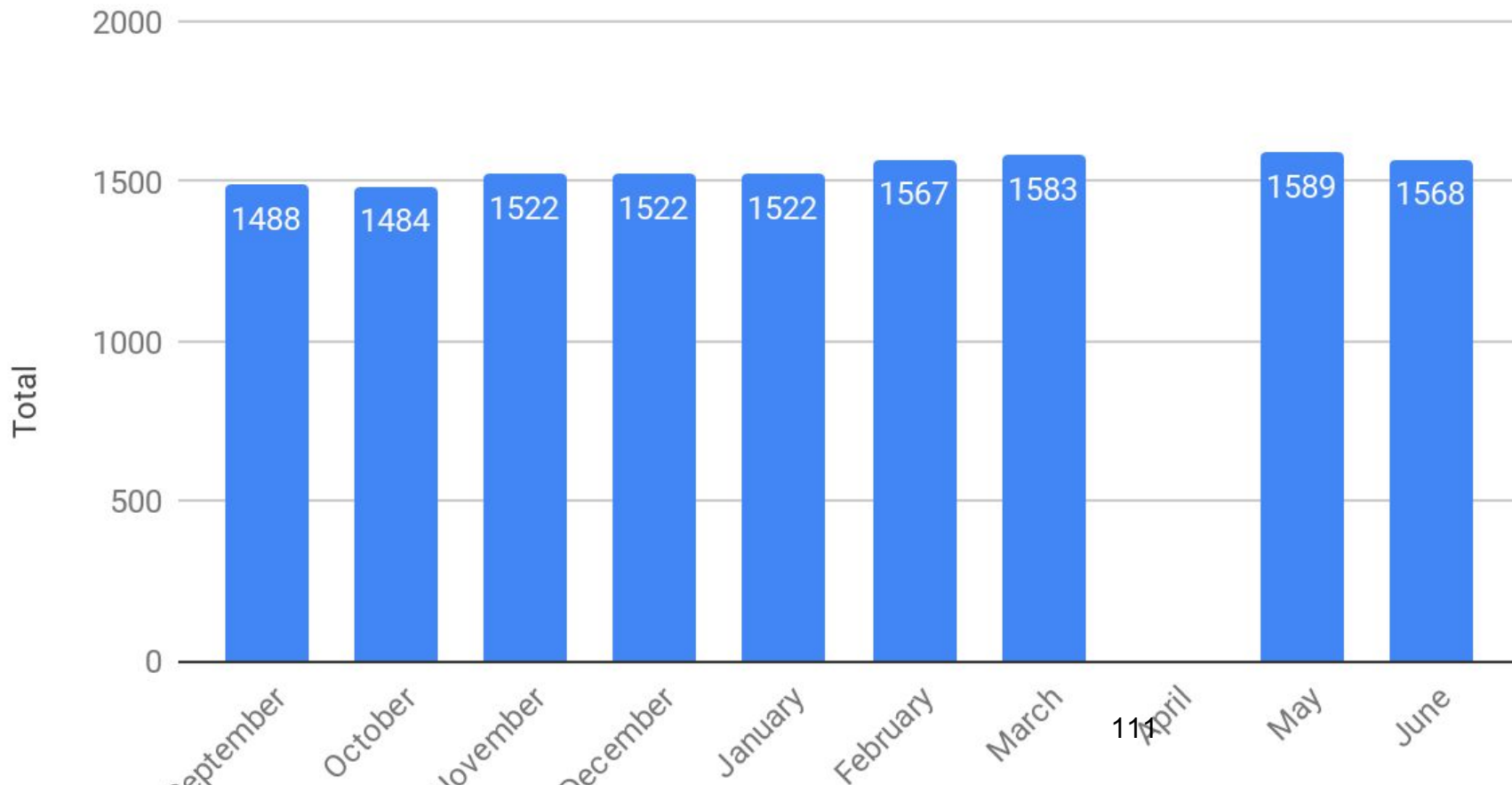


Refer to Page 2 for definitions of disability categories.

Moorhead Area Public Schools vs State Average (14.17% is overall state average)

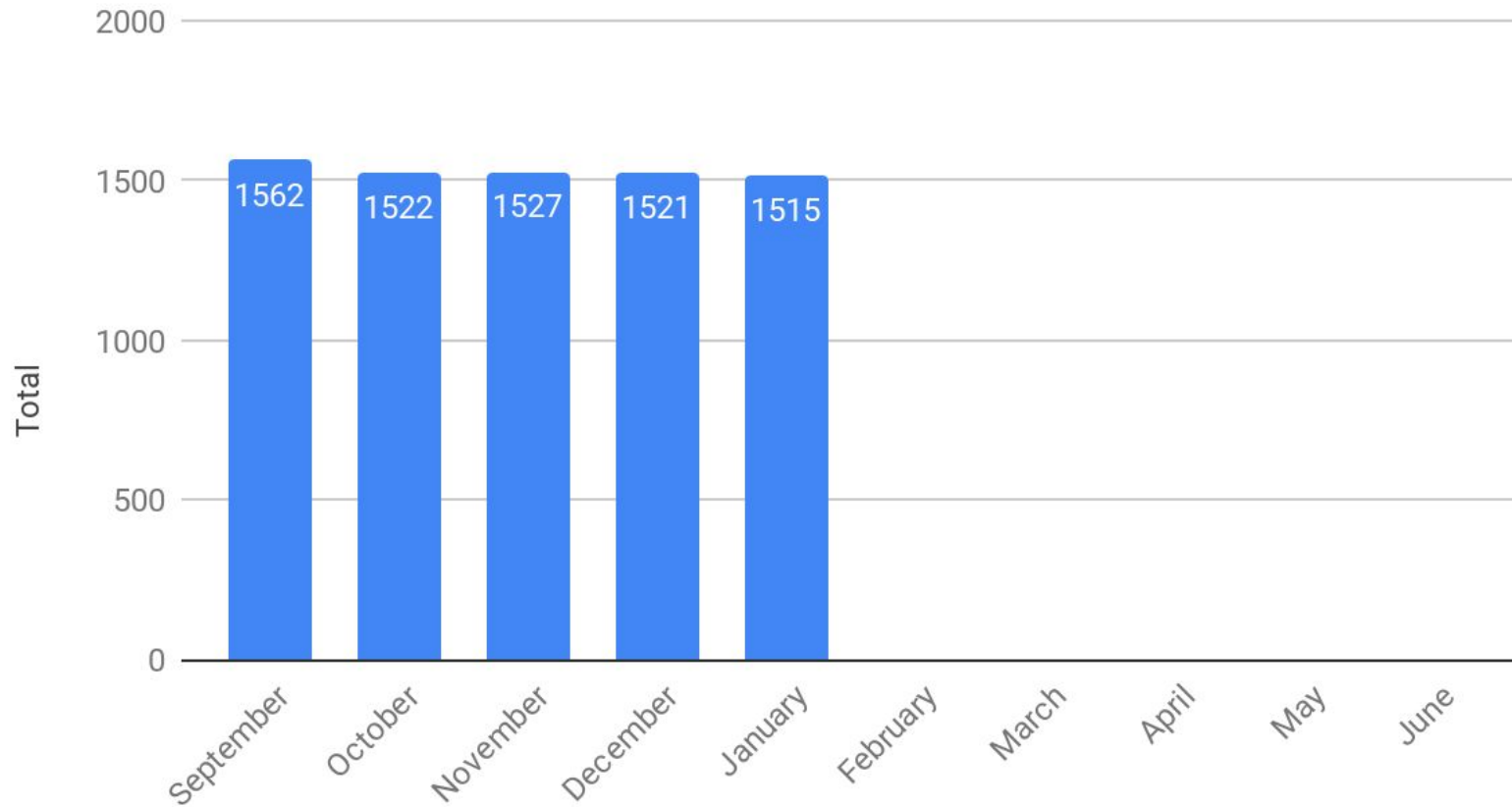


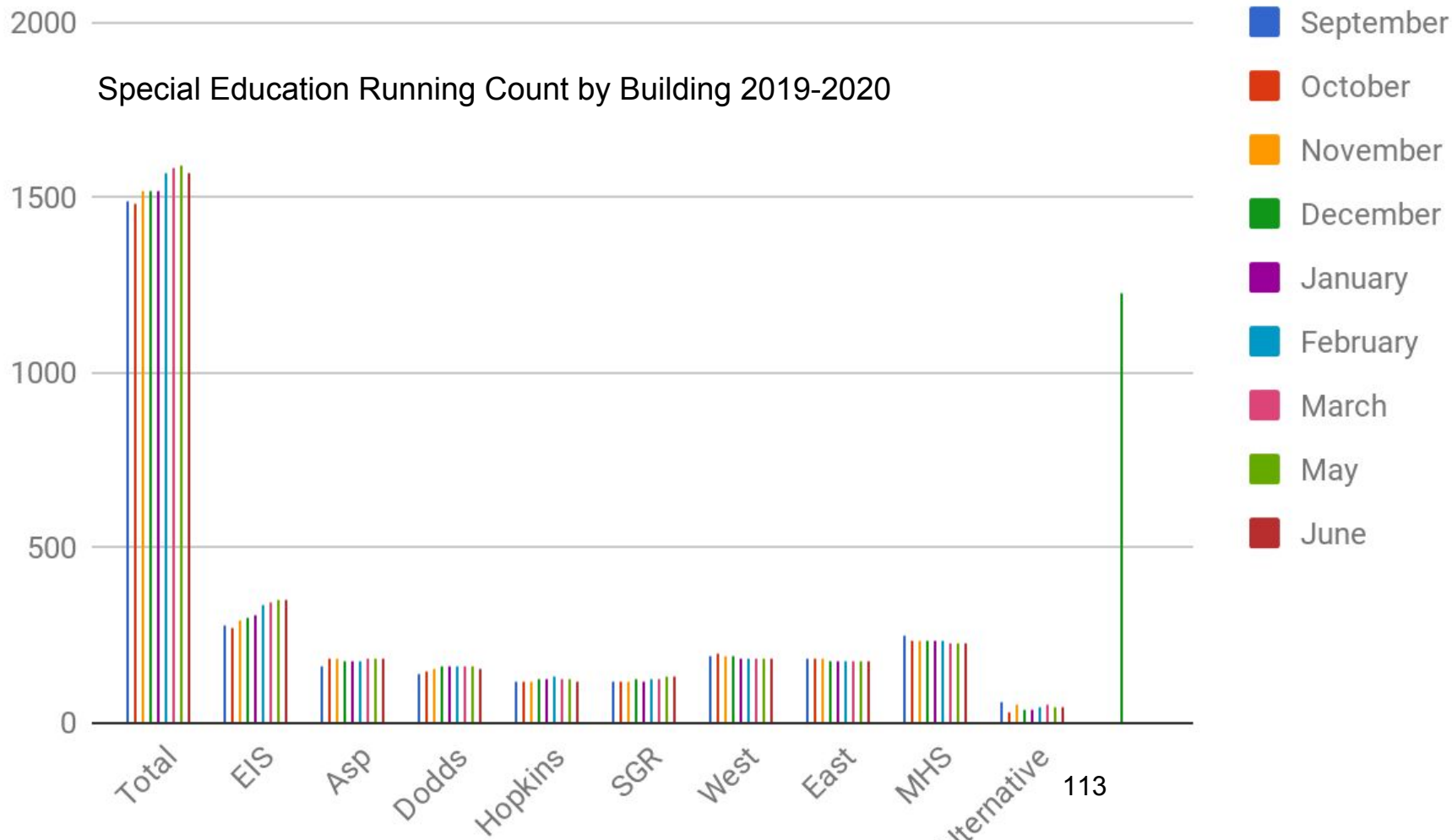
Total Special Education Served 2019-2020



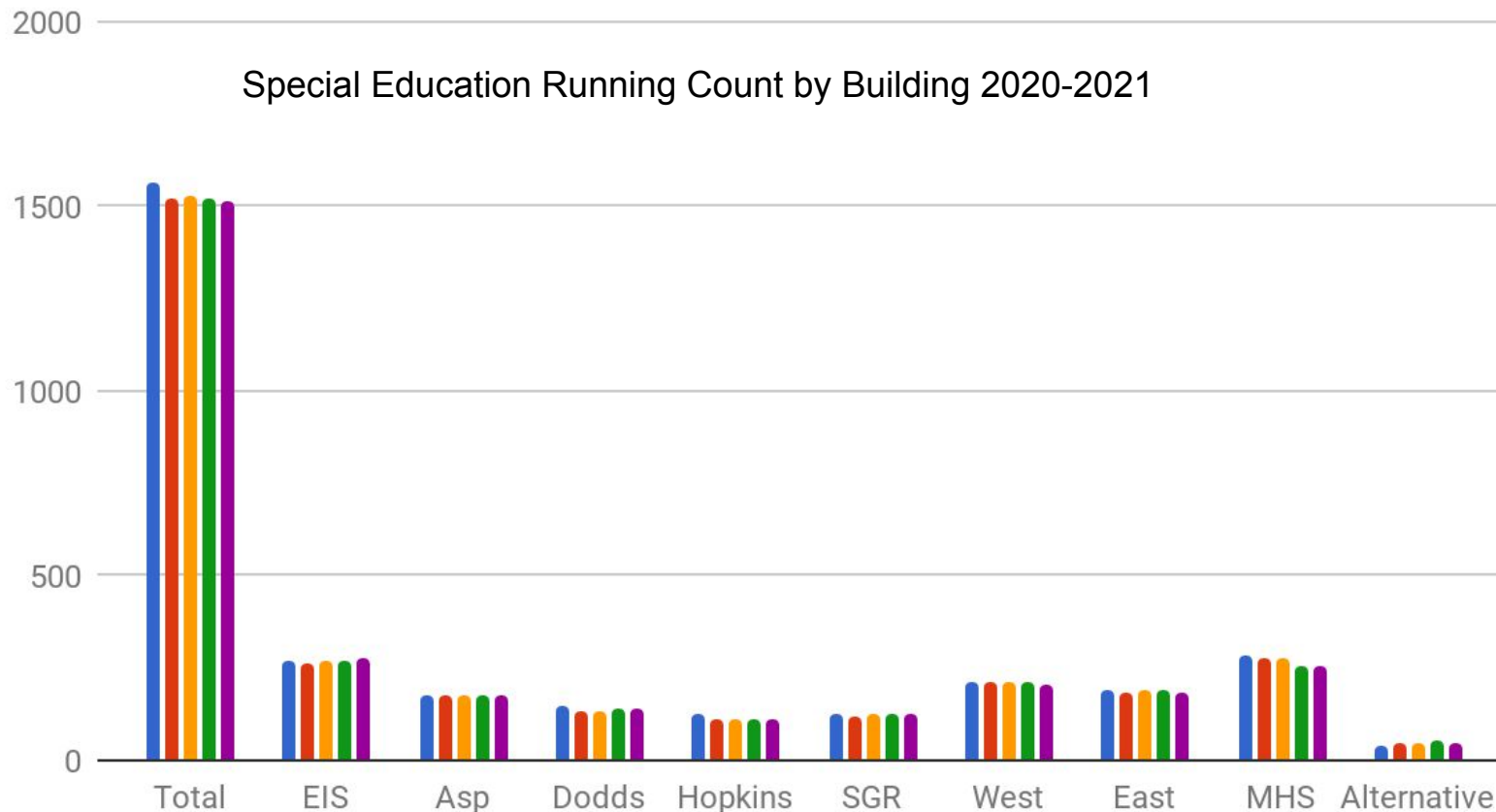
Total

Special Education Served 2020-2021

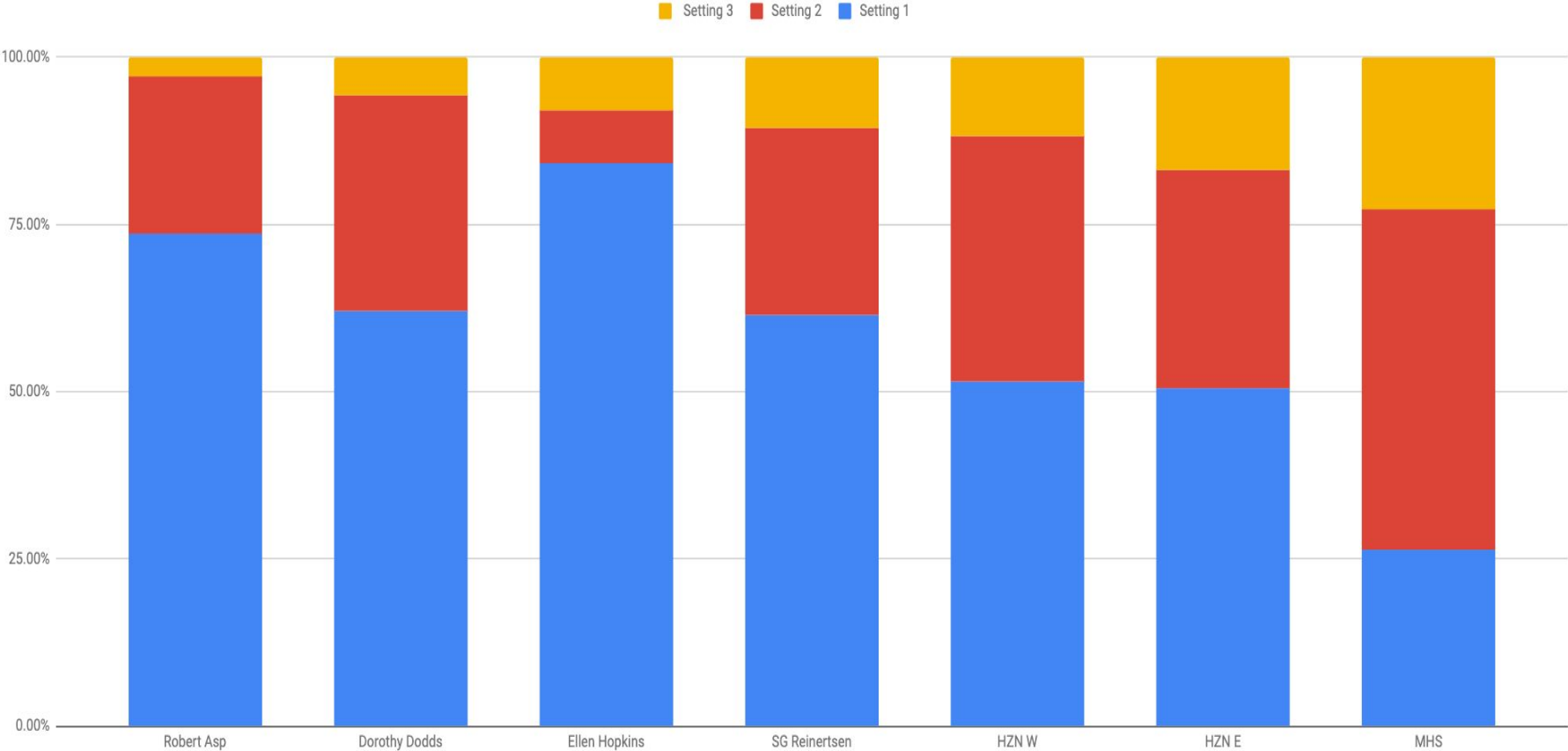




September October November December January



Special Ed Settings





MOORHEAD
AREA PUBLIC SCHOOLS

**Human Resources and
Operations**

Memo

OEDHRO.21.112R

TO: Dr. Brandon M. Lunak, Superintendent

FROM: Kristin L. Dehmer, Executive Director of Human Resources and Operations

DATE: 1/6/2021

RE: Resolution Accepting Donations

Attached please find the resolution accepting donations. The School Board, pursuant to Minnesota Statutes 123B.02, Sub 6., gratefully accepts the following donations as identified below.

DONOR	ITEM	DESIGNATED PURPOSE
Helen & Vernon Goodin	Monetary	Spud Mart at Horizon Middle School
Bell Bank	Monetary	Spud Mart at Horizon Middle School

Suggested Resolution: Move to accept the \$500 donation from Bell Bank and the \$250 donation from Helen & Vernon Goodin as presented and direct administration to send a thank you.

Moved by:
Seconded by:
Comments:

KLD:tra

ATTACHMENTS:

Description	Type
 Resolution	Cover Memo

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. On that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education." and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grantor device of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members. Expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Moorhead Area Public Schools, ISD 152, gratefully accepts the following donations as identified below:

DONOR	ITEM	DESIGNATED PURPOSE
Helen & Vernon Goodin	Monetary	Spud Mart at Horizon Middle School
Bell Bank	Monetary	Spud Mart at Horizon Middle School

The vote on the Adoption of the Resolution was as follows:

Voted in favor:

Voted against:

Absent:

By: _____
Chair

By: _____
Clerk