



DELL RAPIDS HIGH SCHOOL

COURSE DESCRIPTION BOOKLET



2012-2013



TABLE OF CONTENTS

Dell Rapids School District Mission, Vision, Beliefs	3
Graduation Requirements	4
Graduation Requirements Checklist – Class of 2013	5
Graduation Requirements Checklist – Class of 2014 and Beyond	6
Entrance Requirements for State Colleges in SD	7
Entrance Requirements for Other Colleges In-State or Out-of-State	7
Courses Recommended for Vocational and Technical Training	7
National Honor Society	8
South Dakota Opportunity Scholarship	9
SDMyLife Career Clusters	10
Course Descriptions	
English Language Arts Courses	12
Mathematics Courses	15
Science Courses	17
Social Studies Courses	18
Business-Related Courses	20
Computer Science Courses	21
Industrial Technology Courses	23
Agriculture Courses	24
Family and Consumer Science Courses	26
World Language Courses	28
Fine Arts Courses	29
Music Courses	30
Physical Education Courses	31
Miscellaneous Courses	31

DELL RAPIDS SCHOOL DISTRICT

Mission Statement

We promote spirited thinking, responsible citizenship and lifelong learning.

Vision Statement

We will sustain an environment where education is valued, excellence is expected and improvement is continuous.

Beliefs

We believe that all students must be challenged:

- With higher order thinking skills of analyzing, synthesizing and evaluating information.
- With emphasis on basic skills, creativity, cooperative learning, service learning and hands-on experiences.
- Standards and curriculum must be relevant, challenging and embraced.

We believe that high expectations result in high performance:

- Expect the best; work for the best will result in higher performance levels.
- Students, faculty and staff must set the bar high in order to enhance achievement and improve performance.
- Students need a variety of role models to influence lifelong learning.
- Successful teaching takes place when students are learning.

We believe that continuous improvement yields excellence:

- The students, staff, school and community must continuously make improvements.
- Performance assessments that demonstrate continuous academic growth mean excellence.

We believe that a safe, secure, supportive and adaptive environment is essential to learning:

- The school system is a community learning center made up of buildings and equipment that is safe, secure and adaptable to future educational needs.
- Learning improves when the environment is stimulating, safe and secure, and based on mutual respect for one another.

We believe that the spirit of community is central to the Dell Rapids School District:

- The school, community and families must work cooperatively to meet the educational and co-curricular needs of the students.
- The students, school, community and families share the responsibility to educate each student.

We believe that trust and respect form the cornerstone of the Dell Rapids School District culture:

- Students learn best in an atmosphere of trust, respect, honesty and integrity.
- School improvement can only flourish in an atmosphere of mutual trust and respect with open communication.

We believe that public education is vital to a democratic society:

- Public education produces responsible citizens who respect the rights of self and others who contribute to the betterment of society.
- Our democratic society could not survive without an educated citizenry.

We believe that students, staff and community will learn from and accept responsibility for their own actions and behaviors.

Graduation Requirements:

*****Students need 24 credits to graduate from Dell Rapids High School**

The Class of 2013 need the following to graduate: (Standard Path is the minimum criteria)

- 4 credits of English
- 3 credits of Social Studies
- 3 credits of Math which must include 1 credit of Algebra
REQUIRES ADDITIONAL MATH for ADVANCED AND DISTINGUISHED PATHS
- 2 credits of Science
REQUIRES ADDITIONAL SCIENCE for ADVANCED AND DISTINGUISHED PATHS
- 1 credit of Computer Science
- 1 credit of Fine Arts
- 1/2 credit of Physical Education
- 2 credits of the following – any combination –
 - Approved Career and Technical Education
 - World Language
 - Additional Math Course
 - Additional Science Course

The Class of 2014 and beyond needs the following to graduate:

- 4 credits of English
- 3 credits of Social Studies
- 3 credits of Math**
- 3 credits of Science including either Chemistry or Physics**
- 1 credit of Computer Science
- 1 credit of Fine Arts
- 1/2 credit of Physical Education
- 1 credit of the following – any combination –
 - Approved Career and Technical Education
 - World Language

****Class of 2014 and beyond....**With school and parent/guardian approval, a student may be excused from Algebra II or Geometry, but not both. A student is still required to take three units of Math. If a student is excused from Chemistry or Physics, the student must still take three units of Lab Science.

GRADUATION REQUIREMENTS CHECKLIST Dell Rapids High School – Class of 2013

Minimum Requirements for Graduation		Course Planning Guide	
English/Language Arts		9th Grade Courses	
English Language Arts I	1	Required Courses	Elective Courses
English Literature II	.5	English Language Arts I	
Speech	.5	Math (See flow chart)	
English Composition III	.5	Physical Science	
American Literature	.5	Computer Applications	
English Lang Arts IV or CBE	1		
Total	4		
Math		10th Grade Courses	
Algebra I	1	Required Courses	Elective Courses
Algebra II	1	Speech	
Geometry	1	English Literature II	
**Must include 1 credit algebra		Math (See flow chart)	
Total	3	Biology	
Science		Modern World History	
Physical Science	1	Economics	
Biology	1		
Total	2	11th Grade Courses	
Social Studies		Required Courses	Elective Courses
World Geography	.5	English Composition III	
Modern World History	.5	American Literature	
Modern U.S. History	1	Math (See flow chart)	
U.S. Government	.5	Modern US History	
Economics	.5		
Total	3		
Physical Education		12th Grade Courses	
Physical Education elective	.5	Required Courses	Elective Courses
Total	.5	English Lang Arts IV or CB	
Fine Arts		English	
Fine Arts Elective	1	U.S. Government	
Total	1	World Geography	
Computer			
Computer Applications	1		
Total	1		
Other			
Career Technical Education (or)			
Additional Math/Science (or)			
World Language			
**Must complete any 2			
Total	2		
Total Credits			
Required Credits	16.5		
Electives Credits	7.5		
Total	24		

GRADUATION REQUIREMENTS CHECKLIST Dell Rapids High School – Class of 2014 and beyond

Minimum Requirements for Graduation	
English/Language Arts	
English Language Arts I	1
English Literature II	.5
Speech	.5
English Composition III	.5
American Literature	.5
English Lang Arts IV or CBE	1
Total	4
Math	
Algebra I	1
Algebra II**	1
Geometry**	1
Total	3
Science	
Physical Science	1
Biology	1
Chemistry or Physics**	1
Total	3
Social Studies	
World Geography	.5
Modern World History	.5
Modern U.S. History	1
U.S. Government	.5
Economics	.5
Total	3
PE/Health	
Physical Education Elective	.5
Total	.5
Fine Arts	
Fine Arts Elective	1
Total	1
Computer	
Computer Applications	1
Total	1
Other	
Career Technical Education	
World Language	
**Must complete 1 credit any combo	
Total	1
Total Credits	
Required Credits	16.5
Electives Credits	7.5
Total	24

<u>Course Planning Guide</u>	
9th Grade Courses	
Required Courses	Elective Courses
English Language Arts I	
Math (See flow chart)	
Physical Science	
Computer Applications	
10th Grade Courses	
Required Courses	Elective Courses
Speech	
English Literature II	
Math (See flow chart)	
Biology	
Modern World History	
Economics	
11th Grade Courses	
Required Courses	Elective Courses
English Composition III	
American Literature	
Math (See flow chart)	
Modern US History	
(Chemistry or Physics)	
12th Grade Courses	
Required Courses	Elective Courses
English Lang Arts IV or CB	
English	
U.S. Government	
World Geography	
(Chemistry or Physics)	

ENTRANCE REQUIREMENTS FOR STATE COLLEGES IN SOUTH DAKOTA

Freshmen students entering a South Dakota public college in a baccalaureate degree program will be required to have completed the following courses in high school with a cumulative grade point average of a “C” or higher (2.0 on a 4.0 scale).

- 4 credits of English
- 3 credits of Advanced Math
 - Pre-algebra and applied math do not meet the college entrance requirement
- 3 credits of Laboratory Science
- 3 credits of Social Studies
- 1/2 credit of Computer Science (not all state colleges require this course)
- 1 credit of Fine Arts

ENTRANCE REQUIREMENTS FOR OTHER COLLEGES, IN-STATE OR OUT-OF-STATE

Be aware that there may be additional entrance requirements at some colleges selected by many students. If a student is considering a college out of state or a private college in state or out of state, the student should look at the individual college requirements in college catalogues or other publications. Consult the guidance counselor for further information.

COURSES RECOMMENDED FOR THE STUDENTS BOUND FOR VOCATIONAL AND TECHNICAL TRAINING

Students interested in continuing their training in a vocational or technical school should consult the catalogs and bulletins published by the vocational/technical schools. These are available in the guidance office. Take advantage of the many vocational and technical courses offered in our school and through the Career Academy in Sioux Falls.

NATIONAL HONOR SOCIETY

National Honor Society is a national organization which recognizes outstanding scholarship, leadership, service and character. In the spring of their junior year, students are notified of their academic eligibility. They may then apply for membership by filling out an application that requires leadership experiences and community service experience. In addition, the character of each nominee is reviewed by the faculty.

The criteria for membership is as follows:

- ✓ *Cumulative GPA of 3.50 or higher*
- ✓ *Leadership and community service experience*
- ✓ *Good character*

Students who become academically eligible following the completion of the first semester of their junior year or the completion of the first semester of their senior year are notified of their academic eligibility and invited to apply for membership in NHS.

SOUTH DAKOTA OPPORTUNITY SCHOLARSHIP

Eligibility Requirements:

- Be a resident of South Dakota at time of high school graduation.
- Have an ACT composite score of 24 or higher. If using a SAT score, the sum of the verbal and mathematics scores on the SAT must be at least 1090.
- Complete high school course listed below with no final grade below a C (2.0 on a 4.0 scale) and a cumulative high school GPA of 3.0 on a 4.0 scale (grade of B):

Opportunity Scholarship Course Requirements:

- **Students entering high school prior to July 2010**
 - 4 credits of English
 - 4 credits of algebra or higher mathematics
 - 4 credits of science, including 3 credits of approved lab science
 - 2 credits of same world language
 - 3 credits of social studies
 - .5 credit of computer science
 - 1 credits of fine arts
 - .5 credit of personal finance or economics
 - .5 credit for physical education or health
- **Students entering high school after July 2010:**
 - 4 credits of English
 - 4 credits of algebra or higher mathematics
 - 4 credits of science, including 3 credits of approved lab science
 - 2 credits of either of the following or a combination of the two:
 - world language
 - approved CTE courses
 - 3 credits of social studies
 - .5 credit of computer science
 - 1 credits of fine arts
 - .5 credit of personal finance or economics
 - .5 credit for physical education or health

This scholarship could provide up to \$5,000 in scholarship dollars to qualifying students. Continuing eligibility requirements for scholarship recipients must be met for this scholarship to continue from term to term. For additional information, please see your Guidance Counselor or visit www.ris.sdbor.edu.

SD MY LIFE CAREER CLUSTERS

SDMyLife.com is a website aimed at helping South Dakota students research, select and plan for a career. Using the site, students can take interest and ability assessments in order to learn which careers might make a good match for them. They can explore careers by cluster, keyword or school subject. Students can also research postsecondary education and training options, build their own career portfolios and find out about scholarship opportunities.

As they progress through high school, students can map out their educational careers using the site. They will be able to build a Personal Learning Plan, save assessment scores, log career planning activities and extracurricular involvement, even build a resume.

The Department of Education provides SDMyLife.com free to all South Dakota school districts.

For more information on the SDMyLife career planning system, contact Ms. Ruesink.

SDMyLife website: <http://www.sdmylife.com/>

Student & Parent/Guardian Login: <https://www.careercruising.com/SD/default.aspx>

16 CAREER CLUSTERS

Agriculture, Food & Natural Resources

- The production, processing, marketing, distribution, financing, and development of agriculture commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction

- Careers in designing, planning, managing, building, and maintaining the built environment.

Arts, A/V Technology & Communications

- Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration

- Business management and administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Education & Training

- Planning, managing and providing education and training services, and related learning support services.

Finance

- Planning, services for financial and investment planning, banking, insurance, and business financial services.

Government & Public Administration

- Executing governmental functions include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.

Health Science

- Planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

Hospitality & Tourism

- Hospitality and tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Human Services

- Preparing individuals for employment in career pathways that relate to families and human needs.

Information Technology

- Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Law, Public Safety, Corrections & Security

- Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

Manufacturing

- Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Marketing, Sales & Service

- Planning, managing, and performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics

- Planning, managing, and providing scientific research and professional and technical services (physical sciences, social science, engineering) including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics

- Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure and facility maintenance.

ENGLISH LANGUAGE ARTS COURSES

ENGLISH/LANGUAGE ARTS I, 1 credit, required for freshman

The English/Language Arts I course is designed for freshmen and typically introduces them to two or more genres of literature (novel, short story, poetry, and so on). Exploration of each genre's literary elements; determination of theme and intent; and examination of vocabulary and semantics are often included in the course content. Writing assignments are required as an additional method to improve understanding and comprehension. Additionally, freshmen build upon previous writing skills. This course seeks to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While including composition, this course incorporates literature study to expose students to exemplary illustrations of various forms of writing.

ENGLISH/LITERATURE II, ½ credit, required for sophomores

English/Literature (sophomores) courses are designed for sophomores and typically introduce them to two or more genres of literature (novel, short story, poetry, and so on). Exploration of each genre's literary elements; determination of theme and intent; and examination of vocabulary and semantics are often included in the course content. Writing assignments are required as an additional method to improve understanding and comprehension. These compositions hone students' writing skills and develop their ability to compose different types of papers for a range of purposes and audiences. These courses enable students to explore and practice descriptive, narrative, persuasive, or expository styles as they write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although composition courses may present some opportunities for creative writing, their focus usually remains on nonfiction, scholarly, or formal writing.

SPEECH, ½ credit, required for sophomores

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

ENGLISH/COMPOSITION III, ½ credit, required for juniors

English/Composition courses are designed for juniors and builds upon previous writing skills. Reinforcing the logic and critical-thinking skills that accompany good writing, these courses—which emphasize word choice, usage, and writing mechanics—provide continued and advanced instruction in writing for a variety of purposes and audiences. English/Composition courses may emphasize college or business preparation; literature study may be offered as an additional component in which students analyze examples of several genres.

AMERICAN LITERATURE, ½ credit, required for juniors

American Literature courses focus upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required.

ENGLISH/LANGUAGE ARTS IV, 1 credit, this course or College Bound English is required for seniors

English/Composition courses are designed for seniors and builds upon previous writing skills. Reinforcing the logic and critical-thinking skills that accompany good writing, these courses—which develop their ability to compose different types of papers for a range of purposes and audiences—enable students to explore and practice descriptive, narrative, persuasive, or expository styles of writing through short paragraphs, essays, letters, formal documented papers and some technical writing. English/Composition courses may emphasize college or business preparation; literature study may be offered as an additional component in which students analyze examples of several genres.

COLLEGE BOUND ENGLISH, 1 credit, this course or English / Language Arts IV is required for seniors
College Bound English is set up as a dual credit course with college credit coming from Northern State University's Rising Scholar program. Within this Rising Scholar program, all students signed up to take the college bound course must be on the college roster and taking the class for college credit. This course is organized to provide the college minded individual with an intense background of literature, grammar, speech, researching and research paper formats, and journal writing exercises. Students will read British Literature (including one Shakespearean play), Native American Literature, and other forms of in-depth novels to help promote critical thinking skills along with learning the correct format in MLA documentation and research writing presentation. In meeting these requirements, students will earn 6 college credits that can be transferred to virtually any post-secondary institution after graduation.

CREATIVE WRITING, ½ credit, (9-12)

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

JOURNALISM, ½ credit, (9-12)

The course is intended to introduce the student to newspaper journalism and help develop a proficiency in the different facets of newspaper writing and publishing, general photography, and opportunities in journalism and related fields. Students will have the opportunity as knowledge and ability develop to assist with yearbook and newspaper publications. Since the major emphasis of this class is on writing, the student is expected to have proficiency in English grammar and composition.

PUBLICATION PRODUCTIONS I, II, & III, ½ credit, (9-12)

Prerequisite: Journalism

Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication. This course requires the student to successfully have passed Journalism or have been trained in the area of Publications Productions to work independently and create the desired product they are assigned to complete and post.

STRATEGIC READING I & II, ½ credit, (9-12)

Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text.

LITERATURE OF A GENRE: THE SHORT STORY, ½ credit, (9-12)

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one genre, the short story. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

LITERATURE OF A PERIOD: CONTEMPORARY NOVEL I & II, ½ credit, (10-12)

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on the literature written during or reflecting a particular time period (such as the French Revolution, the 1960s, or as in this case 1990 to present). Students determine the underlying assumptions and values within the selected works, reflect upon the influence of societal events and social attitudes, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

MEDIA AND FILM CRITICISM, ½ credit, (10-12)

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one genre, the screenplay (film). Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

Compositions will focus on students' writing skills and develop their ability to compose different types of papers for a range of purposes and audiences. These courses enable students to explore and practice descriptive, narrative, persuasive, or expository styles as they write paragraphs, reviews, essays, and the like. Although this film/composition course may present some opportunities for creative writing, its main focus remains nonfiction, scholarly, or formal writing.

ORAL INTERP, ½ credit, (9-12)

Forensic Speech—This Individual Event course offers students the opportunity to learn how to use oral skills in formal and informal situations. Topics included depend upon the event(s) being taught, but they usually emphasize effective presentation of one's voice and body, thoughtful understanding and interpretation of literature, logic and reasoning, and the organization of thought and supporting materials. Often linked to an extracurricular program, these courses introduce students to one or several individual event categories (e.g., exposition, oral interpretation, dramatic interpretation, and radio broadcast). Participation in competition is encouraged, but not always required.

MATHEMATICS COURSES

PRE-ALGEBRA I, 1 credit, (9)

Pre-Algebra courses increase students' foundational math skills and prepares them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

ALGEBRA I, 1 credit, (9)

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

ACCELERATED ALGEBRA I, 1 credit, (9)

Accelerated Algebra I covers the topics of the traditional Algebra I course in greater depth. These topics typically include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations

GEOMETRY, 1 credit, (10)

Prerequisites: Algebra I or Accelerated Algebra I

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

ACCELERATED GEOMETRY, 1 credit, (9-10)

Prerequisites: Accelerated Algebra I

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

ALGEBRA II, 1 credit, (11-12)

Prerequisites: Algebra I or Accelerated Algebra I & Geometry I or Accelerated Geometry

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents

ACCELERATED ALGEBRA II, 1 credit, (10-11)

Prerequisites: Accelerated Algebra I & Accelerated Geometry

Accelerated Algebra II courses cover the topics of the traditional Algebra II course in greater depth. These topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring; in-depth study of linear equations and inequalities; quadratic equations; systems of linear and quadratic equations; constant, linear, and quadratic equations; properties of higher degree equations; exponential and logarithmic functions; rational functions; and operations with rational exponents.

ALGEBRA III WITH TRIGONOMETRY, 1 credit, (11-12)

Prerequisites: Algebra I or Accelerated Algebra, Algebra II or Accelerated Algebra II, Geometry or Accelerated Geometry

Trigonometry courses prepare students for eventual work in calculus and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.

PRE-CALCULUS, 1 credit, (11-12)

Prerequisites: Accelerated Algebra I, Accelerated Algebra II, Accelerated Geometry

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; sequences and series; and limits and continuity

AP CALCULUS, 1 credit, (12)

Prerequisites: Accelerated Algebra I, Accelerated Algebra II, Accelerated Geometry, Pre-Calculus

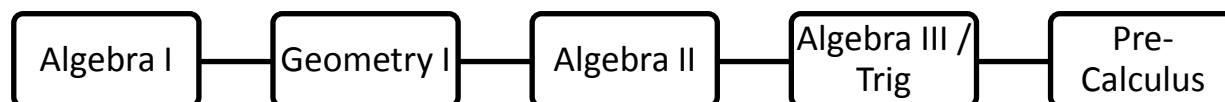
Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including anti-derivatives and the definite integral).

MATHAMATICS FLOW CHART

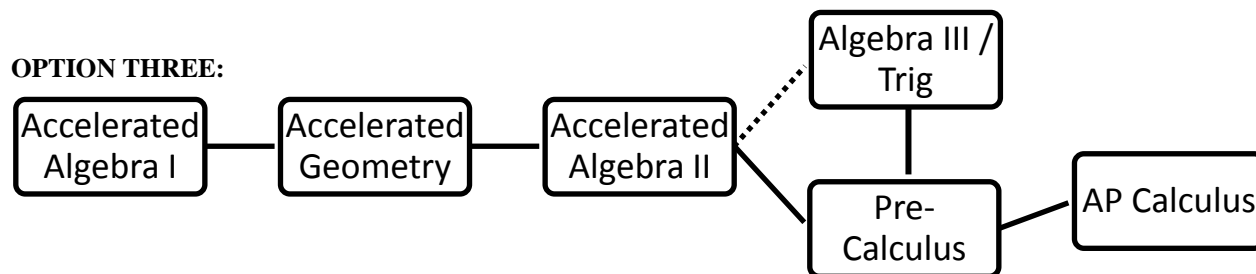
OPTION ONE:



OPTION TWO:



OPTION THREE:



*****Students must take at least one math class during their freshman, sophomore, and junior years.**

*****If students are on the accelerated path and plan to take AP Calculus, they must take two classes of math in either their freshman, sophomore or junior year.**

SCIENCE COURSES

PHYSICAL SCIENCE, 1 credit, required for freshman.

Physical Science courses involve study of the structures and states of matter. Typically (but not always) offered as introductory survey courses, they may include such topics as forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

BIOLOGY, 1 credit, required for sophomores

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

CHEMISTRY, 1 credit, (11-12)

Prerequisite: Physical Science, Biology, and Algebra I

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. This is both a college prep course and a Tech Prep course.

CHEMISTRY: ADVANCED STUDIES, 1 credit, (12)

Prerequisite: Chemistry

Usually taken after a comprehensive initial study of chemistry, Chemistry: Advanced Studies courses cover chemical properties and interactions in more detail. Advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry.

Students must have demonstrated a high degree of competency in mathematics, and must have the self-discipline to put in many hours each week for studies outside of class. Some skills that will be used are critical thinking, clear and logical expression of ideas orally and in writing, and problem solving. If not, teacher permission is required. This is both a college prep course and a Tech Prep course.

ANATOMY, 1 credit, (11-12)

Anatomy courses present an in-depth study of human body and biological system. Students study such topics as anatomical terminology, cells, and tissues and typically explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous systems.

PHYSICS, 1 credit, (11-12)

Prerequisites: Algebra II recommended

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena. To live with more joy and intelligence, one has to know the world in which one lives, no matter what the eventual career plans may be. Physics includes the study of physical mechanics, light, sound, electricity, and some nuclear physics. This is college prep lab course.

SOCIAL STUDIES COURSES

MODERN WORLD HISTORY, ½ credit, required for sophomores

Modern World History courses provide an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, economic, social, religious, military, scientific, and cultural developments. The course presents a chronological narrative of world history which will focus on significant historical periods from the Renaissance to the present. Eras covered will be the Renaissance, the Reformation, the Scientific Revolution, the Age of Enlightenment, the French Revolution, the Industrial Revolution, World War I, World War II, the Cold War, and the post-Cold War World.

ECONOMICS, ½ credit, required for sophomores

The course reflects upon our national ideas and how the free enterprise system influences our levels of living. The free enterprise system in the United States is a fundamental part of all our daily lives. Economics is designed to give a basic understanding of how our system functions which is essential to our development as producers, consumers, and citizens. The course emphasizes (1) how our economic system operates, (2) the unique qualities of the free enterprise system, and (3) how the individual operates within the system of free enterprise. In addition to textbooks and workbooks, filmstrips, cassettes, and the local press are used to discover current happenings.

MODERN US HISTORY, 1 credit, required for juniors

Modern US History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments. This course is designed to emphasize history from the time of 1860's western expansion up until today. The major emphasis will be on the development of our nation into a world power playing an active role in world affairs today. We will study how things happened in American history, why they happened that way, and the life styles of the people that resulted. We will spend the most time on the 20th century.

WORLD GEOGRAPHY, ½ credit, required for seniors

World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods and ideas.

US GOVERNMENT, ½ credit, required for seniors

US Government—Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

CONTEMPORARY WORLD ISSUES, ½ credit, (9-12)

Contemporary World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.

PROFOUND EVENTS IN HISTORY, ½ credit, (10-12)

This course will focus on events in history that are not typically covered in great detail during standard history classes and have a major impact on society. Instead of the normal chronological approach to history, this course is built around a single concept, tragedy. Many of our best tests as a nation have resulted from unforeseen events that have captivated us and would also help to define us as a people. The first unit will center on more of a local or regional basis. Students will research such topics as the Rapid City flood, Governor Mickelson plane crash, Spencer Tornado, or the Wounded Knee massacre. Unit two will center more on research in the area of assassinations. We will find out what makes a murder an assassination. With no shortage of choices, most students choose to learn more about the death of JFK, RFK, Dr. King or, Pres. Lincoln. A third unit will center on tragedies of war including such topics as the Bataan Death March, Hitler's death camps, or the D Day Invasion. A fourth unit will center more on the sadly increasing number of terrorist activities plaguing our world such as Oklahoma City, Columbine, and 9-11. Our fifth unit will center on natural disasters including such topics as Hurricane Katrina, the World Series/California Earthquake of 1989, and the Mount Saint Helens eruption of 1980. Our final unit will center on a potpourri of titles of famous defining moments in history such as the Titanic, Apollo 13, the Hindenburg, or the Great Chicago Fire.

SOCIOLOGY, ½ credit, (9-12)

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

PSYCHOLOGY, ½ credit, (9-12)

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

ADVANCED PSYCHOLOGY, ½ credit, (9-12)

Prerequisite: Psychology

This course will be an extension of the Psychology course. Units taught in this class will cover mental and emotional health as well as abnormal behavior and its therapies. We will address issues such as teenage suicide and teenage violence as well as their prevention. Stress management and coping with loss will be discussed. A unit on abuse and abuse prevention will be examined.

BUSINESS-RELATED COURSES**PERSONAL FINANCE, ½ credit, (9-12)**

Topics covered are: factors affecting income; management of personal finances; decision making in regards to spending and credit; savings and investing

ACCOUNTING I, 1 credit, (9-12)

Topics covered: accounting careers; accounting cycle; accounting equation; journalizing & posting; financial statements; cash management; tax forms; payroll

ACCOUNTING II, 1 credit, (9-12)**Prerequisite: Accounting I**

Topics covered: departmentalized accounting; accounting control system procedures; accounting for uncollectible accounts; accounting for plant assets/depreciation; notes payable/receivable; corporate accounting

BUSINESS MATH, ½ credit, (9-12)

Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest. Topics covered are: Taxation; Savings and Investments; Payroll and Human Resource Management; Cash Management; Financial Management; Credit Management; Purchase and Sales; Inventory Records; Depreciation, Cost Recovery, and Depletion; Insurance.

BUSINESS LAW, ½ credit, (11-12)

Business law is a one-semester course open to Seniors and Juniors. This course is designed to acquaint the student with the various types of laws and how they relate to his or her daily life. We live in a complex economic society, and because of this many complex laws are needed to govern the society. Business law does not attempt to make lawyers out of its student's, however, it is designed to aid the student to become aware of laws affecting them in their day to day living and capable of handling or obtaining necessary help to handle these laws. Besides regular textbooks and workbooks, a field trip to a courtroom, guest speakers, and panel discussions are used to better understand the principles of the law.

COMPUTER SCIENCE COURSES

COMPUTER APPLICATIONS, 1 credit, required for freshmen

Student in the computer applications class will be exposed to a wide variety of Microsoft Office software. Students will also be involved in opening up the CPU case to gain a solid understanding of the vital and important hardware components that work together to create a working computer system. Topics covered: advanced word processing; advanced spreadsheets; advanced presentation skills; advanced database; advanced Web design; advanced Internet search and hardware component diagramming.

VISUAL BASIC PROGRAMMING, ½ credit, (9 – 12)

Prerequisite: Computer Applications

This course is designed for students who have an interest in advancing their knowledge of how computers work. Students will also learn the history of programming, introductory concepts of Visual Basic programming language and write windows based programs using Visual Basic 6.0. Topics covered: introduction to programming history and the programming language; understanding the information processing cycle; customer needs analysis for designing a program; defining and designing the program project; coding an application; creating, debugging, and documenting a software application.

C++ PROGRAMMING, ½ credit, (10-12)

Prerequisite: Computer Applications

This class is for the Computer Science orientated and high education bound students. Students will get a solid foundation into C++ programming which is now the bases for most colleges programming courses. Topics covered: introduction to programming history and the programming language ; understanding the information processing cycle; customer needs analysis for designing a program; defining and designing the program project; coding an application; creating, debugging, and documenting a software application

JAVA PROGRAMMING, ½ credit, (10–12)

Prerequisites: Computer Applications and Computer Programming I

This course will cover the fundamentals of Java Programming and will build on programming knowledge learned from the Computer Programming I course. Coursework will include a display of fundamental knowledge and in-depth analysis of the Java programming language and design. Students will cover six major aspects of computing; Programming basics, object oriented programming, data and information processing, software development life cycle, and event driven programming and web basics. Students will also program with class, compile, distribute programs and write individual programs for use in other classes and at home. Topics covered: introduction to programming history and the programming language; understanding the information processing cycle; customer needs analysis for designing a program; defining and designing the program project; coding an application; creating, debugging, and documenting a software application.

WEB PUBLISHING & DESIGN, ½ credit, (10–12)

Prerequisite: Computer Applications

This class is a hands-on Web Design course that will introduce Dreamweaver CS3 and the creation of web pages and web sites. It will provide the student with the information and lab experience necessary to build and maintain a quality web site design. Upon completion, students will be able plan and develop a well-designed web site that combines effective navigation with the balanced use of graphics, color and text. The course presents the students with skills and proper procedures necessary to create web sites suitable for coursework, professional purposes and personal use. Upon completion of this course, students will be able to design and implement many different types of web pages as well as plan a web site's organization. Topics covered: design web sites; refining knowledge of site planning, page layout, graphic design, and the use of markup languages—such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, and Document Object Model—to develop and maintain a web page.

COMPUTER HARDWARE, ½ credit, (10–12)

Prerequisites: Computer Applications

This course will be a study of computer hardware and various other computer components. Students will gain a more in-depth technical knowledge of computers, interfaces, networking, etc. The majority of this class will be self-paced and computer based training. The class will be taught to “A+” standards and provide the knowledge to prepare them to become “A+” certified. Topics covered: individual hardware components; installation of hardware components; upgrading and troubleshooting a computer; formatting and partitioning hard drives; network topologies

AUDIOVISUAL PRODUCTION, ½ credit, (10–12)

Prerequisites: Computer Applications

This course is designed for students wishing to gain the fundamental concepts and features needed to use the Adobe premiere Pro CS4 program to create and manipulate video. Concepts covered in this course will include hardware, software operation and the planning, creating, editing, and producing of a video on to different media formats. Students will also explore different features available on a several types of video recording devices. Topics covered include Writing scripts; camera operation; use of graphics and other visuals; lighting; audio techniques; editing; production principles; career opportunities.

BROADCAST TECHNOLOGY, ½ credit, (11-12)

Prerequisite: Computer Application & Audiovisual Production

This course is designed give students an opportunity to entertain, inform, and educate audiences through media. Students will use the Adobe premiere Pro CS4 program to create and manipulate videos to be shown on the DRSD website and on close-captioned monitors throughout the school. Students will research topics to be covered, write scripts, film live action, edit, and publish Public Service Announcements on a variety of topics requested by a real-life client... DRSD. In addition, students will be responsible for webcasting a variety of school events.

DESKTOP PUBLISHING, ½ credit, (10–12)

Prerequisite: Computer Applications & Graphic Design I

Students in the desktop publishing class will need to have their creative juices flowing. The Desktop Publishing class instructs students how to setup up professional looking documents through professional guides and concepts. Students will be creating professional looking projects with their own personal touches and ideas. Topics covered: career opportunities; hardware and software; variety of desktop publications; legal & ethical issues; design process; principles of topography; desktop publishing software skills; integration of text and graphic in desktop publications; design & layout; preparation of documents for publication.

GRAPHIC DESIGN I, ½ credit, (9–12)

Prerequisite: Computer Applications

Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

GRAPHIC DESIGN II, ½ credit, (10-12)

Prerequisite: Computer Applications & Graphic Design I

This course is an advanced continuation of Graphic Design I. The problems are more advanced, involve a deeper understanding of visual literacy, and demand a near mastery of project-specific Adobe Photoshop techniques and processes. Digital photography is also a component of this course from a commercial art standpoint.

GRAPHIC DESIGN III, ½ credit, (11-12)

Prerequisite: Computer Applications, Graphic Design I & Graphic Design II

This course is designed for advanced graphics students who will work independently on projects exploring and solving visual design problems. It will give opportunity for students to explore areas of interest for those students who might be considering a career in graphics design.

GRAPHICS DESIGN IV, ½ credit, (12)

Prerequisites: Completed Graphic Design III with a C or better

This course is for advanced graphic students who are planning to pursue a career in the graphics design field. Students will work independently on projects exploring and solving design problems.

INDUSTRIAL TECHNOLOGY COURSES

INTRODUCTION TO BUILDING TRADES, ½ credit, (9-12)

Prerequisites: Drafting & Woodworking recommended

Topics covered: industry safety procedures; hand, power, and pneumatic tools; blueprint reading and survey techniques; construction project; plumbing applications; electrical wiring applications; concrete construction applications; drafting design concepts. This course helps prepare students for immediate employment and the entrance into Vocational Education. College-bound students are given the background to be able to understand occupations in the construction field. Topics covered are: industry safety procedures; hand, power, and pneumatic tools; blueprint reading and survey techniques; construction project; plumbing applications; electrical wiring applications; concrete construction applications; drafting design concepts. Construction is a full quarter course designed to make students aware of different types of construction and focusing on framing construction. Students will be involved in designing, estimating and building a utility shed.

INTRODUCTION TO ARCHITECTURE AND CONSTRUCTION, ½ credit, (9-12)

Topics covered: hand/power tool and shop safety; wood identification; project assembly; equipment; construction of a project. The course provides instruction and information concerning hand/power tool and shop safety. During this course each student will be proficient in wood identification, designing a project, estimating the cost of the project and assembling the project. This course gives the students the basic concepts of woodworking techniques and know-how to safely run woodworking equipment.

CABINETRY, ½ credit, (9-12)

Prerequisites: Woodworking

Topics covered: safety; equipment; fasteners design assembly; blueprints; wood joints and applications. The course is for students that have completed Introduction to Architecture and Construction or Woodworking Technology. The students will be provided instruction and information concerning tools, machines, materials, and safe work habits. Students will have the opportunity to further their woodworking skills and build more advanced woodworking projects. Topics covered are: safety; equipment; fasteners design assembly; blueprints; wood joints and applications. Students must be serious about building their projects and spending quality time in the shop.

INTRODUCTION TO TECHNOLOGY EDUCATION, ½ credit, (9-12)

Topics covered: nature of technology; technology & society; design process; energy & power; transportation; manufacturing & construction; communications. This course is a hands-on class that reflects current technologies. Students design and improve technology through problem-solving activities. Technologies to be explored are: the nature of technology, technology & society, the design process, energy and power, transportation, manufacturing & construction, and communications. Some of the activities include but not limited to; CO2 racecars, Basswood Bridge Building, Laser Engraving, Silk-screening T-Shirts.

TECHNICAL DRAFTING, ½ credit, (9-12)

Topics covered: concepts of drafting; proper tools and safety; orthographic projections; geometric construction; sectional views; fasteners; simple cad applications. The class will move from manual to computer aided drafting during the quarter providing exploratory experiences in many phases of drafting and development. The first part will be devoted to use of drafting tools such as T-squares, triangles, architect scales, and eraser plates. Students will make template drawings, orthographic projections, pictorial drawings and isometric drawings. During the second quarter students will be exposed to CAD software and use it to complete their assignments. Students will also develop blueprints for residential homes, along with building a scale model of their designed home.

AGRICULTURE COURSES

INTRODUCTION TO AGRICULTURE, FOOD & NATURAL RESOURCES, 1 credit, (9-12)

The areas of study will help you for the entry into college or technical education after high school. The students will: develop an understanding of the role of FFA in Agriculture Education Programs; define and discuss the concepts of Natural Resources; demonstrate an understanding of Animal Science Systems; demonstrate an understanding of plant structure and function; relate basic economic principles to production agriculture and agribusiness management; summarize basic food science technology principles; summarize basic principles involved in agricultural systems technology. A small wood project will be designed and constructed by each student. Each student will be responsible to provide their own material to construct their project.

FUNDAMENTALS OF ANIMAL SCIENCE, ½ credit, (9-12)

The areas of study will help you for the entry into college or technical education after high school. The students will: apply knowledge of anatomy and physiology to produce and/or manage animals in a domesticated or natural environment; recognize animal behavior to facilitate working with animals safely; provide proper nutrition to maintain animal performance; know the factors that influence an animal's reproductive cycle; identify environmental factors that affect an animal's performance;

AGRIBUSINESS SALES & MARKETING, ½ credit, (9-12)

The areas of study will help you for the entry into college or technical education after high school. Students will: examine skills necessary to obtain gainful employment in agribusiness occupations; examine effects of personality on job performance; use principles to accomplish an agribusiness marketing objective; use sales principles to accomplish an agribusiness objective; use computer technology and documents to manage agribusiness inventory; explore opportunities for marketing of agricultural products throughout the world.

AGRIBUSINESS ENTREPRENEURSHIP, ¼ credit per term, (12)

Prerequisite: only open to seniors who have taken at least two agriculture courses.

Topics covered are: applications in agricultural business management and operation; economic principles; business structures; decision making; budgeting; record keeping; finance; risk management; marketing; technology in business; careers in agribusiness management. Each student will find a job with a local agri-business or farm to develop their skills and they would enter into a contract with the agriculture instructor and a working mentor to receive credit for hours worked on the job. The students will also provide brief reports to the agriculture instructor during the course to monitor progress. The student can earn ¼ credit per term, with a total of one credit being able to be used towards graduation.

AGRICULTURAL LEADERSHIP & PERSONAL DEVELOPMENT, ½ credit, (9-12)

Topics covered are: personal growth; goal setting; career skills; FFA; parliamentary procedure; leadership skills; teamwork; effective communication; public speaking.

AGRICULTURAL PROCESSING TECHNOLOGY, ½ credit, (9-12)

The areas of study will help you for the entry into college or technical education after high school. The students will: identify processing, handling, and storage factors to show how they impact product quality and safety; identify processing inspection and laws pertaining to humane slaughter; understand the processing of other agriculture products in today's global economy; understand the packaging and preservation of food items.

AGRICULTURAL POWER TECHNOLOGY, ½ credit, (11-12)

Topics covered are: basic engines principles; power trains; hydraulics; fuels; electrical systems; detailed maintenance; troubleshooting and repair of agricultural equipment systems; operation, maintenance and repair of small gasoline, diesel engines and electric motors; principles of operation of gasoline and diesel engines; tune-up and maintenance procedures; disassembly, overhaul and assembly; operation of two-cycle and four-cycle engines. Students will have the opportunity to bring in small gas engines to work on after the classroom instruction has been completed. These projects can include regular maintenance to a complete disassembly and overhaul. Each student who brings in an engine will be responsible to parts needed to repair the engine.

FUNDAMENTALS OF AGRICULTURAL MECHANICS, ½ credit, (9-12)

The areas of study will help you for the entry into college technical education after high school. Students will: apply safety skills with engineering applications with mechanical equipment, structures, land treatment, power utilization and technology; exercise basic skills in blueprint and design development to create sketches, drawing and plans with estimate costs; develop skills required to use construction/fabrication equipment and tools; use a variety of concrete and masonry products; apply math and science principles to identify soil and water engineering and their properties; apply metal applications.

ADVANCED AGRICULTURAL MECHANICS, ½ credit, (10-12)

Prerequisite: Fundamental Ag Mechanics, Ag Power Technology or Ag Metal Fabrication Technology

This course is an extension of the skills learned in previous agriculture courses. The students will be primarily in the shop constructing larger projects both out of wood and metal. Other areas could include individual mechanics or electrical projects. The projects will be developed and paid for by the students.

AGRICULTURAL METAL FABRICATION, ½ credit, (11-12)

Topics covered are: careers in metal fabrication; welding preparation and safety procedures; properties of materials; project design and construction procedures; welding fundamentals; shielded metal arc welding (SMAW); metal inert gas (MIG) welding, also known as Gas Metal Arc Welding (GMAW); oxy-acetylene, brazing and torch cutting; plasma cutting; Tungsten Inert Gas (TIG) welding, also known as Gas Tungsten Arc Welding (GTAW). Each student will be required to perform specific welds for grades and after the required welds are completed, they will design and construct metal projects. Each student will be responsible for providing material to construct their projects.

WILDLIFE & FISHERIES, ½ credit, (9-12)

The areas of study will help you for the entry into college or technical education after high school. Student will: recognize the importance of managing fish and wildlife and understand the importance habitat plays in their populations; identify key factors including economic and social issues related to fish and wildlife; identify life patterns of fish and wildlife.

FAMILY & CONSUMER SCIENCE COURSES

HUMAN DEVELOPMENT: PRESCHOOL TO SCHOOL AGE, ½ credit, (9-12)

This course is designed to develop skills and knowledge in the area of human development for the child up to the age of six. Topics covered are: preschool and school-age theories in practice; physical, intellectual, emotional, and social development of preschool through school-age children; creation of childcare settings; practices, regulations and opportunities in the child care industry; special topics related to childhood concerns, including childhood diseases, special needs, temperament and abuse and neglect, etc.; and first aid/emergency training. There will be hands-on experiences working with toddlers and preschoolers and planning and preparing lessons for the on-the-job training for these age groups.

HUMAN DEVELOPMENT: ADOLESCENCE TO ADULTHOOD, ½ credit, (9-12)

This course will focus on topics covering: theories of human development; principles of adolescent and adult development in physical, emotional, social, and intellectual; conditions that influence human growth and development; strategies to promote healthy human growth and development across the adolescence and adulthood. Other topics covered include self-awareness; communication skills; characteristics of relationships; roles, expectations and responsibilities of families; problem solving and decision making skills; leaderships skills; family life cycle; dating and mate selection; marriage; parenting roles and responsibilities; and coping with family crisis situations such as job loss, abuse, divorce, death and dying, and elderly generation.

FOUNDATIONS OF CAREER AND TECHNICAL EDUCATION, ½ credit, (9-10)

This course is designed to develop the total well-being of the student. It will develop skills to empower the student to become a productive, well-adjusted and healthy individual, family member and worker. Topics covered are: characteristics, leadership styles and habits of effective leaders; effective management of self, teams, and organizations; importance of communication and social skills in creating a professional image; structure, programs, activities, and leadership activities of career and technical student organizations; ethical behavior in leadership situations; effective work relationships; communication strategies for positive work relationships; and problem solving. Other topics covered include using consumer and family resources and career choices using the Real game; choosing, caring and constructing a clothing project; and choosing and preparing foods with nutrition background and simple food preparation principles.

NUTRITION AND WELLNESS, ½ credit, (9-12)

This family and consumer sciences class focuses on nutrition, wellness and food principles. This semester course will develop skills and knowledge necessary to make healthy food choices as well as practice safe sanitation habits; storage; preparation techniques; eating habits; wellness; nutritional values of foods; and preparation and serving of foods. Topics covered are nutrition and wellness of individuals and families; and food safety and sanitation; nutrition from production to consumption of foods.

NUTRITION AND WELLNESS II, ½ credit, (9-12)

This family and consumer sciences class will focus on advanced nutrition and food preparation principles. It is recommended that the Nutrition and Wellness class be taken as a pre-requisite class before taking this class. The course will develop skills and knowledge necessary for a healthy individual. Some of the topics to be covered include dietary needs and intake comparisons; special diets for the child and elderly; weight management; and low-cholesterol and other special dietetic needs. There will also be some emphasis on preparation and serving of meals, meal planning, ethnic food preparation, and careers in the food industry. Other topics covered are food safety and sanitation and nutrition from production to consumption.

SKILLS FOR PARENTING, ½ credit, (9-12)

This course is designed to cover areas of personal, family, cultural and societal practices that impact parenting; alternatives to biological parenthood; beginning the parenting process; nurturing practices; discipline practices; communication strategies; community resources and services for families. Other topics covered include: prenatal development, birth, development of the infant and their needs. Developing parenting skills include the “Baby Think It Over” simulated experience.

INTERIOR DESIGN, ½ credit, (9-12)

This course is designed to enable the student to make wise decisions and choices for individual needs and wants in relation to shelter. Topics covered include: choosing housing alternatives according to individual wants and needs; developing and working with a budgeting plan according to various incomes, implementing decisions related to housing and furnishing; determining costs of housing; evaluating floor plans; and applying art principles and design for choosing and designing interior design themes. Career opportunities; space planning; selection of interior furnishings and products; and doing hands-on projects related to interior design using the art principles and design will be part of the curriculum.

SERVING COMMUNITIES AND FAMILIES, ½ credit, (9-12)

The course is designed to help students prepare for leadership roles in their families, schools, communities and careers. It will also provide the student resource and management skills. Becoming an effective problem solver, using creating and critical skills, using communication styles and techniques, and developing leadership skills will be used to create projects and activities for the family and community. The project-based approach and hands-on learning activities will be the focus of the class.

WORLD LANGUAGE COURSES

SPANISH I, 1 credit, (10-11)

Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

SPANISH II, 1 credit, (10-11)

Prerequisite: Spanish I

Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

SPANISH III, 1 credit, (10-12)

Prerequisite: Spanish I & Spanish II

Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

FRENCH I, 1 credit, (10-12) (grade 9 with special permission) (year-long course offered through DDN)

Designed to introduce students to French language and culture, French I emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people.

FRENCH II, 1 credit, (10-12) (year-long course offered through DDN)

Prerequisite: Grade of C or better in French I

French II courses build upon skills developed in French I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).

FINE ARTS COURSES

CREATIVE ART I – DRAWING, PAINTING, & DESIGN, 1 credit, (9-12)

Drawing, Painting and Design focuses on two dimensional art and design concepts. In keeping with this attention on two dimensional works, students typically work with several mediums. (Such as pen and ink, pencil, chalk, watercolor, tempera, acrylics and so on) this course will function as an introductory course in o art and art courses offered.

CREATIVE ART II – DRAWING, ½ credit, (10-12)

Prerequisite: Art I

Drawing 1st quarter- This is quarter long course focuses on one of two areas of art and explores the many mediums involved in drawing. It allows students to further explore these mediums and the art work that can be created with them.

CREATIVE ART II – PAINTING, ½ credit, (10-12)

Prerequisite: Art I

Painting 2nd quarter- This quarter long course focus on the mediums and methods involved with painting. This course will allow students to explore and experiment with those art mediums.

MIXED MEDIA, 1 credit, (11-12)

Prerequisite: Art I & Art II

This course will examine ways to produce by combining multiple mediums at one time. Painting, drawing, ceramics, collage and assemblage can be some of the mediums used during class. The student will engage in critical discussions of their own work and that of their classmates.

ART PORTFOLIO, 1 credit, (11-12)

Prerequisite: Art I, Art II, & Art III

Art Portfolio courses offer students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly.

PHOTOGRAPHY, ½ credit, (9-12)

Photography course expose students to the materials, processes and artistic techniques of taking artistic photographs. Student s will learn the operation of the camera, composition and lighting techniques depth of field, filters and camera angles, and film development. The course may cover black and white photography and, color photography or both. As students advance, the instruction regarding the creative process becomes more refined and students are encouraged to develop their own artistic style. This course may also cover major photographers, art movements and styles.

PHOTOGRAPHY II, ½ credit, (10-12)

Prerequisite: Photography

Photography course further exposes students to the materials, processes and artistic techniques of taking artistic photographs. Student s will learn the operation of the camera, composition and lighting techniques depth of field, filters and camera angles, and film development. The course may cover black and white photography and, color photography or both. As students advance, the instruction regarding the creative process becomes more refined and students are encouraged to develop their own artistic style and display their work. This course may also cover major photographers, art movements and styles.

MUSIC COURSES

BAND, ½ credit per semester, (9-12)

In this course, students will improve proficiency in all aspects of reading and performing instrumental music. Through the rehearsal and study of quality wind band literature, students will strengthen individual playing techniques and skills; learn about the theory, history, and vocabulary of music; demonstrate confidence and poise during public performances; and learn to work collaboratively as a member of the ensemble. This course emphasizes the importance of participation, appreciation, and support of music for life. Band is open to students in grades 9-12 who can demonstrate musical proficiency on a band instrument at the high school level. Band meets five days a week during either the first skinny of the first block. All students enrolled in Senior High Band are required to participate in marching band (3-4 performances), pep band (15-20 performances), and concert band (3-4 performances), as well as homecoming coronation, music contest, graduation, and Memorial Day services. Students are required to participate in all scheduled concerts and major performances. Students in band are also eligible to participate in Jazz Band and Region II Instrumental Solo and Ensemble Contest, as well as audition for South Dakota All-State Band, All-State Orchestra, and All-State Jazz Band. All students will be required to wear uniforms for marching and concert performances. The marching uniform will be provided by the school, and there is a \$10 per student uniform use fee payable to the Dell Rapids Music Boosters. Students will be required to purchase marching shoes and gloves. The concert band uniform will consist of a uniform polo shirt (available from the D.R. Music Boosters for \$10-\$15), black pants, black socks, and black shoes (marching shoes O.K.)

JAZZ ENSEMBLE, ½ credit per semester, (9-12)

Students taking this course will develop musicianship and specific performance skills for the performance of the varied styles of instrumental jazz. A variety of styles related to jazz will be explored. Some of these styles include swing, blues, big band, Latin, and rock music. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) performance, (2) improvisation, (3) listening, and (4) analyzing.

Students are provided opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. ***Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.*** Students not currently enrolled in the band program will be allowed to participate in the jazz ensemble if they demonstrate the ability to read and perform music on a rhythm section instrument (piano, bass, guitar, or drums) and receives the director's approval.

CHORUS, ½ credit per semester, (9-12)

Students will gain knowledge of proper care for the voice, develop a working knowledge of musical terms and symbols, enhance music reading skills, demonstrate confidence and poise during public performance, and develop awareness for the arts as a vital part of lifelong learning. No auditions required. The performance schedule includes 2-3 major concerts as well as homecoming coronation, music contest and graduation. Students in choir are also eligible to audition for All-State Chorus, and various other vocal festivals. **Students are required to participate in all scheduled concerts.** All band and choir students will be required to purchase a Dell Rapids Band/Choir shirt that will be worn for performances and competitions. Along with these shirts, the students are to wear **dark black** slacks, **black** socks, and **black** shoes.

PHYSICAL EDUCATION COURSES

PHYSICAL EDUCATION, ½ credit, (student may take a total of 1.0 credit), (9-12)

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills by participating in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, fitness/conditioning activities and wellness and specialized training.

FITNESS / CONDITIONING ACTIVITIES I & II (formerly known as weight training), ½ credit, (9-12)

Student may take a total of 1.0 credit.

The class is a physical education elective open to any student. Fitness/Conditioning Activities courses emphasize conditioning activities that develop muscular strength, flexibility, cardiovascular fitness, agility, coordination, speed, balance, and muscular endurance.

MISCELLANEOUS COURSES

TEACHER AIDE, ¼ credit per term, (11-12)

Student may take a total of 1.0 credit.

The service learning course gives the student the opportunity to perform a service for the school in a variety of ways, along with giving them an educational experience from performing that service. Students are given tasks by the instructor that would be of value to both the student and themselves. Examples would be copy machine use, filing, bulletin boards, web page updates, along with other possibilities. Some service learning experiences that we offer here at DRHS would include teacher aide, office aide, library aide, computer lab aide, and other positions that might be determined by the office and the student. The student can earn one-quarter credit per term, with a total of one credit being able to be used towards graduation. The course is a pass/fail course. Students are asked to apply for a service learning position with an instructor. The instructor is the best one to determine if there is a need and if the student applying would be a good fit for the situation. There will be a list posted of service learning opportunities and students can apply for those positions.

DUAL-ENROLLMENT CLASSES, (11-12)

There are a number of classes offered to students from institutions of higher learning. Those courses can be taken off campus, through the distance learning system, or over the Internet. The Dell Rapids School Board recognizes that this can be very beneficial for students and has adopted a policy to allow students to be concurrently enrolled. This allows students to receive high school credit along with college credit when taking the class. If you are a student interested in this type of opportunity, you should visit with the principal or guidance counselor for a list of your options.