



Colfax-Mingo Jr/Sr  
High School

SY 2020-2021

# Colfax-Mingo Jr/Sr High School Course Catalog

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## Graduation Requirements

To receive a high school diploma from the Colfax-Mingo Community School District, a student must have earned a total of forty-seven (47) credits in grades 9-12. One credit is earned for a class that meets five times a week for 90 days, or 1 semester. It shall be the responsibility of the high school principal to ensure students recommended for graduation have met the requirements specified by the Board. The Board of Directors has approved the following graduation requirements:

Basic Requirements: Minimum Credits Required

4 years of English	8 Credits
3 years of Mathematics	6 Credits
3 years of Science	6 Credits
3 years of Social Studies	6 Credits
4 years of Physical Education	2 Credits
½ year of Financial Literacy	1 Credit
Electives	18 Credits
Total Credits	47 Credits

\*\*Community Service: 20 hours per high school year.

\*\*CPR Training

\*\*Senior Exit Project

\*\*Completion of IHAPI (*I have a plan Iowa*)

### Selecting a Program

We recommend that students plan their program for four years of high school. A good program is one that provides an appropriate challenge and balance. While each course may be individually appropriate, the whole program may be too demanding or not challenging enough. It is important to have balance among courses in different subjects and to select courses in areas of established interest and in new areas that broaden students' horizons. It is best to start with a basic program which includes subjects/courses required for graduation and which prepare for students' plans after graduation. However, please pay careful attention to planning for electives.

### Course Offerings

There is a brief description of the course content and expectations. Unless otherwise specified, where courses are described as being offered both the first and second half of the year, students may elect the course for one semester, but not both. When more than one level of a course is offered, whether in the same or separate sections, the expectations differ for those students electing different levels. A student's level in a course is determined by the recommendation of the subject teacher from the previous year. If, after conferring with the teacher, the student and parent disagree with a teacher's recommendation, they may appeal to the appropriate department head. Not all courses listed in this Course Offerings guide will be taught during the 2019-2020 academic year. Registration requests must be sufficient to justify scheduling a course. Students should select alternate choices for each course, other than the core courses. In scheduling elective courses, preference is given to upperclassmen who may need to fulfill graduation requirements. Due to

scheduling constraints, students may have to choose between courses that are offered at the same time. In cases where conflicts exist, students need to prioritize their course selections by working closely with their Advisor and Guidance Counselor.

## COLLEGE ADMISSION PROCESS

### Reports To Colleges

With the signed request of students or parents, Colfax-Mingo High School sends the following information to colleges: courses taken beginning with grade nine AND earlier records that count in GCR or GPA, final grades, course credits and GPA based on a 4.00 scale. All of the information supplied to colleges is available to students for their review. In response to the general college requirements for a report of mid-year status, copies of the second term report card and new GPAs are forwarded *automatically* to those colleges to which application for admission has been made.

### Grading Scale

A	4.00			A-	3.67
B	3.00	B+	3.33	B-	2.67
C	2.00	C+	2.33	C-	1.67
D	1.00	D+	1.33	D-	.67
F	0.00				

### GPAs

Colfax-Mingo High School reports GPAs based on a 4.00 scale to colleges.

## STUDENT SUPPORT SERVICES

### CICO (Check-In...Check-Out)

The Check-In process in the morning will have the students start their day with their Advisor. This is where lunch count will be taken and the Advisor will pass along messages/information to the students and help them get ready for the day.

The Check-Out process at the end of the day will again be with the student's Advisor. Advisory Lessons will be taught at this time and the Advisor will help students with their end of the day organization before they go home.

### Counselor

Each student in our district's secondary school will have access to our school counselor who works with them throughout grades 7-12. The counselor offers a variety of special and general services to all students. Through individual advisement, small group counseling, classroom activities, and presentations to staff and parent communities, the school counselor supports each student's academic, college, career, personal and interpersonal development.

The school counselor also functions as a facilitator between parents, teachers and the student in matters concerning the student's goals, abilities, and areas needing improvement. Our counselors are a key school resource in helping students to structure post-high school plans and encouraging them to take advantage of the opportunities and support available in school and in the community.

### Section 504

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. To be protected under Section 504, an individual must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504, Colfax-Mingo Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school-sponsored programs. In this regard, Colfax-Mingo Public Schools prohibits discrimination against any person with a disability in any of the programs operated by the school system.

## English Courses

<b>Course:</b>	Language Arts I
<p>Grade: 9          Year long course          Prerequisites: None          NCAA</p>	<p><b>Content:</b> The English 9 course in literature and composition engages students in the careful reading and analysis of all genres of literature (short story, drama, poetry, novels, etc.). By reading selected literary works such as <i>To Kill a Mockingbird</i>, <i>A Midsummer Night's Dream</i>, and short selections by Ray Bradbury, Robert Frost, Roald Dahl, and Maya Angelou, students deepen their understanding and enjoyment of literature.</p> <p><b>Expectations:</b> Students will analyze a variety of aspects of literature to derive meaning from their experience of reading. Students consider literary works in relation to their own lives and experiences as well. This English course focuses on further developing basic skills in reading, writing, listening, speaking, and critical thinking using a variety of activities designed with each student's abilities in mind. Including the five-paragraph essay, narrative writing, and persuasive argument.</p>

<b>Course:</b>	Language Arts II
<p>Grade: 10          Prerequisites: Language Arts I          Year Long Course</p>	<p><b>Content:</b> This Course will continue the study of language arts. There will be an emphasis on reading skills, examining forms of literature that includes short stories, poetry, and novels. Students will work towards an independent understanding and analysis of the reading that they do. Writing will be emphasized throughout all units, with a specific emphasis towards using formal writing techniques in MLA format.</p> <p><b>Expectations:</b> Through the study of literature, students will become more proficient in their analytical skills. Assignments and projects will be completed to demonstrate this understanding. Eventually students will be expected to demonstrate these skills through reading independently. Students will work with both the literal and figurative use of language. They will complete several short papers to demonstrate their thinking and use of the English language. They also learn the research process.</p>

<p><b>Course:</b></p>	<p><b>English Literature 10</b></p>
<p>Grade 10 Full Year Prerequisite: Language Arts I NCAA</p>	<p><b>Content:</b> This course will emphasize the communication process in both written and oral forms. Students will study samples of literature from around the world. The writing process will be emphasized throughout all assignments. Students will be exposed to vocabulary building and grammar usage skills. The research process will be explored. Two research papers will be written.</p> <p><b>Expectations:</b> In their study of literature, students will be expected to interpret an author's intent and point of view and explain their interpretations orally and in writing. The students will be expected to accurately use the proper process for producing a research paper. Through their study of grammar and vocabulary, students will be expected to become more proficient in the use of written language.</p>

<p><b>Course:</b></p>	<p><b>English Literature 11/A</b></p>
<p>Grade: 11 or 12 Semester-Long Course NCAA DMACC Credit 2nd Semester Prerequisite: English Literature 10 or teacher recommendation</p>	<p><b>Content:</b> The study of American literature is the focus of this course. Students will read plays, novels, short stories, essays, journals, and poetry. Ten to twelve American classics will be covered in class. Vocabulary development, grammar as it applies to composition and usage continue to be emphasized.</p> <p><b>Expectations:</b> Required will be the independent reading of classics, which students will choose from a list of books including a variety of subject matter and styles. Students will write book reports and/or give oral reports over their selections, demonstrating an understanding of symbols, themes, characters, and other literary devices. Must have at least a C- at the end of English Literature 11/A to stay in class for English Literature 11/B</p>

<p><b>Course:</b></p>	<p><b>English Literature 11/B</b></p>
<p>Grade: 11 or 12 Semester-Long Course NCAA DMACC Credit 2nd Semester Prerequisite: English Literature 10 or teacher recommendation</p>	<p>The course offers an introduction to the study of poetry, fiction, and drama, emphasizing analytical writing, interpretation, and basic critical approaches. Students will read a range of authors that span cultural and ethnic groups across history.</p> <p><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three hours of college credit offered the second semester. The student will receive credit for Literature 101, Introduction to Literature on their DMACC transcript, and English Literature 11 on their Colfax-Mingo transcript.</i></p>

<p><b>Course:</b></p>	<p><b>Composition 1/A</b></p>
<p>Grade: 11 or 12 Semester-long course Prerequisites: English Literature 11/B and Comp 1/A; must have at least a C- at the end of Composition 1/A to stay in class for Composition 1/B. NCAA</p>	<p><b>Content:</b> Composition I introduces students to the college-level writing process through the construction and revision of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course utilizes computer-based research strategies. Students will write and revise at least 4 essays and produce a minimum of 20 pages.</p> <p><b>Expectations:</b> Students will have an opportunity to try their hand at several forms of composition, such as personal memoir, rhetorical analysis, fictional analysis, expository essay and argumentative research paper. We will explore a variety of writing approaches that will apply to different reading audiences, settings, and expectations. Ultimately, the goal of this course is for students to become more confident, proficient and appreciative of writing.</p>

<p><b>Course:</b></p>	<p><b>Composition 1/B-ENG 105</b></p>
<p>Grade 11 &amp; 12 Semester Long Course Prerequisite: English Literature 11/B and Comp 1/A; must have at least a C- at the end of Composition 1/A to stay in class for Composition 1/B. NCAA</p>	<p><b>Content:</b> Composition I introduces students to the college-level writing process through the construction and revision of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course utilizes computer-based research strategies. Students will write and revise at least 4 essays and produce a minimum of 20 pages.</p> <p><b>Expectations:</b> Students will have an opportunity to try their hand at several forms of composition, such as personal memoir, rhetorical analysis, fictional analysis, expository essay and argumentative research paper. We will explore a variety of writing approaches that will apply to different reading audiences, settings, and expectations. Ultimately, the goal of this course is for students to become more confident, proficient and appreciative of writing.</p> <p><i><u>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three hours of college credit offered second semester. Student will receive credit for English 105, Composition 1 on their DMACC transcript, and Composition I on their Colfax-Mingo transcript.</u></i></p>



<b>Course:</b>	<b>Composition II/A</b>
Grade 12 Semester Long Course Prerequisite: Complete Composition 1 with at least a C- or have teacher approval NCAA	<p><b>Content:</b> Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose.</p> <p><b>Expectations:</b> Students will learn to write and support their arguments with research methods. They will also write literary criticism of the literature read during this course.</p>

<b>Course:</b>	<b>Composition II/B-ENG 106</b>
Grade 12 Semester Long Course Prerequisite: Composition I and Comp II/A; must have at least a C- at the end of Composition II/A to stay in class for Composition II/B. NCAA	<p><b>Content:</b> Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose.</p> <p><b>Expectations:</b> Students will learn to write and support their arguments with research methods. They will also write literary criticism of the literature read during this course.</p> <p><i><u>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three hours of college credit offered second semester. Students will receive credit for English 106, Composition II on their DMACC transcript, and Composition II on their Colfax-Mingo transcript.</u></i></p>

<b>Course:</b>	<b>Language Arts 1</b>
Grade: 9 Year long course Prerequisites: None NCAA	<p><b>Content:</b> The English 9 course in literature and composition engages students in the careful reading and analysis of all genres of literature (short story, drama, poetry, novels, etc.). By reading selected literary works such as <i>To Kill a Mockingbird</i>, <i>A Midsummer Night's Dream</i>, and short selections by Ray Bradbury, Robert Frost, Roald Dahl, and Maya Angelou, students deepen their understanding and enjoyment of literature.</p> <p><b>Expectations:</b> Students will analyze a variety of aspects of literature to derive meaning from their experience of reading. Students consider literary works in relation to their own lives and experiences as well. This English course focuses on further developing basic skills in reading, writing, listening, speaking, and critical thinking using a variety of activities designed with each student's abilities in mind. Including the five-paragraph essay, narrative writing, and persuasive argument.</p>

Course:	Semester Long English Courses
Grade: 11-12 Semester long course Prerequisites: English Literature 10 or Language Arts II	<p><b>Film &amp; Literature:</b> Students will read books, plays, screenplays, etc. They will then watch the film/tv adaptations of these pieces of literature and analyze the choices made by the director to portray the concepts in the literature. Examples: Pride &amp; Prejudice, Twelfth Night/She's the Man, Fight Club? (rated R), Forrest Gump, etc.</p> <p><b>Writer's Workshop:</b> Students will write narratives and use a writing workshop style of class revise and edit their work.</p> <p><b>Speech &amp; Drama:</b> Students will learn about the behind the scenes and on stage aspects of drama. We will read plays, direct plays, act plays, build sets, do stage makeup. We would also do a lot of public speaking by using speech categories to prepare and present speeches to the class.</p> <p><b>Play Analysis:</b> Students will read and write about plays and epics like The Odyssey, The Iliad plays by Shakespeare, etc.</p> <p><b>Sports Literature:</b> Students will read and write about literature about sports. Examples: Friday Night Lights, Concussion, Autobiographies by athletes.</p> <p><b>Modern Literature:</b> Students will read/write/listen to modern types of literature including blogs, podcasts, comics/graphic novels, music, etc.</p>

## Science Courses

<b>Course:</b>	<b>Physical Science</b>
Grade: 9 Year long course Prerequisites: None NCAA	<p><b>Content:</b> Course content includes topics in both chemistry and physics. Topics to be examined will include motion, matter, electromagnetic waves, electricity, atomic structure, and energy conversion. Throughout the year students will complete several hands-on projects as well as being expected to complete labs and lab reflections.</p> <p><b>Expectations:</b> Students will be expected to gain an understanding of basic scientific concepts and relationships, demonstrate laboratory safety, describe practical applications of science, and demonstrate an understanding of the scientific method. Students will apply reading comprehension skills, writing skills, and basic math skills in a scientific context.</p>

<b>Course:</b>	<b>Biology I</b>
Grade: 10 Full Year Prerequisite: None NCAA  *can be taken by 9th graders, provided there is room*	<p><b>Content:</b> The course of study includes a variety of biological concepts: diversity of life forms, basic life functions, and organization among living things. Other topics include evolution, genetics, human systems, ecology, and conservation of natural resources. Laboratory work will include exercises for verification of scientific principles, and microscopy.</p> <p><b>Expectations:</b> Students will be expected to gain knowledge and understanding of basic biological concepts. Also, students will be expected to gain an understanding of scientific inquiry as a process used to attain scientific knowledge.</p>

<b>Course:</b>	<b>Biology II</b>
Grade: 11-12 Full Year Prerequisite: Biology I NCAA	<p><b>Content:</b> Several major biological themes and concepts are reviewed, including the nature of science, genetics, and influences of biotechnology on genetic engineering, ecology, evolution, and animal behavior.</p> <p><b>Expectations:</b> Students are expected to gain knowledge of biological concepts and principles and use critical thinking skills to solve problems. Students will also be asked to formulate opinions about social issues related to biology and biotechnology. Students are required to do dissections.</p>

<b>Course:</b>	<b>Human Anatomy</b>
Grade: 11-12 Full Year Prerequisite: Biology I NCAA	<p><b>Content:</b> This course involves the study of human body systems. Both anatomical and physiological aspects are emphasized at all levels of organization. Included in the coursework is a mammalian dissection for a comparative study of the major body systems. Other lab exercises are done in the areas of nutrition, histology, hematology, respiration, and metabolism. Human Anatomy is highly recommended for any student interested in medical or health-related occupation.</p> <p><b>Expectations:</b> Students will be expected to gain an understanding of the relationship between structure (anatomy) and function (physiology) and regulation of homeostasis - from cells to organisms. In addition, students will be expected to use problem-solving skills to apply concepts to clinical examples.</p>

<b>Course:</b>	<b>Earth Science</b>
Grade: 10-12 Full Year Prerequisite: None NCAA	<p><b>Content:</b> This course will provide students with an in depth understanding of the world around them and environmental issues. Themes for the semester will include an emphasis on the rock cycle, climate, earth's natural forces, and astronomy. Environmental topics will include global warming, weather monitoring, water quality and research, earth's resources, as well as current events.</p> <p><b>Expectations:</b> Students will gain an understanding of the information through discussion, group work, and laboratory activities. They must be able to understand the underlying effects on the environment, human impact, and how to formulate possible working solutions to these issues.</p>

<b>Course:</b>	<b>Chemistry</b>
Grade: 11-12 Full Year Prerequisites: Biology I, Algebra I (C or higher recommended) NCAA	<p><b>Content:</b> Chemistry is a recommended course for all students considering a four year college degree and in some two-year associate degree programs. In many healthcare fields, chemistry is a required course. This course is designed as a college preparatory class with topics including precision measurement, laboratory safety, matter, physical and chemical properties, understanding compounds and chemical reactions, energy, the mole concept, acid-base reactions, and an introduction to organic chemistry.</p> <p><b>Expectations:</b> Students should gain an understanding of the topics described above and safe laboratory techniques.</p>

<p><b>Course:</b></p>	<p><b>Physics</b></p>
<p>Grade: 11-12                  Full Year                  Prerequisites: Geometry                  AND Physical Science                  Recommended: Physical                  Science, Algebra 1, and                  Geometry (or equivalent)                  NCAA</p>	<p><b>Content:</b> Physics is recommended for students considering a four-year degree. It is also a requirement for admission to the state universities to complete. This course will be based on the modeling learning cycle with an emphasis in precision measurement, analysis of data, and developing both graphical and mathematical models for topics in physics. Topics will include motion (kinematics and dynamics, energy, waves, EMR and certain topics in modern physics.</p> <p><b>Expectations:</b> Students should gain a comprehensive understanding of concepts underlying kinematics and dynamics. They will develop sound laboratory procedures for collecting and analyzing data. Students should also gain an introductory understanding of quantum physics through discussion on modern physics and high energy particle physics.</p>

## Mathematics

<b>Course:</b>	<b>Algebra 1</b>
Grade: 9 Year long course Prerequisites: None NCAA	<p><b>Content:</b> Algebra I is a course that offers an opportunity for the students to study variables, exponents, equations, factoring, formulas, number properties, and graphing. It also provides situations that require the students to develop logical thinking patterns and problem-solving abilities. It is the foundation for advanced studies in mathematics at the high school.</p> <p><i>Algebra I is necessary for admission into a 4-year college.</i></p>
<b>Course:</b>	<b>Geometry</b>
Grades: 9-12 Full Year Prerequisite: Algebra I NCAA	<p><b>Content:</b> Geometry has three main concepts: Logic &amp; Deduction, Transformations, and Properties of Two- and Three Dimensional Objects. Logic and Deduction uses geometric properties to teach the concepts of deductive and inductive reasoning. These are used in the introduction of mathematical proofs. The Transformations unit investigates the controlled movement and dilation of shapes and their properties. An introduction to right triangle trigonometry is part of this unit. Properties of Two- and Three-Dimensional Objects look for patterns to define and describe objects. This also includes the traditional perimeter, area, and volume formulas.</p> <p><i>Geometry is necessary for admission to a four-year college or university. It is also desirable for those students interested in lines and angles, such as graphic design or construction.</i></p>
<b>Course:</b>	<b>Advanced Algebra</b>
Grades: 10-12 Full Year Prerequisites: Geometry and Algebra I NCAA	<p><b>Content:</b> Advanced Algebra is offered as an extension of the knowledge obtained in Algebra I. Some time is devoted to the review of basic principles formerly learned and the extension of these principles into the areas of first- and second-degree equations and inequalities, factoring, function relations, graphing, binomial theorem, determinants, and probabilities.</p> <p><i>Advanced Algebra is necessary for admission into a 4-year college</i></p>

<b>Course:</b>	<b>Algebra Foundations</b>
Grade 9-12 Teacher Recommendation Year Long Course	<b>Content:</b> Algebra Foundations will enable students to make the transition from general mathematics to algebra. This course introduces students to the properties of operations and the use of variables and equations. It also reinforces basic computational skills involving percent, proportion, decimals, rational expressions, and properties of geometry. Introduction to polynomials, statistics, and probability may also be explored. This course is beneficial for any entry-level employment position.

<b>Course:</b>	<b>Geometry Foundations</b>
Grade 9-12 Teacher Recommendation Year Long Course	<b>Content:</b> Geometry Foundations has the same main concepts as Geometry: Logic & Deduction, Transformations, and Properties of Two- and Three-Dimensional Objects. Logic and Deduction use geometric properties to teach the concepts of deductive and inductive reasoning. These are used in the introduction of mathematical proofs. The Transformations unit investigates the controlled movement and dilation of shapes and their properties. An introduction to right triangle trigonometry is part of this unit. Properties of Two- and Three-Dimensional Objects look for patterns to define and describe objects. This also includes the traditional perimeter, area, and volume formulas.

<b>Course:</b>	<b>Pre-Algebra</b>
Grade: 9 Teacher Recommendation	<b>Content:</b> Our Pre-Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course emphasizes the concepts necessary to be successful in Algebra I and II. The course helps students develop good mathematical study skills and learning strategies. Students will explore algebraic expressions and integers, solve one-step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, percents, linear functions and graphing, spatial thinking, area and volume, right triangles in Algebra, data analysis and probability, and nonlinear functions and polynomials.

<b>Course:</b>	Pre-Calculus/A
Grades: 11-12 Semester Long Course Prerequisite: Advanced Algebra, and Geometry NCAA	<p><b>Content:</b> This class is a combination of the previous one semester classes, precalculus and trigonometry. The class will begin with a review of algebraic concepts. It will then go deeper into higher degree polynomials, and their applications, graphs, and solutions as well as a number of other functions. The second part of the class will focus on trigonometry topics such as applications of right triangle ratios, properties of non-right triangles, and trigonometric identities and proofs. Vectors and complex numbers will also be covered.</p> <p><i>Pre-Calculus is recommended for admission into a 4 year college or university.</i></p>

<b>Course:</b>	Pre-Calculus/B-MAT129
Grades: 11-12 Semester Long Course Prerequisite: Advanced Algebra, and Geometry NCAA	<p><b>Content:</b> This class is a combination of the previous one semester classes, precalculus and trigonometry. The class will begin with a review of algebraic concepts. It will then go deeper into higher degree polynomials, and their applications, graphs, and solutions as well as a number of other functions. The second part of the class will focus on trigonometry topics such as applications of right triangle ratios, properties of non-right triangles, and trigonometric identities and proofs. Vectors and complex numbers will also be covered.</p> <p><i>Pre-Calculus is recommended for admission into a 4 year college or university.</i></p> <p><u><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three hours of college credit offered second semester. Students will receive credit for Math 129, Pre-Calculus on their DMACC transcript, and Calculus on their Colfax-Mingo transcript.</i></u></p>

<b>Course:</b>	Calculus/ A
Grades: 11-12 Full Year Prerequisite: Pre-Calculus NCAA	<p><b>Content:</b> Calculus will focus on differentiation and its applications. We will examine how fast rates of change vary and find areas and volumes of irregularly shaped objects. Some time will also be spent integrating and briefly looking at its applications.</p> <p><i>Calculus is highly recommended for students planning to go to college, but especially for students intending to major in science, math, or business related fields.</i></p>



Course:	Calculus/B-MAT211
Grades: 11-12 Full Year Prerequisite: Precalculus and Calculus/A NCAA	<p><b>Content:</b> Calculus will focus on differentiation and its applications. We will examine how fast rates of change vary and find areas and volumes of irregularly shaped objects. Some time will also be spent integrating and briefly looking at its applications.</p> <p><i>Calculus is highly recommended for students planning to go to college, but especially for students intending to major in science, math, or business related fields.</i></p> <p><u><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three hours of college credit offered second semester. Students will receive credit for Math 211, Calculus on their DMACC transcript, and Calculus on their Colfax-Mingo transcript.</i></u></p>

Course:	Applied Math/A
Grade: 12 Semester Long Course Teacher Recommendation	<p><b>Content:</b> This class is designed for students that are planning to attend DMACC to get a degree in the trades program. A course in elementary mathematical skills for technicians. Topics covered include fundamental operations with whole numbers, fractions, decimals and signed numbers; percents; geometric figures and basic construction; area and volume formulas; English/Metric systems; measurements; and the interpretation of graphs and charts.</p>

Course:	Applied Math/B ~ MAT772
Grade: 9 Year long course Prerequisites: None NCAA	<p>A course in elementary mathematical skills for technicians. Topics covered include fundamental operations with whole numbers, fractions, decimals and signed numbers; percents; geometric figures and basic constructions; area and volume formulas; English/Metric systems; measurements; and the interpretation of graphs and charts.</p> <p><u><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three hours of college credit offered second semester. Students will receive credit for Math 772, Calculus on their DMACC transcript, and Calculus on their Colfax-Mingo transcript.</i></u></p>

<p><b>Course:</b></p>	<p><b>Probability and Statistics</b></p>
<p>Grades: 11-12                  Full Year                  Prerequisite: Advanced Algebra                  NCAA</p>	<p><b>Content:</b> Graphical representations and statistical calculations such a variation, central tendency will be covered. A unit on probability and counting rules will be studied. A large portion of time is spent on the normal distribution, its properties and applications.</p> <p><i>Probability and Statistics is highly recommended for students planning to go to college. Many college majors require a Statistics course.</i></p>

## Social Sciences

<b>Course:</b>	<b>World History</b>
Grade 9-10 Year Long Course Prerequisite: None NCAA	<p><b>Content:</b> World History traces the historical development of major civilizations, from prehistory to the nations of the present world. This chronological survey will examine the roots of several civilizations and provide the opportunity to read about and discuss advances in science, technology, religion, literature, etc. throughout history. Various student activities will be used to help the student gain an understanding of the historical factors that have influenced the modern society of the western whole.</p> <p><b>Expectations:</b> Students will gain knowledge of significant historical events, personalities, and relationships. Students will begin to understand the reasons for why history is studied: problem solving of the past can provide insight for today and an understanding of the impact on today's world, learning from the mistakes of the past, recognizing that past heroes can be today's role models, and interacting with people around the world requires informed citizens.</p>
<b>Course:</b>	<b>United States History</b>
Grade 10-11 Year Long Course NCAA Prerequisite: None	<p><b>Content:</b> In this chronological study of the American people from the Civil War to the present, students explore the social, economic, and political development of the nation as well as the influence of events, personalities, and trends within these broad areas in shaping our present culture and position within the world community. Students will demonstrate knowledge of the important events, personalities, and historical trends that shaped the development of the United States; gain an appreciation of our origins, sacrifices, triumphs and failures; and be able to relate this knowledge to our present day challenges.</p>
<b>Course:</b>	<b>Current Events</b>
Grades: 11-12 Year Long Course Prerequisites: None	<p><b>Content:</b> Current events will be a year-long study of the current happenings of the United States and the world. Students will have the opportunity to discuss and debate current events and learn about the background information that contributed to them. Students will read and respond to articles, complete class discussions, compete in Fantasy GeoPolitics, face off against their peers in an end of quarter competition and create a weekly Topic Presentation about a current event of their choice. With no daily homework or tests to speak of, this class requires classroom discussion, participation, and a willingness to have your opinions challenged.</p>

<b>Course:</b>	<b>Sociology</b>
Grade: 11 or 12 (possible 10th grade exceptions) Year Long Course NCAA Prerequisites: None	<b>Content:</b> Sociology will be a year-long study of how groups of people interact and current sociological issues faced by the United States. Students will have the opportunity to learn about group behavior, expectations of behavior and the consequences for breaking society's norms, and several issues in the United States such as race/ethnicity, gender, religion, poverty, etc... Students will read and respond to articles, complete class simulations, and complete "societal studies"s.

<b>Course:</b>	<b>Psychology</b>
Grade: 11 or 12 Year Long Course Prerequisite: None	<p><b>Content:</b> This course provides a foundation for understanding people and the science of predicting human behavior. The workings of the human brain, learning process, human motivation, and personality are explored.</p> <p><b>Expectations:</b> Students are expected to demonstrate an understanding of human behavior with emphasis on motivation. They will gain knowledge of how the brain affects behavior and apply that learning to better understand their own actions and those of other persons.</p>

<b>Course:</b>	<b>Social Studies Through Film</b>
Grade: 11 or 12 Year Long Course Prerequisite : None	Rather than learning history, geography, economics, and civics through an organized, chronological curriculum, this course will use films to examine various social studies content. The topics covered in this course will be free-flowing, and students will be allowed the opportunity to help determine the direction we move. Students who take this course will be required to watch and analyze the films shown in class and complete a unit assessment through a variety of mediums. . See Mr. Crouse if you would like more information!

## CTE (Career and Technical Education) Courses

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*Date of Adoption: September 18, 2017*

### BUSINESS, FINANCE, MARKETING, AND MANAGEMENT

- General Business
- Financial Literacy
- Accounting 1
- Accounting 2
- Law
- Entrepreneurship
- Marketing

### AGRICULTURE, FOOD, AND NATURAL RESOURCES

- Agriculture 1
- Agriculture 2
- Agriculture 3
- Agriculture 4

### APPLIED SCIENCE, TECHNOLOGY, ENGINEERING, AND MANUFACTURING

- Metals Technology
- Construction Basics
- C.A.D.
- Intro to Industrial Technology
- Diva DIY
- Engineering Design
- Principles of Electricity (DMACC)

### HUMAN SERVICES

- Child Development 1
- Child Development 2
- Culinary 1
- Culinary 2
- Interior Design
- Adult Living
- Textiles & Fashion
- Advanced Sewing

## Performing Arts

Course:	Band
Grades: 9-12 Year Long Course Prerequisites: None	<p><b>Content:</b> The playing of a musical instrument is one of the few activities that people can enjoy and participate in all of their lives. The Colfax-Mingo Schools offer band on a daily basis and beyond that, students have opportunities for a weekly private lessons on their instrument. The band is made up of the following groups: marching, concert, jazz and pep bands, as well as solo and ensemble groups. Students learn music from traditional concert band literature to popular music. The band participates in local and state parades, contests, and clinics as well as activities sponsored by the Iowa High School Music Association. Band members actively support school activities and athletic events through their participation and performance. A major performing arts trip is planned every other year. (Past destinations have included Disney World in Florida, San Antonio, New York and Washington, DC.) Students must be a participating member of the band or chorus to take advantage of this opportunity.</p> <p><b>Expectations:</b> Students are expected to participate in all band performances; to learn basic marching fundamentals and style; to demonstrate knowledge of correct fingering on their instruments; and be able to produce correct rhythm. Attendance at private lessons is also expected. A high standard of public decorum is required of all band members during performances and band events.</p>

Course:	Chorus
Grade: 9-12 Year long course Prerequisites: None	<p><b>Content:</b> Singing, a life-long skill, is offered daily to all students. Previous singing experience is helpful but not required. Various styles are studied and performed throughout the year, including swing, pop, spirituals, jazz, classical, and rock. Performance opportunities include four home concerts per year, a musical production (every other year), solos, honor choirs, small group contest, and large group contest. Vocal techniques and skills are also taught. These include the use of the voice, breath management, vocal health, memorization, vocal tone, music reading, and teamwork. Students are taught to strive for excellence in performance techniques for a polished show. A major performing arts trip is planned every other year, rotating between "big" and "small" trips. Examples of small trips would be St. Louis and Chicago, big trips would be Disney World and New York City. Students must be a participating member of the band or chorus for the full academic year of the trip to take advantage of this opportunity.</p> <p><b>Expectations:</b> All students are required to sing in all scheduled concerts (four per year, plus other required performances at the discretion of the director), the musical (every other year), and small and large group contest announced at the beginning of the year regardless of their individual skill level. They are encouraged to participate in other performance opportunities.</p>

## Business & Computers

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*Date of Adoption: September 18, 2017*

<b>Course:</b>	<b>Accounting I</b>
Grades 10-12 Year Long Course Prerequisites: None	Accounting I is a beginning level business finance course that introduces principles and procedures for proprietorships, partnerships and corporations using double-entry accounting with emphasis on accounting principles as they relate to both manual and automated financial systems. This course involves analyzing and recording business transactions and preparing, analyzing and interpreting financial reports as a basis for decision making. Instructional strategies include the use of computers, projects, simulations and real world experiences to apply accounting theories and principles.
<b>Course:</b>	<b>Entrepreneurship</b>
Grades 9-12 Semester Long Course Prerequisites: None	Have you ever considered going into business for yourself? Entrepreneurship is designed to provide students with the information and skills that lead to successful management or business owner by creating a business plan. A large portion of the class will involve students running their own business in a community work-flow simulation where students will operate a business in a simulated business community. Students are responsible for the daily operations and interacting with other business managers to give them a hands on approach to seeing what being an entrepreneur is all about.
<b>Course:</b>	<b>General Business</b>
Grades: 9-12 Semester Long Course Prerequisites: None	General business is an entry level business course where students explore the different aspects of business. Students will study the U.S. economy and compare it to other countries as well as current trends going on in the economy. In addition, units from the other business classes offered at Colfax-Mingo will be introduced to give students a glimpse into other courses that are available.

Course:	Law
Grades: 10-12 Semester Course Prerequisites: None	This is a one semester course that provides an introductory overview of the sources of law and the American legal system, the structure of the court systems, torts, contract law and sales law. Students will be exposed to current legal matters and will conclude the semester by observing a criminal trial. The students will also apply their legal knowledge by completing a mock trial as a class project.

Course:	Marketing
Grades: 10-12 Semester Long Course Prerequisites: None	This one semester class is about marketing and marketing strategy planning. Marketing strategy planning involves figuring out how to do a superior job of satisfying customers. All facets of marketing fundamentals will be examined. The "Four P's" of marketing (price, place, product, promotion) will be taught throughout the course. Students will complete projects in visual merchandising and advertising. They will also complete market research and analyze their findings.

Course:	Accounting II/A
Grades 11-12 Semester Long Course Prerequisites: Accounting I	Accounting II is a course that is an extension of what was taught in Accounting I. The course looks at the complete accounting cycle for a merchandising business organized as a corporation. Students learn about purchasing merchandise for resale, charging sales tax on sales of merchandise, and including a cost of merchandise sold section on the income statement. This type of ownership requires different equity accounts and an additional financial statement. The students will also use subsidiary ledgers and a payroll system for compensating employees.

Course:	Accounting II/B - ACC111
Grade: 9 Year long course Prerequisites: Accounting II/A NCAA	Accounting II is a course that is an extension of what was taught in Accounting I. The course looks at the complete accounting cycle for a merchandising business organized as a corporation. Students learn about purchasing merchandise for resale, charging sales tax on sales of merchandise, and including a cost of merchandise sold section on the income statement. This type of ownership requires different equity accounts and an additional financial statement. The students will also use subsidiary ledgers and a payroll system for compensating employees. This course has recently been approved as a dual credit course. Students completing this course will obtain three DMACC dual credits for ACC111, Introduction to Accounting, which will transfer to the state university as an elective.  <i><u>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three hours of college credit offered second semester. Student will receive credit for Accounting 111, Intro to Accounting on their DMACC transcript, and Accounting II on their Colfax-Mingo transcript.</u></i>



## 21st Century Skills

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<b>Course:</b>	<b>Technology and Computer Applications</b>
Grade: 11-12 Semester Long Course Prerequisites: None	Technology and Computer Applications is a semester-long course in which you will primarily be learning about three things: what technology is, how to use it, and why we use it. Throughout the semester you will be asked to define technology, tell about its role in your life, and analyze why and how we use it as we do; you will also be learning a great deal about how to use various computer programs, online resources, and a bit about coding. We look at technology as individuals, in our relationships, and as a society, all with the aim of <b>becoming a critical user of technology</b> . This is a huge topic, and we certainly can't cover everything of importance in a semester, but you will have the chance to research something of interest to you and share your findings with the class. The class as a whole strives to be at once both functional and philosophical, so that you come away a more skilled and more thoughtful student.

<b>Course:</b>	<b>Financial Literacy</b>
Grade 11 and 12 (Graduation Requirement) Semester Long Course Prerequisites: None	This state mandated personal financial literacy course is designed to alert, inform, and educate students in concepts of personal finance and money management. ... Five broad topics will be the foundation of the course: college and career planning, money management, savings and investing, income, and spending.

## Agricultural Sciences

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*Date of Adoption: September 18, 2017*

<b>Course:</b>	<b>Agricultural Science 1</b>
Grades: 9-12 Full Year Prerequisite: None-Freshman Encouraged	Content: Units may include FFA, the agriculture industry, soil evaluation, record keeping, Junior Parliamentary Procedure, introductory horticulture, forestry, meat evaluation, and wildlife management.
<b>Course:</b>	<b>Agricultural Science 2</b>
Grades: 10-12 Full Year Prerequisite: None-Sophomores encouraged	Content: Units to include: animal diseases, animal nutrition, equine science and evaluation, public speaking, record keeping, agricultural electricity, taxidermy, and plant identification.
<b>Course:</b>	<b>Agricultural Science 3</b>
Grades: 11-12 Full Year Prerequisite: None-Juniors encouraged	Content: Units to include: crop research, livestock evaluation, beef, sheep, swine, agriculture sales, commodity marketing, welding, record keeping, parliamentary procedure, farm safety and land surveying.
<b>Course:</b>	<b>Agricultural Science 4</b>
Grades 11-12 Full Year Prerequisite: None-Seniors encouraged	Content: Units to include: farm problem simulation activity, job interview, horticulture, small engines, plant identification, computer landscaping.

## Foreign Language

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*Date of Adoption: September 18, 2017*

<b>Course:</b>	<b>Spanish I</b>
Grades 9-12 Year Long Course NCAA Prerequisites: None	<p><b>Content:</b> Spanish I is an introductory course open to any students. It is recommended for the college bound. The course provides a solid foundation in the four basic skills of listening, speaking, reading, and writing elementary Spanish. Through an oral approach, students actively participate in acquiring the basics of a second language and an appreciation of the Hispanic way of life. Throughout the year, the practical aspects of Spanish are stressed for use in travel and career possibilities. Active participation, physical activity, and respect for cultural differences are essential elements of this class. Spanish Club is a recommended extracurricular option open to those enrolled in Spanish I.</p> <p><b>Expectations:</b> Students are expected to acquire an extensive Spanish vocabulary; to learn Spanish grammar rules; and to apply their knowledge of both vocabulary and grammar to develop basic conversational skills.</p>
<b>Course:</b>	<b>Spanish II</b>
Grades: 10-12 Year Long Course NCAA Prerequisites: Spanish I	<p><b>Content:</b> Spanish II is a growth-producing continuation of Spanish I where much of the class is conducted in Spanish. While continuing to stress speaking and listening skills, the course also offers students many opportunities to improve their writing skills as well. Students will read a play, which will enable them to explore Hispanic culture in the language. Students also benefit from an increased appreciation and understanding of the formation and grammar of their own native language during this important year of language study. Successful completion of this course allows many students to waive the language requirement at several of the Universities and Colleges in Iowa.</p> <p><b>Expectations:</b> Students are expected to improve speaking and listening skills; improve Spanish reading and writing skills sufficiently to comprehend and comment upon Spanish literature; and gain a deeper appreciation for Hispanic culture. Students are also expected to acquire a broader understanding of English language expression.</p>

<p><b>Course:</b></p>	<p>Spanish III and Spanish IV</p>
<p>Grades: 10-12 Year Long Courses NCAA Prerequisite: Spanish II, &amp; Spanish III, respectively</p>	<p><b>Content:</b> Both courses provide serious students of Spanish with an opportunity to perfect their intermediate skills. Emphasis is on oral language with mythological stories, cultural experiences, and literature study. Since recent studies show that continuous and sustained study (six years minimum) in one modern language over many years promotes language fluency and ultimate acquisition of a second language, Spanish III and Spanish IV are highly recommended. At least two Universities in Iowa will waive their modern language <u>exit</u> requirement with proof of successful completion of three to four years of a second language in high school. Credit by examination at the College level is very possible for students of advanced Spanish. Incentive programs at the University of Iowa and Iowa State University also allow students with demonstrable skills to enter intermediate and advanced Spanish classes and receive credit for skipped classes.</p> <p><b>Expectations:</b> Students are expected to demonstrate sufficient proficiency in intermediate Spanish language skills to gain admission to a college series of Spanish study beyond the entry level.</p>

## Industrial Technology

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<p><b>Course:</b></p>	<p><b>Computer-Aided Drafting I (C.A.D.)</b> <b>COURSE NOT BEING TAUGHT THIS YEAR</b></p>
<p>Grades: 9-12 Semester Long Course Prerequisite: None Limit: 14</p>	<p>Content: Auto-Cad is a two-dimensional drafting program in a Windows format that allows students to create all basic mechanical drawings on the computer. Students will learn to create, modify, move, copy, sort and transfer C.A.D. drawings. This course is recommended for students interested in careers related to design, construction, or engineering.</p> <p>Expectations: Using Auto-Cad, students are expected to gain the skills needed to create digital drawings in single views, multi-views, and section views and as pictorials, perspectives, and auxiliaries while depicting many aspects of residential house framing.</p> <p><b>COURSE NOT BEING TAUGHT THIS YEAR</b></p>
<p><b>Course:</b></p>	<p><b>Introduction to Industrial Technology</b></p>
<p>Grades: 9-12 Semester Long Course Prerequisite: None Limit: 14</p>	<p>Content: This course will explore the basics and fundamentals of operating in a shop environment. We will explore material storage, lean manufacturing, safety, proper tool use/care and a multitude of other shop related topics. This course is designed to be a prerequisite to most Industrial Technology classes granting students a solid foundation in a metalworking and construction environment.</p> <p>Expectations: Students will have a basic knowledge of shop operations via written materials, hands on activities and labs. This class is designed to give students a baseline for college level, shop-based courses.</p>
<p><b>Course:</b></p>	<p><b>Metals Technology-BLOCK</b></p>
<p>Grades: 10-12 Semester Long Course Prerequisite: C.A.D. &amp; Intro to Indust Tech Limit: 8</p>	<p>Content: This course focuses on sheet metal fabrications while teaching safe use of metalworking tools and equipment. The student will learn techniques for project layout and pattern development, cutting, forming, drilling, bending, and fastening seams used in the sheet metal industry. This course is recommended for persons interested in careers relating to construction or manufacturing.</p> <p>Expectations: Students are expected to complete a variety of useful projects demonstrating skills in sheet metal fabrication.</p>

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<b>Course:</b>	<b>Construction Basics-BLOCK</b>
<p>Grades: 10-12 Semester Long Course (2 Periods) Limit: 10 Prerequisites: CAD and Intro to Industrial Technology</p>	<p><b>Content:</b> This course will explore the basics of residential/commercial construction. Students will learn safety practices, the use and function of hand/power tools and different techniques associated with areas of construction. Students will be completing group projects as a part of the course.</p> <p><b>Expectations:</b> Students are expected to have a solid knowledge of safety practices and a basic understanding of construction principles demonstrated through written exercises, hands on activities and projects. Students looking to further develop their skills are highly encouraged to continue education through DMACC's Building Trades program after completion of this course</p>
<b>Course:</b>	<b>Diva DIY</b>
<p>Grades: 11-12 Year Long Course Prerequisites: No prior industrial tech classes taken Limit: 14</p>	<p><b>Content:</b> If you think a muffler is something you need after eating Mr. Jones' chili then this is the class for you! This course is designed for the non-traditional industrial technology student. The primary focus will be automotive and home basic maintenance. Students will learn major aspects of car/home ownership and maintenance. Students will typically not be engaged in dirty, greasy, and grungy projects/labs.</p>
<b>Course:</b>	<b>Engineering Design</b>
<p>Grades: 11-12 Semester Long Course Prerequisites: CAD, Intro to I.T., Construction and Metals or CAD, Intro to I.T., and Physics Limit: 14</p>	<p><b>Content:</b> This course will focus on basic engineering principles with an emphasis on the design process. Students will create conceptual products, design using CAD, building their product and test. The formatting of this course is cyclical where any stage can be revisited as needed. Engineering projects will be mechanical in nature.</p> <p><b>Expectations:</b> Students are expected to complete projects in a safe manner while continuously adapting and modifying their project.</p>
<b>Course:</b>	<b>Principles of Electricity (DMACC)</b>
<p>Grades: 11-12 Semester Long Course Prerequisites:</p>	<p><b>Content:</b> Fundamental concepts of electricity and electrical units. Distinguish the characteristics of conductors and insulators. Develop and illustrate the characteristics and relationships of a series of resistive circuits. Develop and understanding of electromagnetic induction, hazardous situations and safety precautions, electrical prints, specifications, and codes, wiring methods and specific applications.</p>

## Family Services

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<b>Course:</b>	<b>Culinary 1</b>
Grades: 10-12 Semester Long Course Prerequisite: None	This is a comprehensive course, which covers the basics of food and nutrition. They will study and practice the following topics: safety & sanitation, recipes, equipment, the food groups within MyPlate and how each of these plays a huge role in meal planning for daily life, fruits & vegetable, grain products, legumes, meat, poultry, seafood, salads & dressings, casseroles and beverages.
<b>Course:</b>	<b>Culinary 2</b>
Grades: 10-12 Semester Long Course Prerequisites: Culinary 1	This course is based on practicing food science. Students will analyze and understand the art of cheese & dairy, eggs, soups, quick breads, yeast breads, and desserts/appetizers at the professional level. Students will also discover occupations related to food through business. They will then demonstrate proficiency through meal organization and preparation.
<b>Course:</b>	<b>Child Development 1</b>
Grades: 10-12 Semester Long Course Prerequisite: None	This course allows students to explore careers related to childcare and experiment with life as a parent. Moving from pregnancy to adulthood, students will discover the holistic changes that take place through the lifespan and examine fields of study within each. They will demonstrate proficiency through various research projects, child observation, "Real Care Baby" experiences.
<b>Course:</b>	<b>Child Development 2</b>
Grades: 10-12 Semester Long Class Prerequisite: Child Development 1	This course includes the physical, social, emotional and intellectual development of a child from preschool on up. Additional study explores health and safety, effective parenting skills, common problems of childhood discipline, and special needs of some children.

<b>Course:</b>	<b>Textiles &amp; Fashion</b>
Grades: 9-12 Semester Long Course Prerequisite: None	This course allows students to gain a basic understanding of fashion and basic sewing skills and gradually advance to more advanced techniques as students complete projects of their choice. Students discover the history of fashion, current trends, and careers in this field. They will demonstrate their proficiency through completed sewing projects, fashion research, and by analysis of a local fashion show.

<b>Course:</b>	<b>Advanced Sewing</b>
Grades: 9-12 Semester Long Class Prerequisite: Textiles & Fashion	This is a course for the advanced student interested in learning more creative sewing skills and pattern modifications. Students will put their knowledge to the test through clothing patterns, quilting, as well as creating sewing projects from recycled materials.

<b>Course:</b>	<b>Interior Design</b>
Grade: 10-12 Semester Long Course Prerequisite: None	This course allows students to learn creative skills used to beautify space. Students will learn to use equipment, floor plans, accessories, furniture and the elements of design to create appealing spaces based on customer wants and needs. They will demonstrate proficiency through the design of their own dream home and actual real-life spaces.

<b>Course:</b>	<b>Adult Living</b>
Grades: 10-12 Semester Long Course Prerequisite: None	This course offers students the opportunity to think about life beyond their years at CMHS. Students will first seek to understand themselves as people-their personality, their value system, and how they see the world. They will move on to how they relate to others and others relate to them in relationships through their interpersonal skills. We will then move on their response to the world as they move through life transitions and make choices. as consumers, employees/ers, and citizens.



## Art

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<b>Course:</b>	<b>Drawing &amp; Painting 1</b>
Grades: 9-12 Prerequisites: None Semester Long Course Limit: 16	Content: Students will learn how to work with <i>pencil, pen, ink, pastel</i> and various drawing media. Line, value and drawing through observation will be stressed in the first quarter of this course. Assignments will be project based and instructor led. Through regular critiques from the teacher, students will begin to make critical decisions about their work. In the second quarter students will learn how to work with <i>tempera, acrylic</i> and <i>watercolor</i> paints. Different painting styles will be introduced to the student and incorporated in their work. Throughout the year experimental media will be introduced and incorporated into the student's work. Assignments will be project based and instructor led. Through regular instructor critiques students will begin to make critical decisions about their work.
<b>Course:</b>	<b>Digital Photography 1</b>
Grades: 9-12 Prerequisites: None Semester Long Course Limit: 16	Content: <i>Digital Photography 1</i> is an excellent class for someone who likes to take pictures and wants to get better at taking them. It is great to have a digital camera for this class but it is ok to have a camera phone. <b>Students however must know how to use and be comfortable using their phone and school Chromebook to access photos on their camera phone and be able to transfer them to a flash drive.</b> In Digital Photography I students will learn composition, rule-of-thirds, the advantage of taking photos from various perspectives, angles, and views and in different lighting and atmospheric conditions. Through critiques, students will begin to make critical decisions about their artwork. A portfolio of work will be required from each student at quarter and semester.
<b>Course:</b>	<b>Ceramics 1</b>
Grades: 10-12 Prerequisite: None Semester Long Course Limit: 16	Content: In ceramics I students will be introduced to various hand-building techniques that the student will learn. How to wedge, pug, store, fire, glaze and care for clay in it's wet, leather hard, and dry stages will be taught. Ceramics is also a <u>studio course</u> where students will practice what they have learned by making ceramic pottery. Students will be expected to complete all assignments given to them and be able to work on their own for their quarter and semester grades.

Course:	Mask Making
Grades: 10-12 Semester Long Course Prerequisite: Limit: 16	Students will make decorative masks from various materials: clay, plaster, paper mache, woods, metals, fibers, shells, cornhusks, leather/fabric wax, and natural gourds. Jewels, mosaic as decoration and various found materials. This course will stretch a student's creativity and knowledge of what a mask is. This course will be a fun, hands-on way of learning different historical and cultural uses of the mask.
Course:	Drawing & Painting 2
Grades: 10-12 Prerequisites: Drawing & Painting 1 Semester Long Course Limit: 16	The goal of this course is for students to engage in the advanced development of drawing skills and compositional theory. There will be further study of drawing techniques with emphasis on individual problems using a wide variety of traditional and nontraditional materials. Students will be able to demonstrate competency by understanding and executing the techniques involved with the following: Spatial Relationships of the Art Elements learned in Beginning Drawing: Shape, Value, Line, and Texture, as well as color. Methods and techniques mastered include Gesture, Contour, Organizational Measurement, Perspective, Foreshortening, and Composition. Students are introduced to Conceptual Drawing approaches using a wide variety of drawing tools. Students will begin to understand Art History and current artistic movements as well as contemporary art theory as it relates to drawing. Students will continue to gain knowledge in critiquing their own work as well as the work of others.
Course:	Ceramics 2
Grades: 10-12 Semester Long Course Prerequisite: Ceramics 1 Limit: 16	Content: Ceramics II will be an extension of Ceramics I. Assignments will be an extension of the ones given to Ceramics I only more involved. Students will also be expected to do some throwing (working) on the wheel. Ceramics II is a <u>studio course</u> where students will practice what they have learned by making ceramic pottery. Students will be expected to complete all assignments given to them and be able to work on their own for their quarter and semester grades.
Course:	Digital Photography 2
Grades: 10-12 Semester Long Course Prerequisite: Digital Photography 1 Limit: 16	<i>Digital Photography 2</i> is a continuation of <i>Digital Photography 1</i> . Digital Photography II will help cement concepts learned in digital Photo I, as well as expand picture taking knowledge. In digital Photo II a digital camera would be helpful and a digital enhancing/imaging software program will be taught. As in Digital Photo I a portfolio of work will be required from each student at quarter and semester.

<b>Course:</b>	<b>Advanced Ceramics/Wheel Work</b>
Grades: 11-12 Semester Long Course Prerequisite: Ceramics 2 Limit: 16	In <u>Advanced Ceramics/Wheel Work</u> , throwing on the wheel will be taught and central to the class. Advanced Ceramics/Wheel Work is a hands-on <u>studio art course</u> where students will practice what they have learned by making pottery. Students will be expected to complete all assignments given to them and be able to work on their own for their quarter and semester grades.

<b>Course:</b>	<b>Advanced Digital Photography/Digital Painting</b>
Grades: 11-12 Semester Long Course Prerequisite: Digital Photography 2 Limit: 16	Content: Adv. Digital Photography students will work minimally with digital cameras/phone cameras and the traditional methods that have been employed so far using Adobe Elements. Students will also be introduced to Polaroid cameras, scanning, manipulation, drawing and painting with Adobe Elements. Adv Digital Photography is not for the faint of heart and should be taken only by those who have enjoyed and done well on the prerequisite Digital Photography course. In this course the computer program Corel Paint will also be introduced. Students should feel comfortable drawing and following their own independent thoughts and ideas. Through regular critiques, students will begin to make critical decisions about their work. A portfolio of work will be required from each student to be turned in at quarter and semester.

## Physical Education/Health

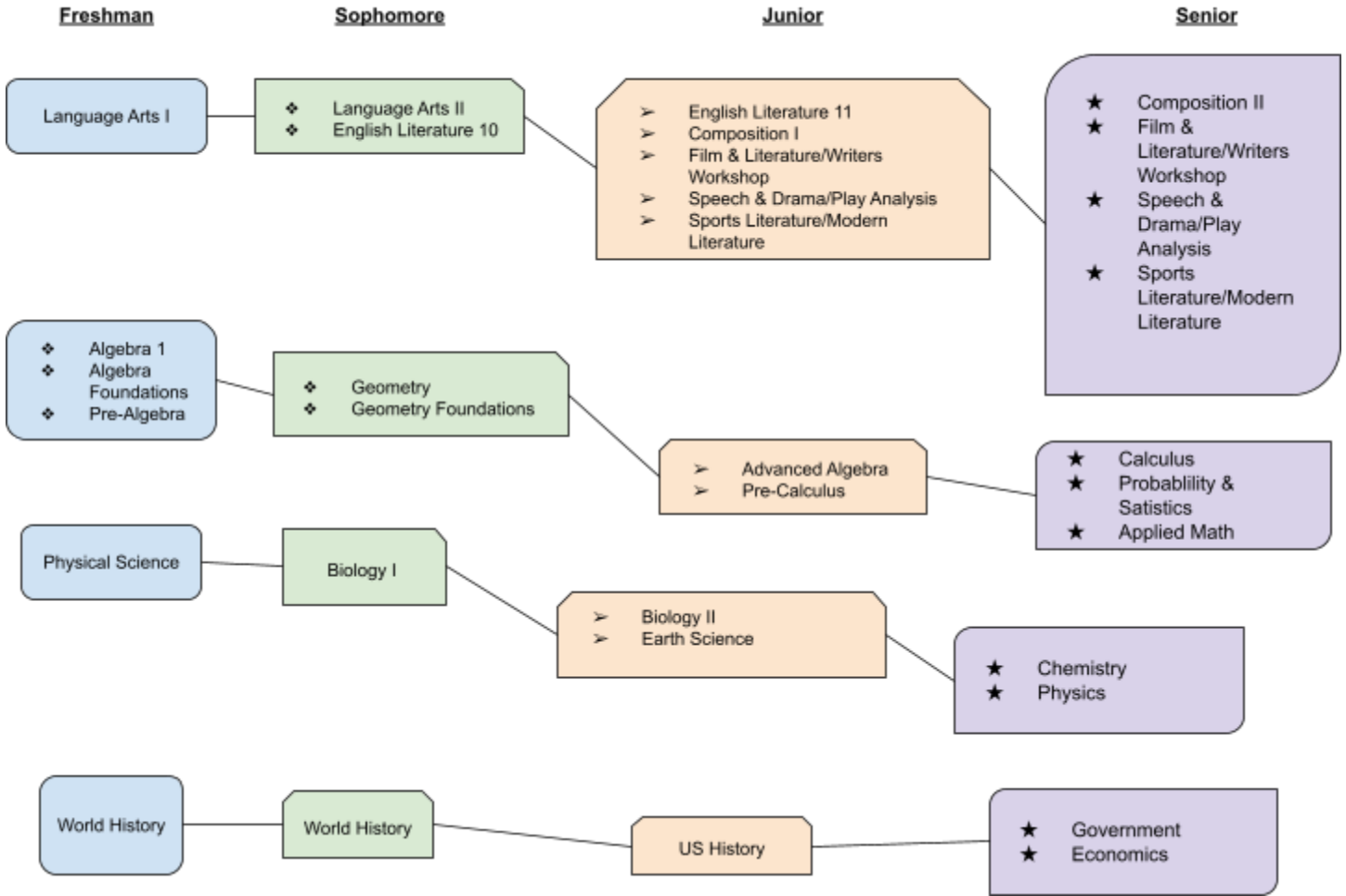
<b>Course:</b>	<b>Health &amp; Fitness</b>
Grades: 9-12 Semester Long Course Prerequisite: None Limit: 25	<p><b>Content:</b> The course is designed to help students examine their lifestyles and make plans to achieve optimum health. Areas of study are injury prevention and environmental health, substance abuse, physical activity and nutrition, and personal care and body systems.</p> <p><b>Expectations:</b> Students are expected to gain and apply the knowledge, habits, and skills important to maintaining their physical health as well as those insights needed to make informed, mature lifestyle decisions.</p>
<b>Course:</b>	<b>Personal Health</b>
Grades: 9-12 Semester Long Course Prerequisite: None Limit: 25	<p><b>Content:</b> This course is designed to help students examine their physical health and factors to maintain a healthy lifestyle. Areas of study are growth and development, diseases and disorders, mental and emotional health, safe and healthy relationships, health skills, and stress.</p> <p><b>Expectations:</b> Students are expected to gain and apply the knowledge, habits, and skills important to maintaining their physical health as well as those insights needed to make informed, mature lifestyle decisions.</p>
<b>Course:</b>	<b>Physical Education</b>
Grades: 9-12 Year Long Course Prerequisite: None	<p><b>Content:</b> The purpose of physical education is to provide different forms of exercise, recreation, health and fitness to our students. Individual activities as well as team sports are covered in class. Emphasis on the current and lifetime activities are given as much attention as possible. Physical Education is required for <b>ALL</b> students in ninth through twelfth grade. A student may be exempt from Physical Education with a medical excuse if there are no other adaptations to the program that can be made to accommodate an injury or medical condition. They may also be exempt due to an academic conflict.</p> <p><b>Expectations:</b> Students are expected to attend class, dress out for class, participate in all activities, and demonstrate that they have learned the basic rules and techniques of the games presented.</p>

Course:	Weightlifting
<p>Grades: 9-12                      Year Long Course                      Prerequisites: One year of P.E. or teacher permission                      Limit: 16</p>	<p><b>Content:</b> The purpose of physical education is to provide different forms of exercise, recreation, and health to our students. Weightlifting provides knowledge on how to properly lift weights as well as learn to train the body for competitions. We will also cover fitness tips that will carry over for an individual's entire life. A student may be exempt from Weightlifting with a medical excuse if there are no other adaptations to the program that can be made to accommodate an injury or medical condition. They may also be exempt due to an academic conflict.</p> <p><b>Expectations:</b> Students are expected to attend class, dress out for class, participate in all activities, and demonstrate that they have learned the material and can demonstrate proper lifting techniques. Students must also show steady gains of strength, flexibility, and agility during the course of the year.</p>

Course:	Nutrition & Wellness 1
<p>Semester Long Course                      Grades: 10-12</p>	<p>Designed to teach science skills as they apply to food preparation, food production, and human nutrition. Students will explore the science behind many food preparation principles, the food production industry, and the structure and function of all of the essential nutrients.</p> <p>Topics that will be included in this course:</p> <ul style="list-style-type: none"> <li>★ Factors that influence food choices and nutritional status</li> <li>★ Making nutritional food choices</li> <li>★ Nutrients and nutrition guidelines</li> <li>★ Physical health and fitness</li> <li>★ Food safety and sanitation</li> <li>★ Preparing and serving nutritious foods</li> </ul>

Course:	Nutrition & Wellness 2
<p>Semester Long Course                      Grades: 10-12</p>	<p>Nutrition and Wellness 2 assists students in understanding the role of nutrition in health and wellness. Demonstrations, hands-on food labs, guided instruction and cooperative learning are used throughout the course. Ultimately, students will be given the opportunity to have the necessary skills to plan, purchase and prepare nourishing meals and to evaluate and improve their day-to-day food choices.</p>

# HIGH SCHOOL COURSE MATRIX



## Concurrent Enrollment Classes (Dual Credit)

High School students taking college courses while they are still in high school. The number of students registered in concurrent enrollment (CE) classes is growing rapidly throughout the country, and the quality is expanding to meet the high expectations of students, parents, and educators. DMACC is very excited to offer you these opportunities.

What you should know about Concurrent Enrollment (CE):

- ❑ These are official DMACC courses, taught using our quality standards and college-level textbooks.
- ❑ Faculty approved to teach these courses have submitted professional applications to DMACC.
- ❑ The college has reviewed and approved their credentials to ensure that they are authorized to teach for DMACC.
- ❑ Academic work in these courses is at the college level. Students should anticipate a rigorous set of standards and more substantial time commitment for work outside of class.
- ❑ These courses create an official DMACC transcript.
- ❑ Since these courses create a transcript, this credit may be used toward a degree at DMACC or transferred to most public and many private colleges around the country, though every college and university has its own policies governing transfer credit. We recommend each student check with colleges and inquire about transfer credit policies.
- ❑ To register for an online for on campus DMACC course you MUST see the counselor, Amber Joyce.



# DMACC Online Career Academy

## Online Course Selection Advice

Below are online course options that will meet a core requirement for an Associate in Arts (AA) Degree at DMACC. If you are planning to attend a college other than DMACC after high school graduation, you will want to discuss coursework with that future institution early in the process to maximize credit transferability.

Courses below that are marked with an asterisk \* also meet the criteria to transfer as a core course at all 3 Regent Universities (Iowa, ISU, and UNI). If a course does not have an \*, it could still transfer to a regent or other institution but wasn't identified at all 3 collectively.

### Communications – 9 credits needed

- [ENG105 – Composition I](#) – 3 credits \*
- [ENG106 – Composition II](#) – 3 credits \*
- [SPC101 - Fundamentals of Oral Communication](#) – 3 credits \*

### Social & Behavioral Sciences – 9 credits needed

*(must complete at least 3 courses. Each course must be from a distinct/different discipline)*

- [ANT100 – Intro to Anthropology](#) – 3 credits \*
- [ANT105 – Cultural Anthropology](#) – 3 credits \*
- [ECN120 – Principles of Macroeconomics](#) – 3 credits \*
- [ECN130 – Principles of Microeconomics](#) – 3 credits \*
- [GEO111 – intro to Geography](#) – 3 credits \*
- [GEO124 – Regional Geography](#) – 3 credits \*
- [HIS112 – West Civ: Ancient to Early Modern](#) – 4 credits \*
- [HIS113 – West Civ: Early Modern to Present](#) – 4 credits \*
- [HIS150 – US History to 1877](#) – 4 credits \*
- [HIS153 – US History from 1877](#) – 4 credits \*
- [HIS257 – African American History](#) – 3 credits \*
- [JOU110 – Intro Mass Media](#) – 3 credits
- [POL111 – American National Government](#) – 3 credits \*
- [POL112 – American, State, and Local Government](#) – 3 credits
- [POL121 – International Relations](#) – 3 credits \*
- [POL171 – Intro to Public Administration](#) – 3 credits
- [PSY111 – Intro to Psychology](#) – 3 credits \*
- [PSY121 – Developmental Psychology](#) – 3 credits \*
- [PSY241 – Abnormal Psychology](#) – 3 credits \*
- [PSY251 – Social Psychology](#) – 3 credits \*
- [PSY261 – Human Sexuality](#) – 3 credits
- [SOC110 – Intro to Sociology](#) – 3 credits \*
- [SOC115 – Social Problems](#) – 3 credits \*
- [SOC120 – Marriage and Family](#) – 3 credits \*
- [SOC200 – Minority Group Relations](#) – 3 credits

### Mathematics and Sciences – 9 credits(1 course must be Science with Lab and 1 Math course)

- [ANT202 – Human Origins](#) – 3 credits \*
- [ENV115 – Environmental Science](#) – 3 credits \*
- [ENV116 – Environmental Science Lab](#) – 1 credit \*
- [MAT110 – Math for Liberal Arts](#) – 3 credits \*
- [MAT114 – Elementary Educations Math I](#) – 3 credits
- [MAT116 – Elementary Educators Math II](#) – 3 credits
- [MAT157 – Statistics](#) – 4 credits \*
- [MAT141 – Finite Math](#) – 4 credits \*
- [MAT162 – Principles of Business Stats](#) – 4 credits \*
- [MAT166 – Calculus for Business/Social Sciences](#) – 4 credits \*
- [MAT211 – Calculus](#) – 5 credits \*
- [MAT217 – Calculus II](#) – 5 credits \*
- [PHS152 – Astronomy](#) – 4 credits \*

### Humanities – 9 credits

[ART101 – Art Appreciation](#) – 3 credits \*

- [DRA101 – Intro to Theater](#) – 3 credits \*
- [HIS112 – Western Civ – Ancient to Early Modern](#) – 4 credits \*
- [HIS113 – Western Civ – Early Modern to Present](#) – 4 credits \*
- [HUM116 – Encounters in Humanities](#) – 3 credits
- [HUM120 – Intro to Film](#) – 3 credits
- [LIT101 – Intro to Literature](#) – 3 credits \*
- [LIT110 – American Literature to Mid 1800s](#) – 3
- [LIT111 – American Literature since Mid-1800s](#) – 3
- [LIT166 – Science Fiction](#) – 3 credits
- [LIT185 – Contemporary Literature](#) – 3 credits
- [LIT188 – Detective Fiction](#) – 3 credits
- [LIT190 – Women Writers](#) – 3 credits
- [LIT193 – Humor in Literature](#) – 3 credits
- [MUS100 – Music Appreciation](#) – 3 credits
- [MUS202 – World Music](#) – 3 credits
- [PHI101 – Intro to Philosophy](#) – 3 credits
- [PHI105 – Intro to Ethics](#) – 3 credits \*
- [REL101 – Intro to Religion](#) – 3 credits \*



**Distributed Requirement – 10 credits**

(Any 9 unduplicated credits from the list above and 1 SDV108 credit below)

- SDV108 – The College Experience – 1 credit

**Electives – 18 credits – Recommended electives as a good fit for high school students who are exploring:**

- [BUS102 – Intro to Business](#) – 3 credits
- [BUS148 – Small Business Management](#) – 3 credits
- [CRJ100 – Intro to Criminal Justice](#) – 3 credits
- [ECE103 – Intro to Early Childhood Education](#) – 3 credits
- [FIN121 – Personal Finance](#) – 3 credits
- [HSC120 – Medical Terminology I](#) – 3 credits
- [HSC121 – Medical Terminology II](#) – 3 credits
- [PEC110 – Coaching Ethics](#) – 1 credit
- [PEH110 – Personal Wellness](#) – 1 credit
- [PEH190 – Sports Nutrition](#) – 2 credits

**Diversity Requirement – 1 course is required, but this course may count in the areas above as well.**

- [ANT100 – Introduction to Anthropology](#) – 3 credits \*
- [ANT105 – Cultural Anthropology](#) – 3 credits \*
- [GEO111 – Intro to Geography](#) – 3 credits \*
- [GEO124 – Regional Geography](#) – 3 credits \*
- [HIS112 – West Civ: Ancient to Early Mod](#) – 4 credits \*
- [HIS113 – West Civ: Early Modern to Present](#) – 4 credits \*
- [HIS150 – US History to 1877](#) – 4 credits \*
- [HIS153 – US History since 1877](#) – 4 credits \*
- [HIS257 – African American History](#) – 3 credits \*
- [LIT101 – Intro to Literature](#) – 3 credits \*
- [LIT111 – American Literature since Mid 1800](#) – 3 credits \*
- [MGT145 – Human Relations In Business](#) – 3 credits
- [PEH178 – Sports Diversity](#) – 3 credits
- [POL111 – American National Government](#) – 3 credits \*
- [POL121 – International Relations](#) – 3 credits \*
- [PSY241 – Abnormal Psychology](#) – 3 credits \*
- [PSY251 – Social Psychology](#) – 3 credits \*
- [REL101 – Intro to Religion](#) – 3 credits \*
- [SOC110 – Intro to Sociology](#) – 3 credits \*
- [SOC115 – Social Problems](#) – 3 credits \*

Other DMACC online courses may be available and requested although not on the above list.

See Amber Joyce, Counselor, if you are interested in taking any of these classes.

[ajoyce@colfaxmingo.org](mailto:ajoyce@colfaxmingo.org)

## I Have A Plan Iowa

I Have a Plan Iowa is a career and academic planning program designed to help students reach their highest potential. Students can explore careers, colleges and majors, learn about financial aid, find scholarships, and much, much more. Iowa Code specifies that all Iowa students must create an Individual Career and Academic Plan (ICAP) that is aligned to the student's career and academic goals. The ICAP requirement is for all students beginning in 8th grade.

The basic requirements are to:

1. Prepare the student for successful completion of the required curriculum by graduation;
2. Identify coursework in 9th-12th grade to support postsecondary education and career options; and
3. Prepare the student to complete all essential components of a career information and decision-making system.

The essential components include:

1. Self-understanding;
2. Career information;
3. Career exploration;
4. Postsecondary exploration; and
5. Career and postsecondary decision.

At Colfax-Mingo, the I Have a Plan Iowa program is one tool used to help students achieve these goals.

I Have A Plan Iowa includes many useful features that help individuals:

- Discover their strengths and interests
- Match interests, values and skills with education and employment opportunities
- Prepare for the ACT, SAT or GRE college entrance tests through free test preparation
- Explore programs and majors at Iowa's colleges and universities
- Research financial aid and scholarship options
- Apply for all state-administered financial aid programs
- Build resumes and practice for job interviews
- Track activities from middle school, high school, college and beyond

All students will complete their grade-level IHAP I& ICAP during the school year. Each student has a user ID and password to log into their personal account. Seniors MUST complete IHAPI before graduating in the Spring.



## CAREER ADVANTAGE STUDENT BENEFITS

- >>Earn college credit while in high school
- >>Develop valuable career and workplace skills
- >>Explore various career options of interest
- >>Get a head start on college and career

For more information, visit us at  
[www.dmacc.edu/careeradvantage](http://www.dmacc.edu/careeradvantage) or contact:

Terry Norton  
Director, Newton Career Academy  
515-238-3566 (cell)  
641-791-5165 (office)  
[tdnorton@dmacc.edu](mailto:tdnorton@dmacc.edu)

Andrea Gotta  
Academic Advisor, Newton Career Academy  
641-521-1644 (cell)  
641-791-5161 (office)  
[ajgotta@dmacc.edu](mailto:ajgotta@dmacc.edu)

The courses listed are those offered at DMACC's Jasper County Career Academy for the 2020-2021 school year. These classes provide area high school students with excellent educational opportunities. Registration in these courses is handled by local guidance counselors and principals. Listed times are tentative.

## Automotive Collision Technology

This program introduces students to the highly technological industry of Auto Collision and Repair. Students will gain experience in the areas of basic shop operations and procedures, welding, painting, and shop safety. Fifteen DMACC credits are available upon completion of all DMACC Career Academy course offerings. Completion of this program as a high school student provides the opportunity to complete the college diploma program in two college semesters.

Times Available: M-F, 1:15-3:15 p.m.

Course #	Course Name	Credits	Term
CRR150	Basic Shop Safety	1	1st Sem
CRR325	Sheet Metal Fundamentals	5	1st Sem
CRR101	Sheet Metal Welding	2	Year
CRR841	Principles of Refinishing	5	2nd Sem
CRR742	Estimating Theory	2	2nd Sem

## Building Trades/Finish Carpentry

This program allows students to engage in experiential learning in the areas of Construction and Carpentry. Twenty-one DMACC credits are available upon completion of all DMACC Career Academy course offerings. Completion of this program as a high school student provides the opportunity to complete the college diploma program in two college semesters. Transportation to the job site is required.

Course #	Course Name	Credits	Term
	<b>YEAR 1: M-F, 7:30-9:30 a.m.</b>		
CON333	Materials/Construction Theory	5	1st Sem
CON336	Care/Use Hand/Power Tools	1	1st Sem
CON337	Construction Blueprint Reading	1	1st Sem
CON346	Concrete Systems & Framing	4	2nd Sem
CON338	Materials Takeoff	1	2nd Sem
	<b>YEAR 2: M-F, 1:15-3:15 p.m.</b>		
CON341	Construction Drafting & Design	2	1st Sem
CON334	Construction Techniques	7	Year

## Business Administration

Students are provided a foundation of courses that will prepare them for multiple business-related postsecondary opportunities. Seventeen DMACC credits are available upon completion of all DMACC Career Academy course offerings.

Times Available: M-F, 7:30-9:30 a.m. or 1:15-3:15 p.m. (Fall) 7:30-9:30 a.m. (Spring)

Course #	Course Name	Credits	Term
BUS102	Intro to Business	3	1st Sem
MKT110	Principles of Marketing	3	1st Sem
FIN121	Personal Finance	2	1st Sem
MGT145	Human Relations in Management	3	2nd Sem
BUS 148	Small Business Management	3	2nd Sem
ADM221	Career Development Skills	3	2nd Sem

## Certified Nurse Aide Training

This is a semester-long certification program for students interested in becoming a CNA. Six DMACC credits are available upon completion of all DMACC Career Academy course offerings.

*\*Courses require extended clinical sessions in evenings and/or weekends*

Times Available: Fall Term (1st Sem) M-F, 1:15-3:15 p.m. or Spring Term (2nd Sem) 7:30-9:30 a.m.

Course #	Course Name	Credits	Term
HSC172	Nurse Aide* 75 Hours	3	1st or 2nd
HSC182	Advanced Nurse Aide*	3	1st or 2nd

*\*Course may require extended clinic sessions in evenings and on weekends.*

## Criminal Justice

The Criminal Justice program introduces students to criminal law and crime scene investigation and prepares them for entry into the criminal justice field.

Times Available: M-F, 7:30-9:30 a.m. or 1:15-3:15 p.m.

Course #	Course Name	Credits	Term
CRJ100	Intro to Criminal Justice	3	1st Sem

CRJ196	Crime Scene Investigation	2	1st Sem
CRJ109	Theories of Interviewing	3	1st Sem
CRJ197	Crime Scene Investigation II	2	2nd Sem
CRJ141	Crime Scene Investigation I	3	2nd Sem
CRJ107	Survey of Criminal Justice Agencies	3	2nd Sem

## Baking

The DMACC Baking program has been designated as an Iowa Baking Institute, signifying the world-class prominence of the program. The Baking program follows the principles set forth by the American Culinary Federation.

Times Available: M-F, 7:30-9:30 a.m. or 1:15-3:15 p.m.

Course #	Course Name	Credits	Term
HCM116	Fundamental of Baking	3	1st Sem
HCM224	Artisan Breads	2	1st Sem
HCM100	Sanitation & Safety	2	1st Sem
HCM347	International Pastries	2	2nd Sem
HCM130	Plated Desserts	1	2nd Sem
HCM320	Intro to Hospitality	2	2nd Sem
HCM231	Nutrition	2	2nd Sem

## Health Occupations

This year-long program will provide students the opportunity to explore careers in healthcare and work toward CNA training. Fourteen DMACC credits are available upon completion of all DMACC Career Academy course offerings. Students may choose to take this program as a one-semester course. Students registering for the program for the entire year will be given preference for registration.

### FALL SEMESTER

Times Available: M-F, 7:30-9:30 a.m.

Course #	Course Name	Credits	Term
HSC105	Intro to Health Occupations	1	FALL
HSC109	Explore Health Career/Bldg Team	3	FALL

HSC120	Medical Terminology	3	FALL
HSC101	Emergency Care	1	FALL

Times Available: M-F, 1:15-3-15 p.m.

Course #	Course Name	Credits	Term
HSC172	Nurse Aide 75 Hours*	3	FALL
HSC182	Advanced Nurse Aide*	3	FALL

*\*Course may require extended clinic sessions in evenings and on weekends.*

## SPRING SEMESTER

Times Available: M-F, 7:30-9:30 a.m.

Course #	Course Name	Credits	Term
HSC172	Nurse Aide 75 Hours*	3	SPRING
HSC182	Advanced Nurse Aide*	3	SPRING

*\*Course may require extended clinic sessions in evenings and on weekends.*

Times Available: M-F, 1:15-3-15 p.m.

Course #	Course Name	Credits	Term
HSC105	Intro to Health Occupations	1	SPRING
HSC109	Explore Health Career/Bldg Team	3	SPRING
HSC120	Medical Terminology	3	SPRING
HSC101	Emergency Care	1	SPRING

## Human Services

This program is designed for those students who are interested in gaining a better understanding of the Human Services field and the helping professions. The program emphasizes skills needed in working with clients such as interviewing, making appropriate referrals and assisting with counseling. Due to the nature of this class, mature topics will be discussed. Any concerns should be discussed with the instructor. Nine DMACC credits are available upon completion of all DMACC Career Academy course offerings. This program is only available Spring Semester.

Times Available: (SPRING) M-F, 1:15-3:15 p.m.

Course #	Course Name	Credits	Term
HSV109	Intro to Human Services	3	SPRING

HSV220	Intro to Counseling Theories	3	SPRING
MGT145	Human Relations in Management	3	SPRING

## Teacher Academy

The Teacher Academy provides students with an opportunity to explore education-related professions and take part in real-life teaching experiences. Students will spend 90 hours shadowing elementary and secondary school teachers during portions of their assigned class time. Courses fulfill the Level I Field Experience requirement at many four-year colleges.

Times Available: M-F, 7:30-9:30 a.m.

Course #	Course Name	Credits	Term
EDU210	Foundations of Education	3	1st Sem
SDV130	Career Exploration	1	1st Sem
EDU218	Initial Field Experience	2	2nd Sem
SDV164	Electronic Portfolio Development	2	2nd Sem

## Welding

This program provides students hand-on welding skills, preparing them for a high-demand profession. Eleven DMACC credits are available upon completion of the program.

Times Available: M-F, 7:30-9:30 a.m.

Course #	Course Name	Credits	Term
WEL228	Intro to Safety & Health of Welders	1	1st Sem
WEL262	OFC1 Manual & Mech.: SENSE1	2	1st Sem
WEL233	Print Reading & Symbol Interpretation	3	1st Sem
WEL244	GMAW Short Circuit Transfer	2	2nd Sem
WEL245	GMAW Spray Transfer	2	2nd Sem
WEL266	Thermal Cutting Proc. II	1	2nd Sem

*Classes will follow the DMACC academic calendar. Fall semester runs August 26, 2020, to December 17, 2020, and the Spring semester runs January 11, 2021, to May 6, 2021.*



Regent Admission Index  
(RAI)  
<https://www.iowaregents.edu>

## Regent Admission Index

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Use this to calculate your index, which is part of the admission requirements for Iowa high school students applying to Regent Universities.

Iowa high school graduates must achieve a Regent Admission Index (RAI) score of at least 245 and take the minimum number of [required high school courses](#) to qualify for automatic admission as freshmen to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at the University of Iowa. The [RAI Core Course Lists](#) provide each Iowa high school with a list of their respective courses that are accepted for the RAI. Students who achieve a score less than 245 will be considered for admission on an individual basis.

The RAI combines factors that strongly predict success at the Regent Universities: ACT or SAT test score, high school cumulative grade-point average and the number of completed high school core courses.

Below is a detailed description of the RAI formula:

### The RAI Formula

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$$\begin{aligned} & (3 \times \text{ACT composite score}) \\ + & (30 \times \text{Cumulative GPA}) \\ + & (5 \times \text{Number of years of RAI-approved high school courses completed in the core subject areas}) \end{aligned}$$

## High School Course Requirements

In addition to meeting the Regent Admission Index requirement, students must complete the minimum number of high school courses specified below for the institution to which they're applying.

Subject Area	Iowa State University	University of Iowa	University of Northern Iowa
English/Language Arts	4 years emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.	4 years, with an emphasis on the analysis and interpretation of literature, composition and speech.	4 years, including one year of composition; may also include one year of speech, communication, or journalism.
Math	3 years, including one year each of algebra, geometry, and advanced algebra.	3 years, including two years of algebra and one year of geometry, for admission to the College of Liberal Arts and Sciences. 4 years, including two years of algebra, one year each of geometry and high math (trigonometry, analysis or calculus), for admission to the College of Engineering.	3 years, including the equivalent of algebra, geometry and algebra II.
Natural Science	3 years, including at least two years of courses which emphasize elements of biology, chemistry or physics.	3 years, including courses in physical science, biology, chemistry, environmental science and physics for admission to the College of Liberal Arts and Sciences. 3 years, with at least one year each in chemistry and physics, for admission to the College of Engineering. Nursing-3 years including one year each of biology, chemistry and physics.	3 years, including courses in general science, biology, chemistry, earth science or physics. Laboratory experience highly recommended.

Social Studies	2 years for admission to the Colleges of Agriculture and Life Sciences, Business, Design, Human Sciences and Engineering. 3 years for admission to the College of Liberal Arts and Sciences.	3 years, with U.S. history and world history recommended for admission to the College of Liberal Arts and Sciences. 2 years, with U.S. history and world history recommended for admission to the College of Engineering.	3 years, including courses in anthropology, economics, geography, government, history, psychology or sociology.
World Languages	2 years of a single world language for admission to the College of Liberal Arts and Sciences and the College of Engineering.	2 years of a single world language are required for admission. For many degrees, the fourth year of proficiency is required for graduation. Nursing-Minimum second-level proficiency in one world language.	World language courses are not required for admission. However, two years of a world language in high school with a C- or above in the last term will meet the university graduation requirement.
Other Courses	Specific elective courses are not required for admission.	Specific elective courses are not required for admission.	2 years of additional courses from the required subject areas, world languages or fine arts.

# High School Course Plan

Name:		Date:
Current Grade Level:	Current School : Colfax-Mingo Jr/Sr High School	District: CMCSD

## High School Course Plan

	GRADE 9		GRADE 9		GRADE 10		GRADE 10	
	First Semester		Second Semester		First Semester		Second Semester	
	Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
English								
Mathematics								
Science								
Social Studies								
Fine/Performing Arts								
Physical Ed								
Electives								
Total Credits								

	GRADE 11		GRADE 11		GRADE 12		GRADE 12	
	First Semester		Second Semester		First Semester		Second Semester	
	Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
English								
Mathematics								
Science								
Social Studies								
Fine/Performing Arts								
Physical Ed								
Electives								
Total Credits								

Semester	Credits	Semester	Credits		
Grade 9: Semester 1		Grade 11: Semester 1			
Grade 9: Semester 2		Grade 11: Semester 2			
Grade 10: Semester 1		Grade 12: Semester 1			
Grade 10: Semester 2		Grade 12: Semester 2			
<b>Totals Grade 9&amp;10</b>		<b>Totals Grade 11&amp;12</b>			
		<b>All Total</b>			