



Colfax-Mingo Jr/Sr
High School

SY 2021-2022

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 earn a total of forty-seven (47) credits in grades 9-12. One credit is warranted for a class that meets five times a week for 90 days or one semester. It shall be the high school principal's responsibility to ensure students recommended for graduation met the board's requirements. The Board of Directors 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 ICAP (Xello)

Selecting a Program

We recommend that students plan their program for four years of high school. A good program provides an appropriate challenge and balance. While each course may be individually right, the whole schedule may be too demanding or not challenging enough. It is essential to have harmony among courses in different subjects and select courses in established interest areas and new areas that broaden students' horizons. It is best to start with a basic program that includes subjects/courses required for graduation and 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 class is offered, whether in the same or separate sections, the expectations differ for those electing different levels. A student's level in a course is determined by the subject teacher's recommendation from the previous year. If, after conferring with the teacher, the student and parent disagree with a teacher's guidance, they may appeal to the appropriate department head.

Not all courses listed in this Course Offerings guide will be taught during the 2021-2022 academic year. Registration requests must be sufficient to justify scheduling a class. Students should select alternate choices for each course, other than the core courses. In scheduling elective courses, the scheduler will give preference to upperclassmen who may need to fulfill graduation requirements. Due to scheduling constraints, students may have to choose between classes offered at the same time. In cases where conflicts exist, students need to prioritize their course selections by working closely with their Advisor and School Counselor.

College Admissions Process

Reports To Colleges

With a request from 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 mid-year status report, the high school registrar can forward copies of the second term report. New GPAs can be submitted to those colleges to which a student has submitted an admission application.

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

Advisory Time (Tigerhawk Team Time)

Tigerhawk Team Time is a separate block of time set aside during the day where students meet with their Advisory class. The Advisor will pass along essential messages/information to the students and help them develop their skills. This time is split between Social Emotional Learning, Team building, and College/Career Exploration.

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 unique and general services to all students. Through individual advice, 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 crucial school resource in helping students structure post-high school plans and encourage them to take advantage of the opportunities and support available in school and 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.

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 school system's programs.

Xello-ICAP

Xello 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) 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 post-secondary education and career options; and
3. Prepare the student to complete all essential components of the 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 Xello program is one tool used to help students achieve these goals.

Xello 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- Method Test Prep.
- Explore programs and majors at Iowa's colleges and universities
- Research financial aid and scholarship options
- Request transcripts and letters of recommendation
- 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 ICAP during the school year. Each student logs in with their school email. Seniors MUST complete the ICAP before graduating in the Spring.



Concurrent Enrollment Classes (Dual Credit)

High School students are taking college courses while they are still in high school. The number of students registered in concurrent enrollment (CE) classes is increasing 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 a more substantial time commitment to 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 private colleges nationally. However, every college and university has its policies governing transfer credit. We recommend each student check with colleges and inquire about transfer credit policies.
- ❑ To register for an online, on-campus DMACC course, you MUST see the counselor, Amber Joyce.

Concurrent enrollment classes offered at Colfax-Mingo

English Literature 11
Composition 1
Composition 2
Pre-Calculus
Calculus
Applied Mathematics
Accounting 2
Principles of Electricity

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. Suppose you are planning to attend a college other than DMACC after high school graduation. In that case, you will want to discuss coursework with that future institution early in the process to maximize credit transferability.

Courses below 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 three collectively.

	<u>Communications</u>			HUM120	Intro to Film	3 credits
ENG105	Composition I	3 credits*		LIT101	Intro to Literature	3 credits*
ENG106	Composition II	3 credits*		LIT110	American Literature to Mid 1800s	3 credits*
SPC101	Fundamentals of Oral Communication	3 credits*		LIT111	American Literature since Mid 1800s	3 credits*
	<u>Social & Behavioral Science</u>			LIT166	Science Fiction	3 credits
ANT100	Intro to Anthropology	3 credits*		LIT185	Contemporary Literature	3 credits
ANT105	Cultural Anthropology	3 credits*		LIT188	Detective Fiction	3 credits
ECN120	Principles of Macroeconomics	3 credits*		LIT190	Women Writers	3 credits
ECN130	Principles of Microeconomics	3 credits*		LIT193	Humor in Literature	3 credits
GEO111	Intro to Geography	3 credits*		MUS100	Music Appreciation	3 credits
GEO124	Regional Geography	3 credits*		MUS202	World Music	3 credits
HIS112	West Civ: Ancient to Early Modern	4 credits*		PHI101	Intro to Philosophy	3 credits
HIS113	West Civ: Early Modern to Present	4 credits*		PHI105	Intro to Ethics	3 credits*
HIS150	US History to 1877	4 credits*		PHI110	Intro to Logic	3 credits*
HIS153	US History from 1877	4 credits*		REL101	Intro to Religion	3 credits*
HIS257	African American History	3 credits*			<u>Distributed Requirement</u>	
JOU110	Intro to Mass Media	3 credits		SDV108	The College Experience	1 credit
POL111	American National Government	3 credits*			<u>Electives</u>	
POL112	American, State, and Local Government	3 credits		BUS102	Intro to Business	3 credits
POL121	International Relations	3 credits*		BUS148	Small Business Management	3 credits
POL171	Intro to Public Administration	3 credits		CRJ100	Intro to Criminal Justice	3 credits
PSY111	Intro to Psychology	3 credits*		ECE103	Intro to Early Childhood Education	3 credits
PSY121	Developmental Psychology	3 credits*		FIN121	Personal Finance	3 credits
PSY241	Abnormal Psychology	3 credits*		HSC120	Medical Terminology I	3 credits
PSY251	Social Psychology	3 credits*		HSC121	Medical Terminology II	3 credits

PSY261	Human Sexuality	3 credits		PEC110	Coaching Ethics	1 credit
SOC110	Intro to Sociology	3 credits*		PEH110	Personal Wellness	1 credit
SOC115	Social Problems	3 credits*		PEH190	Sports Nutrition	2 credits
SOC120	Marriage and Family	3 credits*			Diversity Requirement	
SOC200	Minority Group Relations	3 credits		ANT100	Introduction to Anthropology	3 credits*
	Mathematics & Sciences			ANT105	Cultural Anthropology	3 credits*
ANT202	Human Origins	3 credits*		GEO111	Intro to Geography	3 credits*
ENV115	Environmental Science	3 credits*		GEO124	Regional Geography	3 credits*
ENV116	Environmental Science Lab	1 credit*		HIS112	West Civ: Ancient to Early Mod	4 credits*
MAT110	Math for Liberal Arts	3 credits*		HIS113	West Civ: Early Modern to Present	4 credits*
MAT114	Elementary Educations Math I	3 credits		HIS150	US History to 1877	4 credits*
MAT116	Elementary Educators Math II	3 credits		HIS153	US History since 1877	4 credits*
MAT157	Statistics	4 credits*		HIS257	African American History	3 credits*
MAT141	Finite Math	4 credits*		LIT101	Intro to Literature	3 credits*
MAT162	Principles of Business Stats	4 credits*		LIT111	American Literature since Mid 1800	3 credits*
MAT166	Calculus for Business/Social Sciences	4 credits*		MGT145	Human Relations in Business	3 credits*
MAT211	Calculus	5 credits*		PEH178	Sports Diversity	3 credits
MAT217	Calculus II	5 credits*		POL111	American National Government	3 credits*
PHS152	Astronomy	4 credits*		POL121	International Relations	3 credits*
	Humanities			PSY241	Abnormal Psychology	3 credits*
ART101	Art Appreciation	3 credits*		PSY251	Social Psychology	3 credits*
DRA101	Intro to Theater	3 credits*		REL101	Intro to Religion	3 credits*
HIS112	Western Civ - Ancient to Early Modern	4 credits*		SOC110	Intro to Sociology	3 credits*
HIS113	Wester Civ - Early Modern to Present	4 credits*		SOC115	Social Problems	3 credits
HUM116	Encounters in Humanities	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 courses.****
ajoyce@colfaxmingo.org

JASPER COUNTY (DMACC) CAREER ACADEMY

Juniors and seniors may enroll in the Jasper County (DMACC) Career Academy. The Academy includes programs that require a semester or full-year commitment from students. These programs may earn the student up to 20 credits in a particular vocational program. Jasper County (DMACC) Career Academy classes will be a part of the student's overall GPA and reported in the term that the course is completed. Student eligibility for the academy is indicated in the following section.

Through IA Assessment test scores, students must demonstrate proficiency in math, reading, and/or science or be deemed proficient through an alternative assessment before enrolling in the career academy. The alternative assessment process will consist of three components:

1. Academic Standing: All eligible students must be in good academic standing as determined by the counselor and building principal.
2. Graduation Progress: All eligible students must be on track to graduate with the class, as determined by the counselor and building principal.
3. Recommendation: The counselor and building principal must recommend all eligible students.

Any student not meeting proficiency requirements through IA Assessment scores in math, reading, and/or science but does meet the components of the alternative assessment process will be allowed to enroll in the Jasper County (DMACC) Career Academy/or concurrent classes.

The programs listed are those offered at DMACC's Jasper County Career Academy for the 2021-2022 school year. These classes provide area high school students with excellent educational opportunities. Local school counselors and principals handle registration in these courses. Listed times are tentative.

- Auto Collision
- Building Trades/Finish Carpentry
- Business Administration
- Certified Nurse Aide Training
- Criminal Justice
- Baking
- Health Occupations
- Human Services
- Teacher Academy
- Welding

[DMACC Career Academy Program Specifics](#)

[Registration Form](#)

<p>Terry Norton Director, Newton Career Academy 515-238-3566 (cell) 641-791-5165 (office) tdnorton@dmacc.edu</p>	<p>Andrea Gotta Academic Advisor, Newton Career Academy 641-521-1644 (cell) 641-791-5161 (office) ajgotta@dmacc.edu</p>
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Preparing for Academic Success at Iowa’s Regent Universities

Building your future is like building a house. Not somebody else’s house, your own. You need to both envision your dream house and create blueprints for making it.

High school is a time for choices. Some **of the most critical decisions you will make in life are happening right now** as you sign up for high school courses.

TAKE THE CHALLENGE

Be ambitious in your planning. Prepare yourself not only to survive in college but to thrive. The best preparation for college is to take not the minimum courses but the optimum courses. All three State universities’ experience points to one definite conclusion: students who succeed best in college are those who build the best foundation in high school. Even if you’re not currently considering attending college, you will still benefit from these strong foundations since all jobs require a much stronger academic foundation than they did a few years ago.

MAKE A PLAN

- ❖ **Lay your foundation carefully and wisely.** It’s tempting to choose a course in which you know you could get a good grade, rather than one that might be difficult for you. But a challenging course will help you when you get to college. During high school, you need to develop strong reading, writing, speaking, listening, and reasoning skills. Consider electives within English/language arts, mathematics, sciences (with lab experience), social studies, and foreign language to set yourself up for success at the next level. Your counselor can help you make the right choices. **Taking an ambitious course load in high school means you will be starting college with an advantage.**
- ❖ **Learn to love learning.** Every class you take is an opportunity to find something you care about, explore your intellectual horizons, and pursue your interests. **View each class as an opportunity and a challenge.**
- ❖ **Develop a framework of study and work habits.** Practice study strategies that have been shown to work in college: listening and note-taking skills, distributing study time rather than cramming, revisiting, revising, and reflecting. Make every effort to understand the concepts, theories, philosophies, and relationships you are learning. **Students who enter into college with proven work and study patterns have a significant advantage over students who need to establish them while coping with all of the new experiences of being a college freshman.**
- ❖ **Experience and explore.** While you are in high school, consider taking courses that will allow you to research a future career, cultivate talent in the performing or visual arts, or teach you about a scientific field you know nothing about until now. Participate in extracurricular activities and community service. These initiatives are valued in college because they broaden your horizons, enhance your total educational experience, and increase your interaction with other people. Combined with a robust academic program, these activities should make you a confident and successful college student. **It is vital to meet the requirements for admission and take advantage of courses and experiences that allow you to explore your interests and develop your talents.**

FOR MORE INFORMATION

<p>Office of Admissions Iowa State University 100 Enrollment Services Center Ames, IA 50011-2011 1-515-294-5836 Toll-free 1-800-262-3810 www.iastate.edu admissions@iastate.edu</p>	<p>Office of Admissions The University of Iowa 107 Calvin Hall Iowa City, IA 52242-1396 1-319-335-3847 Toll-free 1-800-553-4692 www.uiowa.edu admissions@uiowa.edu</p>	<p>Office of Admissions University of Northern Iowa 002 Gilchrist Hall Cedar Falls, IA 50614-0018 1-319-273-2281 Toll-free 1-800-772-2037 www.uni.edu admissions@uni.edu</p>
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Freshman Admission Requirements to the Regent Universities

[Freshman Admission Requirements \(PDF\)](#)

High School Course Requirements

[Click here for a complete list of course requirements.](#)

Frequently Asked Questions

[Regent Admission Index Frequently Asked Questions \(PDF\)](#)

For More Information

Your high school counselor is an excellent source of information about planning for college. We recommend you speak with your counselor as early as possible about taking courses that will prepare you for success in college.

For more information about the Iowa Regent Universities and admission requirements, visit the web sites below:



[The University of Iowa - Click this link](#)



[Iowa State University - Click this link](#)



[The University of Northern Iowa - Click this link](#)

Course Matrix

English

Grade	Traditional	Preparing for College	Advanced
9th	Language Arts 1	Language Arts 1	English Literature 10 (Lang Arts 1 taken in 8th grade)
10th	Language Arts 2	English Literature 10	English Literature 11 (DMACC Dual Credit)
11th	Language Arts 3 (various types)	English Literature 11 (DMACC Dual Credit)	Composition 1 (DMACC Dual Credit)
12th	Language Arts 4 (various types)	Composition 1 (DMACC Dual Credit)	Composition 2 (DMACC Dual Credit)

11th & 12th Language Arts
Types: Speech/Drama, Play Analysis, Film & Literature, Writer's Workshop, Sports Literature, Modern Literature
(Cannot repeat the course for additional credits)

Math

Grade	Traditional	Preparing for College	Advanced
9th	Algebra 1	Algebra 1	Geometry (Algebra 1 taken in 8th grade)
10th	Geometry	Geometry AND Adv Algebra	Advanced Algebra
11th	Advanced Algebra	Pre-Calculus (DMACC Dual Credit)	Pre-Calculus (DMACC Dual Credit)
12th	*Opt: 4th year of Math (Various Types)	Prob&Stats OR Calculus (DMACC Dual Credit)	Calculus (DMACC Dual Credit)

*4th year Math types: Probability & Statistics, DMACC Dual Credit Courses: Applied Math and Pre-Calculus
***Math has teacher-recommended courses as well for those that need help on foundational skills. If you have any questions about your specific course plan, please please ask your advisor or Ms. Joyce for clarification. Yes, these are the typical pathways, but every student has unique differences.

Science

Grade	Traditional	Preparing for College	Advanced (Think of future career goals)
9th	Physical Science	Physical Science AND Biology 1 (If schedule permits)	Physical Science AND Biology 1 (If schedule permits)
10th	Biology 1	Biology 1 OR Biology 2	Biology 2 AND Environmental Sci or Chemistry
11th	Biology 2	Depending on course completion in 9th/10th, a combination of:	Chemistry OR Environmental Sci AND Physics or Anatomy
12th	*Opt: 4th year of Science (Various Types)	Biology 2, Chemistry, Human Anatomy, and/or Physics.	Physics or Anatomy

*Types: Chemistry, Environmental Science, Physics, and Human Anatomy

Social Studies

Grade	Traditional	Preparing for College	Advanced (Think of future career goals)
9th	World History	World History	World History
10th	US History or Gap year/Make-up year	US History	US History
11th	US History (if not taken in 10th) or Current Events, Social Studies Through Film, or Psychology.	Current Events, Social Studies Through Film, Sociology, or Psychology.	Doubling up on Current Events, Social Studies Through Film, Sociology, or Psychology.
12th	Government/Economics	Government/Econ	Government/Econ AND an elective from above

*If you have any questions about your specific course plan, please please ask your advisor or Ms. Joyce for clarification. Yes, these are the typical pathways, but every student has unique differences.

*

Electives - 18 Credits Required

Students can get these credits from doubling up on core subject areas, taking elective offerings from Colfax, or taking college credit courses from DMACC.

****Note: If you are considering college, taking a foreign language in high school is highly recommended! Most colleges require 3-4 years of a world language to graduate from college. The pace and assistance in High School are often more beneficial.**

Elective Areas at CM:

- English
- Math
- Science
- Social Studies
- Social Sciences
- Business
- Computers
- Family Services
- Art
- Performing Arts (Band/Chorus)
- Foreign Language
- PE/Health
- Industrial Tech
- Agriculture

FREE Elective options through DMACC to get college credit in 11th-12th:

- Jasper County Career Academy - Go to the Newton Campus during the AM or PM (See subject area options [online](#))
- [Online Career Academy](#) (pg. 7)- Take online courses for credit (Can have up to 2 study halls for these)

Other Required Course per the State of Iowa

Physical Education or Weightlifting - 4 years/2 credits

- Can opt-out for one semester a year if you have another athletic activity to replace the credit. Other opt-out situations will be decided on a case-by-case basis by the administration.

Financial Literacy - 1 semester, one credit

- Required to take your Junior or Senior year and pass to graduate

Passing and obtaining credits in all required areas will put students at 29 credits out of the 47 needed for graduation. The rest of the credits will come from electives.

English Courses

Course:	English 9
Grade: 9 Year-Long Course Prerequisites: None NCAA	<p>Content: The English 9 course in literature and composition engages students in the careful reading and analysis of all literature genres (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>Expectations: Students will analyze various aspects of literature to derive meaning from their reading experience. Students consider literary works about their own lives and experiences as well. This English course focuses on developing necessary skills in reading, writing, listening, speaking, and critical thinking using various activities designed with each student's abilities in mind. Including the five-paragraph essay, narrative writing, and persuasive argument.</p>
Course:	English 10
Grade 10 Prerequisite: Language Arts I Year-Long Course NCAA	<p>Content: This course will emphasize reading both literary and informational texts. Students will study strategies in aiding reading comprehension, looking beyond the literal meaning of a text. 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>Expectations: In addition to whole-class readings, independent reading will be required. Students will always be reading a book of their choosing to supplement the work done in class. The students will be expected to use the proper process for producing a research paper accurately. Through their study of grammar and vocabulary, students are expected to become more proficient in using written language.</p>
Course:	English Literature 11/A
Grade: 11 or 12 Semester-Long Course NCAA DMACC Credit 2nd Semester Prerequisite: English Literature 10 or teacher recommendation	<p>Content: The study of literary criticism is the focus of this course. Students will read plays, novels, short stories, essays, journals, and poetry. Vocabulary development, grammar as it applies to composition and usage continue to be emphasized.</p> <p>Expectations: In addition to the whole class readings, independent reading will be required. Students will explore at least four different genres of literature through their independent reading choices. Students will write book reviews, 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>Course:</p>	<p>English Literature 11/B-LIT101 (3 DMACC Credits)</p>
<p>Grade: 11 or 12 Semester-Long Course NCAA DMACC Credit 2nd Semester Prerequisite: Completion of English Literature 11/A with at least a C- or teacher recommendation.</p>	<p>The course continues the study of literary criticism began in English Literature 11/A.</p> <p><u><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC with three college credit hours, 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></u></p>
<p>Course:</p>	<p>Composition 1/A</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>Content: Composition I introduces students to the college-level writing process through the construction and revision of expository, persuasive, and narrative essays. 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 tasks in various ways. Students will write and revise at least four essays and produce a minimum of 20 pages.</p> <p>Expectations: Students will have an opportunity to try their hand at several composition forms, such as personal memoir, rhetorical analysis, fictional analysis, expository essay, and argumentative research paper. We will explore various writing approaches that will apply to different reading audiences, settings, and expectations. Ultimately, this course's goal is for students to become more confident, proficient, and appreciative of writing.</p>
<p>Course:</p>	<p>Composition 1/B-ENG 105 (3 DMACC credits)</p>
<p>Grade 11 & 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>Content: Composition I/B continues the study of writing began in Composition 1/A.</p> <p><u><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC with three college credit hours, offered the second semester. The student will receive credit for English 105, Composition 1 on their DMACC transcript, and Composition I on their Colfax-Mingo transcript.</i></u></p>
<p>Course:</p>	<p>Composition II/A</p>
<p>Grade 12 Semester Long Course Prerequisite: Complete Composition 1 with at least a C- or have teacher approval NCAA</p>	<p>Content: Students will analyze, synthesize, and evaluate texts. Useful 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>Expectations: Students will learn to write and support their arguments with research methods. They will also explore composition formats that will build upon skills from</p>

	previous courses. There will be student-driven learning around self-selected independent reading and the study of logical fallacies and rhetorical devices.
Course:	Composition II/B-ENG 106 (3 DMACC credits)
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>Content: Composition 11/B continues the study of writing began in Composition 11/A.</p> <p><i><u>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three college credit hours, offered the 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>
Course:	Semester Long English Courses
Grade: 11-12 Semester-long course Prerequisites: English Literature 10 or Language Arts II	<p>Film & Literature: Students will read books, plays, screenplays, etc. They will then watch the film/tv adaptations of these literature pieces and analyze the director's choices to portray the literature's concepts. Examples: Pride & Prejudice, Twelfth Night/She's the Man, Fight Club? (rated R), Forrest Gump, etc.</p> <p>Writer's Workshop: Students will write narratives and use a writing workshop style to revise and edit their work.</p> <p>Speech & Drama: Students will learn about 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>Play Analysis: Students will read and write about plays and epics like The Odyssey, The Iliad plays by Shakespeare, etc.</p> <p>Literature & Nature: This course will explore literary analysis centered around the idea of humankind's relationship with nature. Students will study both literary and informational texts. Students will be asked to write both analytical and creative pieces for assessments.</p> <p>Modern Literature: Students will read/write/listen to modern literature types, including blogs, podcasts, comics/graphic novels, music, etc.</p>

Science Courses

Course:	Physical Science
Grade: 9 Year-Long Course Prerequisites: None NCAA	<p>Content: Course content includes topics in both chemistry and physics. Topics to be examined will consist of motion, matter, electromagnetic waves, electricity, atomic structure, and energy conversion. Throughout the year, students will complete several hands-on projects and be expected to complete labs and lab reflections.</p> <p>Expectations: Students will be expected to understand 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 necessary math skills in a scientific context.</p>
Course:	Biology I
Grade: 10 Year-Long Course Prerequisite: None NCAA *Can be taken by 9th graders, provided there is room*	<p>Content: The course of study includes various biological concepts: diversity of life forms, essential life functions, and organization among living things. Other topics include evolution, genetics, human systems, ecology, and conservation of natural resources. Laboratory work will consist of exercises for verification of scientific principles and microscopy. Students are required to complete a short summary of 15 science articles of any topic per semester.</p> <p>Expectations: Students will be expected to gain knowledge and understanding of fundamental biological concepts. Also, students will be expected to understand scientific inquiry as a process used to attain scientific knowledge.</p>
Course:	Biology II
Grade: 11-12 Year-Long Course Prerequisite: Biology I NCAA	<p>Content: Several major biological themes and concepts are reviewed, including the nature of science, genetics, and biotechnology influences on genetic engineering, ecology, evolution, and animal behavior.</p> <p>Expectations: Students are expected to learn 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>

Course:	Human Anatomy
Grade: 11-12 Year-Long Course Prerequisite: Biology I NCAA	<p>Content: This course involves the study of human body systems and is designed as a college preparatory class with quite a bit of memorization. Both anatomical and physiological aspects are emphasized at all levels of the organization. Included in the coursework is a mammalian dissection for a comparative study of the major body systems. Other lab exercises are done in nutrition, histology, hematology, respiration, and metabolism. Human Anatomy is highly recommended for any student interested in a medical or health-related occupation.</p> <p>Expectations: Students will be expected to understand the relationship between structure (anatomy) and function (physiology) and regulation of homeostasis - from cells to organisms. Also, students will be expected to use problem-solving skills to apply concepts to clinical examples.</p>
Course:	Earth Science
Grade: 10-12 Year-Long Course Prerequisite: None NCAA	<p>Content: This course will provide students with an in-depth understanding of the world around them and environmental issues. Themes for the semester will emphasize 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>Expectations: Students will understand the information through discussion, group work, and laboratory activities. They must understand the underlying effects on the environment, human impact, and how to formulate possible working solutions to these issues.</p>
Course:	Chemistry
Grade: 11-12 Year-Long Course Prerequisites: None NCAA	<p>Content: 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 precision measurement, laboratory safety, matter, physical and chemical properties, atomic structure, understanding compounds and chemical reactions, energy, and the mole concept.</p> <p>Expectations: Students should gain an understanding of the topics described above and safe laboratory techniques.</p>

<p>Course:</p>	<p>Physics</p>
<p>Grade: 11-12 Year-Long Course Prerequisites: Geometry AND Physical Science Recommended: Physical Science, Algebra 1, and Geometry (or equivalent) NCAA</p>	<p>Content: 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 emphasizing precision measurement, analysis of data, and developing both graphical and mathematical models for physics topics. Topics will include motion (kinematics and dynamics, energy, waves, EMR, and specific modern physics topics.</p> <p>Expectations: 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 learn quantum physics through discussion on modern physics and high energy particle physics.</p>

Mathematics

Course:	Algebra 1
Grade: 9 Year-Long Course Prerequisites: None NCAA	<p>Content: 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 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>
Course:	Geometry
Grades: 9-12 Year-Long Course Prerequisite: Algebra I NCAA	<p>Content: Geometry has three main concepts: Logic & 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. Properties also include 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>
Course:	Advanced Algebra
Grades: 10-12 Year-Long Course Prerequisites: Geometry and Algebra I NCAA	<p>Content: 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>
Course:	Pre-Algebra
Grade: 9 Teacher Recommendation Semester-Long Course	<p>Content: 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 system 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.</p>

<p>Course:</p>	<p>Pre-Calculus/A</p>
<p>Grades: 11-12 Semester Long Course Prerequisite: Advanced Algebra and Geometry NCAA</p>	<p>Content: This class is a combination of the previous one-semester courses, precalculus, and trigonometry. The class will begin with a review of algebraic concepts. It will then go more in-depth into higher degree polynomials and their applications, graphs, solutions, and several 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 tricky numbers will also be covered.</p> <p><i>Pre-Calculus is recommended for admission into a 4-year college or university.</i></p>
<p>Course:</p>	<p>Pre-Calculus/B-MAT129 (5 DMACC credits)</p>
<p>Grades: 11-12 Semester Long Course Prerequisite: Advanced Algebra, Geometry, and Pre-Calculus/A NCAA</p>	<p>Content: This class is a combination of the previous one-semester courses, precalculus, and trigonometry. The class will begin with a review of algebraic concepts. It will then go more in-depth into higher degree polynomials and their applications, graphs, solutions, and several 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 tricky 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 college credit hours, offered the 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>
<p>Course:</p>	<p>Calculus/ A</p>
<p>Grades: 11-12 Year-Long Course Prerequisite: Pre-Calculus NCAA</p>	<p>Content: 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>Course:</p>	<p>Calculus/B-MAT211 (5 DMACC credits)</p>
<p>Grades: 11-12 Year-Long Course Prerequisite: Precalculus and Calculus/A NCAA</p>	<p>Content: 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 college credit hours, offered the 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>Content: This class is designed for students 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 (3 DMACC credits)
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, 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><i><u>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three college credit hours, offered the second semester. Students will receive credit for Math 772, Calculus on their DMACC transcript, and Calculus on their Colfax-Mingo transcript.</u></i></p>
Course:	Probability and Statistics
Grades: 11-12 Full Year Prerequisite: Advanced Algebra NCAA	<p>Content: 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 are highly recommended for students planning to go to college. Many college majors require a Statistics course.</i></p>

Social Sciences

Course:	World History
Grade 9-10 Year-Long Course Prerequisite: None NCAA	<p>Content: World History traces the historical development of major civilizations, from prehistory to the present world's nations. This chronological survey will examine the roots of several cultures 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>Expectations: 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 globe requires informed citizens.</p>
Course:	United States History
Grade 10-11 Year-Long Course NCAA Prerequisite: None	<p>Content: 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 critical events, characters, and historical trends that shaped the development of the United States; gain an appreciation of our origins, sacrifices, triumphs, and failures; and relate this knowledge to our present-day challenges.</p>
Course:	Current Events
Grades: 11-12 Year-Long Course Prerequisites: None	<p>Content: Current events will be a year-long study of the United States and the world's current happenings. 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 at the end of the quarter competition and create a weekly Topic Presentation about their current events choice. With no daily homework or tests to speak of, this class requires classroom discussion, participation, and a willingness to challenge your opinions.</p>

<p>Course:</p>	<p>Sociology</p>
<p>Grade: 11 or 12 (possible 10th-grade exceptions) Year-Long Course NCAA Prerequisites: None</p>	<p>Content: 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 conduct, the consequences of 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 be challenged to acknowledge their own societal privileges.</p>
<p>Course:</p>	<p>Social Science</p>
<p>Grade: 11 or 12 Semester Long Course Prerequisite: None</p>	<p>Thinking Like a Social Scientist...This class offers an opportunity for students to choose their social science topics of interest and dig deeper into those areas more than a regular content specific class can allow the time for. This also affords you the opportunity to look into topic areas you have a natural interest, passion or curiosity about and go beyond what we offer currently. This is a project based learning style of class in which you, with the help of the instructor, will gain knowledge and skills by working for more extended periods of time to investigate authentic and engaging questions, problems or challenges of your choosing.</p>

CTE (Career and Technical Education) Courses

The Colfax-Mingo Community School District offers career and technical programs in the following areas of study: Business, Family Services & Industrial Technologies. It is the policy of the Colfax-Mingo Community School District not to discriminate based on race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Superintendent, 1000 N. Walnut St., Colfax, IA 50054. Telephone: 515-674-3646

Date of Adoption: September 18, 2017

Mission:

It is the **mission** of Iowa CTE to promote high levels of learning, achievement and performance for all students, so they will become successful members of their community and the workforce and to promote higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.

CTE Delivery:

CTE is offered through the following institutions:

- Comprehensive high schools
- Community colleges

The purpose of career and technical education (CTE) is to integrate workplace competencies and career and technical education with core academic subjects. In many instances, CTE programs have been limited to a "career awareness" focus--providing students with a wide range of knowledge with comparatively little depth. While career awareness programs provide exposure to options, learning about an industry is not the equivalent of learning the skills necessary to do a job. In the best of worlds, career preparation follows career awareness.

The 2006 reauthorization of the Carl Perkins Vocational and Technical Education Act dramatically altered state CTE programs by requiring them to focus on "career preparation" if they receive federal funding under the Perkins Act. These CTE programs seek to teach the academic skills--and the application of flexible, adaptive and transferable skills--preparing students for the workforce while simultaneously giving them the foundation for a successful college career.

Business, Finance, Marketing, and Management

Business and Marketing helps to prepare students to master the knowledge and skills needed to function as citizens, consumers, employees, managers, business owners, and directors of their economic futures through the study of accounting, business law, career development, communication, computation, economics, personal finance, entrepreneurship, information technology, international business, management, and marketing. Colfax-Mingo offers:

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

Agriculture, Food, and Natural Resources

Vision and Mission

Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education first became a part of the public education system in 1917 when the U.S. Congress passed the Smith-Hughes Act. Today, over 800,000 students participate in formal agricultural education instructional programs offered in grades seven-adult throughout the 50 states and three U.S. territories.

Ag Ed Vision: Agricultural education envisions a world where all people value and understand the vital role of agriculture, food, fiber, and natural resources systems in advancing personal and global well-being.

Ag Ed Mission: Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Colfax-Mingo offers:

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

Applied Science, Technology, Engineering, and Manufacturing

Industrial Technology Education programs prepare students for careers and higher education within Manufacturing Technology, Engineering and Design, Construction Technology, Transportation Technology, and Communication. Students are provided technical knowledge that emphasizes high standards and quality experiences in leadership, teamwork, citizenship, and character development.

Vision and Mission

Industrial Technology programs will offer Programs of Study, aligned with industry standards. Beginning with a broad-based industry-focused career exploration course at the secondary level, programs will continue with a coherent sequence of courses within a career cluster through post-secondary education. Students attainment of proficiency will be measured through assessments aligned with industry standards, and providing students with industry certification(s). Colfax-Mingo offers:

- Metals Technology
- Construction Basics
- Intro to Industrial Technology
- Engineering Design
- Principles of Electricity (DMACC)

Human Services

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their relationships.

Vision and Mission

Family and Consumer Sciences (FCS) offers a unique focus on families, work, and their interrelationships, providing a solid foundation of success for any student! Through relevant coursework, community projects, student-led organization, and internship/mentoring opportunities, students develop the essential leadership, life, and communication skills they need to become responsible citizens and leaders in family, community, and work settings. As a Family and Consumer Sciences student, you will learn to manage resources to meet the essential needs of individuals and families; to promote optimal nutrition and wellness across the life span; and to accept responsibility for your actions and success in family and work life. The career and educational opportunities available in Family and Consumer Sciences are varied and virtually unlimited, as are the post-secondary education opportunities.

Family and Consumer Sciences graduates can either enter the workforce after high school or continue their education at a community college or four-year university. Many courses can be concurrent enrolled courses with a local community college. The essential knowledge and skills developed through Family and Consumer Sciences prepare students for a successful future in any field, as well as in family and community life. An FCS program allows students varied opportunities to experience classroom and laboratory components and instruction that meets industry validated standards, work-based learning in the form of internships or academies, and membership in the Family, Career, and Community Leaders of America (FCCLA) the student-led organization that “enhances” the skills taught in FCS, and provides opportunities to build leadership and competitive skills necessary in the world of work and in the community. Colfax-Mingo offers:

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

Business & Computers

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Date of Adoption: September 18, 2017

Course:	Accounting I
Grades 9-12 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, emphasizing 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 using computers, projects, simulations, and real-world experiences to apply accounting theories and principles.
Course:	Entrepreneurship
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 ownership 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 an entrepreneur is all about.
Course:	General Business
Grades: 9-12 Semester Long Course Prerequisites: None	General business is an entry-level business course where students explore the different aspects of the business. Students will study the U.S. economy and compare it to other countries and current trends going on in the economy. Also, units from the other business classes offered at Colfax-Mingo will be introduced to give students a glimpse into other available courses.
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 conduct 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 merchandise sales, 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 (3 DMACC credits)
Grade: 11-12 Semester 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 merchandise sales, 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. <u><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three college credit hours, offered the second semester. The student will receive credit for Accounting 111, Intro to Accounting on their DMACC transcript, and Accounting II on their Colfax-Mingo transcript.</i></u>

Agricultural Sciences

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Date of Adoption: September 18, 2017

Course:	Agricultural Science 1
Grades: 9-12 Year-Long Course 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.

Course:	Agricultural Science 2
Grades: 10-12 Year-Long Course 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.

Course:	Agricultural Science 3
Grades: 11-12 Year-Long Course 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.

Course:	Agricultural Science 4
Grades 11-12 Year-Long Course Prerequisite: None-Seniors encouraged	Content: Units to include: farm problem simulation activity, job interview, horticulture, small engines, plant identification, computer landscaping.

Industrial Technology

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Course:	Manufacturing
Grades: 10-12 Prerequisite: Intro to Technology Limit: 14 Year-Long Course	Exploration of Manufacturing Occupations courses introduce and expose students to the career opportunities pertaining to the processing and production of goods. Course topics vary and may include (but are not limited to) systems pertinent to the manufacturing process, properties of various raw materials, and the methods used to transform materials into consumer products. Course activities depend upon the careers being explored; course topics may include entrepreneurship, labor laws, economic impact, and customer service.
Course:	Introduction to Industrial Technology
Grades: 9-12 Semester Long Course Prerequisite: None Limit: 14 Year-Long Course	Content: This course will explore the fundamentals of operating in a shop environment. We will explore material storage, lean manufacturing, safety, proper tool use/care, and many 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. 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.
Course:	Metals Technology
Grades: 10-12 Semester Long Course Prerequisite: Intro to Indust Tech Limit: 8	Content: This course focuses on sheet metal fabrications while teaching the 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 metal industry. This course is recommended for persons interested in careers relating to construction or manufacturing. Expectations: Students are expected to complete a variety of worthwhile projects demonstrating skills in sheet metal fabrication.

<p>Course:</p>	<p>Construction Basics</p>
<p>Grades: 10-12 Semester Long Course Limit: 10 Prerequisites: Intro to Industrial Technology</p>	<p>Content: 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 construction areas. Students will be completing group projects as a part of the course.</p> <p>Expectations: 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 develop their skills further are highly encouraged to continue education through DMACC's Building Trades program after completing this course.</p>
<p>Course:</p>	<p>Diva DIY</p>
<p>Grades: 11-12 Year-Long Course Prerequisites: No prior industrial tech classes taken Limit: 14</p>	<p>Content: This course is designed for the non-traditional industrial technology student. The primary focus will be to develop necessary shop skills, general automotive practices, and essential home maintenance.</p>
<p>Course:</p>	<p>Engineering Design</p>
<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>Content: 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.</p> <p>Expectations: Students are expected to complete projects safely while continuously adopting and modifying their assignments.</p>
<p>Course:</p>	<p>Principles of Electricity (DMACC)</p>
<p>Grades: 11-12 Semester Long Course Prerequisites:</p>	<p>Content: Fundamental concepts of electricity and electrical units. Distinguish the characteristics of conductors and insulators. Develop and illustrate the features and relationships of a series of resistive circuits. Develop an understanding of electromagnetic induction, hazardous situations and safety precautions, electrical prints, specifications, and codes, wiring methods, and specific applications.</p> <p><u><i>This class is a dual-credit course between Colfax-Mingo High School and DMACC with three college credit hours and one high school credit.</i></u></p>

Family Services

The Colfax-Mingo Community School District offers career and technical programs in the following areas of study: Business, Family Services & Industrial Technologies. It is the policy of the Colfax-Mingo Community School District not to discriminate based on race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Superintendent, 1000 N. Walnut St., Colfax, IA 50054. Telephone: 515-674-3646
Date of Adoption: September 18, 2017

Course:	Culinary 1
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 massive role in meal planning for daily life, fruits & vegetable, grain products, legumes, meat, poultry, seafood, salads & dressings, casseroles, and beverages.
Course:	Culinary 2
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 bread, yeast bread, 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.
Course:	Child Development 1
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 age 3, students will discover the holistic changes that occur through the lifespan and examine fields of study within each. They will demonstrate proficiency through various research projects, child observation, "Real Care Baby" experiences.
Course:	Child Development 2
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. The additional study explores health and safety, practical parenting skills, everyday problems of childhood discipline, and some children's unique needs.
Course:	Textiles & Fashion
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 analysis of a local fashion show.

Course:	Advanced Sewing
Grades: 9-12 Semester Long Class Prerequisite: Textiles & Fashion	This is a course for advanced students interested in learning more creative sewing skills and pattern modifications. Students will put their knowledge to the test through clothing patterns, quilting, and creating sewing projects from recycled materials.
Course:	Interior Design
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 the equipment, floor plans, accessories, furniture, and design elements 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 areas.
Course:	Adult Living
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, 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 to their response to the world as they move through life transitions and make choices. As consumers, employees/ers, and citizens.

Art

Course:	Drawing & Painting 1
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. Students will learn how to work with <i>tempera, acrylic, and watercolor</i> paints in the second quarter. Different painting styles will be introduced to the student and incorporated into 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.
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 an 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 work as well as the work of others.
Course:	Ceramics 1
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 its 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:	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:	Advanced Ceramics/Wheel Work
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.
Course:	Digital Photography 1
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. 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. 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.
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.

Course:	Advanced Digital Photography/Digital Painting
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 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.
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.

Performing Arts

Course:	Band
Grades: 9-12 Year-Long Course Prerequisites: None	<p>Content: 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 daily and beyond that, students have opportunities for 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>Expectations: 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>Content: 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>Expectations: 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 contests announced at the beginning of the year regardless of their skill level. They are encouraged to participate in other performance opportunities.</p>

Foreign Language

Course:	Spanish I
Grades 9-12 Year-Long Course NCAA Prerequisites: None	<p>Content: 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>Expectations: 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>
Course:	Spanish II
Grades: 10-12 Year-Long Course NCAA Prerequisites: Spanish I	<p>Content: 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 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>Expectations: 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>
Course:	Spanish III and Spanish IV
Grades: 10-12 Year-Long Courses NCAA Prerequisite: Spanish II, & Spanish III, respectively	<p>Content: 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>Expectations: Students are expected to demonstrate sufficient proficiency in intermediate Spanish language skills to gain admission to a college series of Spanish studies beyond the entry-level.</p>

21st Century Skills

Course:	Financial Literacy
Grade 11 and 12 Semester Long Course Prerequisites: None (Graduation Requirement)	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 investment income, and spending.

Physical Education/Health

Course:	Health & Fitness
Grades: 9-12 Semester Long Course Prerequisite: None Limit: 25	<p>Content: 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>Expectations: 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>
Course:	Personal Health
Grades: 9-12 Semester Long Course Prerequisite: None Limit: 25	<p>Content: 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>Expectations: 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>
Course:	Physical Education
Grades: 9-12 Year-Long Course Prerequisite: None	<p>Content: 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 <u>ALL</u> 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>Expectations: 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>

<p>Course:</p>	<p>Weightlifting</p>
<p>Grades: 9-12 Year-Long Course Prerequisites: One year of P.E. or teacher permission Limit: 16</p>	<p>Content: 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>Expectations: 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 year.</p>