

Colfax-Mingo Jr/Sr High School  
2023-2024



Course Outline

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Students and Parents,

This course catalog has been prepared to assist you in planning your academic future. Each teacher has written a description for their class to aid you as you choose your educational path. It is recommended that you use the information in the catalog to guide you in choosing the right courses. Counselors and teachers can also provide valuable information to help you make appropriate selections.

Because Colfax-Mingo offers courses designed for a wide range of abilities, it is easy for some students to make selections which do not challenge their abilities. We encourage the selection of courses that will challenge students and prepare them for the future.

Colfax-Mingo's goal is to provide an atmosphere for learning which is void of sexist, racist, and ethnic prejudices, discrimination, and separatism. No student shall be denied enrollment in class because of race, culture, sex, or developmental disability.

It is the policy of this district that curriculum content and instructional materials utilize and reflect the cultural and racial diversity present in the United State and the variety of careers, roles, and lifestyles open to all.

When scheduling your classes, it is important that you plan carefully and make appropriate choices. It will be difficult for you to change or drop classes once school begins.

We hope you will find this course catalog informative and useful.

**Mrs. Alex Lancaster**  
**Principal**  
[alancaster@colfaxmingo.org](mailto:alancaster@colfaxmingo.org)

**Amber Joyce**  
**10-12th Counselor**  
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**7-9th Counselor**  
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## Graduation Requirements (49 Credits are required for all graduates)

*\*A credit is earned for each class taken during a semester except for study hall (0 credits) and physical education (.25 credits)*

English 8 Credits	Science 6 Credits	Social Studies 6 Credits	Math 6 Credits
Required 4 Credits	Required 4 Credits	Required 6 Credits	Required 6 credits
English 9 English 10	Physical Science Biology 1	Modern World History (2 of these 3) <ul style="list-style-type: none"> <li>Western Civ</li> <li>Ancient Civ</li> <li>Topics in World History</li> </ul> US History Economics Government	Algebra Geometry Advanced Algebra OR Mathematical Decision Making for Life ( <i>teacher recommendation</i> )
English Electives 4 Credits	Science Electives 2 Credits	Social Studies Electives	Math Electives
English Lit DMACC Composition 1 DMACC Composition 2 DMACC Film & Literature Modern Literature Literature & Nature Speech & Drama Young Adult Literature DMACC Communication Skills DMACC Fairy Tales, Folktales & Legends from Grimm to Disney Stranger Things: Gothic Old & New	Biology 2 Astronomy Environmental Science Chemistry Physics Human Anatomy	Contemporary World Issues Intro to Psychology Topics in Psychology Intro to Sociology Topics in Sociology	Pre-Calculus Trigonometry Calculus Prob & Stats Mathematical Decision Making for Life
Financial Literacy-1 credit    Physical Education-2 credits			
<b>Additional Requirements for Graduation</b>			
Community Service	80 Hours * 20 hours per high school year at CM		
CPR Training	Offered during senior year		
Senior Exit Project	Completed during senior year		
ICAP	Completed throughout grades 9-12		

## 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 Planning

## 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.

## Recommended Curriculum for Students Planning on Postsecondary Education

Subject	C-M Credits Required	Minimum Suggested College Preparation
4 years of English	8 Credits	8 Credits
3 years of Mathematics	6 Credits	6 Credits (through Advanced Algebra)
3 years of Science	6 Credits	6 Credits (Chemistry or Physics)
3 years of Social Studies	6 Credits	6 Credits
4 years of Physical Education	4 Credits	4 Credits
½ year of Financial Literacy	1 Credit	2 Credits (*3)
World Language	0 Credits	4 Credits (*1)
Electives	18 Credits	18+ Credits (*2)
<b>Total Credits</b>	<b>49 Credits</b>	<b>54+ Credits</b>

1. World Language may not be required for students attending a two-year college. Most four-year colleges and universities require 2-3 years of the same foreign language for admission. In addition, some majors/colleges will require 4 years for graduation. Please check with the post-secondary school you are interested in before registering for these classes. We encourage students to discuss world language options/requirements with their school counselor.
2. Electives chosen should include courses that relate to the student's area of interest, increase the student's breadth of knowledge, or be additional courses in academic areas.
3. Business courses beyond financial literacy support many paths in college.

## Course Loads

All students are required to fill at least seven (7) of eight periods by taking a minimum of six academic courses (6) and physical education (.5) each semester of attendance. Students that have obtained 44 credits and 70 of 80 community service hours can drop down to taking a minimum of five academic courses (5) and physical education (.5) each semester until graduation.

## Open Campus

Senior students may have the opportunity to leave campus with approval from their parent/guardian and administration following submission of the required application. Open Campus forms may be picked up in the HS office or found on the Jr/Sr High School webpage.

First semester, Junior students may have the opportunity to leave campus **for lunch only** with approval from their parent/guardian and administration following the submission of the required application. 2nd semester they may leave for study halls with permission and meeting OC requirements as well. Open Campus forms may be picked up in the front office or found on the Jr/Sr High School webpage.

## Course Selection and Add/Drop Policy

Students should select courses carefully with the assistance of their families, teachers, and the Counseling Office. Requests for course changes should be the exception. We will attempt to construct a schedule that will let students take the courses they request.

Once student requests courses for the upcoming year, the acceptable Reasons for Changing REQUESTS are:

- The student would like to move from one level of course to another. For example, move from Modern Literature to English Literature. This move must be approved by the parent, teacher, and counselor.
- Computer and/or clerical error.
- Special Education/At-Risk/ELL/Special Programming placement changes. The course request change must be related to the student's need for a course based upon placement.
- Failure to meet a course prerequisite.
- Seniors must enroll in a course to meet graduation requirements or college entrance requirements. Students will need to provide documentation for the change to be considered for approval.
- Students who wish to drop a course at semester must obtain a drop request form from the counseling office. The form must be signed by the following in this order: parent, teacher, counselor, and principal. The principal will then return the form to the counselor to drop the course. The student will be responsible for discussing the reasons for dropping the course with each party listed above.

## Failing Required Subjects

Students who fail required subjects should consult with their counselor. Credit may be received in the following year, in summer school, and/or through the Success Center, pending principal approval.

## Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	50-59

## GPA's

Cumulative grade point is the average of all semester grades; current grade point is the average of only the current semester's grades (GPA). A dual reporting system is used. A weighted 4.0 scale will be used to calculate GPA.

Each grade is assigned one of the following numerical values:

### 4.0 Scale

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

### 5.0 Scale (DMACC online and dual-credit CM courses)

A	5.00	B-	3.67	D+	2.33
A-	4.67	C+	3.33	D	2.00
B+	4.33	C	3.00	D-	1.67
B	4.00	C-	2.67	F	0.00

To determine the grade point average, add the grade values and divide by the number of total grades.

# Student Support Services

## Advisory Time

Advisory is a separate chunk of time set aside during the day when 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.

## Counselors

Each student in our district's secondary school will have access to our school counselors, who work with them throughout grades 7-12. The counselors offer 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 counselors support each student's academic, college, career, personal and interpersonal development.

The school counselors also function 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

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.

## Individual Career and Academic Plans (ICAP)

Students can explore careers, colleges, and majors, learn about financial aid, find scholarships, and much, much more through our Career Information System, Xello. 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 along with the Academic Planning tool in Infinite Campus are the tools used to help students achieve these goals.

All students will complete their grade-level ICAP during the school year. Each student has access to the Academic Planning tool through their Infinite Campus Portal.

## Concurrent Enrollment Classes (Dual Credit)

High School students may take 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
- Composition 1
- Composition 2
- Communication Skills
- Young Adult Literature
- Marketing
- Entrepreneurship
- Precalculus
- Calculus
- Principles of Electricity
- Probability & Statistics
- Trigonometry
- Music Appreciation

# 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.

	<b><u>Communications</u></b>			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*
	<b><u>Social &amp; Behavioral Science</u></b>			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*			<b><u>Distributed Requirement</u></b>	
JOU110	Intro to Mass Media	3 credits		SDV108	The College Experience	1 credit
POL111	American National Government	3 credits*			<b><u>Electives</u></b>	
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*			<b><u>Diversity Requirement</u></b>	

SOC200	Minority Group Relations	3 credits		ANT100	Introduction to Anthropology	3 credits*
	<b><u>Mathematics &amp; Sciences</u></b>			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*
	<b><u>Humanities</u></b>			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](mailto:ajoyce@colfaxmingo.org)**

## Reimbursement: Failing/Dropping a Course

The District will pay for the cost of the course or \$250 whichever is lower for eligible students. ([click on this link for complete information](#)). Students who fail the course and fail to receive credit will reimburse the District for all costs directly related to the course. Prior to registering for the course, students under the age of eighteen will have a parent sign the previous form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit for the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family, or a move to another district, may not be responsible for the costs of the course. The Board may waive reimbursement of costs to the District for the previously listed reasons. Students dissatisfied with a Board's decision may appeal to the Area Education Agency (AEA) for a waiver of reimbursement.

# 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 2022-2023 school year. These classes provide area high school students with excellent educational opportunities. Local school counselors and principals handle registration in these courses. Contact Amber Joyce [ajoyce@colfaxmingo.org](mailto:ajoyce@colfaxmingo.org) or Rachel Van Zante [rvanzante@colfaxmingo.org](mailto:rvanzante@colfaxmingo.org) if you are interested in taking one of these classes.

- Auto Collision - 15 credits
- Building Trades/Finish Carpentry  
Year 1 - 12 credits  
Year 2 - 9 credits
- Business Administration - 17 credits
- Certified Nurse Aide Training ONLY - 6 credits
- Criminal Justice - 12 credits
- Baking - 14 credits
- Health Occupations/CNA - 14 credits
- Human Services - 8 credits
- Teacher Academy - 8 credits
- Welding  
Year 1 - 11 credits  
Year 2 - 10 credits

## Terry Norton

Director, Newton Career Academy  
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641-791-5165 (office)  
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## Andrea Gotta

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## Reimbursement: Failing/Dropping a Course

The District will pay for the cost of the course or \$250 whichever is lower for eligible students. [\(click on this link for complete information\)](#). Students who fail the course and fail to receive credit will reimburse the District for all costs directly related to the course. Prior to registering for the course, students under the age of eighteen will have a parent sign the previous form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit for the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family, or a move to another district, may not be responsible for the costs of the course. The Board may waive reimbursement of costs to the District for the previously listed reasons. Students dissatisfied with a Board's decision may appeal to the Area Education Agency (AEA) for a waiver of reimbursement.

# 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

Office of Admissions <b>Iowa State University</b> 100 Enrollment Services Center Ames, IA 50011-2011 1-515-294-5836 Toll-free 1-800-262-3810 <a href="http://www.iastate.edu">www.iastate.edu</a> <a href="mailto:admissions@iastate.edu">admissions@iastate.edu</a>	Office of Admissions <b>The University of Iowa</b> 107 Calvin Hall Iowa City, IA 52242-1396 1-319-335-3847 Toll-free 1-800-553-4692 <a href="http://www.uiowa.edu">www.uiowa.edu</a> <a href="mailto:admissions@uiowa.edu">admissions@uiowa.edu</a>	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 <a href="http://www.uni.edu">www.uni.edu</a> <a href="mailto:admissions@uni.edu">admissions@uni.edu</a>
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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 websites below:



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



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



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

# Course Matrix

# Course Matrix

Math

English

Grade	Track 1	Track 2	Track 3
9th	English 9	English 9	English 10 (English 9 taken in 8th grade)
10th	English 10	English 10	English Literature (DMACC Dual Credit)
11th	English Literature or Various types of English	English Literature (DMACC Dual Credit)	Composition 1 (DMACC Dual Credit)
12th	Various types of English	Composition 1 (DMACC Dual Credit)	Composition 2 (DMACC Dual Credit)

Grade	Track 1	Track 2	Track 3
9th	Pre-Algebra (pre-approval)	Algebra 1	Geometry (Algebra 1 taken in 8th grade)
10th	Algebra 1	Geometry	Advanced Algebra
11th	Geometry	Advanced Algebra	Pre-Calculus (DMACC Dual Credit) OR Prob & Stats
12th	Advanced Algebra	Pre-Calculus (DMACC Dual Credit) OR Prob & Stats	Calculus (DMACC Dual Credit) OR Prob & Stats

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

\*4th year Math types: DMACC Dual Credit Courses: Applied Math, Probability & Statistics, Trigonometry, Pre-Calculus, and Calculus  
If you have any questions about your specific course plan, please please ask your advisor or counselor for clarification. Yes, these are the typical pathways, but every student has unique differences.

Science

Grade	Track 1	Track 2	Track 3
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: Biology 2, Chemistry, Human Anatomy, and/or Physics.	Chemistry OR Environmental Sci AND Physics or Anatomy
12th	*Opt: 4th year of Science (Various Types)		Physics or Human Anatomy

\*Types: Chemistry, Environmental Science, Physics, and Human Anatomy  
\*\*Physics will be offered in odd years and Chemistry will be offered during even year (2021: Physics and 2022: Chemistry)

Social Studies

Grade	Track 1	Track 2
9th	World History	World History
10th	US History	US History
11th	Current Events, Social Science, Sociology, or Psychology.	Doubling up on Current Events, Social Science, Sociology, or Psychology.
12th	Government/Economics	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](#) - 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.**

# Course Offerings

There is a brief description of the course content and expectations under each department's section below. 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 administration.

Not all courses listed in this Course Offerings guide will be taught during the 2022-2023 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.

## English/Language Arts (8 credits)

Course Name	Offered to students in:				Pre-Requisites	Required	Class Length:		Total Credit
	Grade 9	Grade 10	Grade 11	Grade 12			Sem. Long	Year Long	
English 9	X					Yes		X	2
English 10		X			Eng 9	Yes		X	2
<b>*Students are REQUIRED to take 4 additional credits of English from the courses listed below:</b>									
English Literature: DMACC			X	X	Eng 9 & 10	Partially		X	2
Composition 1: DMACC			X	X	Eng 9, 10, & English Lit	No	X		1
Composition 2: DMACC			X	X	Comp 1	No	X		1
Film & Literature			X	X	Eng 9 & 10	No	X		1
Fairy Tales			X	X	Eng 9 & 10	No	X		1
Stranger Things			X	X	Eng 9 & 10	No	X		1
Creative Writing			X	X	Eng 9 & 10	No	X		1
Modern Literature			X	X	Eng 9 & 10	No	X		1
Literature and Nature			X	X	Eng 9 & 10	No	X		1
Speech and Drama			X	X	Eng 9 & 10	No	X		1
Alternative Literature			X	X	Eng 9 & 10	No	X		1
Young Adult Literature: DMACC		X	X	X	Eng 9 & 10	No	X		1
Communication Skills: DMACC				X	Eng 9 & 10	No	X		1

## English 9 (NCAA)

### Year-Long Course

#### Prerequisites: None

**Content:** The English 9 course in literature and composition engages students in the careful reading and analysis of literary works such as *The Odyssey*, *Animal Farm*, *To Kill a Mockingbird*, and short selections by Joe Abercrombie and Yuval Noah Harari.

**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, theme study, character study, and creative writing.

## English 10 (NCAA)

### Prerequisite: English 9

#### Year-Long Course

**Content:** This course will emphasize reading 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. Students will also be exposed to research and will complete at least one research project.

**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.

## English Literature/A (NCAA)

### Grade: 11 or 12

#### Semester-Long Course

#### DMACC Credit 2nd Semester

#### Prerequisite: English Literature 10 or teacher recommendation

**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. Students will show their understanding of the criticisms through a variety of methods, including written work and oral presentations.

**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

## English Literature/B~LIT101 (3 DMACC Credits)

### Grade: 11 or 12

#### Semester-Long Course

#### NCAA, DMACC Credit 2nd Semester

#### Prerequisite: Completion of English Literature/A with at least a C- or teacher recommendation.

The course continues the study of literary criticism began in English Literature 11/A.

***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.***

## Composition 1 (NCAA)

Grade: 11 or 12

Semester-Long course

Prerequisites: English Literature/B

**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.

**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.

*[This class is a dual-credit course between Colfax-Mingo High School and DMACC. with three college credit hours offered. The student will receive credit for English 105, Composition 1 on their DMACC transcript, and Composition I on their Colfax-Mingo transcript.](#)*

## Composition II (NCAA)

Grade 12

Semester-Long Course

Prerequisite: Complete Composition 1 with at least a C- or have teacher approval

**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.

**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 previous courses. There will be student-driven learning around self-selected independent reading and the study of logical fallacies and rhetorical devices.

*[This class is a dual-credit course between Colfax-Mingo High School and DMACC. with three college credit hours offered. Students will receive credit for English 106, Composition II on their DMACC transcript, and Composition II on their Colfax-Mingo transcript.](#)*

## Semester-Long English Courses

Grade: 11-12

Semester-Long course

Prerequisites: English 10

**Film & Literature:** Students will write analyses using their understanding of camera techniques, the Hero's Journey, theme, and more. Films typically watched include *La La Land*, *Moana*, *True Grit*, *Stand by Me*, *Spirited Away*, *Over the Garden Wall*, and *The Shack*.

**Creative Writing:** Students will study narrative techniques in successful literature and utilize them in a major written project of their own design. This class requires energy, creativity, and good time management.

**Literature & Nature:** In this class, students will find themselves Arguing about Alaska, discussing Trees in Space, Learning about Transcendentalism, Researching our favorite Animals. This course will explore literary analysis centered around the idea of humankind's relationship with nature. Students will be asked to write both analytical and research pieces for assessments.

**Speech & Drama:** Students will learn about behind-the-scenes and on-stage aspects of drama. We will read plays, perform monologues, and give speeches. Students will explore various methods of acting as well as an actor's work with a script.

**Alternative Literature:** Students will explore how other mediums such as podcasts, video games, television shows, and visual media are new forms of literacy. They will learn how to apply a literary lens and writing skills to material outside of the classroom.

**Modern Literature:** Students will read contemporary literature such as *The Invisible Life of Addie LaRue* and a series of stories by Ted Chiang. In analyzing their themes, structure, and argumentation, these stories will challenge students on both an academic and personal level.

**Fairy Tales, Folktales, and Legends from Grimm to Disney:** Dragons, mermaids, and wizards. Damsels in distress and knights in shining armor. These fantasy characters capture the imagination of children and adults alike. In this course, we will analyze written and film versions of King Arthur and His Knights, Robin Hood, Sleeping Beauty, Cinderella, Little Red Riding Hood, Beauty and the Beast, The Little Mermaid, and more. In addition to literary analysis, students will demonstrate learning through creative projects.

**Stranger Things: Gothic Old and New:** In this course, we will investigate some of the most famous villains ever depicted – Frankenstein's monster, Mr. Hyde, Dracula, and others– focusing on the intersections between creation and destruction, inspiration and desolation, divinity and monstrosity. We will trace how gothic literature blends with science fiction and other genres as well as its influence on pop culture today (think *Stranger Things* and *Wednesday*). Students will also practice various modes of writing such as literary analysis, narrative writing, and more.

**Young Adult Literature:** This course will have students reading and analyzing literature written after 1945. The primary focus will be on works written with a target for young adult audiences. Students will analyze works both individually and collectively in order to find the meaning of modern writing. Students in this class will read a significant number of books. Students will have a choice in some of the books selected. Students will demonstrate learning through writing, discussion, presentation, and more.

***This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three college credit hours offered. Students will receive credit for Literature 185, Contemporary Lit. on their DMACC transcript, and Young Adult Literature on their Colfax-Mingo transcript.***

**Communication Skills:** This course is designed to focus on reading, writing, language, and speaking/listening skills applicable to life after high school. Students will produce work designed for audiences in the business world and will develop writing, reading, and communication skills that will be needed in the workforce.

***This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three college credit hours offered. Students will receive credit for Communication 703 Communication Skills, on their DMACC transcript, and Practical Writing on their Colfax-Mingo transcript.***

## Science (6 credits)

Course Name	Offered to Students in Grade:				Pre- Requisites	Required	Class Length		Total Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
Physical Science	X					Yes		X	2
Biology 1	X	X				Yes		X	2
Biology 2		X	X	X	Biology 1	No	X	X	1 OR 2
Physics (odd years)		X	X	X	Physical Science, Completion or currently in Geometry	No		X	2
Chemistry (even years)		X	X	X	Physical Science	No		X	2
Human Anatomy		X	X	X	Biology 1	No		X	2
Environmental Science		X	X	X	Biology 1 or currently taking	No		X	2
Astronomy	X	X	X	X		No	X		1

### Physical Science (NCAA)

Grade: 9

Year-Long Course

Prerequisites: None

**Content:** Course content includes topics in both physics and chemistry. Topics to be examined will consist of motion, matter, electromagnetic waves, electricity, atomic structure, and energy conversion. Throughout the year, students will complete many hands-on learning experiences and be expected to complete labs and lab reflections.

**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.

### Biology I (NCAA)

Grade: 10  
Year-Long Course  
Prerequisite: None

**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 the verification of scientific principles and microscopy. Students are required to complete a short summary of 15 science articles of any topic per semester.

**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.

\*Can be taken by 9th graders, provided there is room\*

## Biology II (NCAA)

Grade: 11-12  
Semester OR Year-Long Course  
Prerequisite: Biology I

**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.

**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.

## Human Anatomy (NCAA)

Grade: 11-12  
Year-Long Course  
Prerequisite: Biology I

**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.

**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.

## Environmental Science (NCAA)

Grade: 10-12  
Year-Long Course  
Prerequisite: Biology (or currently taking)

**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 Earth's systems and natural forces as well as the carbon cycle. Environmental topics will include ecology, natural resources and sources of energy, climate and climate change, land use, and the impacts human activities have on the environment.

**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.

## Chemistry (*Offered in even years*) (NCAA)

Grade: 10-12

Year-Long Course NCAA

**Prerequisites:** Physical Science

**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.

**Expectations:** Students should gain an understanding of the topics described above and safe laboratory techniques.

### Physics (*Offered in odd years*) (NCAA)

Grade: 10-12

Year-Long Course

**Prerequisites:** Geometry AND Physical Science

Recommended: Physical Science, Algebra 1, and Geometry (or equivalent)

**Content:** Physics is recommended for students considering a four-year degree. It is also a requirement for admission to the state universities. This course will place emphasis on precision measurement, analysis of data, and developing both graphical and mathematical models for physics topics. Topics will include motion (kinematics and dynamics), energy, and waves including electromagnetic radiation.

**Expectations:** Students should gain a comprehensive understanding of concepts underlying kinematics and dynamics. They will develop sound laboratory procedures for collecting and analyzing data.

### Astronomy (NCAA)

Grade: 9-12

Semester-Long Course

**Content:** This course will provide students with an in-depth understanding of our place in the universe and the motion of objects in space. Topics covered will include evidence supporting the Big Bang Theory, the life cycle of stars, motion of planets, and the age of the Earth.

**Expectations:** Students should gain an understanding of the topics described above and engage in hands-on learning experiences.

## Mathematics (6 credits required)

Course Name	Offered to Students in Grade:				Pre- Requisites	Required	Class Length		Total Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
Pre-Algebra	X				<i>*Admin Approval</i>	No		X	2
Algebra	X	X				Yes		X	2
Geometry	X	X	X		Algebra	Yes		X	2
Advanced Algebra		X	X	X	Algebra & Geometry (can be taken concurrently with Geometry)	Yes		X	2
Trigonometry: DMACC			X	X	Advanced Algebra (DMACC semester requires B- in Adv Alg or 61% on Aleks test)	No	X		1
Precalculus: DMACC			X	X	Advanced Algebra (DMACC semester requires B- in Adv Alg or 61% on Aleks test)	No	X		1
Prob & Stats: DMACC			X	X	Advanced Algebra (DMACC semester requires a score of 30% on the Aleks test)	No		X	2
Calculus: DMACC			X	X	Precalculus (DMACC semester requires C- in DMACC Precalculus, B- in non-DMACC Precalculus (for transfer students), or 76% on Aleks test)	No		X	2
Mathematical Decision Making for Life			X	X		No		X	2

## Pre-Algebra

Grade: 9

Year-Long Course

**\*Administrative Team Recommendation**

**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.

## Algebra I (NCAA)

Grade: 9

Year-Long Course

Prerequisites: None

**Content:** Algebra I is a course that offers an opportunity for the students to study variables, exponents, equations, factoring, formulas, numbers 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.

*Algebra I is a graduation requirement and necessary for admission into a 4-year college.*

## Geometry (NCAA)

Grades: 9-11

Year-Long Course

Prerequisite: Algebra I

**Content:** Geometry has three main concepts: 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. Properties also include the traditional perimeter, area, and volume formulas.

*Geometry is a graduation requirement and necessary for admission into a 4-year college.*

## Advanced Algebra (NCAA)

Grades: 10-12

Year-Long Course

Prerequisites: Geometry and Algebra I

**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.

*Advanced Algebra is a graduation requirement and necessary for admission into a 4-year college.*

## Trigonometry~MAT130 (NCAA)

Grades: 11-12

Semester-Long Course

Prerequisite: Advanced Algebra, and Geometry

**Content:** The central themes of this course include: circular functions and their inverses, trigonometric identities, trigonometric equations, solving triangles, and graphing

*Trigonometry is recommended for admission into a 4-year college or university.*

*This class is a dual-credit course between Colfax-Mingo High School and DMACC, with five college credit hours offered. Students will receive credit for Math 130, Trigonometry on their DMACC transcript, and Trigonometry on their Colfax-Mingo transcript.*

## Pre-Calculus~MAT129 (5 DMACC credits) (NCAA)

Grades: 11-12

Semester-Long Course

Prerequisite: Advanced Algebra, Geometry, and Trigonometry

**Content:** The central theme of this course is the concept of a function and its graph. Topics include: functions (linear, radical, exponential, logarithmic, polynomial, piecewise, and trigonometric) and their graphs, and basic trigonometry.

*Pre-Calculus is recommended for admission into a 4-year college or university.*

*This class is a dual-credit course between Colfax-Mingo High School and DMACC, with five college credit hours offered. Students will receive credit for Math 129, Pre-Calculus on their DMACC transcript, and Pre-Calculus on their Colfax-Mingo transcript.*

## Calculus/A (NCAA)

Grades: 11-12

Year-Long Course

Prerequisite: Pre-Calculus

**Content:** Introduction to limits, continuity, differentiation, applications of the derivative, the definite and indefinite integral, numerical integration, exponential and logarithmic functions, other transcendental functions, and introduction to differential equations.

*Recommended for students intending to major in science, math, or business-related fields.*

## Calculus/B~MAT211 (5 DMACC credits) (NCAA)

Grades: 11-12

Year-Long Course

Prerequisite: Precalculus and Calculus/A

**Content:** Introduction to limits, continuity, differentiation, applications of the derivative, the definite and indefinite integral, numerical integration, exponential and logarithmic functions, other transcendental functions and introduction to differential equations.

*Recommended for students intending to major in science, math, or business-related fields.*

*This class is a dual-credit course between Colfax-Mingo High School and DMACC, with five 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.*

## Mathematical Decision Making for Life

Grade: 11-12

Year-long course

Prerequisites: None

Mathematical Decision Making includes mathematical decision making in finance, modeling, probability and statistics, and making choices. Students will make sense of authentic problems and persevere in solving them. They will reason abstractly and quantitatively while communicating mathematics to others. Students will use appropriate tools, including technology, to model mathematics. Students will apply basic mathematical skills and analytical concepts to real-world situations. Focus will be on strategies required for problem solving, critical evaluation of numerical information, decision making, and economic productivity in real-world applications.

## Probability and Statistics/A (NCAA)

Grades: 11-12

Full Year

Prerequisite: Advanced Algebra

**Content:** Graphical representations and statistical calculations such as 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.

*Probability and Statistics are highly recommended for students planning to go to college. Many college majors require a Statistics course.*

## Probability and Statistics/B DMACC (NCAA)

Grades: 11-12

Semester-Long Course

Prerequisite:

**Content:** Graphical representations and statistical calculations such as variation, the 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.

*This class is a dual-credit course between Colfax-Mingo High School and DMACC, with five college credit hours, offered the second semester. Students will receive credit for MAT 157, Statistics on their DMACC transcript, and Prob & Stats on their Colfax-Mingo transcript.*

## Social Sciences (6 credits)

Course Name	Offered to Students in Grade:				Pre- Requisites	Required	Class Length		Total Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
US History		X	X			Yes		X	2
Government			X	X	US History	Yes	X		1
Economics			X	X	US History	Yes	X		1
Social Science PBL		X	X	X		No	X	X	1 OR 2
Contemporary World Issues		*	X	X		No	X	X	1 OR 2
Intro to Psychology		X	X	X		No	X		1
Topics in Psychology			X	X	Intro to Psych OR Sociology	No	X		1
Intro to Sociology		*	X	X		No	X		1
Topics in Sociology		*	X	X	Intro to Sociology OR Psychology	No	X		1

**\*Students are REQUIRED to take 2 credits of World History from the courses listed below:**

Course Name	Offered to Students in Grade:				Pre- Requisites	Required	Class Length		Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
Western Civilizations	X	X				Yes*	X		1
Modern World History	X	X				Yes*	X		1
Topics of World History	X	X				Yes*	X		1
Ancient Civilizations	X	X				Yes*	X		1

## US History (NCAA)

Grade 10–11

Year-Long Course

Prerequisite: None

**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.

## Contemporary World Issues (Current Events)

Grades: 11–12 (Grade 10 with teacher permission)

Semester or Year-Long Course

Prerequisites: None

**Content:** Contemporary World Issues will be a semester or 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, 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.

## Intro to Sociology (NCAA)

Grade: 11 or 12 (possible 10th-grade exceptions)

Semester-Long Course

Prerequisites: None

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

## Topics in Sociology (NCAA)

Grade: 11 or 12

Semester-Long Course

Prerequisite: Intro to Psychology OR Intro to Sociology

**Content:** Topics in Sociology will be a semester-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.

## Intro to Psychology (NCAA)

Grade: 10 - 12

Semester-Long Course

Prerequisite: None

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

## Topics in Psychology (NCAA)

Grade: 11 or 12

Semester-Long Course

Prerequisite: Intro to Psychology OR Intro to Sociology

**Content:** These courses examine a particular topic in psychology, such as human growth and development of personality, rather than provide a more comprehensive overview of the field.

## Social Science PBL (Project-Based Learning)

Grade: 10 - 12

Semester-Long Course

Prerequisite: None

**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.

## Government (NCAA)

Grade: 11 or 12

Semester-Long Course

Prerequisite: US History

**Content:** This course covers a detailed study of the American Government, including the Constitution, the three branches of the national government (legislative, judicial, and executive), American foreign policy, and state and local government.

Expectations: Students are expected to learn the fundamental ideas behind the American political system. They will demonstrate an understanding of the concepts of democracy and the importance they play in maintaining this system. Leaving the class students will be knowledgeable participants in the American political process. Students will research a variety of U.S. Government topics, and participate in a variety of related projects.

## Economics (NCAA)

Grade: 11 or 12

Semester-Long Course

Prerequisite: US History

**Content:** This required course will be offered opposite of Government. Students will take a look at basic economic concepts that will be useful upon entering higher education or the workforce. Students should understand entering the job force or higher education. Students will be more confident and knowledgeable when it comes to planning their future career or lifestyle, dealing with credit, and understanding the relationship between economics and how we relate to the world around us.

Expectations: Students will develop a basic understanding of core economic principles. Students will participate in a variety of hands-on and real-life activities and simulations.

**\*Students are REQUIRED to take 2 credits of World History from the courses listed below:**

### Ancient Civilizations (NCAA)

Grade: 9-10  
Semester-Long Course  
Prerequisite: None

#### World History Equivalent

**Content:** This course is the study of ancient civilizations around the world. Students will study geography, culture, history, economics, and the relationship among cultures to achieve an understanding of how these impact society today.

### Western Civilizations (NCAA)

Grade: 9-10  
Semester-Long Course  
Prerequisite: None

#### World History Equivalent

**Content:** Western Civilization courses apply an interdisciplinary approach to the study of western cultural traditions, frequently using a chronological framework. Course content typically includes a survey of the major developments in and contributors to art and architecture, religion and philosophy, governments, and culture. These courses may also cover intellectual and political movements.

### Modern World History (NCAA)

Grade: 9-10  
Semester-Long Course  
Prerequisite: None

#### World History Equivalent

**Content:** This course will be an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, economic, social, religious, military, scientific, and cultural developments.

### Ancient Civilizations (NCAA)

Grade: 9-10  
Semester-Long Course  
Prerequisite: None

#### World History Equivalent

**Content:** Ancient Civilizations courses provide a survey of the evolution of society from the ancient Middle East through Greek and Roman civilizations. Typically, in these courses, students study the rise and fall of civilizations and empires, with an emphasis on the legacies they provide to successive societies.

## CTE (Career and Technical Education)

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 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.

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## 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
- Law
- Entrepreneurship
- Marketing
- Publications (Yearbook)
- Careers

## Agriculture, Food, and Natural Resources

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.

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
- Principles of Electricity (DMACC)
- Breaking Barriers

## 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.

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



## Electives (17 credits)

### Business, Finance, Marketing, & Management

#### Accounting

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.

#### 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.

#### 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.

#### Business 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.

## 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.

## Publications (Yearbook)

Grades: 11-12

Semester-Long Course

Publications is a year-long course where students learn the various aspects of business by producing the High School Year-book. Students will sell advertisements, design individual pages for the yearbook, and take pictures of events throughout the school year. Students also experience what it is like to be a journalist by writing articles for the Colfax-Mingo section in the Jasper County Tribune.

# Agricultural Sciences

## 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.

## 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.

## 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.

## 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

Course Name	Offered to Students in Grade:				Pre- Requisites	Required	Class Length		Total Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
Intro to Ind. Tech	x	x	x	x		N		X	2
Manufacturing		x	x	x	Intro to IT	N		X	2
Metals Tech		x	x	x	Intro to IT	N	X		1
Construction Basics		x	x	x	Intro to IT	N	X		1
Principles of Electricity: DMACC			x	x		N		X	2
Breaking Barriers	x	x	x	x		N		X	2

### 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.

### Introduction to Industrial Technology

Grades: 9-12

Year-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.

### 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.

## Construction Basics

Grades: 10–12  
Semester-Long Course  
Limit: 10  
Prerequisites: Intro to Industrial Technology

**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.

**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.

## Breaking Barriers

Grades: 9–12  
Year-Long Course  
Prerequisites: **No** prior industrial tech classes taken  
Limit: 14

**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.

## Principles of Electricity (DMACC)

Grades: 11–12  
Year-Long Course  
Prerequisites:

**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.

***This class is a dual-credit course between Colfax-Mingo High School and DMACC, with three college credit hours and one high school credit.***

## Family Services

Course Name	Offered to Students in Grade:				Pre- Requisites	Required	Class Length		Total Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
Culinary 1	x	x	x	x		N	X		1
Culinary 2	x	x	x	x	Culinary 1	N	X		1
Advanced Culinary		x	x	x	Culinary 1 & 2	N	X	X	2
Child Development 1		x	x	x		N	X		1
Child Development 2		x	x	x	Child Dev. 2	N	X		1
Interior Design	x	x	x	x		N	X		1
Adult Living		x	x	x		N	X		1
Textiles & Fashion	x	x	x	x		N	X		1
Advanced Sewing	x	x	x	x	Textiles & Fashion	N	X		1

### Culinary 1

Grades: 9-12  
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.

### Culinary 2

Grades: 9-12  
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.

### 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.

### 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.

## 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.

## 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.

## Interior Design

Grade: 9-12  
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.

## 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.

## Advanced Culinary

Grades: 10-12  
Semester-Long Course  
Prerequisite: Culinary 1 & 2

Advanced Culinary provides instruction in a particular type of cooking or culinary style. Examples of such specialty fields include baking, creating and decorating wedding cakes, Middle Eastern cuisine, and so on. These courses emphasize skills specific to the type of culinary art being studied.

## Art

Course Name	Offered to Students in Grade:				Pre-Requisites	Required	Class Length		Total Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
Intro To Claywork	X	X	X	X		N	X		1
Intermediate Claywork		X	X	X	Intro. To Claywork	N	X		1
Drawing and Painting I	X	X	X	X		N	X		1
Drawing and Painting II	X	X	X	X	Draw/Paint I	N	X		1
Multimedia Design	X	X	X	X		N	X or	X	1 or 2
Digital Art Creations		X	X	X		N	X		1

### Drawing & Painting 1

Grades: 9-12

Prerequisites: None

Semester-Long Course

Limit: 16

Content: Students will learn how to work with *pencil, pen, ink, pastel*, 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 *tempera, acrylic, and watercolor* 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.

### Drawing & Painting 2

Grades: 9-12

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.

## Intro to Claywork (Ceramics 1)

Grades: 9-12

Prerequisite: None

Semester-Long Course

Limit: 16

**Content:** In Intro to Claywork students will be taught different hand-building techniques such as pinch, slab and coil. How to wedge, store clay, fire, glaze and care for clay in it's wet, leather hard, and dry stages will all be taught. Intro. To Claywork is a studio course where students will practice what they have learned by making clay 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.

## Intermediate Claywork (Ceramics 2)

Grades: 10-12

Semester-Long Course

Prerequisite: Ceramics 1

Limit: 16

**Content:** Intermediate Claywork will be an extension of Intro. To Claywork. Assignments will be an extension of the ones given in Intro. To Claywork only more involved. Students will also be expected to do some "throwing" (working) on the wheel. Intermediate Claywork is a studio course where students will practice what they have learned by making clay 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.

## Multimedia Design

Grades: 9-12

Semester or Year-Long Course

Prerequisite: None

Limit: 16

**Content:** Multimedia Design is an introductory course for two and three-dimensional design/art students. Students will learn to work together in groups as well as by themselves. Depending upon the semester, students will work designing and painting murals in the community as well as on school grounds. Students might work in studio areas such as painting, sculpture, mixed media and ceramics. Students will spend approximately 3-4 weeks in each of the studio areas mentioned. Curiosity and a desire to learn and discover through taking a closer look at the environment around them will be the key to success in this class.

## Digital Art Creations

Grades: 10-12

Semester Long Course

Prerequisite: None

Limit: 14

**Content:** Digital Art Creations teach students the fundamentals of graphic design and production and provide students with the opportunity to apply these principles to printed media, digital presentation media, and interactive media. Students will explore creating a Google Site, developing interactive presentations, exploring infographics, and other digital media presentations.

## Performing Arts

### Band

Grades: 9-12

Year-Long Course

Prerequisites: None

**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 participating members of the band or chorus to take advantage of this opportunity.

**Expectations:** Students are expected to participate in all band performances; learn basic marching fundamentals and style; 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.

### Chorus

Grade: 9-12

Year-long course

Prerequisites: None

**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 contests. 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 participating members of the band or chorus for the full academic year of the trip to take advantage of this opportunity.

**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.

# World Languages

## Spanish I (NCAA)

Grades 9–12

Year-Long Course

Prerequisites: None

**Content:** Spanish I students acquire foundational knowledge of the Spanish language that will equip them with the tools they need to survive in a Spanish-speaking setting. In this course, students learn common vocabulary to help them navigate a city, order food, and shop for clothes. This course follows the beginning curriculum on Duolingo, a language learning site/app.

Students planning to enter college should take this course, as many colleges require 2–3 years of foreign language for admission.

**Expectations:** Students are expected to acquire an extensive Spanish vocabulary and to learn basic Spanish grammar rules

## Spanish II (NCAA)

Grades: 10–12

Year-Long Course

Prerequisites: Spanish I

**Content:** Spanish II expands upon the foundational knowledge built in Spanish I and also emphasises developing students' reading comprehension skills. In this course, students acquire knowledge of grammatical structures and vocabulary that allow them to describe past events and their childhood. Reading comprehension is developed through reading a variety of short stories and children's books, as well as playing the Spanish-learning video game: *Las Aventuras de Pedro*.

Students planning to enter college should take this course, as many colleges require 2–3 years of foreign language for admission.

**Expectations:** Students are expected to demonstrate they've maintained their knowledge of the major foundational concepts from Spanish I, as well as acquire additional new vocabulary and grammar. Students will also develop their reading comprehension skills in this course.

## Spanish III (NCAA)

Grades: 10–12

Year-Long Courses

Prerequisite: Spanish I, & Spanish II, respectively

**Content:** Spanish III continues developing students' reading comprehension skills and emphasises developing students' writing skills. Students will engage with a variety of media to practice communication skills including watching *Jorge el Curioso*, reading chapters from the novel *Las Telarañas de Carlota*, and playing the video game *La Leyenda de Zelda: Ocarina del Tiempo*, all in Spanish.

Students planning to enter college should consider taking this course, as some colleges require 3 years of foreign language for admission.

**Expectations:** Students are expected to demonstrate they've maintained their knowledge of the major foundational concepts from Spanish I and II, as well as acquire additional new vocabulary and grammar. Students will also continue to develop their reading comprehension skills in-depth as well as develop their writing skills.

## Spanish IV (NCAA)

Grades: 10–12

Year-Long Courses

NCAA

Prerequisite: Spanish I, Spanish II, & Spanish III, respectively

**Content:** Spanish IV continues developing students' reading comprehension and writing skills, and emphasizes developing students' listening and speaking skills. Students will engage with a variety of media to practice communication skills including watching various TV shows and movies, listening to and interpreting music, and playing the video game *Breath of the Wild*. With parent/guardian permission, students will connect with online language partners on Tandem.net to practice conversing with native Spanish speakers. Students also keep a personal diary in Spanish. Students will be able to describe who they are, share their interests, and talk about their families.

**Expectations:** Students are expected to demonstrate they've maintained their knowledge of the major foundational concepts from Spanish I, II, and III, as well as acquire additional new vocabulary and grammar. Students will also continue to develop their reading comprehension and writing skills in-depth, as well as develop their listening and speaking skills.

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## T.A.G.

### Independent Study/College Course Advisory

#### High School Independent Study

First semester of this class, students will create a large research project on a topic of their choice. First, they will determine their topic idea, then research using primary and secondary sources, take notes and create a running annotated bibliography for their project, and finally, they will create a product of their choosing to demonstrate the information they have collected and organized to present to the class at the end of the semester.

Second semester, students will work together and use multiple skills to organize and complete a building improvement project of some kind. This may include any number of steps and will be driven and organized completely by the students themselves once the suggestion is made by administration of a possible project idea.

Prerequisite: Students must be TAG identified or receive special recommendation from Mrs. Boggs or Ms. Lancaster to take this class.

## 21st Century Skills

### Financial Literacy (Graduation Requirement)

Grade 11 and 12

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 investment income, and spending.

### Success Skills

Grade: 9

Semester-Long Course

Prerequisite: None

**Content:**

This class aims to teach freshmen skills that will help them succeed in high school and beyond. Some skills include: having a growth mindset, keeping track of assignments, goal planning, asking questions, taking notes, various study techniques, mental health awareness, understanding emotions, and regulating emotions.

### Practical English/Practical Math

Grade: 9 or 10

Semester-Long Course

Prerequisite: \**Teacher Recommendation*

**Content:** The purpose of this class is to fill in knowledge gaps some students may have in English and Math. While the main objective is to support and reteach English and Math skills, this class could also assist students with other subjects, if there is a need for it.

### The Art of Computer Science

Grades: 9-12

Semester-Long Course

Prerequisite: None

The course will introduce students to computer science concepts, such as: computer systems, computer hardware, software, algorithms, programming fundamentals, Boolean logic, data structures, looping, algorithm efficiency, functions, and recursion, sorting and searching, text encoding and cryptography, databases, and networking. The course is a self-paced online course monitored by a Colfax-Mingo teacher.

## Physical Education/Health

Course Name	Offered to Students in Grade:				Pre- Requisites	Required	Class Length		Total Credits
	Grade 9	Grade 10	Grade 11	Grade 12			One Sem	Year Long	
Team Sports	X	X	X	X		Y Or WL, PF		X	.5
Personal Fitness	X	X	X	X		Y or TS, WL		X	.5
Weightlifting & Speed/Agility	X	X	X	X		Y or TS, PF, WL		X	1
Weightlifting	X	X	X	X		Y Or PE		X	.5
Personal Health	X	X	X	X		Y or Topics	X		1
Topics in Health	X	X	X	X		Y or Personal	X		1

### Topics in Health

Grades: 9-12

Semester-Long Course

Prerequisite: None

Limit: 12

**Content:** This course is designed to introduce students to the concept of Public Health (the laws and regulations that promote and protect the health of people and the communities where they live, learn, work, and play). Students will gain a better understanding of the role Public Health plays in their everyday lives by reviewing previous and current public health issues and strategies. Students will also explore an issue in Public Health that is most interesting to them and develop their own strategies to combat the problem.

#### Expectations:

- Know essential concepts about the identification and prevention of diseases.
- Analyze community resources that support mental/emotional, social and physical health.
- Understand key concepts of interpersonal relationships, communication, and advocacy.
- Demonstrate goal setting and decision making skills.
- Practice preventative health behaviors.

### Personal Health

Grades: 9-12  
Semester-Long Course  
Prerequisite: None  
Limit: 12

**Content:** This comprehensive course introduces students to a wide range of health subject areas. The areas of study include fitness and nutrition, diseases and disorders, adolescent growth and development, consumer and environmental concerns, and substance use and abuse. Within these areas, students will further explore stress management, teen suicide and human sexuality issues.

**Expectations:** Know essential concepts about the identification and prevention of diseases.

- Analyze community resources that support mental/emotional, social and physical health.
- Understand key concepts of interpersonal relationships, communication, and advocacy.
- Demonstrate goal-setting & decision making skills.
- Achieve and maintain a health-enhancing level of physical activity.
- Practice preventative health behaviors.
- Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.
- Access valid information, products and services.
- Recognizes the personal, social, and legal consequences of substance abuse.
- Understand factors that influence sexual health.
- CPR/First Aid Instruction – Fulfilling State of Iowa requirement

## Team Sports

Grades: 9-12  
Year-Long Course  
Prerequisite: None

The goals of this course are to develop physical fitness, establish an understanding of individual and team sports while promoting a healthy lifestyle.

## Weightlifting/Speed & Agility

Grades: 9-12  
Year-Long Course

A combination of weightlifting and speed/agility training. This course is offered daily.

