

Marmot School Catalog

“Better Choices, Brighter Future”



MARMOT HIGH SCHOOL

701 16th Avenue Southwest • Mandan, North Dakota 58554 • (701) 667-1400 • Fax (701) 667-1414

“Our mission is to provide quality student-centered educational opportunities and resources.”

Welcome to Marmot Schools!

Marmot Schools are the Junior High and High School within the North Dakota Youth Correctional Center. It is my hope that you will grow both educationally and personally during your stay.

It is important for you to know that you will not lose ground during your stay at YCC with regard to earning credits toward a grade completion and/or graduation. The academic and vocational structure provides you an opportunity to resume your prior school course work and/or create a new educational plan with goals that will help you achieve a successful re-entry into your next educational placement or completion of your high school education.

The **Transition Coordinator** will assist you in your selection of courses. This selection will be based on review of your transcripts from other schools, your academic abilities, your interests, and your career goals.

This **catalog** will serve as a resource of courses offered at Marmot Schools and assist you in selecting required and elective classes that will ultimately become your school schedule while you reside at YCC.

The **teachers** at Marmot Schools are an **exceptional group of educators** who are committed to helping you grow intellectually and emotionally. They set healthy boundaries, and hold high expectations while offering you the opportunity, should you choose to gain skills that will allow you to experience success both at YCC and in your future.

My hope is that you will take advantage of Marmot Schools’ educational program, which can help prepare you for extraordinary future opportunities that are within your reach. **Good luck as you pursues your hopes and dreams! This is one chapter in your book of life; I look forward to seeing you grow this chapter into a best seller.**

Sincerely,

Michelle Pfaff

Michelle Pfaff
Principal of Schools

ND DOCR EDUCATION DEPARTMENT

BELIEF STATEMENTS

Principles we strive to achieve.

Student-Centered

All decisions will be driven by needs.

Dignity & Respect

Every student and stakeholder will be treated with dignity and respect.

Teamwork

Collaboration of all stakeholders is essential for students' successful re-entry.

Life-long Learning

An ever changing world necessitates continual learning for all students and staff.

BOUNDARIES

Roadblocks that we may encounter.

- We are an educational entity within an incarcerated setting.
- Safety and security concerns can affect educational decisions.
- Students are shared between multiple departments to meet case planning needs. (i.e. Work, Treatment, etc)
- Students have variable lengths of stay.

STRATEGIC GOAL

Prescribed assessments provide the foundation for student-centered academic planning that may include:

- Cognitive Restructuring
- Read Right
- Career & Technical Education
- Life Skills Planning
- High Order Thinking
- Career Counseling
- High School Credit Recovery
- Junior High, High School, GED, Post-secondary, and Reentry
- High Order Thinking
- Goal Setting and Critical Thinking Practice
- Employability Skills
- Service Learning

STUDENT-CENTERED	DIGNITY & RESPECT	TEAMWORK	LIFE-LONG LEARNING
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MISSION: PROVIDE QUALITY STUDENT-CENTERED EDUCATIONAL OPPORTUNITIES AND RESOURCES.

VISION: A SUCCESSFUL RE-ENTRY FOR EVERY STUDENT.

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TITLE IX POLICY OF

NON DISCRIMINATION

It is policy of the ND Youth Correctional Center – Marmot Schools not to discriminate on the basis of sex in its educational programs, activities, or employment as required by Title IX of the 1972 Education Amendments.

If you believe that you have been discriminated against on the basis of sex, you may make a claim that your rights have been denied. This claim or grievance may be filed with Lindsey Bowman, School Counselor.

You may also file a complaint of illegal discrimination with the Federal Office for Civil Rights, United States Department of Education, Washington, D.C., at the same time you file the district grievance, during or after the use of the district grievance process, or without using the district grievance process at all.

If you wish to discuss your rights under Title IX, to obtain a copy of the full Title IX grievance procedures, or to obtain help in filing a grievance, contact the Title IX coordinator or your designated Title IX grievance representative.

Michelle Pfaff, Title IX and 504 Coordinator
701 16th Ave SW
Mandan, ND 58554
(701) 667-1445

Michael Kuntz, ADA Coordinator
701 16th Ave SW
Mandan, ND 58554
(701) 667-1406

OR
US Department of Education
Office of Civil Rights, Chicago Office
500 W Madison Street, Suite 1475
Chicago, IL 60661
Telephone: (312) 730-1560
Fax: (312) 730-1576
TDD: (312) 730-1609
Email: OCR.Chicago@ed.gov

Mission Statement

Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens.

Three School Rules

1. Respect Yourself
2. Respect Others
3. Respect Property

School Class Periods

1	8:15 – 9:15
2	9:15 – 10:15
3	10:15 – 11:15
Lunch	11:15 – 12:15
4	12:15 – 1:15
5	1:15 – 2:15
6	2:15 – 3:15

Courses Offered

• Denotes required subjects

* Denotes strongly recommended subjects

Junior High Grades 6 – 8

- English 6/7/8
- Remedial Reading 6-8
- Math 6/7/8
- Phy Ed 6/7/8
- Social Studies 6
- Western Hemisphere 7
- U.S. History 8
- Science 6
- Life Science 7
- Earth Science 8

Electives Grades 6-8

Family & Consumer Science 6/7/8
Health 7/8
Exploring Ag 7/8
General Music 7/8
Instrument Class 7/8
Voice Class 7/8
Art 6/7/8
Keyboarding 7/8
Computer Literacy 6
Computer Apps 7/8
Exploring Career Options 7/8
Successful School Life Skills 6/7/8

Grades 9-12

English (4 credits required)

- English 9
- English 10
- English 11
- English 12
- Developmental Reading 9-12
Fiction 9-12

Math (3 credits required)

Pre-Algebra 9-12
Algebra I 9-12
Algebra II (Algebra I required)
Consumer Math
General Math
Geometry
Applied Math

Physical Education (1 credit)

- Phy Ed 9
- Phy Ed 10
- Phy Ed 11
- Phy Ed 12
Swimming/Weights

Social Studies (3 credits required)

- U.S. History
- Problems of Democracy
World History
Geography
ND Studies
Economics
Psychology

Science (3 credits required)

- Physical Science
- Biology
Environmental Science

Driver's Education
Successful School and Life Skills 9-12

Career and Technical Education

Agriculture Education

Intro to Ag 9-12
Foundations of Ag 9-12
Adventure Education

Career Education

Career Ed

Family & Consumer Sciences

FACS I & II
Parenting
Independent Living

Health Science

Health Careers
Nursing Assistant
Prevention and Care of Athletic Injuries

Adult Basic Education

ABE
ABE Prep Mathematics
ABE Prep Social Studies
ABE Prep Science
ABE Prep RLA

GRADUATION REQUIREMENTS AND RECOMMENDATIONS

In order to be considered a certain class, the number of credits earned is:

Freshman	0 to less than 5 credits
Sophomore	5 to less than 10 credits
Junior	11 to less than 15 credits
Senior	More than 16 credits

I. Courses required for graduation from Marmot High School - 22 credits.

English -- **4 credits** of English are required for graduation

- English 9
- English 10
- English 11
- English 12

Social Studies -- **3 credits** are required in social studies for graduation.

One unit of US History, one unit of POD and one unit or two one-half units of any other social studies, which may include geography, psychology or world history.

- US History (1 credit)
- POD (1 credit) (or one half credit of both Economics and Government)

Geography

Psychology

World History

Science -- A **3 credit** combination of lab science courses is required for graduation.

One unit physical science, one unit of biology and one unit or any other science or two one-half units of any other science.

- Physical Science
- Biology
- Environmental Science

Mathematics -- A **3 credit** combination of math courses is required for graduation.

3 credits of higher level (Geometry, Algebra I & II) for admission to a 4 yr. institution.

General Mathematics

Consumer Mathematics

Life Skills Math Applied Math

Geometry

Pre-Algebra

Algebra I

Algebra II

Physical Education -- **1 credit** is required in physical education for graduation.

- Physical Education 9
- Physical Education 10
- Physical Education 11

- Physical Education 12

Three Units of:

Fine Arts or
Career and technical education courses

Electives – any 5 additional units

- **Denotes required subjects** * **Denotes strongly recommended subjects**

II. Admission requirements of two-year institutions

Requirements for admission to most two-year post-secondary institutions are the same as those required for graduation from high school; however, if there is ever the possibility that a student may attend a four-year institution, it is *recommended* that the guidelines for admission to a four-year institution be observed.

III. Admission to four year universities

Effective fall 2016, the standards for entry into Dickinson, Mayville, and Valley City will be a minimum GPA of 2.0 and ACT of 18. Minot State standards will be a GPA of 2.75 and ACT of 22. From 2016 forward, all four year universities will require students to complete 13 core courses in high school. For NDSU and UND, requirements rise to 14 core courses in 2017 and 15 core courses by fall 2018.

Students enrolled in two-year post-secondary institutions may earn certificates, diplomas, or associate degrees upon successful completion of their programs. Or, upon the completion of 24 transferable semester credits at a two-year post-secondary institution, students are eligible for transfer to a four-year campus.

Students opting to complete the 24 transferable credits do not need to have taken the courses required for four-year public university admission either in high school or in the two-year post-secondary institution.

ND High School Graduation Requirements

https://www.nd.gov/dpi/uploads/193/ND_Grad_Req.pdf

Individual universities handle exceptions to admission requirements.

ND Academic Scholarship Eligibility Requirements

1. North Dakota resident student
2. Graduate from a high school in North Dakota or from a high school in a bordering state according to provisions set forth in ND Century Code 15.1-29
3. Complete Sections 1 – 5 and 7 from Diploma Requirements listed above
4. Complete all of the following course and grade requirements:
 - a. 1 unit Algebra II
 - b. 1 unit of mathematics for which Algebra II is a prerequisite

- c. 2 units of the same foreign or Native American language
 - d. 1 unit of fine arts or career and technical education
 - e. 1 unit of a foreign or Native American language, fine arts, or career and technical education
5. Obtain a grade of at least “C” in each unit or ½ unit required under the Diploma requirements listed above
 6. Obtain a cumulative grade point of at least “B”, with GPA rounded to the nearest hundredth for eligibility purposes
 7. Receive a composite score of at least 24 on ACT
 8. Complete 1 unit of an AP course and examination or a ½ or 1 unit dual credit course

ND Career and Technical Education Scholarship Eligibility Requirements

1. North Dakota resident student
2. Graduate from a high school in North Dakota or from a high school in a bordering state according to provisions set forth in ND Century Code 15.1-29
3. Complete Sections 1-5 and 7 from Diploma Requirements listed above
4. Complete all of the following course and grade requirements:
 - a. 1 unit of Algebra II
 - b. 2 units of a coordinated plan of study recommended by the Department of Career and Technical Education. The coordinated plans of study can be viewed at: <http://www.nd.gov/cte/programs/career-dev/plans-of-study.html>
 - c. 3 additional units, 2 of which must be in the area of career and technical education
5. Obtain a grade of at least “C” in each unit or ½ unit required under the Diploma Requirements listed above
6. Obtain a cumulative grade point of at least “B”, with GPA rounded to the nearest hundredth for eligibility purposes
7. Receive a composite score of at least 24 on an ACT or a score of at least “5” on each of 3 WorkKeys assessments to include Reading for Information, Locating Information, and Applied Mathematics.

AWARDING OF CREDIT

Credit for classes at the North Dakota Youth Correctional Center is based on the number of lessons completed **AND** the number of hours that a student attends a particular class.

Classes requiring 120 hours for 1 credit	Classes requiring 150 hours for 1 credit
English 9-10-11-12	Agriculture
General Math, Pre-Algebra, Algebra I, II, Life Skills Applied Math, Consumer Math Geometry	Auto Tech Physical Science, Biology, Ecology
Music	Health Careers
US History, Problems of Democracy	Independent Living, FACS, Parenting
Credit equivalency	Credit equivalency
120= 1 credit =1.00	150= 1 credit =1.00
105=7/8 credit =0.875	132=7/8 credit =0.875
90=3/4 credit =0.75	113=3/4 credit =0.75
75=5/8 credit =0.625	94=5/8 credit =0.625
60=1/2 credit =0.50	75=1/2 credit =0.5
45=3/8 credit =0.375	57=3/8 credit =0.375
30=1/4 credit =0.25	38=1/4 credit =0.25
15=1/8 credit =0.125	19=1/8 credit =0.125

Grading Scale:

A = 94% - 100%

B = 87% - 93%

C = 80% - 86%

D = 75% - 79%

Library Services

The NDYCC Library is self-contained and features interlibrary loan with access to over 1 million records held throughout the state and nation. We are a member of the Sendit consortia and access additional libraries through ODIN. The library contains approximately 3500 volumes, 40 periodicals, 6 daily and one weekly newspaper, and a small computer lab. Students use the library for extra class periods, to find information, to read for pleasure and to use the computers. They may check out books and videos to take to their cottages.

Junior High School

English 6/7/8

Subject matter and experiences of this class are concerned with students mastering knowledge, understanding, and the skills of language. This class sets the groundwork for future learning in the area of English. Grade level appropriate high interest literature will be included. Opportunities to apply language skills will be provided.

Remedial Reading 5-8

Experiences designed to develop the various aspects of reading proficiency needed by an adult reader. Attention should be directed to oral and silent reading, vocabulary development, comprehension, critical reading, speed, and the adjustment of reading techniques to varying needs. The reading system was developed by integrating knowledge of brain research, an interactive constructivist model of learning, and psycholinguistic reading theory.

Social Studies 6

Social Studies (grade 6) provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. This course often focuses on the history, culture, and World History: Prehistory to Renaissance including early economics and finance. Typically, students develop skills used in the social studies disciplines. Specific content depends upon state standards for grade 6.

Western Hemisphere 7

The purpose of this course is to identify and explain the importance of the five themes of geography: location, place, human environmental interruptions, movement and regions. The areas of the world that are discussed are North America, Latin America and South America. Students will also become familiar with various map skills.

U. S. History 8

This American History class will cover the time spanned from the days of the explorers up to the second Industrial Revolution. Studies will include the culture, chronological history, and geography, individual and group identity of settlers, economics and government structure. A brief study of the U.S. constitution is also included.

Math 6/7

Sixth/Seventh grade math will cover numeration and measurement, and a basic review of the four math operations. Remediation will be offered on the four operations when indicated. Division of decimals and operations involving fractions, metrics, percents and percent applications will be introduced and practiced.

Math 8

Eighth grade math will cover the addition, subtraction, multiplication, and division of whole numbers, decimals, fractions and mixed numbers. This class will work with surface area and volume. Percents and percent applications will be a part of the class. Pre-Algebra concepts such as positive and negative numbers along with equations and graphing will be introduced.

Science 6

Science (grade 6) includes subject matter from several strands of science, including earth/space sciences, physical sciences, and life or environmental sciences including biology, geology, astronomy, physics and anatomy. Scientific inquiry may contain concepts of technological design. Specific content depends upon state standards for grade 6.

Life Science 7

Seventh grade science will study the basic characteristics and activities of all living things. The study of invertebrates, vertebrates and the human body systems will be investigated.

Earth Science 8

Eighth grade science will analyze models of the earth along with the form, physical and chemical properties of matter. The study of elements and compounds will be studied. Units include the rock cycle, erosion, glaciers, climate, and the solar system.

Physical Education 6/7/8

Physical Education classes at Marmot Schools are taught under supervision of a recreation director within the regular school day. Students participate by cottage rather than by grade level. Typical routine for recreation includes stretching, warm-up exercise (jog, calisthenics, or jump rope), introduction of next skill, skill practice, game play, and a cool-down period. Activities that may be included during recreation time are: aerobics, dance, foosball, general conditioning, golf-levels only, gymnastics, horseshoes, jogging and walking, Ping Pong, swimming, tennis, weight training-Levels only. Team sports include basketball, flag football, floor hockey, kickball, soccer, softball, and volleyball.

The following electives are available to students in grades 6-8:

Art 6/7/8

This course provides basic instructions of the elements and principles that underlie every work of art. The course is designed to give the student a broad background of fundamental information about the Visual Arts and experience the handicrafts of many world cultures. It will provide experiences in using a wide variety of tools, materials, and processes. It will also present opportunities to explore ideas and techniques allowing for individuality, creativity and personal growth.

Exploring Agriculture 7-8

Exploring Agriculture covers a wide range of agricultural topics, including plant and animal science, production, and processing; agricultural mechanics, including tool and machine operation and repair; construction and repair of farm structures; business operations and management; and the careers available in the agricultural industry. Courses may also include topics such as chemical and soil science, ecology, agricultural marketing, and veterinary science.

Exploring Career Options 7-8

Career Exploration helps students identify and evaluate personal goals, priorities, aptitudes, and interests, with the goal of helping them make informed decisions about their careers. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

General Music 6/7/8

Music enables students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique.

Instrumental Music 6/7/8

The study of music to develop the skills and knowledge necessary for performing with a musical instrument in a group and/or individual setting.

Voice Class 6/7/8

Vocal Music provides the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

Family And Consumer Science 6/7/8

FACS exposes students to a variety of daily living skills such as planning, decision-making, budgeting and money management, sewing, cooking, design and care for one's environment, as well as social skills. Student needs and interests generally determine the choice of subject matter

Health 7-8

Health includes consumer and environmental health, safety and accident prevention, nutrition, disease control, family life and relationships, human development, decision making skills, chemical usage and its effects.

Computer Literacy 6

Computer Literacy courses provide to students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word-processing, spreadsheet, and presentation applications, but also may include the various uses of computers in modern society. Specific course content aligns with state standards to promote students' technological literacy.

Computer Applications 7/8

This is an introductory course in the applications of Word, Excel and PowerPoint software. Students create, edit and save documents; do a presentation; and learn spreadsheet utilization.

Keyboarding 6/7/8

The purpose of this class is to provide basic touch keyboarding skills. Students will learn basic alphabetic, numeric and symbol keyboarding skills. The student will use software to develop the competencies of creating, formatting, editing/revising, printing, and producing basic typing products.

Successful School and Life Skills 6/7/8

This course is designed to address the challenges that students experience in a middle level/junior high school so they can succeed in the classroom as well as obtain skills needed to be successful in high school. Course topics may include communication skills; personal assessment and awareness activities; test-taking/study skills; time management; choices and consequences; technology, business, and financial literacy. Additional topics can also include exercises designed to generate organized, logical thinking, and writing skills to help with oral and written presentations.

High School

English

A 4 credit sequence of courses is required for graduation.

English 9 (Writing Skills/Forms of Literature)

Credit: ½, or 1
Level: 9
Content: This class will include basic types of literature, oral and written composition, listening and speech skills and application. **Note:** Every student must complete this course. Grammar portion includes parts of speech, sentence structure, usage, punctuation and capitalization, vocabulary and spelling. The credit-recovery online program Odysseyware is occasionally used if indicated for a particular student.

English 10 (Writing Skills/World Literature)

Credit: ½, or 1
Level: 10
Prerequisite: English 9
Content: During the sophomore year, the student will complete units in the following: grammar, speech, drama, novel, writing, organizational skills, and library skills. Other units may be included at the teacher's discretion. Oral and written composition, listening and speaking competencies, literature introduction and a speech unit, and critical viewing of multicultural literature which includes all genres: poetry, essay, short stories and the novel. **Note:** Every student must complete this course. The credit-recovery online program Odysseyware is occasionally used if indicated for a particular student.

English 11 (Writing Skills/American Literature)

Credit: ½, or 1
Level: 11
Prerequisite: English 9 and 10
Content: During the junior year, the student will complete units in the following areas: American literature featuring poetry, drama, short stories, novels and essays from the pre-Colonial Period through the twentieth century; and composition, emphasizing clear, concise, correct writing through exposure to exposition, description, narration, and argumentation. Other units may be included at the teacher's discretion, such as continued instruction in oral and written composition; reference/research papers and techniques; and ideal and ideas of American literature. The credit-recovery online program Odysseyware is occasionally used if indicated for a particular student.

English 12 (Writing Skills/English Literature)

Credit: ½, or 1
Level: 12
Prerequisite: English 9, 10, and 11
Content: During the senior year, the student will complete units in the following areas: English literature, the study of the major works and authors in English literature from its beginning through the twentieth century; and composition, in which the student will write longer and more advanced papers, including a research paper. Other units may be added at the teacher's discretion, such as appropriate experiences in oral and written composition; listening and speaking competence; and English literature or world literature including English literature. The credit-recovery online program Odysseyware is occasionally used if indicated for a particular student.

Fiction

Credit: ½
Level: 9-12
Prerequisite: None
Content: Fiction: This is a study of short stories and novels. It will include strategies for studying all types of literature. This will include making predictions, reading notes in the side columns, re-reading and reflecting on what has been read. It will also include learning various literary terms such as point of view, characterization, plot and setting. Tips will also be given on how to study for a literature test. This is a study of short stories and novels, point of view, plot, character, setting and theme. 05039

Developmental Reading

Credit: ¼, ½, ¾, or 1
Level: 9-12
Prerequisite: None
Content: Experiences designed to develop the various aspects of reading proficiency needed by an adult reader. Attention should be directed to oral and silent reading, vocabulary development, comprehension, critical reading, speed, and the adjustment of reading techniques to varying needs. The reading system was developed by integrating knowledge of brain research, an interactive constructivist model of learning, and psycholinguistic reading theory.

Social Studies

A 3 credit **combination of social studies courses is required for graduation. The first two classes are required to graduate from high school.**

***US History**

Credit: ½, or 1
Level: 9-12
Content: US History consists of selected events, individuals, groups, institutions, artifacts, ideal, migrations, and other phenomena associated with the history of the United States. There are nine units, which consist of 32 chapters. Each chapter is worth 5 or 6 lessons, depending upon the length and work involved. The course will include class discussions and cooperative learning projects.

***Problems of Democracy**

Credit: ½, or 1
Level: 12
Content: Problems of Democracy combines economics, history, geography, political science, and sociology as designed by the local school. There are 10 units and 29 chapters. Each chapter is worth 5 or 6 lessons. The course will include class discussion, cooperative learning projects, and financial literacy.

Psychology

Credit: ½
Level: 9-12
Content: Psychology is concerned with human intelligence, feelings, attitudes and behavior in relation to their physical and social environment. Each chapter is worth up to 5 lessons. This is a challenging course which requires good reading and study skills.

Geography

Credit: ½ or 1
Level: 9-12
Content: Geography includes the study of spatial relations and processes and their impact on human activities. There are eleven units, which consist of 27 chapters. Each chapter is worth 5 lessons. The course will include classroom discussion and cooperative learning projects.

World History

Credit: ½, or 1
Level: 9-12
Content: World History consists of carefully selected events, individuals, groups, institution, artifacts, ideas, migrations and other phenomena associated with world civilizations. There are 9 units and 32 chapters. Each chapter is worth 5 or 6 lessons. The course will include class discussion and cooperative learning projects.

Economics

Credit: ½ or 1
Level: 9-12
Content: Economics explains how people interact within markets to get what they want or accomplish certain goals. Students will study how people, businesses, and governments behave in particular ways or choose to use certain resources. There are 6 units and 18 chapters. Each chapter is worth 5 or 6 lessons. The course will include class discussion, cooperative learning projects, and financial literacy.

ND Studies

Credit: ½, or 1
Level: 9-12
Content: North Dakota Studies courses examine the history, politics, economics, society, and/or cultures of the state in the United States. This course may focus primarily on the history of this state or may take an interdisciplinary approach to the contemporary issues affecting it.

Mathematics

A **3 credit** combination of math courses is required for graduation. Higher level math (Geometry, Algebra I & II) required for college prep.

General Mathematics

Credit: ½, or 1
Level: 9-12
Content: General Mathematics teaches the basic understanding of mathematical concepts and operations.

Consumer Mathematics

Credit: $\frac{1}{2}$, or 1
Level: 9-12
Content: Fundamental operations with rational numbers, measurement, finances, and an introduction to algebra and geometry.

Applied Mathematics

Credit: $\frac{1}{2}$. or 1
Level: 9-12
Prerequisite: General Math
Content: A course designed to help students develop and refine job related math skills. Units focus arithmetic operations, problem solving techniques, estimation of answers, measurement skills, algebra, geometry, data handling, statistics, and computers. Emphasis is on the ability to apply functional mathematics to solve problems in the world of work.

Pre-Algebra

Credit: $\frac{1}{2}$, or 1
Level: 9-12
Content: Percent applications, exponents, scientific notation, graphing, geometry and probability and statistics.

Algebra I

Credit: $\frac{1}{2}$, or 1
Level: 9-12
Content: Number theory, graphs, positive and negative numbers, mathematical sentences, polynomials, and linear equations with one and two variables.

Algebra II

Credit: $\frac{1}{2}$, or 1
Level: 10-12
Prerequisite: Algebra I
Content: Extension of the material covered in Algebra I including some Trigonometry topics.

Geometry

Credit: $\frac{1}{2}$, or 1
Level: 9-12

Content: An investigation of the properties of points, lines, planes, angles, triangles, circles and spheres. The course may include some topics in solid geometry.

Science

A 3 credit combination of science courses is required for graduation. The first two classes are required to graduate from high school.

***Physical Science**

Credit: $\frac{1}{2}$, or 1
Level: 9-12
Content: This course is a combination of the elementary fundamentals of chemistry and physics. It includes units on laboratory procedures, measurement, matter, motion, forces, energy, sound, light, and electricity.

***Biology**

Credit: $\frac{1}{2}$, or 1
Level: 9-12
Content: This course is intended to develop an understanding of life processes, which are basic to life. Units include the characteristics of cells, reproduction and heredity, life over time, Earth's organisms, human body systems, and human health.

STEM

Credit: $\frac{1}{2}$, or 1
Level: 9-12
Content: STEM class uses Science, Technology, Engineering, and Math to engage students in the engineering design process. Students learn to define, research, and solve real-world problems. Students are asked to communicate their solutions to the problems through a wide variety of media. Students learn to collaborate and communicate with others effectively in order to solve problems. The class is based on hands-on, interactive challenges and activities. This class may be used as a math or science elective credit. This class is not open to assessment students.

Environmental Science

Credit: $\frac{1}{2}$ or 1
Level: 11-12

Content: Environmental Science examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, this course usually covers the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.

Career & Technical Education

Agriculture Education

Introduction to Agriculture

Credit: ½ or 1

Level: 9-12

Content: This applied course is designed to introduce students to agriculture, its applications, and leadership development as the core foundation of the Agriculture Education program. Individual units will familiarize the student with: basic mechanical theory and skills – emphasis will be placed on safety and proper use of tools and equipment; principles of evaluation and selection of beef, swine, sheep, horse, and dairy animals; soil and plant relationships that affect the production of food and fiber. Topics may include: soils, irrigation, land judging, plants, crop and weed identification, range management, horticulture, nursery, diseases, insects, and chemicals.

This applied course introduces students to agricultural sciences with emphasis on technical skills, entrepreneurship, and occupational opportunities. Units may also include agricultural construction, food and fiber science, supervised agricultural experiences, and leadership development.

Agricultural mechanics units are designed to develop skills in selection, operation, and maintenance of engines, hydraulics, and agricultural machinery and tractors. Skills in operation and maintenance of equipment, determining a bill of materials, construction techniques, metal fabrication, and joining processes of metals and alloys will be included.

Emphasis is on problem solving and scientific reasoning applied to real world problems integrating knowledge from the life and earth sciences.

Foundations of Agriculture

Credit: ½ or 1

Level: 9-12

Content: This applied course is designed to enhance student's perception of agriculture, its applications, and leadership development as the core foundation of the Agriculture Education program. Individual units will familiarize the student with: basic mechanical theory and skills – emphasis will be placed on safety and proper use of tools and equipment; principles of evaluation and selection of beef, swine, sheep, horse, and dairy animals; soil and plant relationships that affect the production of food and fiber. Topics may include: soils, irrigation, land judging, plants, crop and weed identification, range management, horticulture, nursery, diseases, insects, and chemicals.

This applied course introduces students to agricultural sciences with emphasis on technical skills, entrepreneurship, and occupational opportunities. Units may also include agricultural construction, food and fiber science, supervised agricultural experiences, and leadership development.

Agricultural mechanics units are designed to further develop skills in selection, operation, and maintenance of engines, hydraulics, and agricultural machinery and tractors. Skills in operation and maintenance of equipment, determining a bill of materials, construction techniques, metal fabrication, and joining processes of metals and alloys will be included.

Emphasis is on problem solving and scientific reasoning applied to real world problems integrating knowledge from the life and earth sciences. Foundations of Agriculture can be a continuation of Introduction of Agriculture or can be offered in alternating years with Introduction to Agriculture.

Adventure Education

Credit: ½ or 1

Level: 9-12

Content: Adventure Education is designed to teach students healthy lifelong activities and provide students with teachable moments. Examples of activities can include, but are not limited to: hiking, camping, trail creating and maintenance, kayaking, biking, archery, first aid, basic survival skills, pro-social enrichments, snow shoeing, cross country skiing, rock climbing, orienteering, frisbee golf, land conservation, yoga, and slackline.

Business and Office Education

Keyboarding

Credit: ½, or 1

Level: 9-12

Content: Students in Keyboarding will develop skills to operate a keyboard using the touch system and to compose formal and informal documents.

Computer Applications

Credit: ½, or 1

Level: 9-12

Content: Students in Business Computer Applications will continue to develop skills in various computer applications and using various input and output devices in order to gather information, design, present, and evaluate projects. The course will include ethical uses of computers and information. The course would be helpful for all students.

Financial Literacy

Credit: ½, or 1

Level: 9-12

Content: Students in Financial Literacy will study the impact of financial choices on personal and occupational goals and future earnings potential. Real world topics include checking accounts, budgeting, saving for large purchases, using credit cards, figuring interest and fees, being a responsible consumer, earning power, learning about taxes and paycheck withholding, college costs, mortgages, retirement savings, and investments. This course will provide a foundational understanding for making informed personal financial decisions.

Family and Consumer Sciences

Family and Consumer Science I

Credit: ½, or 1

Level: 9-12

Content: Class time is dedicated to skills needed to contribute to or manage a household. Topics covered include money management, banking, credit, insurance, cooking, sewing, consumer issues, planning, decision-making,

home design, personal wellness and relationship issues. Projects involving individuals or the entire class should be an expectation for students in these classes. Classes are generally group oriented with a focus on what the needs are for the currently enrolled students.

Family and Consumer Science II

Credit: ½, or 1
Level: 10-12
Content: Class time is dedicated to more advanced skills needed to contribute to or manage a household. Topics covered include money management, banking, credit, insurance, cooking, sewing, consumer issues, planning, decision-making, home design, personal wellness and relationship issues. Projects involving individuals or the entire class should be an expectation for students in these classes. Classes are generally group oriented with a focus on what the needs are for the currently enrolled students.

Parenting

Credit: ½ or 1
Level: 9-12
Content: Parenting students explore one of life's major roles, that of developing positive and realistic attitudes and effective skills for parenting. This course covers the prenatal period and child growth characteristics including social, emotional, physical and intellectual development from birth through preschool. Other topics include nutrition, health, and safety for optimum growth of individuals. Current issues in parenting and child development are included, as well as stress management and financial issues related to parenting.

Independent Living

Credit: ½, or 1
Level: 9-12
Content: This program is designed to better prepare the student with skills needed to be self-sufficient. Topics to be covered include decision-making, communication skills, goals, values, stress management, personal wellness, time management, nutrition, meal planning and preparation, food purchasing, financial literacy, and housing. This information will give students a basis from which to make decisions that will enable them to deal constructively with common situations of independent life. Class work is done primarily independently, with some group activities.

Trade, Industry & Technical Programs

The following courses award school credit based on 150 hours of classroom instruction, but 180 hours is required for a student to receive a Certificate of Completion.

Health Careers

Health Science 1

Credit: 1 or 2
Level: 9-12
Content: The Health Science course is an introduction course to subject matter that pertains to medically related careers. This introduction course is to help students interested in the medical field in determining if a medical career is appropriate for their interests and capabilities. This course will cover subject matter such as History of Medicine, Health Care Systems, Careers in Healthcare and Career Exploration, Personal Qualities and Employability Skills, CPR/First Aid training, Infection Control, Introduction to Anatomy and Physiology and Disease Processes, Safety in Healthcare, Legal and Ethical in Healthcare, Fundamentals of Nutrition, and Growth and Development of the Human Body.

Nurse Assistant

Credit: ½ or 1
Level: 9-12
Content: The Nursing Assistant Training program offers classroom instruction and clinical practice to those preparing for employment as a certified nursing assistant in a skilled nursing facility, acute care or home health care. This program includes supervised practical training and clinical practice as required by the North Dakota Board of Nursing. A certificate is issued upon completion of the class. Students also have the opportunity to take the state CNA board exam to acquire state certification.

Prevention and Care of Athletic Injuries

Credit: ½ or 1
Level: 9-12
Content: Provides the student with a background in athletic training and basic health care. The course emphasizes injury prevention, first responder management daily for athletic injuries and skills to fulfill the activities of

daily living. Students will be able in one semester to complete the requirements to become a student athletic trainer.

Health and Physical Education

Health

Credit: ½ or 1

Level: 9-12

Content: To help students develop a holistic approach to “good health” and learn ways to maintain optimum levels of wellness. Course content may include: characteristics of a healthy person; maintenance of health (including nutrition, physical fitness, personal hygiene, accident prevention, protection against disease, effects of alcohol, tobacco, and other drugs, coping skills, “preventive maintenance”, home safety and sanitation, athletics); preparing for emergency situations; home care of the sick; pregnancy, community health services and programs; selecting and using health care products and services; current issues related to personal, family, and world health; related careers; leadership development. Effects of chemicals and lifestyle on body systems.

Physical Education

Physical Education classes at Marmot Schools are taught under supervision of a physical education instructor outside of the regular school day. Participation is primarily expected as a group, with the exception of students who achieve a Level III or IV status having some option as to their recreational activities. A typical routine for recreation includes stretching, warm-up exercise (jog, calisthenics, or jump rope), introduction of next skill, skill practice, game play, and a cool-down period. Activities that may be included during recreation time are: aerobics, dance, foosball, general conditioning, golf (Levels only), gymnastics, horseshoes (team activity) also, jogging and walking, Ping Pong, swimming, tennis, weight training (Levels only). Team sports include basketball, flag football, floor hockey, kickball, soccer, softball, and volleyball.

Physical Education 9

Credit: ½, or 1

Level: 9

Physical Education 10

Credit: ½, or 1

Level: 10

Physical Education 11

Credit: ½, or 1

Level: 11

Physical Education 12

Credit: ½, or 1

Level: 12

Swimming/Weights

Credit: ½, or 1

Level: 9-12

Electives

Successful School and Life Skills

Credit: ½ or 1

Level: 9 – 12 In order to qualify for this class you must be on an IEP.

Content: This course is designed to address the challenges that students experience in high school so they can succeed in the classroom as well as the workplace. Course topics may include communication skills; personal assessment and awareness activities; test-taking/study skills; time management; choices and consequences; technology, business, and financial literacy. Additional topics can also include exercises designed to generate organized, logical thinking and writing to help with job preparation, readiness, application, or interview skills.

Resource Room

Level: 7-12 In order to qualify for this class you must have a diagnosed disability and on Individual Education Plan (IEP)

Content: A separate classroom in a regular school setting where some students with educational disabilities, such as specific learning disabilities receive direct, specialized instruction and academic remediation and assistance with homework and related assignments as individuals or in small groups.

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Career Education

Career Education

Credit:	½ or 1
Level:	9-12
Content:	This course focuses on career exploration and helping students gain a better understanding of how they fit into the world of work. Utilizing several career assessments students learn how their interests, aptitudes, values, and personality fit into career clusters. Students then have a chance to explore occupations, required training, job trends, and develop a career plan. Other topics covered include: social skills on the job, applications, resumes and interviews. Students will also learn about educational and career resources available to them as they pursue additional education or immediate employment following high school graduation or the completion of their GED.

Adult Basic Education Program (GED)

Marmot Schools offers programming for Adult Basic Education (ABE) for students who are qualifiers. To qualify students must be 16 years of age or older, lacking high school graduation credits, and with assistance of their case managers, be able to justify their need for ABE education. The program offers the General Educational Development (GED) and Basic Skills education. Students wishing to participate in the ABE program must request a meeting with a Selection Committee made up of the GED teacher, school counselor, transition coordinator, the student's cottage case manager and principal. A contract of agreement on program expectations must be completed by the student and returned to the GED Teacher before program entry. Students accepted into the GED study, based on adequate TABE scores, are expected to pass four basic tests: Reading Language Arts, Math, Science, and Social Studies. Students are required to participate in other areas of education including a career and technical education class, a life skills class, a computer class, a career class, and a vocational class or other electives.

Detention and Time-Out Program

The Detention program is designed to provide secure housing for juveniles in the community who have allegedly committed a crime (normally a Felony offense), and where the judicial district feels that Detention services are needed to provide safety to the community and/or the juvenile.

The Time-Out program is designed to serve those juveniles who are under custody of the Division of Juvenile Services but participating in other treatment programs throughout the state, or living in the community. Juveniles proposed for this programming are exhibiting behaviors

that, left unchecked, could lead to their placement at NDYCC for treatment. The Time-Out program is designed to help the juvenile evaluate his current situation, and develop pro-social skills to effectively handle frustrations and stresses, in order to return to his placement and successfully complete the program.

Students who are referred to the Time-Out and Detention programs do receive home school work so they do not fall behind in their school work.

Assessment Program

The Assessment Center provides a central point of entry for all delinquent juveniles placed within the custody of the Division of Juvenile Services as authorized by the North Dakota Century Code for centralized processing, evaluation/assessment and referral. The Assessment Center is designed to provide a framework for making informed decisions by developing a more comprehensive treatment plan that best links the juvenile to the services and interventions that will provide them the treatment, skills, and competencies to live a crime-free life. During the assessment period at YCC students are given the opportunity to attend academic classes as well as physical education. The goal of assessment classes is to allow students to be engaged in assignments provided by their home school so that the student does not lose valuable home school time.

Faculty and Staff

Director of Education for DOCR.....	Penny Hetletved
Principal of Schools	Michelle Pfaff
Adult Basic Education/GED.....	Zach Tesky
English	Allison Schumacher
FACS.....	Julie Schirado
Health Science	Nicole Benedict
Librarian.....	Nathaniel Smith
Mathematics.....	Advertising/Long Term Sub Interim
Physical Education.....	Lucas Michaelson
Read Right	Michaelson/Schumacher/Tesky
School Counselor/Career Education.....	ASU Contract
Science	Lee Hetletved
Social Studies.....	Allison Schumacher
Special Education.....	Morgan Edmundson
Building Bound Program.....	Randy Rakowski
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