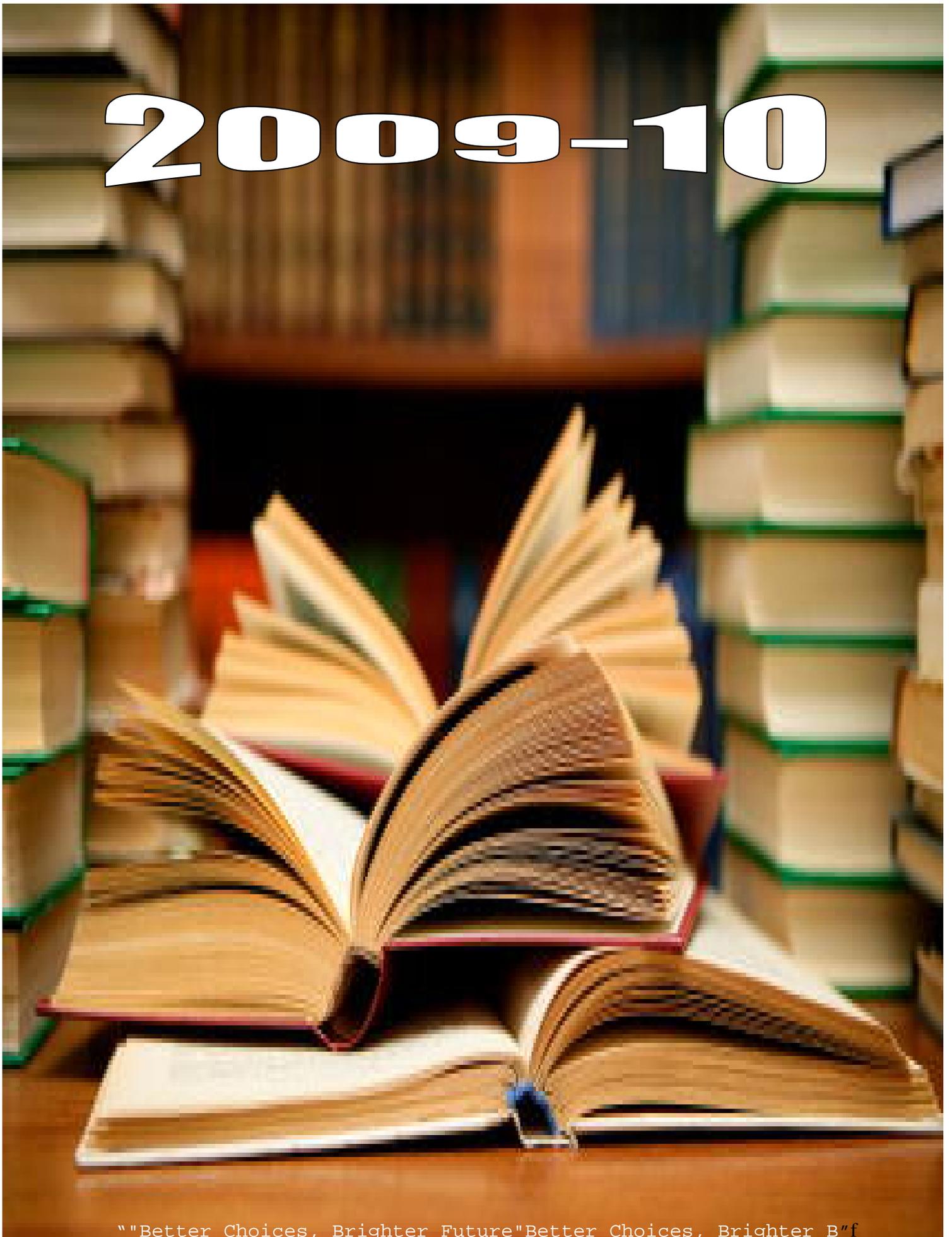


# 2009-10



"Better Choices, Brighter Future" Better Choices, Brighter B"f

# MARMOT HIGH SCHOOL

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

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"Better Choices, Brighter Future"

## 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 **Transitions 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 pursue your hopes and dreams!**

Sincerely,

Gaylene E. Massey  
Administrator of Educational Services

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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 Vic Sonneman, 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.

Vic Sonneman  
701 16<sup>th</sup> Ave SW  
Mandan, ND 58554-9399  
(701) 667-1400 Extension 1470

Or

Office for Civil Rights, Chicago Office  
U. S. Department of Education  
111 North Canal Street, Suite 1053  
Chicago, IL 60606-7204  
Telephone: (312) 886-8434  
Fax: (312) 353-4888  
TDD: (312) 353-2540  
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	8:30 – 9:20
2	9:20 – 10:10
3	10:10 – 11:00
4	11:00 – 11:45
Lunch	11:45 – 12:45
5	12:45 – 1:35
6	1:35 – 2:25
7	2:25 – 3:15

# Courses Offered

• Denotes required subjects

\* Denotes strongly recommended subjects

## English

- English 7
- English 8
- English 9
- English 10
- English 11
- English 12
- Remedial Reading 5-8
- Developmental Reading

## Math (2 credits required)

- Math 7
  - Math 8
- Grades 9-12**
- Pre-Algebra
  - Algebra I
  - Algebra II
  - Consumer Math
  - General Math
  - Geometry
  - Life Skills Applied Math

## Physical Education

- Phy Ed 7/8
- Phy Ed 9
- Phy Ed 10
- Phy Ed 11
- Phy Ed 12
- Swimming/Weights

## Social Studies

- Western Hemisphere 7
- U.S. History 8
- World History
- U.S. History
- Problems of Democracy
- Geography
- Psychology

## Science

- Life Science 7
- Earth Science 8
- Physical Science
- Biology
- Chemistry
- Ecology

## Health

- \* Health I
- \* Health II
- \* Relevant Ed for Adult Living

## Electives

### **Grades 6 – 8**

Family & Consumer Science 7/8  
Health I

### **Grades 6-12**

Art  
Multicultural Art  
Keyboarding  
Introduction to Computers

### **Ages 12-16**

Technology Education

### **Grades 9-12**

Art II  
Algebra I  
FACS I & II  
Geography  
Health II  
Parenting  
Relevant Ed. for Adult Living  
Business Technology  
Computer Applications  
Desktop Publishing  
Entrepreneurship  
Business Communications

### **Grades 10-12**

Advanced Art (*Instructor Approved*)

Geometry (*Algebra I Required*)

Life Skills

Psychology

### **Grades 11-12**

Algebra II (*Algebra I and Geometry required*)

Chemistry (*Algebra I required*)

Ecology

Economics

### **Age 16+**

Manufacturing Tech. (*long term*)

Work Experience (*Treatment status only*)

Web Design (Alg I required)

Intro to Computer Programming (Alg I required)

## Based on Staff Recommendation

- EQUIP
- Drug and Alcohol Education
- School wide Title I – classes modified & instructed by regular or special education instructors and based on test scores
- Other classes as requested by case managers

## Career and Technical Education

### Business & Office Technology

Keyboarding  
Introduction to Computers  
Business Technology  
Computer Applications  
Desktop Publishing  
Entrepreneurship  
Business Communications  
General Business  
Web Design  
Intro to Computer Programming

### Family & Consumer Sciences

FACS I & II  
Parenting  
Independent Living

### Technology Education

Technology Education  
Manufacturing Technology

### Trade, Industry & Technical

#### Automotive Technology

Vehicle Gen. Maint./Repair I  
Vehicle Gen. Maint./Repair II

#### Construction Technology

Building Trades I  
Building Trades II  
Building Trades III

#### Welding

Welding Technology I  
Welding Technology II

### Adult Basic Education

ABE  
ABE with GED  
ABE Art  
ABE Building Trades  
ABE Computer Applications  
ABE Intro to Computers  
ABE Life Skills  
ABE Manufacturing Tech.  
ABE Relevant Ed. for Adult Living  
ABE Parenting  
ABE Vehicle Gen. Maint./Repair  
ABE Welding  
ABE Prep Mathematics  
ABE Prep Social Studies  
ABE Prep Science  
ABE Prep English

## GRADUATION REQUIREMENTS AND RECOMMENDATIONS

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

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Freshman	0 to less than 5 credits
Sophomore	5 to less than 10 credits
Junior	10 to less than 15 credits
Senior	More than 14 credits

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### 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

- World History (1 credit)
  - US History (1 credit)
  - Problems of Democracy (1/2 credit)
- Geography  
Psychology

Science -- A **2 credit** combination of lab science courses is required for graduation, **3 credits** if you plan to attend a four year college or university.

- Physical Science
  - Biology
- Chemistry  
Ecology

Mathematics -- A **2 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 -- **2 credits** are required in physical education for graduation

- Physical Education 9
- Physical Education 10
- Physical Education 11
- Physical Education 12
  - \*Health I
  - \*Health II
  - \*R.E.A.L.

Electives -- **8 credits** required

- **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.

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.

***Individual universities handle exceptions to admission requirements.***

## **2010 – 11 Graduates Diploma Requirements**

1. 4 units of English language arts from a sequence that includes literature, composition, and speech;
2. 3 units of mathematics
3. 3 units of science, including:
  - o 1 unit of physical science
  - o 1 unit of biology
  - o 1 unit (or 2 half-units) of any other science
4. 3 units of social studies, including:
  - o 1 unit of US history
  - o ½ unit of US government and ½ unit of economics; OR
  - o 1 unit of problems of democracy; AND
  - o 1 unit (or 2 half-units) of any other social studies, which may include civics, civilization, geography and history, multicultural studies, ND studies, psychology, sociology, and world history;
5. 1 unit of physical education; OR ½ unit of physical education and ½ unit of health
6. 3 units of:
  - a. Foreign languages;
  - b. Native American languages; **YCC is exempt from foreign, Native American languages and music**
  - c. Fine arts; or
  - d. Career and technical education courses;
7. Any 5 additional units

### **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

\* \* \* \* Deadline for scholarship application is June 1, 2011. An application form will be provided to all schools. \* \* \* \*

## 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	Physical Science, Biology, Chemistry
General Math, Pre-Algebra, Algebra, Life Skills Applied Math, Consumer Math	Geometry, Algebra II
Art I, Art II, Multi-Cultural Art	Welding
World History, US History	Vehicle Maintenance
<b>Credit equivalency</b>	<b>Credit equivalency</b>
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.

## **Orientation Program**

### **Orientation**

Credit: None

Grade Level: All

Content: All new students are required to take Orientation. This class offers all students an opportunity to become aware of expectations and procedures at Marmot Schools. Time will be spent getting to know yourself better and have any questions you might have about your education program answered. You will be given a tour of the school prior to your first day in your regular school schedule. This class is offered two periods per day for no more than 3 days, no less than 2 days and will be taken as soon as you finish testing.

## **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**

Activities designed to improve the oral and silent reading skills, 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. The reading system was developed by integrating knowledge of brain research, an interactive constructivist model of learning, and psycholinguistic reading theory.

## **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, 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.

## **Life Science 7**

Seventh grade science will study the basic characteristics and activities of all living things. The student will be able to apply the scientific method through use of hands-on-activities in the science classroom. 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. The rock cycle, erosion, glaciers, climate, and the solar system will be considered through hands on learning.

## **Physical Education 7/8**

Physical Education classes at Marmot Schools are taught under supervision of a recreation director outside of the regular school day. Students participate by cottage rather than by grade level. 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. 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 7/8**

This course is designed to give the student a broad background of fundamental information about the Visual Arts, which each student can use in their own personal growth. 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 and creativity. The course provides basic instructions of the elements and principles that underlie every work of art.

## **Family And Consumer Science 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 I**

Health I 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 Applications**

This is an introductory course in the applications of Word, Excel and PowerPoint software. Students create, edit and save documents; do a presentation; spreadsheet utilization; create a personal portfolio including a letter of introduction, a resume, and an overview of career paths.

## **Keyboarding**

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.

## **Multi-Cultural Art 7/8**

This course is designed to give the student a broad background of many world cultures and their handicrafts, which could be used in their own personal growth. The mediums which students work with are those that allow the most freedom for creativity. Projects in weaving, metal tooling, lettering, leather, clay, paper, plaster and beads will be presented to the student with emphasis on the different cultural uses of these projects and materials.

## **Technology Education 7/8**

The purpose is to give students a general acquaintance with selected technology preparation. Areas that will be covered in technology education: wood, metals, construction, graphics, manufacturing, woodcarving, communications and sign painting.

# **High School**

## **English**

### **English 9 (Writing Skills/Forms of Literature)**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 9

Prerequisite: English 8

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.

### **English 10 (Writing Skills/World Literature)**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  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.

### **English 11 (Writing Skills/American Literature)**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  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.

### **English 12 (Writing Skills/English Literature)**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  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.

### **Developmental Reading**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , 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**

**The first three classes are required to graduate from high school.**

### **\*World History**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1  
Level: 9-10  
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.

### **\*US History**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , or 1  
Level: 10-11  
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:  $\frac{1}{4}$  or  $\frac{1}{2}$   
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 instructor will select 20 chapters. The course will include class discussion and cooperative learning projects.

**The following classes are electives:**

### **Psychology**

Credit:  $\frac{1}{4}$  or  $\frac{1}{2}$   
Level: 10-12  
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:  $\frac{1}{4}$  or  $\frac{1}{2}$

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.

## **Mathematics**

A **2 credit** combination of math courses is required for graduation, **3 credits** of higher level (Geometry, Algebra I & II) for college prep.

### **General Mathematics 9-12**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 9-10

Content: General Mathematics teaches the basic understanding of mathematical concepts and operations.

### **Consumer Mathematics 9-12**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 9-12

Content: Fundamental operations with rational numbers, measurement, finances, and an introduction to algebra and geometry.

### **Applied Mathematics 9-12 (Vocational Math)**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 9-12

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 9-12**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1  
Level: 9-12  
Content: Percent applications, exponents, scientific notation, graphing, geometry and probability and statistics.

### **Algebra I 9-12**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  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 9-12**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1  
Level: 10-12  
Prerequisite: Algebra I and Geometry  
Content: Extension of the material covered in Algebra I including some Trigonometry topics.

### **Geometry 9-12**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1  
Level: 9-12  
Prerequisite: Algebra I  
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**

### **Physical Science**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1  
Level: 9  
Content: This course is a combination of the elementary fundamentals of chemistry and physics. It includes units on laboratory procedures, measurement, chemistry, heat, sound, light and electricity.

## **Biology**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 10

Content: This course is intended to develop an understanding of life processes, which are basic to life including the study of plants, animals and the human body. The study of drugs, alcohol and tobacco may be included. Laboratory experiences with an abundance of living plants and animals, both in the classroom and out-of-doors are integral parts of Biology.

## **Chemistry**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 10-12

Content: This course will be a general survey course of the major areas of Chemistry. It will be a mixture of lecture, labs, activities, projects, and the use of technology. The goals are to help students think critically and develop the ability to use higher order thinking skills, enhance students' understanding of Chemistry, help students gain knowledge and problem solving skills, and to use technology skillfully integrated within the curriculum.

## **Ecology**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 10-12

Content: This course is intended to provide an opportunity for students to increase awareness of the close ties between living organisms. Ecology concerns itself with the interrelationships of living organisms, and the environment.

# **Career & Technical Education**

## **Business and Office Technology**

### **Keyboarding**

Credit:  $\frac{1}{2}$

Level: 7-9

Content: 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 word processing software to develop the competencies of creating, formatting, editing/revising, printing, and producing business letters, reports/manuscripts, and table/tabulations.

### **Computer Application**

Credit: ½  
Level: 8-10  
Prerequisite: Keyboarding  
Content: This is an introductory course in the applications of Word, Excel and PowerPoint software. Students create, edit and save documents; do a presentation; spreadsheet utilization; create a personal portfolio including a letter of introduction, a resume, and an overview of career paths.

### **Entrepreneurship**

Credit: ½  
Level: 10-12  
Content: Students will be provided an introduction to Entrepreneurship business opportunities and requirements as well as related career information and self-assessment opportunities. Course will cover concepts, characteristics of different types of business organizations and opportunities, entrepreneurial career examples, individual career assessment and planning, and entrepreneurial projects and simulations.

### **Desktop Publishing**

Credit: ½  
Level: 9-12  
Prerequisite: Keyboarding  
Content: Microsoft Publisher is intended to expose students to practical examples of the computer as a useful desktop publishing tool which will allow students to create, customize and publish materials such as brochures and flyers. Frillo's Pizza will provide students as in-depth, real-world experience in developing business documents using desktop publishing software.

### **General Business**

Credit: ½  
Level: 9-12  
Content: This class is about economics which is the study of how people satisfy unlimited and competing wants and needs through the careful use of unlimited resources. Students will learn how ethics affect business, the social responsibility of business and making important consumer decisions by learning about their rights and responsibilities.

## **Business Communications**

Credit: ½  
Level: 9-12  
Prerequisite: Minimum of Word and Excel  
Content: Students will develop written and oral skills for effective communication in the business world. Emphasis will be given on clear, effective correspondence and reports, along with learning to explain, direct, persuade, and listen to others.

## **Business Technology**

Credit: ½  
Level: 10-12  
Content: In this course, students will learn the principles of design that leads to effective visual communication and the many facets of video communication and production. Through the series of five modules, students will explore the working of a video camera, the editing process and Federal Communication Commission regulations. Students will organize, write scripts, outline a storyboard, shoot video and edit their video productions. They will also study the effect of medial in their own life. Students will learn how correct usage of the various elements leaves the reader with a clear understanding of the intended message. In the process of creating a freehand newsletter and letterhead, they will recognize the psychology used with design and layout.

## **Web Design**

Credit: ½  
Level: 11-12  
Prerequisite: Algebra I  
Content: Introduces students to a variety of ways to create and maintain web pages. The students will focus on the overall production processes with particular emphasis on design elements involving layout, navigation, and interactivity. The basics of web page design programming languages (HTML) and web design software are taught. Careers in web and graphic design are explored.

## **Family and Consumer Sciences**

### **Family And Consumer Science 7/8**

Level: 6-8  
Content: 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.

## **Family and Consumer Science I & II**

Credit: ¼, ½, ¾ 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.

## **Parenting**

Credit: ¼ or ½

Level: 9-12

Content: This course is designed to prepare both males and females for 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: ¼, ½, ¾ or 1

Level: 9-12

Age: 16+

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 the common situations of independent life. Class work is done primarily independently, with some group activities.

## **Technology Education**

### **Technology Education**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1  
Level: 7-10  
Age: 12-16  
Content: The purpose is to give students a general acquaintance with selected technology preparation. Areas that will be covered in technology education: wood, metals, construction, graphics, manufacturing, woodcarving, communications and sign painting.

### **Manufacturing Technology**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1  
Level: 9-12  
Age: 16+  
Content: Each student will become familiar with manufacturing from limited production to mass production. Students will work in a factory system, where each person has a job and the responsibility for that job. This will give a student a glance at mass production, continuous production, skilled and semi-skilled jobs. Careers will also be stressed.

## **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.**

### **Automotive Technology**

#### **Vehicle General Maintenance and Repair I, II**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , 1 or 2  
Level: 9-12  
Age: 16+  
Content: This class includes an introduction into automotive systems as well as small engine concepts with a variety of recreational and utility equipment. Work in this class involves both modules and live work on actual cars or machines. A safety unit is required at the beginning of class before a student is allowed into the shop. Classes are scheduled in two-hour blocks.

## **Construction Technology**

### **Building Trades I, II, III**

Credit: ¼, ½, ¾, 1-3

Level: 9-12

Age: 16+

Content: Building Trades introduces students to the building construction industry through classroom and hands-on activities. With an emphasis on safety, measuring skills, proper use and care of tools, planning and preparation, layout methods, career development and quality workmanship, the students have the opportunity to learn the necessary skills and knowledge for continuing education or beginning employment. The projects that the students have been involved with include construction of homes, storage buildings, playhouses, and a variety of miscellaneous small projects such as potting benches, storage cabinets, and easel for artwork. The goal of the Building Trades program is to present the students with realistic and meaningful learning experiences that will help them in their future.

## **Welding Technology**

### **Welding Technology I**

Credit: ½, ¾ or 1

Level: 9-12

Age: 16+

Prerequisites: You need to be 16 years old to enter welding and attend 180 hours plus 82 LAPS to receive 1 credit.

Content: Students learn safety, oxyacetylene fusion welding, cutting processes, brazing, Shielded Metal Arc Welding (SMAW), Gas Metal Arc (GMAW), and Flux Core Arc Welding (FCAW).

### **Welding Technology II**

Credit: ½, ¾ or 1

Level: 10-12

Age: 16+

Prerequisites: This course is based on selective entry: prerequisite Welding 1 and Welding teacher's acceptance. A student must attend 180 hours plus continuum to receive 1 credit.

Content: Students learn out-of-position welding with Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), and Blueprint Reading. The course is project based.

## **Health and Physical Education**

### **Health I**

Credit: ¼ or ½  
Level: 7-10  
Age: 12-16  
Content: Health I includes consumer and environmental health, safety and accident prevention, nutrition, disease control, family life and relationships, human development, decision making skills, chemical usage and it's effects.

### **Health II**

Credit: ¼, ½, ¾ or 1  
Level: 9-12  
Content: Health II includes the study of nine body systems and the influences that lifestyle choices, chemicals and personal habits have on those systems. This is largely a discussion-based class where students are encouraged to ask questions and subject matter is determined by student need. This class is designed to support other programs at the institution.

### **Relevant Education for Adult Living (R.E.A.L.)**

Credit: ¼ or ½  
Level: 9-12  
Age: 16+  
Content: Today there is increased emphasis on establishing a lifestyle that promotes continuing good health and reduces risk factors. Class topics include a study of how the media has influenced our attitudes about males, females, sex, and sexuality; becoming a wise consumer of media messages; stereotypes and expectations of males and females; societal attitudes of the past and present; male/female communication patterns; love versus infatuation, courtship, human sexuality; interpersonal relationships, both healthy and unhealthy; control of diseases and healthy decision making skills. This class is strongly recommended for graduation from Marmot High School.

### **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:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 9

### **Physical Education 10**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 10

### **Physical Education 11**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 11

### **Physical Education 12**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 12

### **Swimming/Weights**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 9-12

## **Art**

### **Art I**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 6-12

Content: This course is designed to give the student a broad background of fundamental information about the Visual Arts, which each student can use in their own personal growth. 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 and creativity. The course provides basic instructions of the elements and principles that underlie every work of art.

### **Art II/Art III**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or 1

Level: 9-12

Content: This class is designed as a continuation of Art I. Students will continue building basic artistic skills, knowledge and appreciation of the visual arts. Students will be encouraged to explore their own ideas and class time will allow for experimentation. As the student progresses, they will be encouraged to pursue more advanced projects according to individual interests.

## **Advanced Art**

Credit: ¼, ½, ¾ or 1

Level: 9-12

Prerequisite: 1 full year of Art (9<sup>th</sup> grade or above)

Content: This class gives the student the opportunity to explore their own ideas, to try out professional materials and procedures, and the time to refine their personal art skills.

## **Multi-Cultural Art/Advanced Multi-Cultural Art**

Credit: ¼, ½, ¾ or 1

Level: 6-12 Advanced Multi-Cultural Art 10-12 grade

Content: This course is designed to give the student a broad background of many world cultures and their handicrafts, which could be used in their own personal growth. The mediums which students work with are those that allow the most freedom for creativity. Projects in weaving, metal tooling, lettering, leather, clay, paper, plaster and beads will be presented to the student with emphasis on the different cultural uses of these projects and materials.

## **Career Education**

### **Career Education**

Credit: ¼

Level: 9-12

Content: This four-week 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 developing a career plan. Other topics covered include: social skills on the job, applications, resumes and interviews.

## **Adult and Basic Secondary Education Program**

Marmot Schools offers programming for Adult and Basic Secondary Education (ABSE) for qualified students. Students must be 16 years of age or older, significantly behind their peers in their regular high school program, and be able to establish, with the help of their case managers, justification for participating in the ABSE program. The program offers the General Educational Development (GED) and Basic Skills training. Students wishing to participate in the ABSE 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 representation of the

regular education program. A contract of agreement on program expectations must be completed by the student and returned to the GED teacher.

## **General Education Development (GED)**

Students that are accepted, based on adequate TABE scores, into the GED study to pass five basic tests; Writing, Literature, Math, Science, and Social Studies. Students are expected to also participate in other areas of education including a career and technical education area, a life skills class, a computer class, career class, and various other electives.

## **Basic Skills Training**

Students who are wishing to earn a GED but do not yet meet the criteria can be enrolled in the ABSE program to enhance their academic skill level and/or gain independent living/life skills.

## **Work Experience Programs**

### **Workforce Investment Act (WIA)**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , or 1  
Prerequisite: 16+ Years of Age  
Content: This grant program provides students an opportunity to be involved in a work experience. This work experience can offer a salary (not less than minimum wage) or can be completed to earn experience in the work world and gain a positive work reference. Students enrolled in this program are responsible to a YCC staff work supervisor.

### **YCC Work Experience**

Credit:  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , or 1  
Prerequisite: 16+ Years of Age  
Content: This program is similar to the WIA work experience program. Students may work for school credit and/or a salary. Salary in this program is based on a scale determined by the student's work performance. Students enrolled in this program are responsible to a YCC staff work supervisor.

## **Treatment Programming**

### **EQUIP**

Level: 7-12  
Prerequisite: Staff recommendation.  
Content: EQUIP is a motivating program which teaches students to think and act more responsibly while developing skills to help one another. Students learn about and identify thinking errors that create problem behaviors. Social, anger management, and decision-making skills are the focus of this class.

### **Drug and Alcohol Education (IOP/LOP)**

Level: 7-12  
Content: Students will learn about the expectations of society as a whole and sub-groups and develop competencies in personal-social skills, daily living skills in personal needs and personal safety, personal-social skills. The student will learn to identify physical needs, psychological needs, interests, abilities, emotions, and demonstrate knowledge of the physical self. They will learn to identify their resilience, past and present, and explore their ability to survive. The student will demonstrate and practice communication skills as well as respect of others and self in public and private settings.

### **Relevant Education for Adult Living (R.E.A.L.)**

REAL is considered to be part of the pre-treatment for sexual offenders attending Marmot High School. The class is NOT, however, limited to sexual offenders.

Credit: ¼ or ½  
Level: 9-12  
Age: 16+  
Content: Today there is increased emphasis on establishing a lifestyle that promotes continuing good health and reduces risk factors. Class topics include a study of how the media has influenced our attitudes about males, females, sex, and sexuality; becoming a wise consumer of media messages; stereotypes and expectations of males and females; societal attitudes of the past and present; male/female communication patterns; love versus infatuation, courtship, human sexuality; interpersonal relationships, both healthy and unhealthy; control of diseases and healthy decision making skills.

### **Special Management Program**

In an effort to reach those juveniles who are difficult to manage and, for one reason or another, repeatedly fail in their efforts to succeed, NDYCC has developed a Special Management Program (SMP). This intensive program provides a highly structured, therapeutic, secure living and educational environment within Pine and Maple Cottage. This program has been designed to meet the needs of those juveniles who have been assessed as needing intensive behavior and education treatment, or those high-risk juveniles who may be a danger to themselves or others. This program enables juveniles to earn their way into the mainstream treatment programs in other cottages.

### **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 stress, in order to return to his placement and successfully complete the program.

### **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 classes during the morning. 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.

### **STEP Student Transition Essentials Program**

An individual that would attend STEP classes is typically a student who has obtained their GED or high school diploma. An individual plan is created allowing students to engage in life long learning classes such as a health class, independent living class as well as a goal and careers class.

# Faculty and Staff

Administrator of Education Services .....	Gaylene Massey
Addiction Counselor .....	Bill Froelich
Addiction Counselor .....	Shannon Huber
Adult Basic Education/GED .....	Cindy Dykema
Art .....	Charlene Jones
Building Trades.....	Ron Heid
Business & Office Technology.....	Karen Hook
English .....	Mary Baird/Becky Donovan/Penny Hetletved
EQUIP.....	Resident Care Staff
Family and Consumer Science.....	Lori Fleck
Health/FACS.....	Lenore Kuntz
Junior High.....	Tania Gerving/Cindy Dykema
Librarian.....	Judy Ringgenberg
Mathematics.....	Bill Fleck/Daphne Heid
Multi-Cultural Studies .....	Charlene Jones
Orientation .....	Judy Ringgenberg
Psychology .....	Randy Rakowski
Physical Education.....	Matt Nelson
Read Right .....	Hetletved/Donovan/Kuntz
School Counselor.....	Vic Sonneman
Science .....	Tim Meyer
Social Studies.....	Randy Rakowski
Special Education.....	Tania Gerving
Special Management Program/SMP .....	Bill Fleck/Cindy Dykema
Technology Education/Manufacturing Technology .....	Andy Anderson
Testing/Assessment.....	Ann Keller
Time Out/Detention .....	Ann Keller
Transitions Coordinator .....	Diane Schlosser
Vehicle General Maintenance and Repair .....	Jerry Kunrath
Welding.....	Keven Barstad
Work Experience .....	Diane Schlosser