

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 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.

Lindsey Bowman, Title IX and 504 Coordinator
701 16th Ave SW
Mandan, ND 58554
(701) 667-1470

Chris Jangula, 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

Block School Class Periods

1	8:30 – 10:05
2	10:05 – 11:45
Lunch	11:50 – 12:30
3	12:35 – 2:00
4	2:00 – 3:15

5	8:30 – 10:05
6	10:05 – 11:45
Lunch	11:50 – 12:30
7	12:30 – 2:00
8	2:00 – 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
Technology Innovation 6
Exploring Tech 7/8
Applying Tech 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
Composition 9-12

Math (3 credits required)

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

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
Chemistry
Ecology
STEM

Health

* Health

Electives Grades 9-12

Music Theory
Instrument Class
Voice Class

Age 16+

Work Experience (*Treatment status only*)

Career and Technical Education

Agriculture Education

Intro to Ag 9-12
Foundations of Ag 9-12
Ag III 10-12
Ag IV 10-12
Ag Welding and Fab 10-12

Business & Office Technology

Keyboarding
Business Technology
Computer Applications
Desktop Publishing
Entrepreneurship
Financial Literacy
Business Communications
General Business

Career Education

Career Ed

Family & Consumer Sciences

FACS I & II
Relevant Ed. for Adult Living (REAL)
Parenting
Independent Living
Student Transition Essentials Program (STEP)

Technology and Engineering Education

Foundations of Technology 9-12
Applying Technology 9-12

Trade, Industry & Technical

Automotive Technology

Vehicle Gen. Maint./Repair I 10-12
Vehicle Gen. Maint./Repair II 11-12

Commercial Art

Com Art I 10-12
Com Art II 11-12

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
Chemistry
Ecology
STEM (Science, Technology, Engineering, Math)

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
- STEM(Science, Technology, Engineering, and Math)

Physical Education -- **1 credit** is 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.

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	Ag, Technology and Engineering
General Math, Pre-Algebra, Algebra I, II, Life Skills Applied Math, Consumer Math Geometry	Vehicle Maintenance
	Physical Science, Biology, Chemistry Ecology, STEM-LAH
	STEP, Commercial Art I & II
US History, Problems of Democracy	Independent Living, FACS, Health, REAL, 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.

Technology Innovation 6

Technological Innovation exposes students to the communication, transportation, energy, production, biotechnology, and integrated technology systems and processes that affect

their lives. The study of these processes enables students to better understand technological systems and their applications and uses.

Applying Technology 7/8

This is an activity-based course addressing all 20 of the Standards for Technological Literacy using primarily a modular classroom environment.

Exploring Technology /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.

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.

Composition

Credit: ½ or 1
Level: 9-12
Prerequisite: None
Content: This course consists of the basics of the writing process: prewriting, drafting, revising, editing, and publishing. Students will receive instruction through mini-lessons, be given writing time, and participate in peer-teacher conferences as part of the workshop approach to writing.

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: ½, or 1
Level: 9-12
Content: Fundamental operations with rational numbers, measurement, finances, and an introduction to algebra and geometry.

Applied Mathematics

Credit: ½. 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: ½, or 1
Level: 9-12
Content: Percent applications, exponents, scientific notation, graphing, geometry and probability and statistics.

Algebra I

Credit: ½, 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: ½, or 1
Level: 10-12
Prerequisite: Algebra I
Content: Extension of the material covered in Algebra I including some Trigonometry topics.

Geometry

Credit: ½, 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.

STEM

Credit: ½, 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.

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: ½, 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: ½, 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.

Chemistry

Credit: ½, or 1

Level: 9-12

Content: This course will be a general survey course of the major areas of Chemistry. Units include the composition of matter, an introduction to the periodic table, compounds, chemical reactions and equations, models of atoms, periodic properties of elements, chemical bonding, behaviors of gases, water and solutions, acids, bases, pH, oxidation-reduction reactions, electrochemistry, and the chemistry of life.

Ecology

Credit: ½, or 1

Level: 9-12

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.

STEM

Credit: ½, 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.

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.

Ag Welding and Fab

Credit: ½ or 1

Level: 10-12

Content: This course provides students in agriculture an opportunity to reinforce and extend understanding of applied mechanical applications. Students will be exposed to mechanical, electrical and thermal power that are associated with the field of agricultural welding. Applied activities develop an understanding and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment. Processes covered may include: Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Air-carbon Arc Cutting, Plasma Arc Cutting, Safety and Metal Fabrication. In addition, record keeping, communication skills, employability and human relation skills will be covered. Leadership development and Supervised Agricultural Experiences (SAE's) are also integral to this course.

Agriculture III

Credit: ½ or 1

Level: 10-12

Content: This course develops agricultural skills necessary for employment, entrepreneurship, or further education in agriculture and agricultural occupations. Units may include: crop and livestock production, farm business management, agribusiness, horticulture, natural resources, agricultural mechanics, aquaculture, and water management. Leadership development and supervised agricultural experiences will also be emphasized.

Agriculture IV

Credit: ½ or 1

Level: 10-12

Content: This course develops agricultural skills necessary for employment, entrepreneurship, or further education in agriculture and agricultural occupations. Units may include: crop and livestock production, farm business management, agribusiness, horticulture, natural resources, agricultural mechanics, aquaculture, and water management. Leadership development and supervised agricultural experiences will also be emphasized. This course can be a continuation of Agriculture III or can be offered in alternating years with Agriculture III.

Business and Office Technology

Keyboarding

Credit: ½

Level: 9-12

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 or 1

Level: 9-12

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; learn spreadsheet utilization and create a personal portfolio

including a letter of introduction, a resume, and an overview of career paths.

Entrepreneurship

Credit: ½ or 1
Level: 9-12
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 or 1
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 Keyboarding or knowledge 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 or 1

Level: 9-12

Prerequisite: Keyboarding

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.

Financial Literacy

Credit: ½ or 1

Level: 9-12

This class is designed to provide you better understanding or your ability to make informed decisions regarding the use and management of money and your ability to read, analyze, manage, and communicate about the personal financial conditions that affect material well being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect everyday financial decisions, including events in the general economy."

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.

Technology and Engineering Education

Applying Technology

Credit: ½, or 1 (150 hrs)
Level: 9-12
Content: This is a comprehensive course involving the use of computer models, CNC Mill, Cad, and Graphics Communication systems. Students will also complete projects in a shop setting with hands on experience. Students will be able to use their creative abilities and allowed to keep the projects they complete.

Foundations of Technology

Credit: ½ or 1 (150 hours)
Level: 9-12
Content: Foundations of Technology increases student's capability by using their unique skills to innovate, improvise, and invent. Students develop an understanding of engineering design, transforming ideas into products or systems. They select and use manufacturing, construction and energy and power technologies in order to understand quality goods, impact of structures and the importance of energy resources. Students also gain insights into the use of communication technologies, telemedicine and other medical technologies. The course concludes with the synthesizing of major ideas through an understanding of the impacts the use of technology has on society and the environment. A state recommended course guide is available.

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: ½, 1 in each course
Level: 10-12
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.

Art

Commercial Art I

Credit: ½, or 1
Level: 10-12
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.

Commercial Art II

Credit: ½, or 1
Level: 10-12
Prerequisite: Commercial Art I
Content: This course is designed to give the student the opportunity to explore art. Students will be encouraged to express their own ideas and to try out professional materials and procedures that build personal art skills.

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.

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

Credit: ½ or 1
Level: 9-12
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.

STEP(Student Transition Essentials Program)

Credit: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ or 1
Level: Elective
Age: Post High School

The STEP class is designed for students who have obtained their GED or high school diploma and focuses on daily living, career and soft skills. Students are challenged to utilize prior knowledge and skills in accomplishing hands on tasks and activities that promote the use of critical thinking.

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

Physical Education 10

Credit: $\frac{1}{2}$, or 1
Level: 10

Physical Education 11

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

Physical Education 12

Credit: ½, or 1
Level: 12

Swimming/Weights

Credit: ½, or 1
Level: 9-12

Music Theory

Credit: ½, or 1
Level: 9-12

Content: Class will focus on basic and advanced skills of music composing and interpretation, as well as hands-on musicianship, i.e. learning basic rhythms on drums, piano, guitar, etc. Students will learn general music history from 1400s to present day, as well as explore different genres of music. Class will focus on basic and advanced skills of music composing and interpretation well as hands-on musicianship, i.e. learning basic rhythms on drums, piano.

Voice Class

Credit: ½ or 1
Level: 9-12

Content: Vocal classes provide instruction in and encourage the development of vocal techniques (including aural development) other than the ability to sing in groups. This course may be conducted on either an individual or small group basis.

Instrument Class

Credit: ½ or 1
Level: 9-12

Content: Instrumental classes provide individuals with instruction in instrumental techniques. This course may be conducted on either an individual or small group basis.

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.

Pre-ABE

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

Work Experience Program

YCC Work Experience

Credit: ¼, ½, ¾, 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.

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 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/BOT	Karen Hook
Commercial Art/Music Theory.....	Megan Holkup
English	Becky Donovan/Laurie Larson
FACS/ Independent Living/Parenting/REAL	Lori Fleck
Health/FACS.....	Lenore Kuntz
Librarian.....	Judy Ringgenberg
Mathematics	Bill Fleck/Daphne Heid
Physical Education.....	Joshua Tripp
Read Right	Larson/McPherson/Donovan/Kuntz
School Counselor/Career Education	Lindsey Bowman
Science	Tim Meyer
Social Studies.....	Randy Rakowski/Alex Christiansen
Special Education.....	Morgan Edmundson
Special Management Program/SMP	Bill Fleck
Technology and Engineering	Clayton Mannie
Testing/Assessment/T.O./Detention	Ann McPherson
Transitions Coordinator/Assistant Principal	Jackie Tripp
Vehicle General Maintenance and Repair	Jerry Kunrath
Agriculture	Lee Hetletved
Work Experience	Education Staff