



WASHBURN HIGH SCHOOL

HOME OF THE MILLERS

2020-2021 Course Descriptions

**WASHBURN HIGH SCHOOL
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OUR VISION:

Washburn is a destination school of excellence for students from all backgrounds.

ACADEMIC PROGRAMS OF STUDY AND COURSE OFFERINGS

ADVANCED PLACEMENT (AP)

Advanced Placement (AP) classes are college level courses. Like IB courses, they are challenging. The following AP courses are offered at Washburn: AP U.S. History, AP Human Geography, AP Chemistry, AP Physics, and AP Statistics. Students may register to take the AP exam in these courses. Also, students who are interested in taking other AP exams may study on their own and register to take the exam at WHS in May. Some North American colleges and universities award college credit for exemplary exam scores (please check with the college for specific requirements).

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is an elective course offered in all grades which provides students with an intensive preparation for higher education by developing the writing, inquiry, collaboration, organization, and reading skills necessary to succeed after high school. As a result of participating in this course, students will be able to build critical thinking and literacy skills as well as strategic reading and writing skills necessary for success in the classroom, standardized assessments and the workforce.

PROJECT LEAD THE WAY (PLTW) ENGINEERING

PLTW is a national organization that works with schools across the country to prepare a larger and more diverse group of students to be successful in engineering and engineering technology programs. Successful students in these courses have a strong work ethic, enjoy hands-on activities, are inquisitive and not afraid to ask for help. Courses offered at Washburn are Introduction to Engineering Design, Civil Engineering and Architecture, Principles of Engineering, Computer Integrated Manufacturing and Digital Electronics. Students may earn college credit upon successful

completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

<http://www.mnpltw.org/parents-students/college-credit/>

INTERNATIONAL BACCALAUREATE PROGRAMME (IB)

The IB Learner Profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

IB Diploma Programme (DP), Grades 11 & 12

The IB Diploma Programme is an academically-challenging and balanced college preparatory program of education for success at university and life beyond. The programme is offered to junior and seniors. It has gained recognition and respect from the world's leading universities. The IB Programme has high academic standards, emphasizes "international-mindedness" and allows for both breadth and depth of study in all subject areas. The IB Programme at Washburn is "open access"; that is, all students are encouraged to consider taking one or more IB courses, but they should possess the maturity to think and work consistently at the high degree of sophistication demanded in these classes.

IB Diploma Programme Curriculum

Students choosing to pursue the internationally-recognized IB DIPLOMA study six courses at higher level or standard level. They must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages (English and a second language), History/social studies, the experimental sciences and mathematics. The sixth subject may be a subject chosen from group 6 (IB arts). Alternatively, the students may choose to study a second subject from groups 1 to 5.

In addition, the Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The IB extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge (TOK) is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). See the course description in this curriculum guide.

Creativity, action, service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Washburn students may choose one of two additional pathways that lead to earning the Washburn IB Medallion, or earning an IB Certificate. Details of each pathway are available on the IB portion on the Washburn website. Make sure you meet with your counselor and IB Coordinator if you want to earn your IB Diploma or IB Medallion. Most students in IB courses take the externally-graded IB exam at the end of their junior and/or senior years. Most college and universities award credit and/or advanced standing for exemplary exam scores. You must check with individual colleges for credit requirements.

GRADING POLICIES

GRADE POINT AVERAGE (GPA)

Students receive a letter grade at the end of each 9 week quarter. Minneapolis Public Schools do not weight grades, GPA is cumulative and computed quarterly for all courses taken in which a letter grade is received. Each letter grade is assigned a grade numerical point value; the number of grade points is divided by the number of total grades to determine GPA.

A = 4.00 C = 2.00

A- = 3.67 C- = 1.67

B+ = 3.33 D+ = 1.33

B = 3.00 D = 1.00

B- = 2.67 D- = 0.67

C+ = 2.33 F = 0.00

ACADEMIC HONORS

Honor Roll is determined by GPA and is posted outside of the school counselors' office. There are some conditions (i.e. too few academic courses, too many ungraded courses, etc.) in which a student may not be eligible to be on the Honor Roll.

- Honor Roll: 3.25-3.74 GPA (posted on a quarterly basis)
- High Honor Roll: 3.75-4.0 GPA (posted on a quarterly basis)
- Academic Letter Winner: 3.75-4.0 GPA for school year (posted in the Fall on annual basis)
- "Honors" designation on the high school diploma: 3.25 cumulative GPA
- "Highest Honors" designation on the high school diploma: 3.75 + cumulative GPA

CREDIT/NO CREDIT

*Credit /No Credit (Cr/NC) is NOT an option for students in courses required for graduation unless the student is experiencing extenuating circumstances; talk with your school counselor for details..

*Elective courses may be taken on a credit/no credit bases with the following conditions:

1. No more than one class may be taken for CR/NC each quarter
2. Student must indicate an intention to do so within the first 3 weeks of the quarter by completing a CR/NC form with their counselor and signed by the teacher
3. The CR/NC policy will be voided if the student exceeds 7 absences in the class. The grade would revert to the letter grade earned.
4. Classes taken on the credit/no credit basis may not be counted toward the NCAA course requirements.

CREDIT RECOVERY

Credit Recovery is available for failed classes; see your counselor for details. Classes are also offered through Minneapolis Online and Minneapolis Summer School. Students should discuss their options with their counselor.

GRADUATION REQUIREMENTS

GRADUATION CRITERIA

In order to receive a high school diploma, students must meet the following criteria:

- ✓ Earn at least 21.5 credits
- ✓ Of the above mentioned credits, credits must be earned in the following areas:
 - English, 4 credits (16 qtrs.)
 - Social Studies, 3.5 credits (14 qtrs.)
 - Math, 3 credits (12 qtrs.)
 - Science, 3 credits (12 qtrs.) Must include 1 credit of Biology
 - Health, .5 credit (2 qtrs.)
 - Physical Education, .5 credit (2 qtrs.)
 - Fine Arts, 1 credit (4 qtrs.)
- ✓ Complete "My Life Plan"

ASSESSMENTS

Students are not required to achieve a specified score on an assessment in order to graduate. For entrance into postsecondary plans, students need to take the ACT, SAT, Accuplacer, ASVAB, or other entrance exam requirements.

CREDIT TRANSFER

Credits for students who transfer from another school will be honored if an official transcript is presented from an accredited institution. Juniors

and seniors may use credits earned in the Post-Secondary Enrollment Options Program (PSEO) to fulfill credit requirements. Students must earn their final 4th quarter senior year credits from Washburn, a Minneapolis Public Schools Contract Alternative School, or PSEO in order to receive a Washburn High School diploma.

MY LIFE PLAN

My Life Plan (MLP) is a post-secondary (after high school) planning graduation requirement. MLP requires students to explore self, college and career. Each grade level has required milestones that students typically complete through a classroom activity. Activities include personality and interest assessments, career and college research and self-reflection surveys.

POST SECONDARY ENROLLMENT OPTIONS (PSEO)

The Post-Secondary Enrollment Options Program allows sophomores, juniors and seniors in high school to take courses, full or part-time, at a liberal arts, community college, technical college, a university, or non-profit degree granting trade school for high school credit. The purposes of the program are to promote rigorous educational pursuits and to provide a wider variety of options for students. Courses that are taken through this program count for high school credits as well. The tuition, fees, and required textbooks are at no cost to the student. The grades received from these institutions are averaged into the student's GPA. See your counselor for more information. <http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/index.html>

SCHEDULING/ACADEMIC PLANNING

COURSE REGISTRATION

Course registration takes place January and February when students select their classes for the following school year. Students receive their course request worksheets, participate in a course information day and meet with their teachers to review recommendations. The course request process concludes when students meet individually with their counselor to review their transcript, discuss their proposed courses, review recommendations and finalize their academic plan.

COURSE REQUEST/SCHEDULE CHANGES

It is of utmost importance for students to give thoughtful consideration of their options when registering for classes. Master schedule development and teacher staffing depends on student course selections. It is for this reason that there are limited parameters for which a request for a change in classes will be accepted.

- A. Until June 5th: All requests for changes for any course will be accepted. To make a request, students can email her/his counselor or stop by the counseling office.
- B. Sept. 3rd - Welcome Back Night: All requests for changes to core classes (English, Math, Social Studies, Science) will be considered only if it involves a change in level (ex. IB or AP course to a non-IB or AP course or vice-versa) and there is a seat available in the new course. No requests for elective changes will be accepted during this time unless the student received a class that he/she *did not sign up for even as an alternate choice*. Requests for changes during this time should be made to the student's counselor through e-mail.
- C. First Week of School: Same as "B" above except that students, (not parents) must make the request **in person** to the counseling office during the class period in which the student wishes to make the change.

- D. One week prior to the end of each quarter: Same as "C" above. In addition, students in year-long electives may make a request for a change at the end of 2nd quarter.

TEACHER AIDE

Juniors and Seniors in good standing and credit ready with at least a 2.0 GPA are permitted to be teacher aides. Student aides receive a Credit/No Credit grade rather than a letter grade. No more than three (3) teacher aide credits may be counted toward the credits needed for graduation.

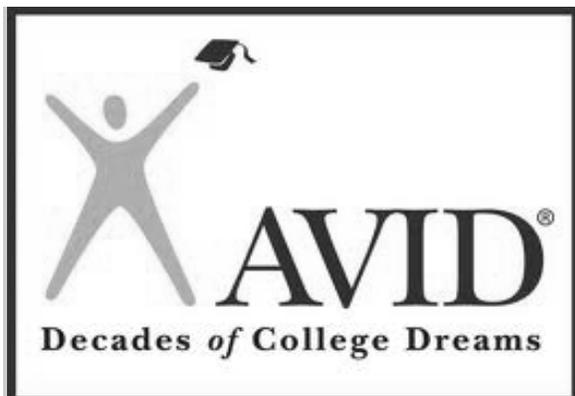
CREDIT ADJUSTMENTS

In the event that a student enrolls at Washburn in the middle of a term or there has been an administrative move from one class to another, students will only earn a credit that is proportional to the amount of time enrolled in each class. Students who enroll within the last 10 days of the quarter will not be eligible for any credit from Washburn. Students making schedule changes after the first 10 days of the quarter may be subject to credit adjustments also.

COURSE DESCRIPTIONS

2020-2021 ACADEMIC OFFERINGS

AVID



AVID (Advancement via Individual Determination) 00011/00012/00013/00014

Year-long

Elective credit

Grades 9, 10, 11 & 12

Prerequisite: Enrollment in AVID requires an application, interview, and contract based on the Washburn AVID Commitment Statement: You voluntarily choose to participate in AVID because you are planning to continue your education after high school with post-secondary education or training, and you acknowledge the need to develop and strengthen academic skills (writing, inquiry, collaboration, organization, and reading), and you are motivated to take the necessary steps in your academic life that will help you succeed in the future. Students currently enrolled in AVID 9, 10, or 11 can continue participation in the program based on teacher recommendation. Students must be enrolled in AVID 11 to enroll in AVID 12. Students new to AVID must apply and interview.

Course Description: AVID (Advancement Via Individual Determination) is an elective course offered in all grades and provides students with an intensive preparation for higher education by developing the writing, inquiry, collaboration, organization, and reading skills necessary to

succeed after high school. As a result of participating in this course, students will be able to build critical thinking and literacy skills as well as strategic reading and writing skills necessary for success in the classroom, standardized assessments and the workforce.

Instructional Methods/Assessments: The AVID curriculum uses research-based methods that focus on writing, inquiry, collaboration, organization and reading (WICOR). Students also learn strategies in note taking, reflection, and goal setting to enhance skills and access curriculum in preparation for college. Students participate in a group tutoring process, college exploration, test prep, team building, service learning, and research.

Recommended Background for Success:

AVID is for students who have *Individual Determination*, desire to go to college, and willingness to work hard. These are students who are capable of completing rigorous course work, and need support to meet their potential. AVID students are good role models and support one-another in becoming better students.

Career & Technical Education

All courses are offered for elective credit; certain courses may be used for fine art requirement as well.



INTRODUCTION TO ENGINEERING DESIGN (IED) PLTW 95406

Year - College credit. Qualifies for year-long Fine Arts requirement.
Grade 9-12
Prerequisite: None

Course Description: This course is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software, and Inventor. This modern computer-based process replaces the traditional hand drawing method. This course will emphasize the design development process of a product, and how a model of that product is produced, analyzed, and evaluated, using a Computer Aided Design System. Various design applications will be explored with discussion of possible career opportunities.

Instructional Methods/Assessments: Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%).

Recommended Background for Success:

Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

PRINCIPLES OF ENGINEERING (POE) PLTW 95416

Year - College credit. Qualifies for year-long Fine Arts requirement.
Grade 10-12
Prerequisite: Intro to Engineering Design

Course Description: The course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. This course also includes concerns about social and political consequences of technological change.

Instructional Methods/Assessments: Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%).

Recommended Background for Success:

Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

CIVIL ENGINEERING & ARCHITECTURE (CEA) PLTW 95506

Year - College credit. Qualifies for year-long Fine Arts requirement.
Grade 10-12
Prerequisite: Intro to Engineering Design

Course Description: The major focus of this course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. This course provides freedom to the teacher and students to develop the property as a simulation

or to students to model the real-world experiences that civil engineers and architects experience when developing property. In addition, students will use 3D design software called Rivet to help them design solutions to solve their major course project. Students will learn about documenting their projects, solving problems, and communicating their solutions to their peers and members of the professional community of Civil Engineering and Architecture.

Instructional Methods/Assessments: Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

Recommended Background for Success: Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

DIGITAL ELECTRONICS (DE) PLTW 95426

Year - College credit. Qualifies for year-long Fine Arts requirement.
Grade 11-12
Prerequisite: Intro to Engineering & Principles of Engineering

Course Description: Digital Electronics is a course of study in applied digital logic. Students will study the application of electronic logic circuits and devices and the use of Boolean logic to support solutions to these applications. These applications are found in the smart circuits of calculators, computers, medical devices and digital electronics to name a few. The use of smart circuits is present in virtually all aspects of our lives making Digital Electronics and important course of study for a student exploring a career in engineering/engineering technologies.

Instructional Methods/Assessments: Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 1/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

Recommended Background for Success:

Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

COMPUTER INTEGRATED MANUFACTURING (CIM) PLTW 95516

Year - College credit. Qualifies for year-long Fine Arts requirement.

Grade 11-12

Prerequisite: Prerequisite: Intro to Engineering & Principles of Engineering

Course Description: The purpose of this course is to expose students to the fundamentals of computerized manufacturing technology. The course is built around several key concepts - computer modeling, CNC equipment, CAM software, robotics and flexible manufacturing systems. The integrated application of these concepts with skills learned in the Introduction to Engineering Design course will give students a solid foundation into the core of how Engineering Design and Manufacturing processes link together to design, redesign, find solutions for a design problem or produce a product.

Instructional Methods/Assessments: Include lectures, class discussion, and lab work (both real and simulated), courses are founded on STEM (Science, Technology, Engineering, and Mathematics) and students will apply the design process to document each learning activity. Classes are 2/3 activities and group work with online curriculum. Quizzes, reports and projects (95%), final (5%.)

Recommended Background for Success: Interest in engineering, manufacturing and basic design processes. Students may earn college credit upon successful completion of the course. Generally, students who take PLTW courses do better in their math and science courses.

DRONE TECHNOLOGY ??????

Semester

Grade 10-12

Prerequisite: None

Course Description: This course prepares students to become certified commercial drone operators. The bulk of the curriculum is the twelve FAA "knowledge areas" (for example: aviation weather, crew resource management,

airport operations) that students will be tested on in order to receive their Remote Pilot certificate. This course will also introduce students to coding, photo/videography techniques, and customer relations in the context of commercial drone operations.

Instructional Methods/Assessments:

Students will be assessed by their demonstration of drone repair & maintenance procedures, performance of pre-flight and post-flight checks, and flying a drone through an obstacle course. They will also produce a short presentation using drone photos and video. Instruction in the FAA knowledge areas will include lecture and discussion. Students will then be assessed using quizzes on the 12 individual knowledge areas, culminating in a 60 question (multiple choice with 3 options) comprehensive final exam that mimics the official FAA exam. Students will demonstrate coding skills with a project that includes all the following functions: take-off and landing, translation & rotation, take pictures, and start/stop video recording. The code project structure must include if/then statements and loops. The final assessment is the FAA Airman Knowledge Test: Unmanned Aircraft - General (UAG).

Recommended Background for Success: No drone flying background is expected. Students that enjoy problem solving, troubleshooting, and working on fine motor skills will like this class. Any student interested in an Aviation career will receive a strong foundation the field.

*students must be at least 16 years old to take the FAA exam

ROBOTICS	91639
Semester	
Grade 9-12	
Prerequisite: None	

Course Description: Robotics is an introduction to mechanical design and programming, focusing on using robots to solve technical challenges. Students will learn the basics of how hardware and software interact. The robots will be programmed in a graphical environment, but line-by-line programming options may be available. The mechanical design lessons include building skills in measurement, ratios, mechanical advantage, simple machines, and linkages. Programming lessons include building skills in logic structures and using sensors to allow the robot to respond to its environment. Students will be involved many open-ended

challenges and friendly competitions; this is intended to foster skills in problem-solving, teamwork, and project management.

Instructional Methods/Assessments:

Approximately one third of class time is self-paced online tutorials in building and programming (formative). The remaining time is spent developing a robot to meet specific open-ended technical challenges (summative).

Recommended Background for Success:

Students should want to develop mechanical and logical intuition, along with fine motor skills. Students comfortable with working on challenges for which there is not one correct answer will enjoy this class.

DIGITAL PHOTOGRAPHY 1	92606
Fine Arts credit	
Semester Grades 9-12	
Prerequisite: None.	

Course Description: This course introduces students to digital photography. The advantages of digital photography will be explored along with camera features, lighting, composition, on-location and studio shooting, useful photo accessories, computer requirements, cataloging and managing images. In Digital Photography 1, the students concentrate on the camera and capturing the image. The student will be introduced to Adobe Photoshop, which will be used as an editing program. This is a hands-on course where the students will develop a project using the knowledge gained in class.

Instructional Methods/Assessments: Grades will be based on the following criteria: quizzes, critiques, reports, projects (70%), participation, notes/portfolio on student website (30%.)

Recommended Background for Success: A willingness to work productively individually and in a group, experience with digital media.

DIGITAL PHOTOGRAPHY 2	92616
Fine Arts credit/College credit	
Semester Grades 9-12	
Pre-requisite: Digital Photo 1	

Course Description: This course is a continuation of Digital Photography 1. Topics include editing and printing using Adobe Photoshop, panoramas, metering modes, focal points, lighting, composition, styles and subjects; photo manipulation, changing tones and pixels, scanning, the digital darkroom, and other technologies used in digital photography. As a

final project students will present their best work using a slide show and printed media.

Instructional Methods/Assessments: Grades will be based on the following criteria: quizzes, critiques, reports, projects (70%), participation, notes/portfolio on student website (30%.)

Standardized test for college credit.

Recommended Background for Success: A willingness to work productively individually and in a group, experience with digital media.

ADOBE PHOTOSHOP 92406

Fine Arts credit

Semester

Grade 9-12

Prerequisite: None

Course Description: This course introduces the student to common features of Adobe Photoshop software and provides daily practice in using the features in order to develop proficiency. Students will use Adobe Photoshop to create original artwork, manipulate color images, and retouch photographs. Careers in Graphic Arts are explored.

Instructional Methods/Assessments: Project based learning. Grades will be based on projects, participation, and portfolio.

Recommended Background for Success: A willingness to work productively, individually, and in a group. Experience with digital media.

INTRODUCTION TO DIGITAL DESIGN 92116

Fine Arts credit

Semester

Grades 9-12

Pre-requisite: None

Course Description: This course will provide an overview of the graphic design process with a focus on learning to identify and apply design elements and principles to visual communication projects. Students will be introduced to the current Adobe Creative Suite. The basic design skills of creating vector-based illustrations, composing pages and using type will be addressed. Students will employ the design process in their hands on projects, working from thumbnail to finished work.

Instructional Methods/Assessments: Grades will be based on the following criteria: quizzes, critiques, reports, projects (70%), participation, notes/portfolio on student website (30%.)

Recommended Background for Success: A willingness to work productively individually and in a group.

CAREER READINESS SEMINAR 99201

Semester

Grades 9-12

Prerequisite: None

Course Description: This course is for 9th through 12th grade students who are, or will be, participating in the 99202 Career Experience/Internship or 99204 IB CP Personal and Professional Skills. The Seminar will provide the students with opportunities to meet and discuss common job-related experiences, cover health and safety issues, on the job employer-employee relations, as well as gain insights into the culture and environment of work, thereby understanding the "All Aspects of Industry" and reinforce the connections between classroom content and work-related learning.

CAREER EXPERIENCE INTERNSHIP 99202

Semester

Grades 11-12

Prerequisite: Career Readiness Seminar 99201

Course Description: This is a structured program whereby students in the 11th and 12th grade receive school-site occupational instruction and related work site experience for application in that instruction. Students will have the chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The overall purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the workforce or postsecondary education upon high school graduation. The course provides opportunities to meet and discuss common job-related experiences, cover health and safety issues, on the job employer-employee and relations.

English

All courses are a year in length except where noted and offered for English credit.

ENGLISH 9 01001

Grade 9

Prerequisite: Current 9th grade student

Course Description: English 9 curriculum follows MPS Focused Instruction (FI) and is designed to engage students in high-level reading and writing activities. Students will explore literature and informational texts from multiple cultures and traditions and apply learned techniques to their writing in a variety of genres and styles.

Anchor Texts:

-*The Absolutely True Diary of a PartTime Indian*, Sherman Alexie

-*Of Mice and Men*, John Steinbeck

-*Romeo and Juliet*, William Shakespeare

-*Persepolis*, Marjane Satrapi

Learning Outcomes: Students will be able to read and critically analyze varied texts and increase their understanding through collaborative discussion with their peers. Students will be able to write effectively in different styles for varied purposes and audiences.

Instructional Methods/Assessments: In this course, students will develop their writing skills as they work through the writing process (outlines, rough drafts, and peer editing). Major written assessments include an expository essay, a comparative response to literature, a multi-genre project, and a dramatic monologue, and identity project and presentation. Students will also participate in shared inquiry discussion, Socratic seminars and literature circles.

Recommended Background for Success: Students should arrive with a foundation in writing, reading, and discussion. Additionally, students must have an open mind and sense of curiosity as they encounter new perspectives within the assigned texts as well as the classroom environment itself.

ENGLISH 10

01002

Grade 10

Prerequisite: Current 10th grade student

Course Description:

In this course, students will explore issues and gain knowledge through deep reading and critical analysis of contemporary and classical literature. They will develop and expand their reading comprehension strategies as well as their writing, language, and research skills. Students will also discuss and analyze the relationships between and among the elements of literature.

Learning Outcomes:

Students will work to reach and exceed specific learning targets based on the Minnesota State Standards, the International Baccalaureate Middle Years Program and the requirements for the MCA Writing test. The goal of this course is to support students in becoming more critical readers and thinkers, capable of effectively expressing their unique opinions by using evidence, purposeful language, and well-crafted writing. Through this course, students will be prepared for success in all of the options available to them in 11th grade including the International Baccalaureate Diploma Programme.

Anchor Texts:

-Short stories & poems

-Literature circles

-*Macbeth*, William Shakespeare

-*Night*, Elie Wiesel

Instructional Methods/Assessments

This is a rigorous course with an emphasis on critical thinking, careful reading, the writing process, and shared inquiry discussion. Students should be prepared to question, journal about new ideas, teach each other, and avoid simple regurgitation of information. Weekly activities include mechanic practice, writer's workshop, and discussions. Additionally, students will complete several summative assessments including literary analysis papers, a persuasive speech, and a research paper.

Recommended Background for Success

In addition to completing English 9, students should enter this course with an open mind and a desire to improve as a learner. Further, students should have experience in classroom discussion and the writing process.

AP ENGLISH LITERATURE & COMPOSITION
01416

Grade 10

Prerequisite: Current 10th grade student

Course Description: The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Texts/Curricular Materials: The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Texts from 16th- to 21st-century American and World literature, along with other literature written in or translated to English. A list of works from authors selected from a representative list cited by the College Board will be provided to all enrolled students.

Learning Outcomes: Through this course, students will be able to read complex imaginative literature appropriate for college-level study; write interpretations of a piece of literature based on textual details, considering literary elements and conventions and compose several forms; and compose in several forms (e.g., narrative, expository, analytical and argumentative essays) based on students' analysis of literary texts.

Instructional Methods/Assessments: This course requires students to read, appreciate, and interpret texts over the course of the academic year and take the three-hour long AP Literature and Composition Exam which employs multiple choice questions and free-response prompts to test students' skill in literary analysis of passages from prose and poetry texts. Students will also write an analysis essay that examines a specific concept, issue or element in a work of literary merit selected by the student.

Recommended Background for Success: Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. Students should have experience writing

critical analysis essays about literary texts as well as discussing the themes and stylistic choices of literature within a group setting. Further, students should have organizational skills to accommodate daily reading (about 25 to 50 or more pages) and/or writing assignments.

For further information, go to:

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.htm

ENGLISH 11

01003

Grade 11

Prerequisite: Current 11th grade student

Course Description: Focus will be on Mass Media & Journalism. This class is a course designed to examine different texts as a means of developing the student's reading, writing, analytical and speaking skills. The course covers a variety of texts, both fictional and non-fictional, stories, articles, films, speeches, etc. One central component of the class is the reading of various news writing genres (hard news, features, editorials) and producing writings for the school's newspaper, *The Grist*. We will follow this unit throughout the year. A second component of the class is the study of the narrative and persuasive techniques used in various visual media such as advertising and film. A third component is an examination of what it takes to participate with the world through public interaction. The idea will be to introduce students to the basics of writing and performing public speeches as well as participating effectively in Socratic discussions. The academic practice that ties all these components together is the study of real world texts as models for the students creating their own texts. Lastly, the class will also emphasize grammar instruction throughout the year, particularly relevant given that all juniors will take the ACT during the year.

Methods/Assessments: A culminating project at the end of each unit will connect assigned texts to our lives, while more formal essays will require students to present cohesive, well-supported arguments. Students will write a variety of news articles throughout the year that will be assessed whether they are published or not. Daily work will include grammar warm-ups and quick writes. The larger written projects will follow the writing process using multiple drafts. Preparing and performing at least one speech and participation in class discussions is also a requirement of the course. If the resources are available, students may be able to produce a

short film after an examination of commonly used film techniques.

Recommended Background for Success: As juniors, the students in the course are stepping into the second half of their high school career with more maturity and with a better grasp of basic academic skills. This course asks students to use their curiosity to observe the world around them, to use their analytical minds to interpret the meaning of that world, and to engage the world for the betterment of their community. A successful student will consistently interact with others in the class, share their skills and ideas, and be willing to work on develop their writing, reading and speaking skills.

ENGLISH 12 **01004**

Grade 12

Prerequisite: Current 12th grade student

Course Description: Focus will be on Multicultural Literature & Composition. In this course, students focus their studies on a semester of African American literature followed by a semester focusing on additional voices from the gap (Latino authors, Native authors, authors from the LGBTQ+ community, and female authors). We will collectively reconstruct our understanding of our shared history to better understand the artwork of the human experience.

Learning Outcomes: First semester, students will develop a deeper understanding of the significance of African American writing and art within American society and culture. Further, students will analyze how an artist's choices impact the overall message audiences receive. Students will learn how to critique, reflect, inform, and entertain through formal and creative writing, media production, spoken word performance, and oral presentations. Second semester, students will continue to expand on their understanding of under-represented artists through a multi-cultural lens.

Methods and Assessments: Assessments include a variety of speaking, writing, and reading assignments. Students will write numerous creative and analytical works, as well as participate in a spoken word poetry unit. Each quarter students will either create a presentation to share in front of the class or a recording using Screencastify. Primarily, students will demonstrate their learning through a variety of methods and assessments.

Recommended Background for Success: Seniors should be motivated to revisit some of

their prior knowledge and be prepared to reassess what they think and what they know. Students should come with a genuine interest to learn about what is often left out of common textbooks and classroom discussions. Students should also be prepared to pursue knowledge beyond our class time. This is a survey course and will likely provoke more questions than offer answers.

IB SL LITERATURE & PERFORMANCE, Year 1 & Year 2 **01521/01522**

Grade 11-12

Prerequisite: Current 11th or 12th grade student

Course Description: This course is an interdisciplinary synthesis of literature studies and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between a conventional literary emphasis on close reading, critical writing and discussion, and the practical, aesthetic, and symbolic elements of performance. A distinctive outcome of this connection is the performance of a piece transformed from poetry or prose. In this creative process, text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines. The course as a whole examines literary and dramatic texts and seeks to develop intellect, imagination, and creativity. It encourages intercultural awareness through a study of texts from more than one culture. Students will read such texts as *Death of a Salesman*, *Hamlet*, the poetry of Langston Hughes and Gwendolyn Brooks, and *Blood Wedding*.

Instructional Methods/Assessments: Students are encouraged to complete the internal assessment (performance) and take the IB HL exam that correlate with this two-year course.

Recommended Background for Success: Successful completion of English 10, AP 10, and/or appropriate grade level course work. Students should be able to work independently and collaboratively. They must be willing to take risks and accept and incorporate constructive feedback. Students must be comfortable with public speaking and/or willing to practice this skill.

IB HL LANGUAGE & LITERATURE Year 1 & 2
013031/013032

2 Year course
Grade 11-12
Prerequisite: Current 11th or 12th grade student

Course Description: Language & Literature is a two-year International Baccalaureate course in which students study a variety of text types (film, essays, novels, poems) to better understand the purpose of language and its power. In addition to current media, students will explore the following

Anchor Texts:

- From Sleep Unbound, Andree Chedid
- Selected poetry of Grace Nichols
- The Bluest Eye, Toni Morrison
- The Stranger, Albert Camus
- The Handmaid's Tale, Margaret Atwood
- The Great Gatsby, F. Scott Fitzgerald
- The Crucible, Arthur Miller

Learning Outcomes:

Through this course, students will learn to think critically, synthesize knowledge, and make interdisciplinary connections. Students will make inferences and provide support for their claims. They will analyze how audience, context, and purpose affect the structure, content, and interpretation of texts. Further, students will understand the way mass media uses language and images to inform, persuade, or entertain.

Instructional Methods/Assessments:

Students will participate in the writing process, student led discussions, media analysis of texts, media production including blogging, building videos, and websites and analyzing texts' purpose, audience, bias, and context. The major IB assessments include literary analysis essays, creative writing, collaborative presentation on topics related to texts, and individual oral commentaries.

Recommended Background for Success:

Students should be able to work independently and collaboratively. They must be willing to take risks and accept and incorporate constructive feedback. **Students must be comfortable with public speaking and/or willing to practice this skill.** This course moves quickly; when a text is assigned, students are expected to read 70-100 pages a week. **Major written assignments will require time outside of class to be completed.**

Fine Arts



Music

All courses are offered for art credit
All courses are a year in length, except as otherwise noted

CONCERT BAND (Intermediate) 06222

Grade 9-12
Prerequisite: At least 2 years prior participation in Band.
Rental Fee: School instrument rental suggested fee \$35/yr (if needed) \$10/yr fee for percussionists.

Course Description: 9th grade Students with Concert Band playing experience are eligible for this course. A wide variety of styles of band literature and a medium to medium advanced level of difficulty of music are used to develop individual and group performance skills. The fundamentals of basic musicianship will be emphasized. All band members are encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on a high level of proper breathing, tone quality, intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, and occasional after school rehearsals, and are expected to practice their instruments at home. Opportunities are available for solo and ensemble experiences through the year. The Concert Band performs throughout the year for Concerts and Athletic events, and has a local tour every year with an out of state performance tour every other year.

Instructional Methods/Assessments: A high level of instrumental technique will be taught through scales and exercises, and is used in selected literature, appropriate for the group. Students will be assessed through daily performance, playing tests, and other coursework. Assessments include written and

playing tests and concert participation.

Recommended Background for Success:

Students need instrumental skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate basic rhythm and skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

CONCERT ORCHESTRA (Intermediate) 06212

Grade 9-12

Prerequisite: 2 years orchestra experience
Rental Fee: School instrument rental suggested fee \$40/yr (if needed)

Course Description: The WHS Concert Orchestra is open to all students in grades 9 – 12 who play violin, viola, cello or the double bass. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group.

Students will continue to improve previously acquired skills such as proper posture and hand position, shifting, vibrato, note-reading, musical interpretation, ear training skills, and music theory. Appropriate rehearsal/performance disciplines are taught and maintained within the group. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals. The Orchestra performs throughout the year for concerts and has a local tour every year, with an out of state performance tour every other year.

Instructional Methods/Assessments: Strong performance techniques are taught through scales and exercises, and performance pieces. Assessments are used in selected literature appropriate for the level of the group. Students are assessed on daily performance and technique. Assessments include written and performance, and concert participation.

Recommended Background for Success:

Students should have proficient instrumental

skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

CHAMBER ORCHESTRA (Advanced) 06213

Grade 9-12

Prerequisite: Must audition with director prior to placement.
Rental Fee: School instrument rental suggested fee \$40/yr (If needed)

Course Description: Chamber Orchestra is an opportunity to study advanced small group ensemble music and orchestral literature. Members are selected by audition. Chamber Orchestra offers students great variety and challenge in musical performance. Students will continue the advanced development of instrumental technique, music reading and comprehension skills, independent musicianship, style, critical thinking skills, a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group.

Instructional Methods/Assessments: An advanced level of technique will be taught through scales and exercises. Assessments are used in selected literature, appropriate for the level of the group. Students will be assessed through daily, and scheduled performance, performance tests, and concert participation.

Recommended Background for Success:

Students should have instrumental skills at the 9th grade level and knowledge of appropriate playing technique of their individual instrument. Students should demonstrate the highest level of performance practices: be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

JAZZ BAND (Jazz 1) 06231

Grade 9-12

Prerequisite: Co-enrollment in Concert Band, Orchestra, Choir and/or Band Director's approval.

Rental Fee: School instrument rental suggested fee \$35/yr (If needed)

Zero Hour (meets 3 days per week)

Course Description: Students with performing experience in Concert Band, Orchestra, or Choir are eligible to audition for this course. Auditions are held in the first week of the school year. This group is our most advanced big band, playing music written for this ensemble, from the early jazz bands through modern compositions. Playing all styles of Jazz. A wide variety of styles of literature and difficulty of music are used to develop individual and group performance skills. The fundamentals of basic musicianship and style will be emphasized. All members are strongly encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on proper understanding of the many styles of music they will rehearse and perform. Emphasis will be placed on a high level of tone quality, improvisation intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals. Opportunities will be available for small ensemble experiences throughout the year. The Jazz 1 Band performs throughout the year for school performances and functions, and will have a local tour every year with an out of state performance tour every other year.

Instructional Methods/Assessments: Students will be assessed through daily performance, and performances, with a high emphasis on having a strong technique, which will be taught through scales and exercises, and listening. Assessments will be used in selecting a level of literature appropriate for the group.

Recommended Background for Success: Students need instrumental skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate basic rhythm and scale skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

JAZZ ENSEMBLE (Gold Medal Jazz) 06233

Grade 9-12

Prerequisite: Co-enrollment in Concert Band, Orchestra, Choir and/or Band Director's approval. Students will audition in the beginning of the new school year.

Rental Fee: School instrument rental suggested fee \$35/yr

Zero Hour (meets 3 days per week)

Course Description: Students with performing experience in Concert Band, Orchestra, or Choir are eligible to audition for this course. A wide variety of styles of literature and difficulty of music are used to develop individual and group performance skills. The fundamentals of basic musicianship and style will be emphasized. All members are strongly encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on a high and proper understanding of the many styles of music they will rehearse and perform. Emphasis will be placed on a high level of tone quality, improvisation intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals. Opportunities will be available for small and large ensemble experiences throughout the year. The Jazz Ensemble (Gold Medal Jazz) performs throughout the year for school performances and functions. We will have a local tour every year with an out of state performance tour every other year.

Instructional Methods/Assessments: Instructional methods include a high emphasis on having a strong technique, which will be taught through scales and exercises, and listening. Assessments will be used in selecting a high level of literature appropriate for the group. Students will be assessed through daily performance, and performances.

Recommended Background for Success: Students need instrumental skills at the 8th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate advanced rhythm and scale skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

WIND ENSEMBLE (Advanced) 06224

Grade 10-12

Prerequisite: Audition

Rental Fee: \$35.00 suggested fee for school owned instrument rental/\$8.00 suggested Percussion fee

Course Description: Students with Concert

Band playing experience are eligible to audition for this course. A wide variety of styles of band literature and higher difficulty of music are used to develop individual and group performance skills. The fundamentals of basic and high levels of musicianship will be emphasized. All band members are encouraged to be involved in some form of lesson experience to develop personal music understanding, appreciation, playing techniques, and musicianship. Emphasis is placed on proper breathing, tone quality, intonation, articulation, development of range, music reading skills, etc. Students participating must be available for public performances, solo and ensemble adjudicated events, and occasional after school rehearsals. Opportunities are available for solo and ensemble experiences throughout the year. The Wind Ensemble performs throughout the year for Concerts and Athletic events and has a local tour every year with an out of state performance tour every other year.

Instructional Methods/Assessments: A high level of instrument and ensemble techniques will be taught through a variety of exercises. Assessments are used in selecting a high level of literature, appropriate for the level of the group. Students will be assessed through daily performance, playing tests, and other coursework. Assessments include written and playing tests and concert participation.

Recommended Background for Success: Students need instrumental skills at the 9th grade level and knowledge of appropriate playing technique of their individual instrument. Students must have the ability to demonstrate basic rhythm and scale skills, with the ability to play independently. Students should be on time, be respectful, always strive for their best achievement, be prepared for rehearsals through practicing, and always be musical.

IB SL MUSIC **06264**

Offered every other year (offered 20-21)
Grade 11-12
Prerequisite At least 2 years experience of vocal or instrumental music. This can be either solo or ensemble experience. Ability to read basic musical notation is extremely helpful, and essential for the IB exam.

The purpose of the IB Music course is to provide a strong foundation for the further study of music at the university level or in music career pathways as well as an enriching course of study leading to lifelong participation in the world

of music for all students, regardless of their eventual career choice. Students will develop knowledge and awareness of the history and evolution of music from both Western Art Music and non-Western cultures and will be able to identify, evaluate and reflect upon the similarities and differences of any two musical works. To do this, they will need knowledge of music fundamentals (melody, medium, harmony, meter, form, style, context, and technique), together with appropriate music vocabulary. They will also apply this knowledge to the development of their individual musicianship skills as both performers and creators, with numerous opportunities to compose, perform, and arrange music. In all components, students will engage in a combination of teacher-directed studies, independent research, and group research projects.

In addition to these musical applications, students will also explore broader issues of musical context, the role of music in the history of humankind, artistic standards, and the relationship of music to other disciplines.

Instructional Methods/Assessments: Students will be expected to demonstrate knowledge, understanding and perception of music in relation to time, place and culture; the appropriate musical terminology to describe and reflect their critical understanding of music, the analysis of music in relation to time, place and cultures; creative skills through exploration, control and development of musical elements; performance skills through solo music making or group music making; and critical thinking skills through reflective thought.

Recommended Background for Success: Some enrollment in a music program, private instrumental or vocal lessons. Have an interest in listening to all styles, and periods and cultures of music. Have a positive and healthy attitude for learning.

BEGINNING GUITAR **06251**

Semester
Grade 9-12
Prerequisite: None
Rental Fee: \$10.00 guitar rental (for students who wish to keep a school instrument at home)

Course description: In Beginning Guitar, students learn guitar skills and apply them to ensemble work. Students will learn note-reading, common chords, strumming and finger-picking

patterns. Students also do weekly work-book exercises that demonstrate their understanding of music fundamentals as applied to the guitar fretboard. Students who successfully complete Beginning Guitar can transition into Guitar Orchestra (06254)

Instructional Methods/Assessments:

Instructional methods include learning, daily goal setting, aural training, and standard ensemble rehearsal techniques. Assessments include weekly performance exercises and concert participation.

Recommended Background for Success: No prior guitar experience is necessary for this class. However, accommodations will be made for students with prior experience in note reading to take on more challenging work.

GUITAR ORCHESTRA **06254**

Semester

Grade 9-12

Prerequisite: Successful completion of Beginning Guitar 06251, or audition (9th graders with successful guitar experience in note-reading are encouraged to audition)

Rental Fee: \$10.00 guitar rental (for students who wish to keep a school instrument at home)

Course Description: Weekly theory assignments designed for the guitarist, regular performance assessments, quarter exams, semester exams, goal setting towards solo and ensemble work. Concert performances are mandatory.

Classroom Rules: Be punctual, stay on task with goals in mind, respect your peers, and actively look for ways to work with others.

Instructional Methods/Assessments:

Instructional methods will include cooperative learning, daily goal setting, aural training, and standard ensemble rehearsal techniques. Assessments include weekly performance exercises, and concert participation.

Recommended Background for Success: Successful completion of Beginning Guitar (06251), or successful audition. Students must demonstrate basic skills in reading melodic and rhythmic notation, be able to play independently, and respect the ensemble rehearsal process.

BEGINNING PIANO/KEYBOARDING 06241

Semester

Grade 9-12

Prerequisite: None

Course Description: This class is offered to students with no or minimal prior experience on piano. It provides a positive music learning experience for students to develop basic piano skills. Time in class will be spent on developing keyboard skills for performance assessments and weekly workbook exercises that develop an understanding of musical elements applied to the piano.

Instructional Methods/Assessments:

Instructional methods include individual learning, one-on-one with the teacher and peers, rote learning, and direct instruction of music theory. Assessments include performance practices and techniques, and workbook tests.

Recommended Background for Success:

Students who are strong independent learners, take direction, and motivated to excel are encouraged to take Beginning Piano. No previous music experience is necessary.

INTERMEDIATE PIANO/KEYBOARDING **06242**

Semester

Grade 9-12

Prerequisite: Beginning Piano/Keyboarding (06241) or audition

Course Description: This course is for students who have successfully completed Beginner Piano/Keyboarding 06241 and wish to further develop their skills, musical understanding, and develop a repertoire of solo piano pieces. Time in class will be spent on mastering rudimentary piano exercises and practicing piano pieces of their choice from written piano scores or Youtube tutorials. Students will also complete weekly workbook exercises that demonstrate their knowledge and understanding of music theory as applied to the piano.

Instructional Methods/Assessments:

Students work independently, setting performance goals with the teacher and getting regular feedback on these as well as workbook assignments.

Recommended Background for Success:

Students who are strong independent learners, take direction well, and desire a stronger grounding in their understanding of musical theory are encouraged to enroll.

MUSIC EXPLORATION **06261**

Semester

Grade 9-12

Prerequisite: None

Course Description: Music Explorations is a 9-12, hands-on, music-making course in which students compose and perform original music. This course features bucket drumming, soundtrack composition, digital beat-making, and pop and hip-hop songwriting. The curriculum is designed to be flexible and cater students' musical personal interests and talents, thereby advancing the musical skills and creative artistry of both beginners and accomplished musicians.

Instructional Methods/Assessments:**Recommended Background for Success:**

BEGINNING CHOIR **06201**

Grade 9-10

Prerequisite: None

Lab Fee: \$20

Course Description: Beginning Choir is a high school introductory choir that meets daily for rehearsals. Concerts are presented quarterly throughout the year. Students will study a variety of musical styles including classical, folk, jazz, pop, gospel, and other contemporary literature. Vocal ensemble arranging and piano chord chart-reading units are essential components of this course. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

Instructional Methods/Assessments:

75% Performances, Reflection Journals,

Part testing, and Music Theory
25% Rehearsal Activities

Recommended Background for Success: A love for singing and commitment to working as a team player.

INTERMEDIATE CHOIR (Choraliers) **06202**

Grade 10

Prerequisite: Audition

Lab Fee: \$20

Course Description: Choraliers is a SATB choir that meets daily for rehearsals. Performances are presented quarterly throughout the year, which include concerts, contests, cabarets, and other community functions. Students will study a

variety of musical styles including classical, folk, jazz, pop, gospel, and other contemporary literature. Vocal ensemble arranging and piano chord chart-reading units are essential components of this course. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

Instructional Methods/Assessments:

75% Performances, Reflection Journals,

Part testing, and Music Theory

25% Rehearsal Activities

Recommended Background for Success: A love for singing challenging music and commitment to working as a team player.

POP CHOIR (Crew 612) **06208**

Grade 11-12

Prerequisite: Audition

Lab Fee: \$20

Course Description: Crew 612 meets daily for rehearsals. Performances are presented quarterly throughout the year, which include concerts, contests, cabarets, and other community functions. Students will study jazz, pop, gospel, and other contemporary literature. Vocal ensemble arranging and piano chord chart-reading units are essential components of this course. Sight-reading, small ensemble experiences, and vocal pedagogy are embedded throughout the year.

Instructional Methods/Assessments:

75% Performances, Reflection Journals,

Part testing, and Music Theory

25% Rehearsal Activities

Recommended Background for Success: A love for singing contemporary music with movement and/or choreography. In addition, a commitment to working as a team player.

ADVANCED CHOIR (Miller Voices) **06203**

Grade 11-12

Prerequisite: Audition

Lab Fee: \$20

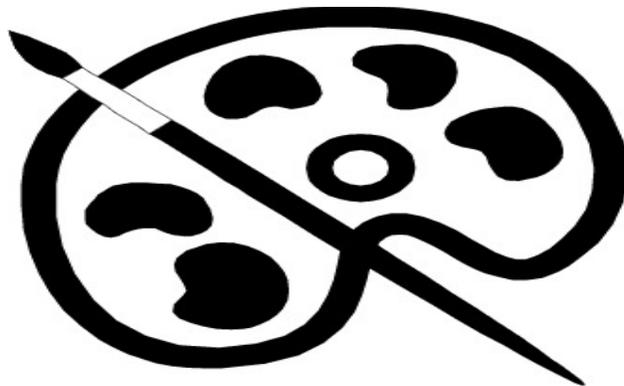
Course Description: Miller Voices is an advanced SATB choir that meets daily for rehearsals. Performances are presented quarterly throughout the year, which include concerts, MN state large group contest, cabarets, a yearly spring trip, and other community functions. Students will study a variety of musical styles including classical, folk, jazz, pop, gospel, and other contemporary literature. Sight-reading, small ensemble

experiences, and vocal pedagogy are embedded throughout the year.

Instructional Methods/Assessments:

75% Performances, Reflection Journals, Part testing, and Music Theory
25% Rehearsal Activities

Recommended Background for Success: A love for singing challenging classical music and commitment to working as a team player.



Visual Arts

All courses are offered for art credit and have a suggested materials fee of \$10

All courses are a Semester in length unless otherwise noted

STUDIO ART

06021

Grade 9-12

Prerequisite: None

Course Description: This course is an introduction to the WHS visual arts program. Studio Arts gives students experience with a variety of materials and techniques, which may include: drawing, painting, printmaking, graphics, ceramics, photography and sculpture.

Instructional Methods/Assessments:

Instructional methods include lectures, demonstrations, hands-on studio work, written artist statements and critiques. Assessments include completion and quality of work and participation in critiques and discussions.

Recommended Background for Success:

Students will need to be open to new art forms and experiences and be ready to develop as an artist.

This course is a prerequisite for all other art courses.

CERAMICS 1

06141

Grade 9-12

Prerequisite: Studio Art

Course Description: Ceramics1 students will study multiple methods of clay construction, surface decoration, glazing and firing the kiln. Projects will include the design and creation of functional pottery and sculpture. Exemplar art from a variety of cultures will be studied. Students will be expected to apply knowledge of history, aesthetics and art criticism on a regular basis. This is an art course that teaches basic understanding and implementation of skills and techniques of working with clay. Students will learn techniques in wheel-thrown and hand-built pottery.

Instructional Methods/Assessments:

Methods include demonstrations, studio work, and professional/student examples. Assessment is based upon project criteria, participation in critiques, problem-solving and completion of work.

Recommended Background for Success:

Students should have an interest in the art form of working with clay and glazing.

CERAMICS 2

06142

Grade 10-12

Prerequisite: Ceramics 1

Course Description: Ceramics 2 students will continue the study of the multiple methods of clay construction, surface decoration, glazing, firing the kiln and using the potter's wheel. Projects will include design of functional pottery, sculpture and continued study of a variety of exemplar art as well as written analysis of own, peer and professional work.

Instructional Methods/Assessments:

Methods include demonstrations, studio work and professional/student examples. Assessment is based upon project criteria, participation in critiques, problem-solving and completion of work.

Recommended Background for Success:

Students who have excelled in Ceramics 1 and have an interest in advancing skill development in pottery.

CERAMICS 3

06143

Grade 10-12

Prerequisite: Ceramics 2

Course Description: Course Description:

Ceramics 3 students will continue the study of the multiple methods of clay construction, surface decoration, glazing, firing the kiln and using the potter's wheel. Students will have the opportunity to recycle clay using the pug mill. Projects will include design of functional pottery, sculpture and continued study of a variety of exemplar art as well as written analysis of own, peer and professional work. **Instructional Methods/Assessments:** Methods include demonstrations, studio work and professional/student examples. Assessment is based upon project criteria, participation in critiques, problem-solving and completion of work. **Recommended Background for Success:** Students who have excelled in Ceramics 2 and have an interest in further developing their skills. **Instructional Methods/Assessments:** Methods include demonstrations, studio work and professional/student examples. Assessment is based upon project criteria, participation in critiques, problem-solving and completion of work. **Recommended Background for Success:** Students who have excelled in Ceramics 2 and have an interest in advancing skill development in pottery.

DRAWING 1 **06101**
 Grade 9-12
 Prerequisite: Studio Art

Course Description: In Drawing 1 students will explore the fundamentals of drawing, and develop a basic understanding of multiple drawing skills. The course will emphasize refinement of drawing techniques in various media including pencil, charcoal, crayon, ink, watercolor, pastel and printmaking. Weekly drawings and journaling in sketchbooks will be required, as well as written analysis of student and professional work. Students will be working on a wide variety of subject matter in their assignments. The Art Elements and Principles, as well as research of topics, will guide students in the completion of fun and interesting assignments. **Instructional Methods/Assessments:** A variety of artwork, both professional and student, will show the use of different skill levels and techniques. Demonstrations will be done through the use of various technologies to strengthen student understanding and success. Occasional peer critique sessions will help in problem-solving and in the development of ideas. Assessment is based on: observed self-

improvement, comprehension and implementation of skills and techniques taught. **Recommended Background for Success:** Students should have patience, be goal-oriented and have an eye for detail. Seeing how light and shadows are used to make a drawing powerful is very important.

DRAWING 2 **06102**
 Grade 10-12
 Prerequisite: Drawing 1

Course Description: Students will continue to grow, further honing their skills and techniques learned in Drawing I. Students will be applying these skills and techniques to many new mediums including: textured papers, scratchboard, Plexiglas, etc. This is a research-based art class involving a lot of observation and retrieval of visual aids from printed formats to online searches. Students will put together various project packets which will include: thumbnail and comprehensive sketches, photographs, field studies and final drawings. **Instructional Methods/Assessments:** A variety of artwork, both professional and student, will show the use of different skill levels and techniques. Demonstrations will be done through the use of various technologies to strengthen student understanding and success. Occasional peer critique sessions will help in problem-solving and in the development of ideas. Assessment is based on: observed self-improvement, comprehension and implementation of skills and techniques taught. **Recommended Background for Success:** Students should have patience, strong organizational skills, a good work ethic and an eye for implementing.

PAINTING 1 **06111**
 Grade 9-12
 Prerequisite: Studio Art

Course Description: Painting 1 addresses the study of painting technique and the history of painting. Students will use tempera, watercolor and acrylic paints. Focus will be on studio time, improving various painting techniques and completing long-term paintings. Students will be asked to think creatively and manifest those thoughts in painting. The course begins with a unit on color theory, art terms and a focus on strong composition. A variety of techniques that will be explored through different painting

assignments. A variety of painting surfaces will be used including paper and canvas board.

Instructional Methods/Assessments:

Demonstrations and presentations will be made at the beginning of class. Examples of famous paintings, artists and styles will be shown.

Assessment is based on the quality of completed work in painting the degree of involvement (use of time) in class, work completion and general cooperation in the room.

Recommended Background for Success: It is helpful to have some drawing skills, as it will be necessary to make sketches or compositions for each painting.

PAINTING 2 **06112**

Grade 10-12

Prerequisite: Painting 1

Course Description: In Painting 2 more attention is placed on technical excellence and experimenting with different painting mediums. Students are assisted in developing more personalized paintings. Painting styles are explored and techniques are researched according to each student's interests and needs.

Instructional Methods/Assessments: The instructor will work closely with individual students to help them develop ideas, compositions and techniques that are appropriate for each student. Assessments are based upon degree of involvement, quality of preliminary sketches, participation in critiques, group participation, cooperation, painting production, and completion of work.

Recommended Background for Success: Familiarity with painting with acrylics is essential. Good drawing skills and knowledge of color mixing and color theory will also be helpful to the student.

IB SL VISUAL ARTS **060041**

Year long

Grade 11-12

Prerequisite: Studio Art

Lab Fee: N/A

Course Description: This course introduces students to artistic tools and ways of thinking about art. Students practice creating art with various media and become comfortable with art analysis.

Instructional Methods/Assessments:

Students will develop artistic skills and ideas independently but within a diverse social,

cultural and historical context. Students will keep a visual journal to record artistic exploration and analysis. They will create original artwork and participate in self and peer critiques, museum and gallery visits, and artist workshops.

Summative assessments will include the assessment of artwork, assessment of process (as shown in the visual journal) and assessment of an art history research project. In the spring students will curate/participate in an art exhibit. During May, students work on large-scale collaborative art projects.

Recommended Background for Success:

Students should have completed the Studio Art class. They should be willing to take responsibility for their own artistic growth and be willing to take risks.

IB HL VISUAL ARTS, Year 1 **060051**

Year 1 of 2 year course

Grade 11

Prerequisite: Studio Art

Lab Fee: N/A

Course Description: This course introduces students to artistic tools and ways of thinking about art. Students practice creating art with various media and become comfortable with art analysis. They will prepare for increasingly independent creative work in HL Year 2.

Instructional Methods/Assessments:

Students will develop artistic skills and ideas independently but within a diverse social, cultural and historical context. Students will keep a visual journal to record artistic exploration and analysis. They will participate in self and peer critiques, museum and gallery visits, and artist workshops. Students will also complete art historical analysis assignments.

Summative assessments will include the assessment of artwork, assessment of process (as shown in the visual journal) and assessment of an art history research project. In the spring, students will curate/participate in an art exhibit. During May, students work on large-scale collaborative art projects.

Recommended Background for Success:

Students should have completed the Studio Art class. They should be willing to take responsibility for their own artistic growth and be willing to take risks.

IB HL VISUAL ARTS, Year 2 **060052**

Year 2 of 2 year course

Grade 12

Prerequisite: IB HL Visual Arts, Year 1
Lab Fee: N/A

Course Description: This course continues the study of in-depth, independent artistic creation. Students will create art that is personally meaningful and technically sophisticated. Students will critique their own, peers' and professional works of art.

Instructional Methods/Assessments: Students will continue developing ideas for creating art within a diverse social, cultural and historical context and create artwork independently. They will create original artwork and participate in self and peer critiques. Summative assessments will include the assessment of artwork, assessment of process (as shown in the visual journal) and assessment of student artwork created in response to ideas developed in an art history research project (completed in HL1). In the spring, students will curate/participate in an art exhibit. During May, students work on large-scale collaborative art projects.

Recommended Background for Success: Students must have completed HL Year 1. They should be willing to take responsibility for their own artistic growth and challenge themselves.



Theater

All courses are offered for art credit and have a lab fee of \$10.

All courses are a Semester in length unless otherwise noted.

BEGINNING THEATER 06411

Grade 9-12

Prerequisite: None

Course Description: Students of all levels are welcome to a class about performance, acting, and getting in touch with your artistic voice. Technique is developed through improvisational

theatre activities, stage movement, dance, and collaboration with guest artists. Students will create and define safe space, write spoken word poetry, and participate in two original performances for the community.

Instructional Methods/Assessments: Include-hands on, group activities, as well as one on one partner work and a reflection process. Students are assessed on participation, work attitude and ethic, commitment, cooperation, and final performance.

Recommended Background for Success: The class is designed for students with a strong interest in performing and with a desire to work with and get to know others. No previous experience necessary, an open mind and willingness to try new things a must!

PERFORMANCE THEATER 2 06412

Grade 10-12

Prerequisite: Beginning Theater

Course Description: This is an advanced class, and students are expected to have a strong understanding of the value of safe space, ensemble, and the power of artistic voice. Theatre II students will be performing and setting an example for Washburn staff/students, beginning theatre students, as well as communities outside of Washburn High School. In theatre II, each student has the opportunity to develop their artistic voice, through performance, poetry, writing, and visual arts. We will create and perform original theatre that reflects YOUR ideas, your experience, your goals and hopes for this world.

Instructional Methods/Assessments: Include-hands on, group activities, as well as one on one partner work and a reflection process. Students are assessed on participation, work attitude and ethic, commitment, cooperation, and final performance.

Recommended Background for Success: The class is designed for students with a strong interest in performing. Students who want to further artistic development and had strong leadership and passion for theatre 1 will enjoy theatre 2. You must be prepared to step into leadership roles and be ready to take creative risks.

PERFORMANCE THEATER 3 06413

Year

Grade 11-12

Prerequisite: Performance Theater 2, interview with Ms. Spring

Course Description: Students take on leadership roles in the classroom and community by developing an original touring production over the course of 1 year. Students commit to fostering a deeper understanding of their artistic identity. Theatre 3 is a touring theatre company that acts as a vehicle for student empowerment based strongly in arts leadership training. Theatre 3 students will represent Washburn in the greater Twin Cities community through public performances that address student identified social issues and concerns in their community.

Instructional Methods/Assessments: Include-hands on, group activities, as well as one on one partner work and a reflection process. Students are assessed on participation, work attitude and ethic, commitment, cooperation, and final performance.

Recommended Background for Success: The class is designed for students with a strong interest in performing and being community leaders. Students who want to further artistic development and had strong leadership and passion for theatre 1 & 2 can carry on the torch in Theatre 3. You must be prepared to step into leadership roles, and be ready to take risks. Be prepared to travel and represent Washburn in the greater Twin Cities community.

Fitness and Health

All courses are offered for Physical Education or Health credit except as otherwise noted.

All courses are a Semester in length

FITNESS FOR LIFE 12000

Required for Graduation
Semester
Grade 9-12
Prerequisite: None

Course Description: The focus will be on decision-making, cardiovascular fitness, and skill development in various sport and lifetime leisure activities. Students will be informed of the benefits of fitness and sport through this knowledge base. Students will be equipped with

the knowledge to make informed decisions in developing a healthy lifestyle. Cardiovascular endurance and conditioning will be emphasized through fitness and sport activities. These activities will be aimed at improving strength, agility, flexibility, and cardiovascular endurance. Students will be exposed to a variety of team, dual, and individual activities. These will focus on skill development (basic through advanced) and knowledge. All students will learn about and be engaged in these activities daily.

Instructional Methods/Assessments: This is a participation based class. Students will be assessed on their daily participation, knowledge of activities participated in, and attitude and effort during activities. All students will also be assessed on the fitness levels using the pacer test, push up test, and sit up test.

Recommended Background for Success: Students are expected to dress and participate in rigorous physical activities in order to be successful in the class.

HEALTH 11000

Required for Graduation
Semester
Grade 9-12
Prerequisite: None

Course Description: This is a one-semester health course required for graduation, taken as a freshman. Units covered incorporate the eight National Health Standards. The course is designed as a blended model of online curriculum and classroom instruction. Units of study include personal health and wellness, nutrition, substance abuse, sexuality, HIV/AIDS and other sexually transmitted infections, Safer Choices sexuality curriculum, relationships, first aid and CPR and other current health trends.

Instructional Methods/Assessments: Students are encouraged to become an advocate of healthy decision making to help friends and family, and the community at large. Technology is used to enhance teaching and learning for our students. The incorporation of individual, partners and small group work are built into the classes. A variety of unit assessments, warm-ups, projects and classwork are used to augment lessons, and class share outs.

Recommended Background for Success: Students will find success in this class through daily participation in group discussions and willingness to share and present ideas on health topics through verbal and written work.

IB SPORTS, EXERCISE AND HEALTH SCIENCE **08120**
(not offered 2021)

Elective
Year long
Grade 11-12
Prerequisite: Fitness for Life & Health

Course Description: This course involves the study of the science that explains Human Performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of Anatomy and Physiology, Biomechanics, Psychology and Nutrition, which are studied in the context of Sport, Exercise and Health. Students will cover a range of core including Anatomy, Exercise Physiology, Energy Systems, Movement Analysis, Skill in Sport, and Measurement and Evaluation of Human Performance. This course will cover an additional 2 option topics that include Optimizing Physiological Performance, Psychology of Sport, Physical Activity and Health, and Nutrition for Sport, Exercise and Health. This course will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze Human Performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

Instructional Methods/Assessments: This course fulfills the Group 4 requirements of the IB Diploma. An IB Group 4 project will be required.

Recommended Background for Success: This Course is recommended for students who are interested in pursuing careers in fields that include Coaching, Exercise Science, Health Science, Medical Professions, Nursing, Nutrition, Sport Science, and Sport Psychology.

***This course cannot be substituted for a required fitness or health class for graduation.**

MINDFUL NUTRITION **128051**

Elective
Semester
Grades 10-12
Prerequisite: Health

Course Description: This course explores all components of Nutrition from practicing mindfulness to learning about the basic fundamentals of nutrition such as calories, fats, proteins, essential nutrients and the five food

groups. Our course explores grocery store layouts, grocery lists, home food budgets and how to plan food in your own home. We then explore world nutrition, disease and food borne illness. Our junk food unit leads directly into eating disorders, fad diets and weight loss and gain. We look at the benefits of exercise and good nutrition together to create a healthy body and mind, and finish off the semester looking at world cultures and foods, family favorites, making a cultural cookbook and bringing in samples to pass around. We know you'll enjoy this class as you look forward to the future beyond high school!

Instructional Methods/Assessments:

Instructional methods used will include much self-directed projects, presentations and hands-on experiences. Both summative tests and quizzes will be used and a wide variety of formative assessment including presentations to the class, class participation in discussion.

Recommended Background for Success:

Students should have a basic knowledge of food preparation and or cooking from personal experiences and a strong desire to advance their knowledge of food and mindfulness techniques. Students should demonstrate the highest level of integrity in this class: be on time, be respectful, always strive for their best effort.

***This course cannot be substituted for a required health class for graduation.**

NEW MOVES (Female Emphasis) **12201**

Elective credit
Semester
Grade 9- 12 (limited space available for 9th gr)
Prerequisite: Successful completion of Fitness for Life

Course Description: New moves is an all-female Physical Education class. The emphasis of this class will be a healthy mind and a healthy body. Activities will include yoga and total body conditioning. The goal of the class will be for students to learn and practice healthy ways to deal with stress.

Instructional Methods/Assessments: The instructional methods/ assessment for new moves will include daily participation, written journals and assessment on basic skills.

Recommended Background for Success:

The recommended background for success includes successful completion of Fitness for Life.

***This course cannot be substituted for a required fitness class for graduation.**

PERSONAL & COMMUNITY HEALTH 128053

Elective credit

Semester

Grade 10-12

Prerequisite: Health

Lab Fee: None

Course Description: This is an elective health course designed to help students identify healthy life skills and productive daily patterns and to develop problem solving strategies, skills and attitudes for managing a family and living space. This class provides students with the information necessary to improve, promote, and maintain a healthy self-sufficient lifestyle.

Course Units: Throughout the next 18 weeks, the following topics will be discussed:

- Relationships (Family, Dating) (2 weeks)
- Abuse and Sexual Violence ((1 week)
- Pregnancy and Parenting (2 weeks)
- Sexual Health (Anatomy, Emotional) (1 week)
- Child Development (1 week)
- Non-Communicable/Communicable Disease Disorders, Disabilities (2 weeks)
- Home Organization (1 week)
- Task Management (2 weeks)
- Meal Planning (2 weeks)
- Home economics (1 week)
- Home Efficiencies (1 week)
- First Aid & CPR renewal (2 weeks)

Instructional Methods/Assessments: Unit Projects: on topics assigned are researched and presented in a creative, yet informative manner with audience participation. Written Tests: questions constructed from unit readings, classroom discussions and presentations in which students' demonstrate knowledge and application of skills to live a healthy life. And any other form of Summative Assessment created by the department during the semester.

Recommended Background for Success: Students must have completed the required for graduation Health Science course which provides students with a solid base of basics needed to dive deeper into other health related material.

***This course cannot be substituted for a required health class for graduation.**

SPECIFIC SPORTS ACTIVITIES (Basketball) 128013

Elective

Semester

Grade 9- 12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

Course Description: The focus of this class is to increase a student's knowledge, develop basketball skills through drill work and game play, as well as compete in a variety of basketball games. Students will participate in drills and skill work that will improve their overall ability to play basketball. Students will be separated into different teams and participate in a variety of games that will allow students to enhance teamwork and team building skills. Basketball skill development in basketball activities will be integrated into daily activities. Students will participate in activities that allow them to improve their individual skill sets, as well as increase their overall knowledge of basketball. Students will be engaged, have fun, and compete in the daily activities and games. Every week the students will participate in a weight training/ workout activity. The weekly workout activity is designed to introduce the students to weight room/ workout activities that can be used to improve lifelong health. Students will participate in weight room/ workout activities and programs that will benefit each student's strength and overall health and fitness.

Instructional Methods/Assessments:

Students will be graded on daily participation. Daily participation is based on a "5 Point" scale. Students will also be graded on a "10 Point" scale during weight room/ workouts days. Summative Assessments will include Basketball Skill Checklist Demonstrations, as well as Basketball Written Tests.

Recommended Background for Success:

This is an elective, so students that have a desire to participate and be willing to dress appropriately for daily activities. Students must also be willing to engage in basketball skill/ drill work and modified basketball games.

***This course cannot be substituted for a required fitness class for graduation.**

SPECIFIC SPORTS ACTIVITIES (Net Sports) 128013Q2

Elective

Semester

Grade 9-12 (limited space available for 9th gr)

Prerequisite: Successful completion of Fitness for Life

Course Description: This course is designed for students who want to participate in more Net games. Students will have a more focused experience on activities that may include Badminton, Volleyball, Pickleball, Ping pong and weather permitting soccer and Lacrosse.

Instructional Methods/Assessments:

Students will be graded on daily participation, skill basics, and rule basics.

Recommended Background for Success:

Any student with the desire to have fun, be active, and learn more about the above mentioned net sports will be a perfect fit for the class.

***This course cannot be substituted for a required fitness class for graduation.**

TEAM SPORTS	12131
Elective	
Semester	
Grade 9- 12 (limited space available for 9th gr)	
Prerequisite: Successful completion of Fitness for Life	

Course Description: The focus will be on increasing knowledge, developing skills, participating, and competing in a variety of team sports. Students will be separated into different teams and participate in a variety of games that will allow students to enhance teamwork and team building skills. Specific sport skill development in various sports and lifetime leisure activities will be integrated into daily activities. Students will participate in activities that allow them to improve their individual skill sets, as well as increase their overall knowledge of the sport. Students will be engaged, have fun, and compete in the daily activities and games. Every week the students will participate in a weight training/ workout activity. The weekly workout activity is designed to introduce the students to weight room/ workout activities that can be used to improve lifelong health. Students will participate in weight room/ workout activities and programs that will benefit each student's strength and overall health and fitness.

Instructional Methods/Assessments:

Students will be graded on daily participation. Daily participation is based on a "5 Point" scale. Students will also be graded on a "10 Point" scale during weight room/ workouts days. Summative Assessments will include Sports Skill Checklist Demonstrations, as well as Sports

Unit Written Tests given at the end of each Sport Unit.

Recommended Background for Success:

This is an elective, so students that have a desire to participate and be willing to dress appropriately for daily activities. Students must also be willing to engage in skill/ drill work and modified games for a variety of different sports.

***This course cannot be substituted for a required fitness class for graduation.**

WEIGHT TRAINING	12021
Elective	
Semester	
Grade 9-12 (limited space available for 9th gr)	
Prerequisite: Successful completion of Fitness for Life	

Course Description: The focus will be on decision-making, cardiovascular fitness, muscular strength, muscular endurance, and proper form when engaging in a variety of weight room activities. Students will be informed of the benefits of fitness and strength training. Students will be equipped with the knowledge to make informed decisions in developing and implementing a weight training program. They will acquire a knowledge for living a healthy lifestyle through weight training. The activities covered in this class will be aimed at improving individual strength, agility, flexibility, and cardiovascular endurance. The class will expose students to a variety of weight training and fitness activities. Students will work at their own strength and ability level, and track their individual progress, and will be expected to make strength gains and reach individual goals in the area of strength and fitness. Students will gain knowledge about muscles, activities that strengthen these muscles, as well as learn the proper techniques for a variety of exercises. Students will be engaged in a daily weight training program and develop lifelong exercises to assist them in living a healthy lifestyle.

Instructional Methods/Assessments:

Students will be graded on daily participation. Daily participation is based on a "5 Point" scale. Students will also be graded on a "10 Point" scale during weekly full class workouts. Summative Assessments will include various Lift/ Exercise Checklist Demonstrations, as well as various Lift/Exercise and Muscle Identification Unit Written Tests.

Recommended Background for Success:

This is an elective, so students that have a desire to participate and be willing to dress

appropriately for daily activities. Students must also be willing to engage in daily workouts and exercise. Students should desire to give their best effort and make personal health improvements within this class.

***This course cannot be substituted for a required fitness class for graduation.**

WORLD GAMES	12151
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Elective
Semester
Grade 9-12 (limited space available for 9th gr)
Prerequisite: Successful completion of Fitness for Life

Course Description: This upper level elective course is designed for the student who wishes to explore activities that are played throughout the world. These are creative and challenging for both the mind and body, with emphasis on cultural history and game play. Strength and Conditioning will be utilized for these activities, and there will be times where this domain will be needed to help the student better prepare for a successful participation in the unit covered. Units will focus on games that include nets and/or recreational balls made from various materials. In addition to various others, games may include: ·Sepak takraw, a kick volleyball game native to Southeast Asia ·Games of the North, a group of traditional Inuit sports to strengthen mind, body, and spirit ·Badminton, which can be traced to mid-18th century British India ·Gaelic Football, a combination of soccer and football ·Jeu de Boules, a game from France that is similar to Bocce ball · Cooperative Challenges from around the world.

Instructional Methods/Assessments: This is a participation based class. Students will be assessed on their daily participation, knowledge of activities participated in, and attitude and effort during activities. All students will also be assessed on the fitness levels using the pacer test, push up test, and sit up test.

Recommended Background for Success: Students are expected to dress and participate in rigorous physical activities in order to be successful in the class.

***This course cannot be substituted for a required fitness class for graduation.**

Mathematics

All courses are offered for Math credit except as otherwise noted

All courses are a year in length except as otherwise noted

INTERMEDIATE ALGEBRA	041110
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Grade 9-12
Pre-requisite: None

Course Description: Intermediate Algebra encourages and enables students to use the language, symbols and notations of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a survey of transformations and a solid study of secondary level statistics and probability.

Instructional Methods/Assessments: Instructional methods include lectures, discussions, cooperative learning, and individual investigations. Assessments include daily work, homework, tests, quizzes, and final exam.

Recommended Background for Success: Students should be able to solve one and two-step linear equations; understand and use number operations and order of operations with integers; understand and use fractions, percents, ratios and proportions; graph linear equations. Students should know how to use a graphing calculator (TI-84 plus).

GEOMETRY	04201
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Grade 9-12
Prerequisite: Intermediate Algebra

Course Description: Geometry students will study points, lines, line segments, rays, planes, and vectors in their exploration of angles, polygons, circles, lengths, areas, and volumes. Mathematical patterns and life's patterns will also be explored. Emphasis will be placed on congruent figures, as well as similar figures and their ratios, and right triangle trigonometric ratios. The concept of proof will be investigated and the utility of logic will be emphasized. Algebraic skills will be used to build further understanding of the interconnectedness of mathematics.

Instructional Methods/Assessments:

Instructional methods include investigations, teacher and student-led class discussions, and lectures. Assessments include tests, homework, projects, and semester final.

Recommended Background for Success:

Students should have had Intermediate Algebra which includes topics such as linear, exponential, and quadratic patterns. They should have had exposure to basic geometric shapes and concepts such as area and perimeter, parallel and perpendicular, etc. Students should have scientific calculator capable of doing basic trigonometric functions. Students may also wish to purchase a protractor and compass for use on homework.

ADVANCED ALGEBRA**04301**

Grade 9-12

Prerequisite: Geometry

Course Description: Advanced Algebra students will learn how to recognize, describe and generalize patterns to make predictions; use algebraic symbols and operations to represent and analyze mathematical structures and relationships; analyze the relationships and interactions between quantities to model and compare patterns of change for complex functions. Students will study sequence, linear, polynomial, and exponential functions, logarithmic functions, and the graphs that correspond to them, transformations, growth, and decay models; explore data through statistical graphs, measures of central tendency, lines of best fit; learn how to factor, solve radicals, and understand complex numbers, trigonometric functions; and use graphing calculators to solve problems.

Instructional Methods/Assessments:

Instructional methods include lectures, group discussion, and individual investigations. Assessments include tests, quizzes, homework, projects, and semester final.

Recommended Background for Success: It is recommended that students have a graphing calculator (TI-84 plus). Students should be able to simplify expressions, solve for a variable requiring multiple steps, and solve systems of linear equations. Additionally, this course builds on Intermediate Algebra skills, requiring students to have a strong understanding of variables and the order of operations.

AP STATISTICS**04606**

Grade: 10-12

Pre-requisite: Advanced Algebra

Course Description: AP Statistics is the equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will learn how to design, administer, and tabulate results from surveys and experiments, probability and simulations will aid students in constructing models for chance phenomena, and the understanding of sampling distributions will provide the logical structure for confidence intervals and hypothesis tests. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class.

Instructional Methods/Assessments:

Instructional methods include lectures, demonstrations using statistical software and web-based applets, group discussion, and individual/group investigations. Assessments include homework, classwork/small projects, tests, semester final, and a large project following the AP exam.

Recommended Background for Success:

This is recommended for students who were strong in Advanced Algebra (a B or better) or teacher recommendation. It is expected that students have a graphing calculator (TI-84 Plus) for daily use on classwork and homework. Students should be able to solve equations; represent and solve real-world problems using equations and diagrams; display data in histograms, boxplots, and scatterplots; have a strong understanding of probability.

IB SL MATH: ANALYSIS & APPROACHES**Year 1****047441**

Year 1 or a 2-year course

Grade 9-12

Prerequisite: Advanced Algebra

Course Description: This is for students who have a strong interest in advanced mathematics. In this course, students study pre-calculus, advanced trigonometry, functions, statistics, probability, as well as series sequences. This course is a prerequisite to IB SL Analysis &

Approaches Year 2. This class promotes a deeper understanding of topics from the past and presents new topics that are foundational for success in IB math classes. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class.

Instructional Methods/Assessments:

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects related to the internal assessment, and semester final.

Recommended Background for Success:

This is recommended for students who were strong in Advanced Algebra (a B or better). It is expected that students have a graphing calculator (TI-84 Plus). Students should be able to simplify rational expressions, solve rational expressions, and solve systems of linear and nonlinear equations; represent real world problem situations using variables and/or geometric models and solve polynomial equations. Students should have had exposure to logarithms and algebraic functions.

**IB SL MATH: ANALYSIS & APPROACHES
Year 2 047442**

Year 2 or a 2-year course

Grade 11-12

Prerequisite: IB SL Analysis & Approaches Yr 1

Course Description: This course is for students who successfully completed IB SL Analysis & Approaches Year 1. Students should enjoy the study of mathematics and have a strong background in math. The course will cover the basics of differential and integral calculus. In the third quarter, students will look at some advanced probability and statistics as well as review for the IB SL Analysis & Approaches Mathematics exam. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class. Students will explore a mathematics topic and write an Internal Assessment. All students enrolled in IB SL Analysis & Approaches Year 2 will be expected to sit for the IB exam in May.

Instructional Methods/Assessments:

Instructional methods include lectures, group discussion, and individual internal assessment in the form of a paper. Assessments include tests, quizzes, homework, projects, quarter/semester final exams, and the IB External Exam, which

covers material from both years of the class. Students will also write a math exploration paper known as an Internal Assessment.

Recommended Background for Success:

This is recommended for students who successfully completed IB SL Analysis & Approaches Year 1. IB SL Analysis & Approaches Year 2 is a challenging class where material from the first year of college calculus is covered. It is expected that students in this course have completed prerequisite courses with relative success. Students in this course should enjoy mathematics.

AP CALCULUS AB 045061

Grade 11-12

Prerequisite: Completion of Pre-Calculus or IB SL Analysis & Approaches Yr 1 is required

Course Description: This course is for students who have a strong interest in advanced math and/or could see themselves studying math after high school. The course covers the Calculus curriculum as set forth by the College Board Advanced Placement (AP) program. The course includes topics such as limits, first and second derivatives, applications of the derivative, the Mean Value Theorem, integrals, applications of integrals, and the Fundamental Theorem of Calculus. In addition, the course reviews other topics, such as, vectors and trigonometry. Students who successfully complete this course should be prepared to take the AP Calculus AB exam. Students will be prepared to take IB HL Analysis & Approaches course following this class.

Instructional Methods/Assessments:

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects, and quarter/semester final exams.

Recommended Background for Success:

This is recommended for students who were very strong in IB SL Analysis & Approaches Year 1 or teacher recommendation. AP Calculus AB is a challenging class where material is covered quickly. It is expected that students in this course have completed prerequisite courses with relative success and have strong algebraic skills. Students should be able to solve equations; represent and solve real-world problems using equations and diagrams. With that in mind, successful students will be those who enjoy hard thinking and are willing to commit to the workload of the class.

IB HL MATH: ANALYSIS & APPROACHES**047450**

Grade 12

Prerequisite: AP Calculus AB or IB HL Math, Yr 1

Course Description: This course is for students who have a strong interest in advanced math and/or could see themselves studying math after high school. Topics in this course include, but are not limited to, differential calculus, integration, vectors, complex numbers, limits, probability and statistical distributions, and mathematical induction. All students are expected to spend significant time outside of class reading text, doing homework problems, and preparing themselves to participate in class. Students also complete a math exploration paper during the school year and take an IB Exam at the end of the school year.

Instructional Methods/Assessments:

Instructional methods include lectures, group discussion, and individual investigation. Assessments include tests, quizzes, homework, projects, quarter/semester final exams, and the IB External Exam. Students will also write a math exploration paper known as an Internal Assessment.

Recommended Background for Success:

This is recommended for students who were strong in IB AP Calculus AB (a B or better). IB HL Analysis & Approaches is a challenging class where material is covered quickly. It is expected that students in this course have completed prerequisite courses with relative success. With that in mind, successful students will be those who enjoy hard thinking and are willing to commit to the workload of the class.

IB SL MATH: APPLICATIONS & INTERPRETATIONS**047540**

Grade 11-12

Prerequisite: Advanced Algebra

Course Description: This course is for students who have successfully completed Advanced Algebra and have a desire to continue taking math courses at Washburn. This course is a Standard Level IB Mathematics course with an emphasis on the culminating IB Exam associated with the course. The course has 5 main topics: Number and Algebra, Functions, Geometry & Trigonometry, Statistics & Probability, and Calculus both differential and integration. Trigonometry will be used for both

basic right and non-right triangles including the graphs of Sine, Cosine, and Tangent. The Statistics will cover linear regression, working with the normal curve, Pearson's Correlation Coefficient, Chi-Square Test for Independence, Chi-Square Goodness of Fit, Two Sample t-tests, and finally Spearman's rank. Finally, the Calculus portion will cover optimization, working with derivatives, and working with Integrals. All students are expected to spend quality time outside of class reading text, doing homework problems, and preparing themselves to participate in class. This class has an associated Internal Assessment. The Internal Assessment is a required piece of individual work in mathematics.

This is a great culminating class for 12th graders who completed Advanced Algebra and who are looking to have a 4th year of Mathematics that includes an IB Exam. It is also a great class for Juniors who took Advanced Algebra as a Sophomore who want to complete the algebraic sequence with this course, followed by AP Stats as a senior or continue with Applications and Interpretations at the HL level.

Instructional Methods/Assessments:

Instructional methods include lectures, group discussion, and individual work. Assessments include tests, quizzes, homework, projects, and semester final exams. IB Students will also write a math exploration paper known as an Internal Assessment.

Recommended Background for Success:

This course is for students who have successfully passed Advanced Algebra and have a desire for a testing year IB mathematics course. It is expected that students have a graphing calculator (TI-84 plus). Students should be able to simplify rational expressions, solve rational expressions, and solve systems of linear and nonlinear equations; represent real world problem situations using variables and/or geometric models and solve polynomial equations. Students should have had exposure to logarithms and algebraic functions.

COLLEGE PREP ALGEBRA & STATISTICS**04811**

Grade 12

Prerequisite: Advanced Algebra

Course Description: College Prep Algebra & Statistics will focus on providing a strong conceptual foundation in algebraic relationships and statistical analysis to prepare students to take credit-bearing college math

classes. Students will apply practical algebraic skills to further and deepen understanding of the interconnectedness of mathematics, through linear, exponential, quadratic and logarithmic relationships.

Instructional Methods/Assessments:

Instructional methods include lectures, discussions, cooperative learning, and individual investigations. Assessments include daily work, homework, tests, quizzes and final exam.

Recommended Background for Success:

This course is open to all students who have taken Advanced Algebra. Students should be able to solve multi-step equations including quadratics and systems of equations. Students should have an understanding and use of number operations and order of operations with integers as well as fractions, percents, ratios and proportions. Students should have a solid understanding of graphing all types of functions. Students should be familiar with graphing calculators.

MCTC APPLIED ALGEBRA 043070

Semester

Grade 12

Prerequisite: Advanced Algebra

Course Description: This course places a strong emphasis on application of algebra and especially on current uses of function models (linear, quadratic, radical, logarithmic and exponential). The relationship among data, graphs and functions is thoroughly explored. Translating statements and questions from English into mathematics, answering those questions using algebraic procedures and then stating the results again in English will also be discussed in depth. Only symbolic manipulations that have immediate applications will be studied.

Instructional Methods/Assessments:

Instructional methods include lectures, discussions, cooperative learning, and individual investigations. Assessments include homework, tests, and final exam.

Recommended Background for Success:

This course is open to all students who have taken Advanced Algebra and who are motivated learners. Students should be able to solve multi-step equations including quadratics and systems of equations. Students should have an understanding and use of number operations and order of operations with integers as well as fractions, percents, ratios and proportions. Students should have a solid understanding of

graphing all types of functions. Students should be familiar with graphing calculators.

MCTC INTRO STATISTICS 046070

Semester - College credit through MCTC

Grade 12

Prerequisite: MCTC C-Now Applied Algebra

Course Description: Students receive college credit through MCTC for this semester course. This course is an introduction to the fundamental concepts of descriptive and inferential statistics, with an emphasis on applications. Course content includes: sample surveys and experiment designs; graphic presentation of data; measures of central tendency, variation and position; exploratory data analysis; introductory probability; random variables and probability distributions; normal distributions; the Central Limit Theorem; estimation; hypothesis testing; and correlation. Statistical functions on graphing calculators are introduced and used extensively.

Instructional Methods/Assessments:

Instructional methods include lectures, discussions, cooperative learning, and individual investigations. Assessments include homework, tests, and final exam.

Recommended Background for Success:

This course is open to students who are motivated learners and have taken MCTC C-Now Applied Algebra in the first semester.

PERSONAL FINANCE 042157

Semester

Grade 10-12

Pre-requisite: None

Course Description: Students will reinforce general math topics such as basic arithmetic, measurement, ratio, proportion, and basic statistics to learn how to set up a bank account, budgeting, and balancing a checking account; use technology to maintain and personalize finances; and learn different saving methods and develop a method which fits them best. Students will learn decision making models and be able to have a system they can use for decisions they will face at the current time and in their future. Students will learn about money management, banks, credit, loans, retirement, investing, identity fraud, options after high school, etc.

Instructional Methods/Assessments:

Instructional methods include lectures, discussions, cooperative learning, and individual

investigations. Assessments include daily work, homework, tests, quizzes, projects, and semester final.

Recommended Background for Success:

This course is open to all students who are motivated learners. Students should be able to solve equations; understand and use number operations and order of operations with integers; and understand and use fractions, percents, ratios and proportions. Students should know how to use a graphing calculator (TI-84 plus).

Science

All courses are offered for Science credit and are a year in length except as otherwise noted

PHYSICAL SCIENCE **056010**

Grade 9

Prerequisite: None

Course Description: Physical Science course will address all MN Physical Science and most Earth Science standards. This class is intended for 9th grade students transitioning from middle school science. Students will examine the topics of Motion, Forces, and Energy in Physics; Stars, Star System formation, and Cosmology in Astronomy; Atomic Structure, Behavior of Matter, and Reactions in Chemistry; and Geochemical Cycles, Plate Tectonics, and Atmospheric Science in Earth Systems.

Instructional Methods/Assessments:

Experiments, open inquiry, guided inquiry, classroom discussions, textbook assignments, group projects, computer simulations, and traditional tests/quizzes.

Recommended Background for Success:

Students should have understood well the concepts in basic Algebra, as the time for reviewing math concepts will be limited.

BIOLOGY **052010**

Grade 10-11

Prerequisite: Physical Science

Course Description: Students will inquire into the history and nature of science, investigate and study ecosystems and populations, and the complexities of human interaction within ecosystems. Furthermore, students will

investigate cell chemistry, the cell theory, the structure and function of the cell, and the cell cycle as basic to life. Students will also answer questions about heredity, genetics, reproduction, and DNA. Students will study the comparative anatomy of the circulatory, digestive, and nervous systems across the animal kingdom. Students will answer questions about evolution and classification. Students will study the behavior of plants, animals and humans and investigate homeostasis.

Instructional Methods/Assessments:

Experiments, open inquiry, guided inquiry, classroom discussions, textbook assignments, group projects, computer simulations, and traditional tests/quizzes.

Recommended Background for Success:

Students should have understood the concepts in Intermediate Algebra, as the time for reviewing math concepts will be limited.

CHEMISTRY **053010**

Grade 11-12

Prerequisite: Physical Science & Intermediate Algebra

Material need: scientific calculator (buy or checkout from MC)

Course Description: Chemistry is taught in an interdisciplinary manner, that is to say that all other classes will be supported. Therefore, you can expect to read, write, perform math calculations, do library research, etc., along with lectures, note taking, lab work, homework, quizzes, tests, and class participation. Lab work in chemistry is evolving and now requires more student input in the form of inquiry, where students design an experiment, make a claim, record evidence, and defend conclusions by scientific reasoning. The labs in Chemistry will frequently follow this model. Students will also need a scientific calculator for this class.

Instructional Methods/Assessments:

Instructional methods include projects, lectures, labs, interactive simulations, group activities, and . Assessments include benchmark assessments, quizzes, projects, and semester finals.

Recommended Background for Success:

Successful completion of Intermediate Algebra, and basic laboratory skills.

PHYSICS**054010**

Grade 11-12

Prerequisite: Biology

Course Description: Physics is the study of the relationship between matter and energy. Key topics will include: History and Nature of Science, Kinematics, Solar System, Forces, Work, Power and Energy, Electricity and Magnetism, Waves, the Universe and Einstein. Although much of the course is based upon understanding concepts, the ability to apply mathematics in order to describe these concepts is important. This course is designed to meet Minnesota State Standards in Physical Science, Earth and Space Science, and History and Nature of Science therefore satisfying the district and state requirement of 1 year of upper-level physical science.

Instructional Methods/Assessments: This will include demonstrations, inquiry, guided inquiry, lectures, projects, field studies, cooperative learning activities, and individual work. Available technology will be integrated as much as possible.

Recommended Background for Success: To be successful in the physics course requires a different approach to study skills and habits, attitude toward science and perspective from the ones some students have been using in other classes. Merely cramming the facts and completing task will not be sufficient to guarantee success. It requires curiosity and ability to ask questions. Students are expected to investigate phenomena, have multiple perspectives, ability to think conceptually, symbolically and mathematically. Yes! Lots of mathematics. Successful students in physics use multiple resources as they study. These include but not limited to textbooks, online resources, videos, tutors, study peers and devoting adequate time to study for understanding. Above all, successful students ask questions and continually seek to understand.

AP CHEMISTRY/IB HL CHEMISTRY, Year 1
053060/053051

Grade 10-12

Prerequisite: Successful completion of Physical Science. Completion of or concurrent enrollment in Advanced Algebra, or instructor approval.

Recommendation: One year of standard Biology.

Course Description: The goal of AP Chemistry is to provide students with the opportunity to learn the concepts and applications of first-year college chemistry. Topics include organization of matter, stoichiometry, thermochemistry, atomic structure, bonding, gases, acid-base reactions, kinetics, equilibrium, solutions chemistry, electrochemistry, and properties of solids. It is understood that students choosing this course intend to take the AP Chemistry exam in May (there is an exam fee, financial aid available).

Instructional Methods/Assessments: The course follows the outline provided by the AP College Board. A process of problem solving is continually modeled and reinforced to solve problems presented through lectures, demonstrations, group work, and laboratory experiments (25% of class time, minimum). Students are tested throughout the year using multiple choice and free response format questions taken from previous exams in an effort to familiarize them with the language and format of the exam. Student lab work is also assessed to judge mastery of lab skills and content. Each student is encouraged to maintain a portfolio of class work / lab work to use when reviewing for the AP Chemistry exam. Registration for the AP Chemistry exam takes place in late fall with the exam occurring the following May.

Recommended Background for Success: A solid understanding of the concepts from first year Chemistry or the chemistry portion of Physical Science as well as concurrent enrollment or completion of Advanced Algebra.

IB SL BIOLOGY**052040**

Grade 11-12

Prerequisite: successful completion of Chemistry or Biology

Course Description: This is a **one-year** course with students addressing topics common to a freshman- level college Biology course. The course curriculum is established by the IB Organization and includes these topics: Cellular biology, Biochemistry, Photosynthesis, Respiration, Genetics, Evolution, Ecology, Statistics for Science, and an additional topic chosen by the instructor. As this is a freshmen-level college content, the pace of instruction is higher than in a standard high school Biology course. It is understood that students choosing this course will be preparing for the IB Standard Level Biology exam in the spring (there is an

exam fee, financial aid available). This course also functions as year one of our two-year, IB HL Biology course.

Instructional Methods/Assessments:

Students will receive instruction via lecture, class demonstrations, small group work, independent research, and laboratory experiments (40 hours minimum). The language, format, and presentation style of previous exams are used heavily in instruction to familiarize students in preparation for their exam. Students are assessed in IB Biology primarily in three ways: quizzes and tests using multiple choice/free response format questions taken from previous exams, an individual investigation, and a group project with a focus chosen by the instructor. Each student is encouraged to maintain a portfolio of class work / lab work to help when preparing for the exam in the spring. Students will have the option to register for the IB exam in or the AP Exam (or both) in May.

Recommended Background for Success:

Students should have had success in previous science courses. Enrollment in or completion of Advanced Algebra is recommended.

IB HL BIOLOGY, Year 2

052052

Grade 12

Prerequisite(s): Successful completion of IB Biology SL/HL1

Course Description: This course is a two-year biology course designed to give students an in-depth biology curriculum equivalent to a first-year college biology course. The goal is to prepare students to take the Advanced Placement (with some additional study) and the Higher Level International Baccalaureate examinations at the end of the second year.

Students will be expected to do extensive laboratory work as well as reading and writing as a part of this course.

Units of study include anatomy and physiology for all human systems as well as an in-depth study of neurobiology and behavior, plant form and function, and ecology. Students will also study current biological topics and review for AP and IB HL exams.

Instructional Methods/Assessments: The general curriculum for the course is established by the IB Organization and includes a 2 week Math Statistics unit and five biology topics (Cells, Biochemistry, Genetics, Evolution/Ecology, and Human Physiology) a Group 4 project, and the study of at least two options areas that will be additionally assessed

on the IB exam in May. All quizzes and assessments will be taken from old IB exams to familiarize the students with the IB style of questioning. Students will have the option to register for the IB exam in or the AP Exam (or both) in May. A minimum of 40 hours of lab work is required by the IBO for this class.

Recommended Background for Success:

Students should have understood well the concepts presented in Biology/IB SL Biology, as the time for review and reteaching is very limited. Students should have been successful Chemistry/AP Chemistry. Enrollment in or completion of Advanced Algebra is necessary to avoid undue difficulties with statistical analysis. AP Statistics (or taking Stats concurrently) is highly recommended.

AP PHYSICS 1/IB HL PHYSICS, Year 1
(054160/054051)

Grade 10-12

Prerequisite: Successful completion of Biology, Chemistry or Physics, and completion of Advanced Algebra or concurrent enrollment. 10th graders should have successfully completed Advanced Algebra.

Lab Fee: None

Course Description: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course may function as the first year of the two-year HL Physics course. Students will be prepared for and are encouraged to take the AP Physics 1 Exam.

Instructional Methods/Assessments:

Instructional methods include lecture, class discussion, lab work (both real and simulated), mathematical problem solving, and scientific writing. Major assessments include two to three-unit tests (multiple choice and free response) and one formal lab report per quarter.

Recommended Background for Success:

Students with strong algebra skills, work ethic, and genuine interest in how the universe works will enjoy and be successful in this class.

IB HL PHYSICS, Year 2 **054052**

2nd year of a two-year course

Grade 11-12

Prerequisite: Successful completion of AP/IB HL Physics, Year 1

Course Description: This course is the 2nd year of HL Physics. Students will complete the core curriculum of HL Year 1, including Atomic, Nuclear, and Particle Physics, Energy Production and the four additional Higher Level topics: Wave Phenomena, Fields, Electromagnetic Induction, Quantum and Nuclear Physics, and one student-chosen option from the following choices: Relativity, Engineering Physics, Imaging, and Astrophysics

Instructional Methods/Assessments:

Instructional methods include lecture, class discussion, lab work (both real and simulated), mathematical problem solving, and scientific writing. Major assessments include two to three-unit tests (multiple choice and free response) and one formal lab report per quarter, including the IB Internal Assessment. Course assessments will mimic the IB External and Internal Assessments so that students will be fully prepared for them.

Recommended Background for Success:

Students with strong algebra skills, work ethic, and genuine interest in how the universe works will enjoy and be successful in this class.

IB SL ENVIRONMENTAL SCIENCE & SYSTEMS **051240**

Elective

Grade 11-12

Pre-requisite: Biology or concurrent enrollment and Algebra

Course Description: The aims of the Environmental Systems and Societies course are to promote understanding of environmental processes at a variety of scales, from local to global. Students will also recognize the extent to which technology plays a role in both causing and solving environmental problems and appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales.

Instructional Methods/Assessments:

Instructional methods include projects, field trips, lectures, activities, media, lab work, group work, and independent research. Assessments include tests, quizzes, internal assessments, and a final

exam. This course aligns with taking the IB test for Environmental Systems and Societies.

Recommended Background for Success:

Successful completion of A full year of Biology and Algebra; Successful completion of Chemistry is highly recommended; Basic Laboratory skills

ANATOMY & PHYSIOLOGY **05231A**

Elective

Semester

Grade 11-12

Prerequisite: Successful completion of one year of Biology

Course Description: This course examines the human body and biological systems in more detail. Students learn anatomical terminology, study cells and tissues, explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. They may dissect mammals.

Instructional Methods/Assessments:

Experiments, classroom discussions, textbook assignments, group projects, computer simulations and more

Recommended Background for Success:

Successful completion of A full year of Biology and Algebra; Successful completion of Chemistry is recommended; Basic Laboratory skills

FORENSIC SCIENCE **05211A**

Elective

Semester

Grade 10-12

Prerequisite: Successful completion of Physical Science and concurrent enrollment or completion of Biology

Course Description: Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and

document analysis. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment-based situation for the better understanding of the students. *This course does not count towards the MN graduation requirement of three years of science.*

Instructional Methods/Assessments:

Students will engage in a variety of experiments, computer simulations, projects, discussions and textbook assignments. Students will also use lectures, videos, and demonstrations to gather necessary information.

Recommended Background for Success:

Students with a strong and genuine interest in crime scene investigation will enjoy and be successful in this class.

ZOOLOGY **05241A**

Elective

Semester

Grade 11-12

Prerequisite: Successful completion of one year of Biology

Course Description: Zoology is the study of the diversity of animal life on earth. Student explore a range of organisms from single celled to extinct and the structure and function of body systems and how they evolved. Students apply a historical perspective as they debate a variety of environmental issues. Students will participate in labs, engage in discussions, read scientific articles, and create presentations, complete projects, and write research papers.

This course will help provide an understanding of animals, the niche they occupy in their environment, their life cycles, and their evolutionary relationships to other organisms. These courses should also help students develop an awareness and understanding of biotic communities. Elements of ethnic studies are embedded within each unit of this course.

Instructional Methods/Assessments:

Experiments, classroom discussions, textbook assignments, group projects, computer simulations and more

Recommended Background for Success:

completion of A full year of Biology and Algebra; Successful completion of Chemistry is recommended; Basic Laboratory skills

SOCIAL STUDIES

All courses are offered for Social Studies credit except as otherwise noted

All classes are a year in length except as otherwise noted

HUMAN GEOGRAPHY **02101**

Must pass 2 quarters for Social Studies graduation credit

Grade 9

Prerequisite: None

Course Description: Human Geography is a yearlong course that will examine how people, places, and environments came to be and how they interact with each other. Seven units are included in this course: Tools of Geography, Population and Migration, Cultural Geography, Political Geography, Urban Geography, Economic and Agricultural Geography, and Environmental Geography.

Instructional Methods/Assessments: Using a variety of print and electronic resources, including class iPads, students will learn how to acquire information, interpret data, and develop arguments and present policies or solutions. The methods used in this course will prepare students for future success in social studies courses throughout their high school experience.

Recommended Background for Success:

Students should be prepared to spend 1-2 hours per week on homework, maintain an organized notebook, improve their reading and writing skills, and participate in class projects, discussions and other activities.

AP HUMAN GEOGRAPHY **02106**

Grade 9

Prerequisite: None

Course Description: The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The particular topics studied in AP Human Geography should be

judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994 and revised in 2012. On successful completion of the course, students should have developed skills that enable them to:

- Interpret maps and analyze geospatial data. Geography is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes.
- Understand and explain the implications of associations and networks among phenomena in places.
- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Define regions and evaluate the regionalization process. Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean.
- Characterize and analyze changing interconnections among places. At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places.

-Portions taken from AP College Board

Also, elements of ethnic studies are embedded within each unit of this course.

Instructional Methods/Assessments:

Assessments will be based on AP Multiple Choice exams and Free Response Questions along with a variety of project based assessments.

Read sophisticated texts and academic writings
Write well constructed essays and research reports

Think critically by synthesizing a variety of perspectives and information from various sources

Discuss controversial issues with maturity and openness

Analyze various forms of geospatial data

Work collaboratively with fellow students to analyze real world issues

Recommended Background for Success:

Students should have a strong background in reading and writing and have an interest in taking college level course work as an incoming 9th grader. Students should expect a minimum of 30-60 min of homework per day. Although the course is thematic the pace will still be fast and much of the supplemental material will be studied as homework.

US HISTORY

02301

Grade 10

Pre-requisite: Geography or AP Geography

Course Description: United States History is a course dealing with the beginnings of the United States through the present day. We will explore the social, economic, diplomatic, and political events that made this country what it is today.

Instructional Methods/Assessments: The course content is taught with the IB Learner Profile as a guide. Students are expected to keep on pace with the class through the reading and homework assignments provided for each unit. Class discussions will occur on a regular basis to check for understanding, but also to dig deeper into course topics. All students are expected to participate appropriately in these discussions.

Recommended Background for Success:

Grade level and some college level reading and writing skills, note taking strategies, oral presentation skills, and student commitment of 2-3 hours of homework a week.

AP US HISTORY

02306

Grade 10

Prerequisite: Geography or AP Geography

Course Description: The aim of this course is to develop an understanding of the historical framework from which modern America emerged. Students will examine the basic and complex issues of the past and study their relationship to the present. Writing, analysis, and interpretation of history are developed by studying historical themes.

Instructional Methods/Assessments:

Requirements include regular essays, a major research paper, analysis of primary source documents, numerous supplemental readings, discussions, and practice AP exams. Doing well on the final AP exam can enable one to receive college credit and/or exemption from possible requirements in history. This is the history of America from colonial beginnings to modern America.

Recommended Background for Success:

College Level Reading Skills, Writing Skills, and Highly Motivated Individuals who are willing to work 5-7 hours per week on homework.

WORLD HISTORY**02201**

Grade 11

Prerequisite: Geography and US History (or AP)

Course Description: The aim of this course is to trace the history of the world from the first humans to the 20th Century using the lenses of political, social, economic, and cultural change. Students will learn to identify patterns and themes across time (centuries even!) and location - does history repeat itself? Find out in World History!

Instructional Methods/Assessments:

Requirements include essay writing, interdisciplinary assessments (tying together history and English, for example), evaluating historical sources, and student-constructed projects. Teaching strategies include some lecture and reading, but there is a heavy emphasis on group and individually designed work. Students will also participate in discussion and demonstrate self awareness and reflection through the lens of the IB Learner Profile.

Recommended Background for Success:

The successful student will commit him or herself to reading new and varied texts, practicing writing for the social sciences, and improving public speaking skills. Additionally, the most successful students will demonstrate creativity and openness to working with new people and new ideas. Students should commit to 2-3 hours of homework per week.

IB SL/HL HISTORY, Year 1

Grade 11

Prerequisite: 11th grade student

Course Description: Course focuses on the development of diverse people through conflict and foreign-domestic policies. The content of the course focuses on the following pathways (rank your preference – A or B):

Pathway A (Rights & Protests) 022041

- Evolution and development of democratic states (Indian after colonization 1940s-1960s, modern South Africa 1990-2001, Germany after the World Wars 1919-1933 & 1945-1955, USA - brief survey review of the 20th Century)
- The Cold War: Superpower tensions and rivalries (1945-1991: Origins of the Cold War, Korea and Vietnam, Berlin Blockade & Wall, Cuban Missile Crisis, Afghanistan, collapse of communism in Eastern Europe)

- Rights & Protest Movements (1954-1964: Compare and Contrast resistance to apartheid in South Africa with the U.S. Civil Rights Movement)

Pathway B (Global War) 022041Q2

- Move to Global War (Japanese Expansion into East Asia, 1931-1941; German & Italian Expansion, 1933-1940)
- Authoritarian States of the 20th Century (Stalin, Mussolini, Hitler, Castro, Peron)
- Causes & Effects of 20thC Wars (WWI, WWII, Contra War, Gulf War I)
- Cold War (Cuban Missile Crisis, Chile - Allende, Nicaragua, Berlin Blockade & Wall, Afghanistan, Eastern Europe)

This is a college-level course which will demand a high level of commitment from students. Students taking this course will be prepared to move into the IB HL History of the Americas course as seniors.

Instructional Methods/Assessments: Class focuses on mastering IB assessment criteria and targets.

- Development of critical reading of high level texts
- the method of historical writing, research, students will write multiple 3-5 page essays focusing on thesis development and use of supporting evidence
- Analyzing primary source material from a variety of sources
- Evaluating information and formulating opinion based on evidence
- Course will be lecture/discussion based with an emphasis on outside readings as the basis for discussion.
- The IB Internal Assessment consists of a Historical Investigation (original research) of a student-selected topic, resulting in a 2,200 word paper.

Recommended Background for Success:

- Interest in history and humanities
- Comprehend college level readings.
- Writing skills
- Time management skills (3-5 hours/week of homework).
- Self-Advocate if needing extra support or guidance

Grade 12

Prerequisite: IB SL/HL History Yr 1 or World History

Course Description: The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provides a uniquely rich context in which to explore the relationship between people and power. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the global politics course are to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts

- develop an understanding of the local, national, international and global dimensions of political activity

- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics

- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues

Instructional Methods/Assessments:

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics.

- Demonstrate understanding of relevant source material.

- Demonstrate understanding of a political issue in a particular experiential situation.

Assessment objective 2: Application and analysis

- Apply knowledge of key political concepts to analyze contemporary political issues in a variety of contexts.

- Identify and analyze relevant material and supporting examples.

- Use political concepts and examples to formulate, present and sustain an argument.

- Apply knowledge of global politics to inform and analyze experiential learning about a political issue. **Assessment objective 3:**

Synthesis and evaluation

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge.

- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin.

- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue.

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material that uses appropriate terminology.

- Organize material into a clear, logical, coherent and relevant response.

- Demonstrate evidence of research skills, organization and referencing

Recommended Background for Success:

Students have the ability to comprehend college level readings.

Have a strong base of writing skills

Have solid time management skills as you are expected to work around 5 hours per week outside of class
Have an interest in world politics and how nations interact with each other on both a global and local scale.

IB HL HISTORY OF THE AMERICAS, Year 2
025252

Grade 12

Prerequisite: Successful completion of IB History or World History 11

Course Description: We will be examining the regional historical record as well as current topics affecting the region. Students who took HL1 History last year are eligible to take the IB HL History exam.

The countries of the Americas have great diversity within the region, but ultimately they are linked by geographic and historical circumstances.

- How have these individual countries influenced each other?
- What influences can we still see today?

The goal of this class is to broaden our understanding of our neighbors to the south, as well as to prepare students to become better writers and researchers of history.

Unit Sequence

- Pre-Columbian Civilization & Conquest
- The Colonial Period
- Movements of Independence & Aftermath
- The Mexican Revolution, 1910 to 1940
- Latin American Politics in the First Half of the 20th century
- Political and Economic Developments in Latin America after WWII

Instructional Methods/Assessments:

Readings (annotation and summarization), Lectures, Seminars, Examinations, and Weekly WIL (What I Learned) Reflections no more than 500 words long. We will read multiple primary sources and compare them to various historical analyses. Students will also write a 10-15 page historical research paper on a student-chosen topic (if not completed in the 11th grade IB HL 1 20th Century Topics course).

Recommended Background for Success:

Students should have any combination of the following:

- an interest in history

- a desire to be challenged by rigorous coursework
- ability to budget 3-7 hours of work per week outside of class
- Self-advocacy skills in case you need or want additional support

GOVERNMENT/ECONOMICS 02311/02401

Grade 12

Prerequisite: World History OR IB SL/HL History, Yr 1

Course Description: In the first two quarters of the year, the course focuses primarily on American government with a limited amount of time spent on Minnesota and international government. Students will study the three branches of government with attention to how those affect students' lives.

The second half of the year focuses on economics. Fundamental concepts like scarcity and supply and demand. This forms the basis for a later unit on personal finance intended to prepare students for the decisions they will make as adults about spending, credit, etc.

Instructional Methods/Assessments:

- Analyzing primary and secondary sources
- Formulating opinions grounded in evidence and multiple interpretations of the facts
- Discussion
- Direct instruction, including lectures and readings
- Cooperative group projects
- Connections to current events

Recommended Background for Success:

Students will be expected to attend class regularly and participate fully since much of the course grade is based on class work. Students will also be required to take notes, read a variety of texts, and make the occasional oral presentation.

AFRICAN AMERICAN HISTORY/CULTURE
021071

Elective

Semester

Grade 10-12

Prerequisite: None

Course Description: The course will explore African American History based on the following learning objectives:

- Provide an introduction to African American history, including local histories
- Explore why African Americans have occupied an oppressed position in the US and how they have resisted this oppression to create social change
- Examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary positioning of African Americans
- Consider how social constructs such as race, gender and class shape the lives of African Americans

The role of this course will be that of providing students with an opportunity to enhance their understanding of the historical and cultural perspectives of African Americans. This course will examine several issues and themes that are central to the historical experiences of African Americans. We will begin with African origins of humanity and continue to the present period of the 21st century.

Instructional Methods/Assessments: Class wide discussion, lectures, readings from textbooks, primary sources, secondary sources, fiction as well as non-fiction, guest speakers, possible field trip. Most assessments will be either written exams or presentations.

Recommended Background for Success: It is recommended that students have taken a United States History course prior to this class. Students also need to come with an open mind, a strong work ethic, and an interesting and willingness to work hard in order to thoughtfully learn about the complicated and intricate history that is taught in this course.

CHICANX/LATINX STUDIES 021072

Elective
Semester
Grade 10-12
Prerequisite: None

Course Description:

In this course, students explore Chicax/Latinx history and culture through the lens of historical sociology and critical studies. The course lifts up the voices and perspectives of Chicaxs/Latinxs to tell their own his-stories and her-stories by utilizing engaging texts, multimedia resources and critical dialogue. The lesser known stories of everyday resistance and momentous struggles

for citizenship and democracy are examined. Below are the course learning objectives:

- Provide an introduction to Chicax/Latinx history, including local histories;
- Explore why Chicaxs/Latinxs have occupied an oppressed position in the US and how they have resisted and created movements for social change and democracy;
- Examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary circumstances of Chicax/Latinx communities

Instructional Methods/Assessments:

Class Discussions
Guest Speakers
Group Work
Class Lecture
Current Events

Recommended Background for Success: An interest in Chicano/Latino culture and history.

CURRENT ISSUES 02651 (Offered 2022)

Elective
Semester
Grade 10-12
Prerequisite: None

Course Description: This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, political, economic and social issues in a respectful, meaningful, and active way. Throughout the term, students will stay up-to-date on current issues and trends. Because the subject of this class is “contemporary,” topics will vary considerably depending on the current news cycle. Students will be challenged to defend their opinions on many different issues by participating in group projects, presentations and work with primary source materials and opinion pieces in order to better understand the world around them.

Course Outline: Exploration of local, national and international events/issues relating to political economic and social policies and opinions as they occur, including:

- President and his Administration
- Federal Budget, Deficit and Consumer Debt
- Civil & Constitutional Rights

- Education
- Health Care (Medical Insurance)
- Immigration
- Crime
- Drug Abuse & Legalization
- Human Rights
- Global Climate Change
- Globalization and Free Trade
- Terrorism
- War
- Entertainment (TV, Film, Music, Sports)

Instructional Methods/Assessments: It is largely discussion-based and will place an emphasis on the careful reading and analysis of primary and secondary sources, critical and systematic thinking, and the verbal and written expression of ideas. Students will independently research a current world issue or event for the purpose of finding the truth of the issue.

Students will present and defend their opinions and findings on their topic. In addition to class discussion, instructional methods and activities utilized throughout the course will include listening to and discussing media portrayals of current issues, short-term in-class simulations, multimedia presentations, direct instruction, student presentations (with a question and answer session), and the critical viewing of documentaries, news programs, and even memes!

Recommended Background for Success:

Current Issues is for students interested in learning about the world in which we live, and trying to understand how to interpret events and work toward finding solutions to ongoing and upcoming problems. Students should be willing to participate in discussions and expect to complete 1-2 hours of homework per week. Most importantly, students should come into the course with an open mind, the ability to formulate questions, and the interest in working with others to find possible answers to questions and issues brought up in class.

PSYCHOLOGY **02711**
(Offered 2021)

Elective
 Semester
 Grade 10-12
 Prerequisite: None

Course Description: This is an introductory course to the study of Psychology. Emphasis is on the causes and effects of human behavior. Students should gain knowledge and skills

which will give them greater understanding of themselves and others. Topics will include: what is psychology, psychological research methods, developmental psychology, theories of personality, psychological tests, stress and health, psychological disorders, and methods of therapy.

Instructional Methods/Assessments: Direct instruction, including lectures, readings, and teacher led review and guided practice. Cooperative group activities. Demonstration of knowledge through production and presentation of short performance skits. Writing assignments requiring the formulation of opinion supported by reasoned evidence, example, and the elimination of alternative perspectives. Discussion circles. Paper and pencil tests comprised of objective and subjective questions. Objective test items include multiple choice, matching, true and false, and short written answer. Subjective test items include short-answer essay. Short-answer essay questions will require students to development an opinion and provide reasoned explanations and examples to support that opinion.

Recommended Background for Success:

Students will be expected to attend class regularly given that much of the course grade is based on class work. Students will also be required to take notes, read a variety of reading materials, participate enthusiastically in small group and large group, and occasionally step out in front of the class to participate in the presentation of their group's written work or skit.

PHILOSOPHY **023070**
(Offered 2021)

Elective
 Semester
 Grade 10-12
 Prerequisite: None

Course Description: Do you enjoy *The Simpsons*, *South Park*, *Rick & Morty*, *Dilbert*, or *The Good Place*? They are full of situations that help us interpret, evaluate, and improve our own beliefs. Philosophy is the study of knowledge; seeking truth by asking and exploring answers to questions.

Course Outline

1. Metaphysics I - What is a Person?
2. Metaphysics II – What is a Meaningful Life?
3. Aesthetics - How do you know what is beautiful in art?
4. Ethics – What Are Good and Evil?

5. Social & Political Philosophy – What is a Just Society?
6. Epistemology & Logic – What is Human Knowledge?

Instructional Methods/Assessments: It is largely discussion-based and will place an emphasis on the careful reading and analysis of visual and literary sources, critical and systematic thinking, and the verbal and written expression of ideas. In addition to class discussion, instructional methods and activities utilized throughout the course will include listening to and discussing philosophical lectures, in-class simulations, multimedia presentations, direct instruction, student presentations (with a question and answer session), and the critical viewing of documentaries, television episodes and films.

Recommended Background for Success: Philosophy/Ethics is for students interested in learning about knowledge, but not necessarily in the rigors and expectations of the IB Theory of Knowledge course offered via the IB Program. However, students who do find an interest in Philosophy can have the opportunity to explore the topics more deeply in the IB TOK course as a junior or senior. Students should be willing to participate in discussions and expect to complete 1-2 hours of homework per week. Most importantly, students should come into the course with an open mind, the ability to formulate questions, and the interest in working with others to find possible answers to questions and issues brought up in class.

**SOCIOLOGY (Topics Through Film) 02801
(Offered 2022)**

Elective
Semester
Grade 10-12
Prerequisite: None

Course Description: Sociologists do not agree when it comes to their opinions concerning the interface between popular films (or movies) and society. Some claim that popular films are a projection of a society's workings onto the "big screen." Specifically, that popular film merely mirrors current social structure and patterns of interaction. Others argue that popular films have the ability to shape a society's way of life; that popular film has the capability of changing us and, therefore, society. This course will use

popular feature films to teach sociology. Each unit will make use of popular feature films as a means to help teach basic sociological theories and concepts. It is hoped that the use of these films will help students make connections between social life and the material they are learning. It certainly will help make the material more engaging. Below you will find a subject outline of the course and the films that will be employed.

Instructional Methods/Assessments: Direct instruction, including lectures, readings, and teacher led review and guided practice. Cooperative group activities. Demonstration of knowledge through production and presentation of short performance skits or projects. Writing assignments requiring the formulation of opinion supported by reasoned evidence, example, and the elimination of alternative perspectives. Discussion circles. Paper and pencil tests comprised of objective and subjective questions. Objective test items include multiple choice, matching, true, and false, and fill in the blank written answers. Subjective test items may include short to medium written response. Written response test questions -will at times- require students to development an opinion and provide reasoned explanations and examples to support that opinion.

Recommended Background for Success: Students will be expected to attend class regularly given that much of the course grade is based on class work. Students will also be required to take notes, read a variety of reading materials, participate enthusiastically in small group and large group, and occasionally step out in front of the class to participate in the presentation of their group's written work

THEORY OF KNOWLEDGE

**IB THEORY OF KNOWLEDGE (TOK)
028641/028642**

1 Year course/elective credit only
(Taken 2nd semester 11th grade & 1st semester 12th grade)
Grade 11 & 12
Prerequisite: All IB Diploma/Medallion candidates must take Theory of Knowledge, which is considered the capstone course for the IB Diploma Program. The two semester course

is offered to Juniors starting in the second semester; the course is completed the first semester of their Senior year.

Recommended for all students who are 4-year college-bound

Course Description: Students explore and question the limits of and the bases of knowledge (Areas of Knowledge), and the processes by which they gain and utilize new knowledge (Ways of Knowing). Emphasis and focus is placed on the student as a “knower”. Students will develop an understanding of why critical assessment of knowledge is an important aspect of their intellectual development, especially in regards to academic and intellectual honesty. TOK supports other IB courses by providing vehicles for students to draw connections between disciplines. Throughout the course, students will develop the skills and capacity to identify and then critically evaluate belief and knowledge claims, including cultural and ideological biases, and cultural perspectives. The course presents opportunities for reflection and exploration into the origins and limitations of what they learn in other IB courses and in their academic pursuits beyond IB curriculum.

Instructional Methods/Assessments: This course will often use lecture and teacher led discussion to provide foundational knowledge and guided inquiry into essential content. Other course activities will be more student-centered and allow for a more student-directed exploration of course content.

Non IB Monitored Assignments

Each student will receive grades on:

- Participation in daily activities
- Textbook content questions and exercises
- Reflective journaling
- Individual and group presentations
- Free-writes/Reflections
- Socratic seminar participation
- Written analysis of readings

Non IB Monitored Assessments

- Each student will write two 600-800 word analytical essays on teacher selected assigned titles per semester.

IB Monitored Assessments

- Each student will make a ten-minute (per presenter) individual or group presentation to the class that explores a real life knowledge question that is of interest to him or her. Both the student

and the teacher will assess the presentation using the IB presentation of marking form.

- Each IB diploma candidate will write a 1,200-1,600 word essay on any one of the IB Theory of Knowledge prescribed titles given by the International Baccalaureate Organization for that examination session. These essays are authenticated by the teacher and submitted for external evaluation by the IBO.

Recommended Background for Success:

- Students need to be prepared to read 40+ pages a week.
- Students need to be prepared to accept the challenge of understanding readings where the content is abstract and the vocabulary is difficult.
- Students need to have a competent understanding of the writing process.
- Students need to be prepared to make several individual and group presentations.

WORLD LANGUAGES

*All courses are offered for elective credit
All courses are a year in length*

AMERICAN SIGN LANGUAGE 1 03901

Grade 9-12

Prerequisite: None

Course Description: In this full immersion class, students are introduced to the basic signs and grammar structures of American Sign Language with cultural context.

- Begin to develop expressive and receptive signing skills
- Begin to develop comprehension of ASL grammar, phrasing, vocabulary, and visual/spatial awareness
- Discover the historical connections between ASL and other signed languages, such as Europe and France
- Explore American Deaf culture and its unique and interesting perspectives and practices
- Explore Deaf storytelling

Instructional Methods/Assessments:

- Expressive (ability to produce ASL)
- Receptive (ability to understand ASL)
- Cultural competency

Recommended Background for Success:

Students will be successful with consistent attendance and class participation. During class, students will watch and copy the teacher.

Students will also have time to practice skills during class and receive peer and teacher feedback. Practicing expressive and receptive skills every day is crucial. Class is taught voice off and students are expected to adhere to this policy every day to develop their Eye-Q.

AMERICAN SIGN LANGUAGE 2 03902

Grade 9-12

Prerequisite: ASL I or interview with teacher

Course Description: In this full immersion class, students will continue to develop their ASL vocabulary and continue to develop their grasp on ASL grammar structure while continuing to explore Deaf culture.

- Continue to develop expressive and receptive signing skills
- Increase comprehensive grammar, phrasing, vocabulary, and visual/spatial awareness
- Explore Deaf culture in our community
- Demonstrate understanding of ASL through creative projects
- Continue to explore storytelling in ASL

Instructional Methods/Assessments:

- Expressive (ability to produce ASL)
- Receptive (ability to understand ASL)
- Cultural competency

Recommended Background for Success:

Students will be successful with consistent attendance and class participation. During class, students will watch and copy the teacher.

Students will also have time to practice skills during class and receive peer and teacher feedback. Practicing expressive and receptive skills every day is crucial. Class is taught voice off and students are expected to adhere to this policy every day to develop their Eye-Q.

Students are most successful when they don't speak in class. Community building (signing with teacher and classmates) reinforces this. Outside of the classroom students are expected to practice their new signs and ASL grammar at least 15 minutes each day.

AMERICAN SIGN LANGUAGE 3 03903

Grade 9-12

Prerequisite: American Sign Language 2

Course Description: In this full immersion class, students will continue to develop their ASL vocabulary and continue to develop their grasp on ASL grammar structure while continuing to explore Deaf culture.

- Continue to develop expressive and receptive signing skills
- Increase comprehensive grammar, phrasing, vocabulary, and visual/spatial awareness
- Explore Deaf culture in our community
- Demonstrate understanding of ASL through creative projects
- Continue to explore storytelling in ASL

Instructional Methods/Assessments:

- Expressive (ability to produce ASL)
- Receptive (ability to understand ASL)
- Cultural competency

Recommended Background for Success:

Students will be successful with consistent attendance and class participation. During class, students will watch and copy the teacher.

Students will also have time to practice skills during class and receive peer and teacher feedback. Practicing expressive and receptive skills every day is crucial. Class is taught voice off and students are expected to adhere to this policy every day to develop their Eye-Q.

AMERICAN SIGN LANGUAGE 4 03904

Grade 9-12

Prerequisite: American Sign Language 3

Course Description: In this full immersion class, students will continue to develop their ASL vocabulary and continue to develop their grasp on ASL grammar structure while continuing to explore Deaf culture. This class relies heavily on independent motivation.

- Continue to develop expressive and receptive signing skills
- Increase comprehensive grammar, phrasing, vocabulary, and visual/spatial awareness
- Explore Deaf culture in our community
- Demonstrate understanding of ASL through creative projects
- Continue to explore storytelling in ASL

Instructional Methods/Assessments:

- Expressive (ability to produce ASL)
- Receptive (ability to understand ASL)
- Cultural competency

Recommended Background for Success:

Students will be successful with consistent attendance and class participation. During class, students will watch and copy the teacher. Students will also have time to practice skills during class and receive peer and teacher feedback. Practicing expressive and receptive skills every day is crucial. Class is taught voice off and students are expected to adhere to this policy every day to develop their Eye-Q. This class relies heavily on independent work and projects.

ARABIC 1 **03101**

Grade 9-12

Prerequisite: None

Course Description:

Students are introduced to the basic structure of the Arabic language within cultural contexts as they begin to understand and speak Arabic through guided practice in dynamic and real-world situations. The student will also begin to read and write in Arabic and explore cultural and social practices. Students will be exposed to use colloquial Arabic in few situations in the Arab World. Overall, the student will develop language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

Instructional Methods/Assessment

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

Recommended Background for Success

Students will be successful with good attendance and active class participation. Students must practice listening, reading, writing, and speaking every day in Arabic with the guidance of the teacher. Outside of class, students are expected to study the vocabulary words, do the homework, read the assigned stories.

ARABIC 2 **03102**

Grade 9-12

Prerequisite: Arabic 1 or equivalent, (i.e., 2 years of middle school)

Course Description:

Students will broaden their foundation of the Arabic language within cultural contexts as they improve understanding and speaking of Arabic

through guided practice in dynamic and real-world situations. Students will continue to read and write in Arabic (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Arabic vocabulary and structures. Additionally, students will explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews. Students will be involved in conversations using colloquial Arabic. Overall, the student will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Instructional Methods/Assessment

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

Recommended Background for Success

Students will be successful with good attendance and active class participation. Students must practice listening, reading, writing, and speaking every day in Arabic with the guidance of the teacher. Outside of class, students are expected to study the vocabulary words, do the homework, read the assigned stories.

ARABIC 3 **03103**

Grade 9-12

Prerequisite: Arabic 2 or equivalent, i.e., 2 years of middle or high school

Course Description:

Arabic 3 reviews and builds on the grammar and vocabulary taught in Arabic 2 to enhance conversational, reading, listening, and writing skills. Students study compound verb tenses and the subjunctive and passive moods. They focus on history, geography, daily life in the Arab World, and famous characters. Arabic 3 incorporates all four language skills: reading, speaking, listening, and writing. Students will be exposed to more colloquial Arabic in different countries. Overall, the student will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Instructional Methods/Assessment

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

Recommended Background for Success

Students will be successful with good attendance and active class participation. Students must practice listening, reading, writing, and speaking every day in Arabic with the guidance of the teacher. Outside of class, students are expected to study the vocabulary words, do the homework, work on class projects, and read the assigned stories.

ARABIC 4 **03104**

Grade 9-12

Prerequisite: Arabic 3 or equivalent

Course Description: This course is conducted entirely in Arabic for students who have had at least 3 years of formal education in the language. Arabic 4 is meant to provide language and culture experiences in oral communication, written communication, word usage, formal vocabulary, and advanced principles of grammar. All activities are directed to improve the students' linguistic skills at an advanced level in order to continue with an IB Arabic Language and Culture course.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

Recommended Background for Success:

Students will be successful with good attendance and active class participation.

IB SL ARABIC Year 1 **03118**

Grade 11-12

Prerequisite: Arabic 3 or equivalent

Course Description: This class is for students who have successfully completed Arabic 3 and would like to continue their study at an advanced level. As students prepare for the IB Arabic SL exam, they will increase their ability to work independently. They will also increase their fluency and communication skills through oral and written practice, and students will increase their ability to analyze authentic literature and translate that analysis into sustained composition. Students will be well-prepared to continue their study of Arabic at the university level.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

Recommended Background for Success:

Students will be successful with good attendance and active class participation.

IB SL ARABIC Year 2 **03128**

Grade 11-12

Prerequisite: IB SL Arabic Yr 1

Course Description: This class is for students who have successfully completed IB SL Arabic Yr 1 and would like to continue their study at an advanced level. As students prepare for the IB Arabic SL exam, they will increase their ability to work independently. They will also increase their fluency and communication skills through oral and written practice, and students will increase their ability to analyze authentic literature and translate that analysis into sustained composition. Students will be well-prepared to continue their study of Arabic at the university level.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading and listening)
- Interpersonal (conversation)
- Presentational (speaking and writing)

Recommended Background for Success:

Students will be successful with good attendance and active class participation.

FRENCH 1 **03301**

Grade 9-12

Prerequisite: None

Course Description: Students are introduced to the basic structure of the French language within cultural contexts as they:

- Begin to understand and speak French through storytelling and real-world situations.
- Begin to read and write in French (simple short stories, letters, magazines, or other real-life texts).

- Discover connections with other subjects (geography/politics, fine arts, and math/science).
- Survey French-speaking cultures and their social practices (holidays, music, food, popular media).
- Explore the unique and interesting perspectives, practices, and products of the culture.
- Develop language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

Recommended Background for Success:

Students will be successful with good attendance and active class participation. During class, students will listen and respond to French. Students must practice listening skills every day, with a goal of understanding at least 80% of everything they hear in French. Students will also begin speaking, reading, and writing in French with guidance from the teacher. Students are most successful when they have a positive attitude toward trying new experiences and when they take risks speaking French language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

FRENCH 2 **03302**

Grade 9-12

Prerequisite: French 1 or equivalent, (i.e. two years of middle school French)

Course Description: Students broaden their foundation of the French language within cultural contexts as they:

- Improve understanding and speaking of French through storytelling and real-world situations.
- Continue to read and write in French (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of French vocabulary and structures.
- Discover connections with other subjects (geography/politics, fine arts, and math/science).

- Examine French-speaking cultures and their social practices (music, food, popular media) and connections between language and French-speaking cultures.
- Explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

Recommended Background for Success:

Students will be successful with good attendance and active class participation. Every week, students will have practice during class in listening, speaking, reading, and writing French language. Students should understand at least 80% of what they read and hear in French and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward learning and when they take risks speaking French language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

FRENCH 3 **03303**

Grade 9-12

Prerequisite: French 2 or equivalent, or teacher interview

Course Description: French 3 is a bridge to IB classes*. Students continue to develop proficiency in French language and deepen their understanding of French-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge of French vocabulary and structures.
- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- Examine French-speaking cultures and their social practices (music, food, popular media) and perspectives

- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

*Teacher will assess throughout the year for student readiness for IB French 4.

Recommendations will be made in the winter. Students may advance to French 4 or IB French 4, depending on readiness.

Recommended Background for Success:

Students will be successful with good attendance and active class participation. Students should understand at least 80% of what they read and hear in French and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward listening to French and speaking French at all times and when they take risks speaking French language. Additional challenge and rigor is expected at this level. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

FRENCH 4 **03304**

Grade 9-12
Prerequisite: French 3

Course Description: French 4 is a bridge to IB classes. Students continue to develop and refine proficiency in French language and deepen their understanding of French-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge of French vocabulary, structures and idiomatic phrases
- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science)
- Examine French-speaking cultures and their social practices (music, food, popular media) and perspectives
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world

- read authentic literature (originally written for native French-speakers)

Instructional Methods/Assessments:

Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with good attendance, active class participation, and extra effort toward speaking and listening to French at all times during class. Students are most successful when they have a positive attitude toward using French at all times and when they take risks speaking French language. Additional challenge and rigor is expected at this level and students should have the attitude that they are preparing for IB French or college French classes. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

IB SL FRENCH Year 1 **03318**

Grade 10-12
Prerequisite: French 4 or teacher recommendation

Course Description: Students will develop and refine proficiency in French language and deepen their understanding of French-speaking cultures as they:

- communicate in French in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations
- make connections, comparisons and become involved in French-speaking communities
- read authentic literature (originally written for native French-speakers)
- prepare for the IB SL exam

Instructional Methods/Assessments:

Students will not take the IB exam in this first year. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students will stay in French language at all times during class. Students will work on understanding and responding to interesting materials in French

both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests.

IB SL FRENCH Year 2 / IB HL FRENCH Year 1
03328/03319

Grade 11-12

Prerequisite: IB SL French Yr 1

Course Description: Students will continue to develop and refine proficiency in French language and deepen their understanding of French-speaking cultures as they:

- communicate in French in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations
- make connections, comparisons and become involved in French-speaking communities
- read authentic literature (originally written for native French-speakers)
- prepare for the IB SL and HL exams

Instructional Methods/Assessments:

Students may take the IB SL exam in the spring. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students will stay in French language at all times during class. Students will work on understanding and responding to interesting materials in French both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and some may take the IB Standard Level exam.

IB HL FRENCH Year 2 **03329**

Grade 12

Prerequisite: IB HL French Yr 1

Course Description: Students develop and refine proficiency in French language and deepen their understanding of French-speaking cultures as they:

- communicate in French in a variety of contexts and express ideas with refined clarity and fluency
- perfect their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of in-depth written and oral forms appropriate for different situations
- make connections, comparisons and become involved in French-speaking communities
- read authentic and classic literature
- prepare for the IB HL exams

Instructional Methods/Assessments:

Students will take the IB HL exam. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students will stay in French language at all times during class. Students will work on understanding and responding to interesting materials in French both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and all students will take the IB Higher Level exam.

SPANISH 1 **03601**

Grade N/A

Prerequisite: None

Course Description: Students are introduced to the basic structure of the Spanish language within cultural contexts as they:

- Begin to understand and speak Spanish through storytelling and real-world situations.
- Begin to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts).
- Discover connections with other subjects (geography/politics, fine arts, and math/science).

- Survey Spanish-speaking cultures and their social practices (holidays, music, food, popular media).
- Explore the unique and interesting perspectives, practices, and products of the culture.
- Develop language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

Recommended Background for Success:

Students will be successful with good attendance and active class participation. During class, students will listen and respond to Spanish. Students must practice listening skills every day, with a goal of understanding at least 80% of everything they hear in Spanish. Students will also begin speaking, reading, and writing in Spanish with guidance from the teacher. Students are most successful when they have a positive attitude toward trying new experiences and when they take risks speaking Spanish language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

SPANISH 2 **03602**

Grade N/A
 Prerequisite: Spanish 1 or equivalent, i.e., 1-2 years of middle school, or teacher recommendation

Students broaden their foundation of the Spanish language within cultural contexts as they:

- Improve understanding and speaking of Spanish through storytelling and real-world situations.
- Continue to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Spanish vocabulary and structures.
- Discover connections with other subjects (geography/politics, fine arts, and math/science).
- Examine Spanish-speaking cultures and their social practices (music, food, popular media) and connections

between language and Spanish-speaking cultures.

- Explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

Recommended Background for Success:

Students will be successful with good attendance and active class participation. Every week, students will have practice during class in listening, speaking, reading, and writing Spanish language. Students should understand at least 80% of what they read and hear in Spanish and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward learning and when they take risks speaking Spanish language. Outside of class, students are expected to review vocabulary and stories from class 10-20 minutes every day.

SPANISH 3 **03603**

Grades N/A
 Prerequisite: Spanish 2 ore equivalent, i.e. 2 years of middle or high school Spanish or teacher permission

Course Description: Spanish 3 is a bridge to IB classes*. Students continue to develop proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge of Spanish vocabulary and structures.
- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science).
- Examine Spanish-speaking cultures and their social practices (music, food, popular media) and perspectives
- Expand language learning strategies to maintain a life-long interest in world

languages and multiple cultures at home and around the world.

Instructional Methods/Assessments:

Students will be assessed in the following domains:

- Interpretive (reading & listening)
- Interpersonal (conversation)
- Presentational (speaking & writing)

*Teacher will assess throughout the year for student readiness for IB SL Spanish, Yr1. Recommendations will be made in the winter. Students may advance to Spanish 4 or IB SL Spanish, Yr1, depending on readiness.

Recommended Background for Success:

Students will be successful with good attendance and active class participation. Students should understand at least 80% of what they read and hear in Spanish and they should ask questions when they don't understand. Students are most successful when they have a positive attitude toward listening to Spanish and speaking Spanish at all times and when they take risks speaking Spanish language. Additional challenge and rigor is expected at this level. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

SPANISH 4 **03604**

Grade N/A

Prerequisite: Spanish 3

Course Description: Spanish 4 is a bridge to IB classes. Students continue to develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- Converse, read and write about real-world topics while expanding knowledge of Spanish vocabulary, structures and idiomatic phrases
- Use knowledge of the language to make connections with other subjects (geography/politics, fine arts, and math/science)
- Examine Spanish-speaking cultures and their social practices (music, food, popular media) and perspectives
- Expand language learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world
- read authentic literature (originally written for native Spanish-speakers)

Instructional Methods/Assessments:

Students will complete performance-based

assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with good attendance, active class participation, and extra effort toward speaking and listening to Spanish at all times during class. Students are most successful when they have a positive attitude toward using Spanish at all times and when they take risks speaking Spanish language. Additional challenge and rigor is expected at this level and students should have the attitude that they are preparing for IB Spanish or college Spanish classes. Outside of class, students are expected to review class material and work on class projects at least 10-20 minutes every day.

IB SL SPANISH Year 1 **03618**

Grade 10-12

Prerequisite: Teacher recommendation

Course Description: Students will develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- communicate in Spanish in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations
- make connections, comparisons and become involved in Spanish-speaking communities
- read authentic literature (originally written for native Spanish-speakers)
- prepare for the IB SL exam

Instructional Methods/Assessments:

Students will not take the IB exam in this first year. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students will stay in Spanish language at all times during class. Students will work on understanding and responding to interesting materials in Spanish both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their

language skills in a meaningful way. Students will take practice IB tests.

IB SL SPANISH Year 2 / IB HL SPANISH Year 1 **03628/03619**

Grade 11-12

Prerequisite: IB SL Spanish Yr 1

Course Description: Students will continue to develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- communicate in Spanish in a variety of contexts and express ideas with clarity and fluency
- expand and refine their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of written and oral forms appropriate for different situations
- make connections, comparisons and become involved in Spanish-speaking communities
- read authentic literature (originally written for native Spanish-speakers)
- prepare for the IB SL and HL exams

Instructional Methods/Assessments:

Students may take the IB SL exam in the spring. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students will stay in Spanish language at all times during class. Students will work on understanding and responding to interesting materials in Spanish both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and some may take the IB Standard Level exam.

IB HL SPANISH Year 2 **03629**

Grade 12

Prerequisite: IB HL Spanish Yr 1

Course Description: Students develop and refine proficiency in Spanish language and deepen their understanding of Spanish-speaking cultures as they:

- communicate in Spanish in a variety of contexts and express ideas with refined clarity and fluency
- perfect their use of vocabulary, grammar, and idiomatic expressions
- practice a variety of in-depth written and oral forms appropriate for different situations
- make connections, comparisons and become involved in Spanish-speaking communities
- read authentic and classic literature
- prepare for the IB HL exams

Instructional Methods/Assessments:

Students will take the IB HL exam. Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students will stay in Spanish language at all times during class. Students will work on understanding and responding to interesting materials in Spanish both inside and outside of class. Additional challenge and rigor is expected at this level. Students who are concerned about their performance in this class should seek opportunities outside of class to use their language skills in a meaningful way. Students will take practice IB tests and all students will take the IB Higher Level exam.

SPANISH FOR SPANISH SPEAKERS 1 - HERITAGE SPANISH 1 **03611**

Grade N/A

Prerequisite: Native or near-native oral fluency in Spanish, continuous Spanish immersion education, or teacher permission

Course Description: Spanish for Spanish Speakers is designed for students who use the Spanish language at home and who desire to read and write in Spanish (a Spanish Language Arts class):

- Practice various aspects of writing including spelling, punctuation, accent marks, etc.
- Organize ideas in writing and in communicating
- Develop academic language so that one can have a conversation entirely in Spanish

- Connect abilities in Spanish to other classes such as English language arts, social studies, and theatre

Discuss and write in depth about topics pertinent to the Spanish-speaking world

Instructional Methods/Assessments:

Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students are expected to turn in assignments on time. Students should use their experiences at home and in the community to make connections to what we are doing in the classroom. Students will stay in Spanish language at all times during class. Students will work on using academic Spanish instead of conversational Spanish to communicate about interesting materials in Spanish both inside and outside of class. Students who are concerned about their performance in this class should seek opportunities outside of class to use their academic language skills in a meaningful way.

SPANISH FOR SPANISH SPEAKERS 2 - HERITAGE SPANISH 2 03612

Grade N/A

Prerequisite: Spanish for Spanish Speakers 1 or teacher recommendation

Course Description: Spanish for Spanish Speakers 2 is designed for students who use the Spanish language at home and who desire to refine their ability to read and write in Spanish (a Spanish Language Arts class):

- Practice various aspects of writing including spelling, punctuation, accent marks, etc.
- Organize ideas in writing and in communicating
- Develop academic language so that one can have a conversation entirely in Spanish
- Connect abilities in Spanish to other classes such as English language arts, social studies and theatre
- Discuss and write in depth about topics pertinent to the Spanish-speaking world

Instructional Methods/Assessments:

Students will complete performance-based assessments by writing in a variety of text types and speaking in different contexts.

Recommended Background for Success:

Students will be successful with a positive attitude and perseverance. Students are expected to turn in assignments on time. Students should use their experiences at home and in the community to make connections to what we are doing in the classroom. Students will stay in Spanish language at all times during class. Students will work on using academic Spanish instead of conversational Spanish to communicate about interesting materials in Spanish both inside and outside of class. Students who are concerned about their performance in this class should seek opportunities outside of class to use their academic language skills in a meaningful way.

English Language Learners (ELL)

THE COLLABORATIVE MODEL AT WASHBURN HIGH SCHOOL

Collaboration is an education model that is student focused, and coordinated in order to promote learning in mainstream classroom. It incorporates two or more teachers instructing a group of students with diverse learning needs. It is a service delivery approach for students with an individual education plan who can benefit from general education curriculum or students receiving English Language Learners support.

Teaching strategies in the Collaborative Model include individualized instruction, multiple learning styles, team teaching, weekly evaluation, and detailed planning are all of direct benefit to students. The purpose of the collaboration is to combine expertise of teachers and meet the needs of all learners, by implementing various teaching strategies (e.g., differentiated instruction, shared classroom management, pair/share) in order to increase student achievement.

***Prerequisite for all classes is student is eligible for ELL Services
All courses are Year-long except as otherwise noted.***

ESL LEVEL 1A/1B 08001/08011

2 hour block- Elective credit only

Grade N/A

Course Description: This course emphasizes reading, writing, listening and speaking skills needed to successfully meet the demands of high school coursework. Students will read and analyze increasingly complex fiction and nonfiction texts and will continue to develop academic writing skills by improving language mechanics and standard grammar usage. They will explore topics of personal and academic interest as they develop media literacy and research skills needed to meet the challenges of future academic work. As part of a caring classroom community, students will work together to develop self-advocacy and social skills and build cultural competency.

ESL LEVEL 2A/2B 08002/08012

2 hour block-1 English credit & 1 Elective credit
Grade N/A

Course Description: This course emphasizes reading, writing, listening and speaking skills needed to successfully meet the demands of high school coursework. Students will read and analyze increasingly complex fiction and nonfiction texts and will continue to develop academic writing skills by improving language mechanics and standard grammar usage. They will explore topics of personal and academic interest as they develop media literacy and research skills needed to meet the challenges of future academic work. As part of a caring classroom community, students will work together to develop self-advocacy and social skills and build cultural competency.

ACADEMIC LANGUAGE DEVELOPMENT 9 08014

Elective credit only
Grade 9

Course Description: This course will give further instruction in Academic English that students need to be successful in 9th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Learning Outcomes: Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and

use knowledge of grammar to better understand a text

- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

Instructional Methods/Assessments: In this course, students will critically read, analyze, write, and discuss a range of texts. Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

ACADEMIC LANGUAGE DEVELOPMENT 10 08015

Elective credit only
Grade 10

Course Description: This course will give further instruction in Academic English that students need to be successful in 10th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Learning Outcomes: Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text

• recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

Instructional Methods/Assessments: In this course, students will critically read, analyze, write, and discuss a range of texts. Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

ACADEMIC LANGUAGE DEVELOPMENT 11 08016

Elective credit only
Grade 11

Course Description: This course will give further instruction in Academic English that

students need to be successful in 11th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Learning Outcomes: Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

Instructional Methods/Assessments: In this course, students will critically read, analyze, write, and discuss a range of texts. Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

ACADEMIC LANGUAGE DEVELOPMENT 12 08017

Elective credit only
Grade 12

Course Description: This course will give further instruction in Academic English that students need to be successful in 12th grade core content classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Learning Outcomes: Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

Instructional Methods/Assessments: In this course, students will critically read, analyze,

write, and discuss a range of texts. Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

ELL SOCIAL STUDIES CONCEPTS 02009

Semester - Elective credit only
Grade N/A

Course Description: This course will give further instruction in Academic English that students need to be successful in Social Studies classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Instructional Methods/Assessments: In this course, students will critically read, analyze, write, and discuss a range of texts. Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

Recommended Background for Success:

The concepts class is meant to develop the background needed to be successful in core classes.

ELL SHELTERED GEOGRAPHY 02101 (offered every other year with US History)

Structured to support students at WIDA levels 1.5 to 3

Must pass 2 quarters for Social Studies graduation credit

Grade 9

Prerequisite: None

Course Description: Human Geography is a yearlong course that will examine how people, places, and environments came to be and how they interact with each other. Seven units are included in this course: Tools of Geography, Population and Migration, Cultural Geography, Political Geography, Urban Geography, Economic and Agricultural Geography, and Environmental Geography.

ELL SHELTERED US HISTORY 02301 (offered every other year with Geography) (not offered 2021)

Grade 10

Pre-requisite: Geography

Course Description: United States History is a course dealing with the beginnings of the United States through the present day. We will explore the social, economic, diplomatic, and political events that made this country what it is today.

ELL MATH CONCEPTS **04000**

Elective credit only
Grade N/A

Course Description: This course will give further instruction in Academic English that students need to be successful in Mathematics classes. All Math Concept classes will develop skills in reading, writing, listening, and speaking the language of mathematics. This course will have a strong focus on math vocabulary and prepare students to continue successfully in their future math courses.

Learning Outcomes: Students will learn to:

- Use proper math vocabulary
- Meet the learning targets of Elementary Algebra

Instructional Methods/Assessments: In this course, students will be using workbooks to cover the content of Elementary Algebra. All students will be expected to participate in class work and class discussions. In addition, students will work individually on ST Math – a program that is designed to meet the individual needs of each student. Assessments will include the students' daily work, their progress in the ST Math program, projects, quizzes, and tests.

Recommended Background for Success: The concepts class is meant to develop the background needed to be successful in core math classes such as Intermediate Algebra.

ELL SHELTERED INTERMEDIATE ALGEBRA
041110

Structured to support students at WIDA levels 1.5 to 3
Math credit
Grade N/A

Course Description: Intermediate Algebra encourages and enables students to use the language, symbols and notations of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a

survey of transformations and a solid study of secondary level statistics and probability.

Instructional Methods/Assessments:

Instructional methods include lectures, discussions, cooperative learning and individual investigation. Assessments include daily work, homework, tests, quizzes and final exam.

Recommended Background for Success:

Students should be able to solve one and two-step linear equations; understanding and use of number operations and order of operations with integers; understanding and use of fractions, percents, ratios and proportions and able to graph linear equations. Students should know how to use a graphing calculator (TI-84 plus).

ELL SCIENCE CONCEPTS **05000**

Elective credit only
Grade N/A

Course Description: This course will give further instruction in Academic English that students need to be successful in Science classes. All English Language classes will develop skills in reading, writing, listening, and speaking. However, Academic Language will have a strong focus on reading and writing.

Learning Outcomes: Students will learn to:

- identify and utilize organizational features of grade level texts
- understand the difference between academic and informal language
- summarize, find main ideas and details, and use knowledge of grammar to better understand a text
- recognize and effectively use English language structures for the purpose of comparing & contrasting, explaining or showing cause and effect, supporting with evidence, explaining events and procedures, and persuading.

Instructional Methods/Assessments: In this course, students will critically read, analyze, write, and discuss a range of texts.

Assessments will include essays, media projects, and oral presentations. Additionally all students will be expected to participate in class discussions.

Recommended Background for Success:

The concepts class is meant to develop the background needed to be successful in core classes.

ELL SHELTERED PHYSICAL SCIENCE
056010

Structured to support students at WIDA levels 1.5 to 3
Science Credit
Grade N/A

Course Description: The Physical Science course will address all Physical Science and most Earth Science standards. This class is intended for 9th grade students transitioning from middle school science. Students will examine the topics of Motion, Forces and Energy in Physics. Students will examine the topics of Star and Star System formation and Cosmology in Astronomy. Students will examine Atomic Structure, Behavior and Reactions in Chemistry. Students will examine the topics of geochemical cycles, crustal movements and atmospheric science in Earth Systems.

Instructional Methods/Assessments: Experiments, classroom discussions, textbook assignments, group projects, computer simulations and more.

Recommended Background for Success: Students should have understood well the concepts in basic Algebra, as the time for reviewing math concepts will be limited. Mastery of higher algebra will be helpful in problem solving with each topic.

Special Ed Resource & ASD

THE COLLABORATIVE MODEL AT WASHBURN HIGH SCHOOL

Collaboration is an education model that is student focused, and coordinated in order to promote learning in mainstream classroom. It incorporates two or more teachers instructing a group of students with diverse learning needs. It is a service delivery approach for students with an individual education plan who can benefit from general education curriculum.

Teaching strategies in the Collaborative Model include individualized instruction, multiple learning styles, team teaching, weekly evaluation, and detailed planning are all of direct benefit to students. The purpose of the collaboration is to combine expertise of teachers and meet the needs of all learners, by implementing various teaching strategies (e.g.,

differentiated instruction, shared classroom management, pair/share) in order to increase student achievement.

Prerequisite for all classes is Case Manager approval
All courses are Yearlong except as otherwise noted

FUSION READING 1 07011

Elective credit
Grade 9-12

Course Description: Fusion Reading is a two-year program in which you will learn a variety of really practical strategies. These strategies will enable you to become a proficient reader and a proficient test taker. Along the way, you will read highly engaging novels that you select, and apply the newly learned reading strategies to those novels.

Instructional Methods/Assessments: The class will be working towards IEP goals and objectives.

Recommended Background for Success: Successful completion of middle school special education English class.

FUSION READING 2 07012

Elective credit
Grade 9-12

Course Description: Fusion Reading is a two-year program in which you will learn a variety of really practical strategies. These strategies will enable you to become a proficient reader and a proficient test taker. Along the way, you will read highly engaging novels that you select, and apply the newly learned reading strategies to those novels.

Instructional Methods/Assessments: The class will be working towards IEP goals and objectives.

Recommended Background for Success: Successful completion of Fusion I.

ENGLISH STRATEGIES 9 07111

English credit
Grade 9-12

Course Description: Students gain essential literacy skills in language arts. Skills in decoding: dividing multi-syllabic words into parts; using background knowledge and visualization strategies for comprehension and

text discussion; writing simple and compound sentences and personal writing are emphasized. This class will be offered if we have a 7-period day.

Instructional Methods/Assessments: The class will be working towards IEP goals and objectives.

Recommended Background for Success: Successful completion of middle school special education English class.

ENGLISH STRATEGIES 10 **07112**

English credit
Grade 9-12

Course Description: Students gain competence in language arts. Included are comprehension and text discussion strategies such as paraphrasing, summarizing text, questioning, predicting, drawing conclusions; expanding academic vocabulary; and writing strategies for writing simple, compound and complex sentences and paragraphs. This class will be offered if we have a 7-period day.

Instructional Methods/Assessments: The class will be working towards IEP goals and objectives.

Recommended Background for Success: Successful completion of middle school special education English class.

ENGLISH STRATEGIES 11 **07113**

English credit
Grade 9-12

Course Description: Students gain additional language arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations.

ENGLISH STRATEGIES 12 **07114**

English credit
Grade 9-12

Course Description: This course addresses the literacy needs of seniors. Continued emphasis is placed on strategies used to increase text comprehension and retention; the writing process; and making oral presentations. Students will increase their ability to interpret and evaluate complex works of literature.

MATH STRATEGIES 1 **07511**

Math credit
Grade 9-12

Course Description: Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

Instructional Methods/Assessments: The class will be working towards IEP goals and objectives.

Recommended Background for Success: Successful completion of middle school special education Math class.

MATH STRATEGIES 2/CONSUMER MATH FOUNDATIONS **07512**

Math credit
Grade 9-12

Course Description: Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis and problem solving strategies. Included will be practice for the MCA II math test.

Instructional Methods/Assessments: The class will be working towards IEP goals and objectives.

Recommended Background for Success: Successful completion of Math Course Strategies I.

MATH STRATEGIES 3 **07513**

Math credit
Grade 9-12

Course Description: Students will continue to build skills acquired in Math Strategies I & II, including learning to solve basic algebraic equations, basic geometry, data analysis, and problem-solving strategies. Included in this course will be practice for the MCA II and the MAP math tests.

MATH STRATEGIES 4 **07514**

Math credit
Grade 9-12

Course Description: This course focuses on the functional math skills that may require repeated exposure and practice to master skills of math computation and problem-solving as it relates to personal consumer skills.

EXPLORING BIOLOGICAL ENVIRONMENT
(not offered 2021) 07142

Science credit
Grade 9-12

Course Description:

Students will learn life science concepts that focus on the human body and the impact of life choices on health/disease, reproduction and development.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

Open to all SPED students who have a need for a life-skills based science course.

DAILY LIVING/CONSUMER MATH STRAT 1
(ASD) 07521

Elective credit
Grade 9-12

Course Description: The course focuses on functional math skills that may require repeated exposure and practice to master skills of math computation and problem solving as it relates to personal consumer skills.

HIGH SCHOOL FOUNDATIONS 07131
(not offered 2021)

Elective credit or will count toward a core discipline, pending IEP Team unanimous decision
Grade 9-12

Course Description: Students will develop the knowledge and organizational skills necessary to be successful in the high school environment. Students will become familiar with their school community including school-wide expectations, graduation/credit requirements and extra-curricular activities. The teacher will work closely with staff to support the students and promote success in other classes. Students work on transition skills of disability awareness and self-advocacy.

INDEPENDENT LIVING (ASD) 07532

Elective credit
Grade 9-12

Course Description: The course emphasis is on independent living and provides instruction and activities in searching for an apartment, maintaining a home and buying and preparing healthy and economic meals.

PERSONAL MOBILITY (ASD) 07431

Elective credit
Semester long
Grade 9-12

Course Description: Students will develop transportation independence and explore community resources. Students will acquire practical application in directional thinking and map reading skills while becoming acquainted with the Metro Transit System and explore other means of transportation and trip planning.

PROBLEM SOLVING 07210

Elective
Grade 9-12
Prerequisite: None

Course Description: This course teaches several basic social skills including accepting feedback, giving criticism, expressing concerns, accepting no, and negotiating. Students also learn communication skills useful in resolving conflict situations. The course also focuses on study skills necessary to being successful in their academic courses.

Instructional Methods/Assessments:**Recommended Background for Success:**

READINESS FOR COLLEGE-CAREER 07136

Elective credit
Grade 11-12

Course Description: AVID STRATEGIES - reading, writing, and critical thinking, academic behaviors, including organization, time management, and goal setting, -- WICOR , incorporates teaching/learning methodologies in the critical areas of *Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn*. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.

SELF ADVOCACY (ASD) 07211

Elective credit
Grade 9-12

Course Description: This course stresses the acquisition of skills for developing and enhancing self-esteem, confidence and advocacy skills.

SOCIAL LEARNING THROUGH MUSIC 073285

Elective Credit
Grade 9-12
Prerequisite: None

Course Description: This course is designed to offer students opportunities to develop and practice healthy relationships with peers and adults in a variety of social situations and help the students develop self-awareness and healthy self-regulation and management skills.
Instructional Methods/Assessments:
Recommended Background for Success:

SOCIAL SUCCESS (ASD) 07421

Elective credit
Semester long
Grade 9-12

Course Description: Students will develop their social interaction skills and social thinking proficiency.

STRATEGIES FOR SUCCESS 07135

Elective credit
Semester
Grade 9-11

Course Description: Strategies for Success class is for the student to develop and apply skills and knowledge to become academically independent. This course is IEP driven to meet the needs of the student in assistance with learning strategies presented in a small group setting. Research-based learning strategies are incorporated into the Strategies for Success class time with students utilizing curricula from the Strategic Instruction Model (SIM) via the Kansas University Center for Research on Learning (KU-CRL). This is a credit class that prepares the student to develop skills that will support him or her in achieving greater success in academic classes.

CAREER READINESS SEMINAR 99201

Elective
Semester
Grades 11-12

Prerequisite: Required course for students participating in CBVT Curriculum Based Vocational Training or OJT On the Job Training Program

Course Description: This course will provide students with special needs the opportunity to explore the world of work as they gain the necessary skills to successfully participate in job experiences. The seminar class will meet two days per week and will be embedded in a class that meets five days per week.

CAREER EXPERIENCE INTERNSHIP 99202

Elective
Semester
Grades 11-12
Prerequisite: Career Readiness Seminar 99201

Course Description: This is a structured program whereby students in the 11th and 12th grade receive school-site occupational instruction and related work site experience for application in that instruction. Students will have the chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The overall purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the workforce or postsecondary education upon high school graduation. The course provides opportunities to meet and discuss common job-related experiences, cover health and safety issues, on the job employer-employee and relations.

COMMUNITY BASED VOCATIONAL TRAINING (CBVT) 07241

Elective credit-3 Hour block
Semester or Year-long
Grade 11-12
Prerequisite: Career Readiness Seminar

Course Description: Students, who are at least 16 years of age, will learn the skills necessary to gain entry-level employment and/or additional training in their vocational interest area(s). Students experience and explore the

world of work in a variety of supported, community-based settings.

Special Ed EBD

Prerequisite: *Open to all Special Education students*

All courses are a yearlong except as otherwise noted

ENGLISH STRATEGIES 9 07111

English credit
Grade 9

Course Description: Students gain essential literacy skills in language arts. Skills in decoding: dividing multi-syllabic words into parts; using background knowledge and visualization strategies for comprehension and text discussion; writing simple and compound sentences and personal writing are emphasized.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

open to all SPED students but most appropriate for students who have needs in functional literacy skills.

ENGLISH STRATEGIES 10 07112

English credit
Grade 10

Course Description: Students gain competence in language arts. Included are comprehension and text discussion strategies such as paraphrasing, summarizing text, questioning, predicting, drawing conclusions; expanding academic vocabulary; and writing strategies for writing simple, compound and complex sentences and paragraphs.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

open to all SPED students but most appropriate

for students who have needs in functional literacy skills.

ENGLISH STRATEGIES 11 07113

English credit
Grade 11

Course Description: Students gain additional language arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

open to all SPED students but most appropriate for students who have needs in functional literacy skills.

ENGLISH STRATEGIES 12 07114

English credit
Grade 12

Course Description: Students gain additional language arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

open to all SPED students but most appropriate for students who have needs in functional literacy skills.

GEOGRAPHY 02101

Social Studies credit
Grade 9-12
Prerequisite: None

Course Description: Human Geography is a yearlong course that will examine how people, places, and environments came to be and how

they interact with each other. Seven units are included in this course: Tools of Geography, Population and Migration, Cultural Geography, Political Geography, Urban Geography, Economic and Agricultural Geography, and Environmental Geography.

US HISTORY **02301**
(not offered 2021)

Social Studies credit
Grade 9-12

Course Description: United States History is a course dealing with the beginnings of the United States through the present day. We will explore the social, economic, diplomatic, and political events that made this country what it is today.

Instructional Methods/Assessments: The course content is taught with the IB Learner Profile as a guide. Students are expected to keep on pace with the class through the reading and homework assignments provided for each unit. Class discussions will occur on a regular basis to check for understanding, but also to dig deeper into course topics. All students are expected to participate appropriately in these discussions.

Recommended Background for Success: Grade level and some college level reading and writing skills, note taking strategies, oral presentation skills, and student commitment of 2-3 hours of homework a week.

WORLD HISTORY **02201**
(not offered 2021)

Social Studies credit
Grade 9-12

Course Description: The aim of this course is to trace the history of the world from the first humans to the 20th Century using the lenses of political, social, economic, and cultural change. Students will learn to identify patterns and themes across time (centuries even!) and location - does history repeat itself? Find out in World History!

GOVERNMENT/ECONOMICS **02311/02401**
(not offered 2021)

Social Studies credit
Grade 9-12

Course Description: In the first two quarters of the year, the course focuses primarily on American government with a limited amount of time spent on Minnesota and international government. Students will study the three branches of government with attention to how those affect students' lives.

The second half of the year focuses on economics. Fundamental concepts like scarcity and supply and demand. This forms the basis for a later unit on personal finance intended to prepare students for the decisions they will make as adults about spending, credit, etc.

Instructional Methods/Assessments:

- Analyzing primary and secondary sources
- Formulating opinions grounded in evidence and multiple interpretations of the facts
- Discussion
- Direct instruction, including lectures and readings
- Cooperative group projects

Connections to current events

Recommended Background for Success:

Students will be expected to attend class regularly and participate fully since much of the course grade is based on class work. Students will also be required to take notes, read a variety of texts, and make the occasional oral presentation.

MATH STRATEGIES 1 **07511**

Math credit
Grade 9

Course Description: Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

Open to all SPED students who have a need for functional math.

MATH STRATEGIES 2 **07512**

Math credit
Grade 10

Course Description: Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis and problem solving strategies. Included will be practice for the MCA II math test.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

Open to all SPED students who have a need for functional math.

MATH STRATEGIES 3 07513

Math credit

Grade 11

Course Description:

Students will continue to build skills acquired in Math Strategies 2 with an in-depth focus on test prep for the accuplacer.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

Open to all SPED students who have a need for functional math.

MATH STRATEGIES 4 07514

Math credit

Grade 12

Course Description:

Students will continue to build skills acquired in Math Strategies 3 and focusing on financial consumer math.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

Open to all SPED students who have a need for functional math.

EARTH SCIENCE 057010

Science credit

Grade 9-12

Course Description:

In Earth Science students investigate fundamental concepts in the earth sciences related to the earth's lithosphere, hydrosphere, and atmosphere. Significant current environmental issues are also studied. The Minnesota standards in earth science and in the nature of science and engineering are addressed in greater scope and depth

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

Open to all SPED students who have a need for a life-skills based science course.

EXPLORING EARTH ENVIRONMENT 07141 (not offered 2021)

Science credit

Grade 9-12

Prerequisite: None

Course Description: Students will learn important concepts about our physical environment related to personal safety and individual responsibility in protecting the earth's environment.

EXPLORING BIOLOGICAL ENVIRONMENT (not offered 2021) 07142

Science credit

Grade 9-12

Course Description:

Students will learn life science concepts that focus on the human body and the impact of life choices on health/disease, reproduction and development.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

Open to all SPED students who have a need for a life-skills based science course.

CONSUMER ECONOMICS 07757 (not offered 2021)

Elective credit
Grade 9-12

Course Description: Learn skills related to using money, paying bills, and making financial decisions.

DAILY LIVING/CONSUMER MATH STRAT 1 **07521**

Elective credit
Grade 9-12

Course Description: The course focuses on functional math skills that may require repeated exposure and practice to master skills of math computation and problem solving as it relates to personal consumer skills.

EMPLOYABILITY SKILLS **07701**

Elective credit
Semester
Grade 9-12

Course Description: Gain skills related to gaining and maintaining employment which include communication, pro-social behaviors, and performing and completing a task.

PROBLEM SOLVING **07210**
(not offered 2021)

Elective credit
Semester
Grade 9-12

Course Description: This course teaches several basic social skills including accepting feedback, giving criticism, expressing concerns, accepting no, and negotiating. Students also learn communication skills useful in resolving conflict situations. The course also focuses on study skills necessary to being successful in their academic courses.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success: open to all SPED students.

RESPONSIBLE ADULTHOOD/CITIZEN **07414**
(not offered 2021)

Elective credit

Grade 9-12

Course Description: Students will obtain knowledge of citizenship skills and learn to apply them to their daily lives as they learn about civil and constitutional rights. Students will also work on self-advocacy skills as part of learning to be responsible adults.

Instructional Methods/Assessments:

Students will be taught through short lecture and or demonstration, interactive group learning, and independent practice / work time. Students will be assessed through daily classwork, tests and quizzes, and projects.

Recommended Background for Success:

open to all SPED students but most appropriate for students who have a need for life-skills based social studies.

SOCIAL LEARNING THROUGH MUSIC **073285**
(not offered 2021)

Elective Credit
Grade 9-12

Prerequisite: None

Course Description: This course is designed to offer students opportunities to develop and practice healthy relationships with peers and adults in a variety of social situations and help the students develop self-awareness and healthy self-regulation and management skills.

Instructional Methods/Assessments:

Recommended Background for Success:

SOCIAL SUCCESS **07421**
(not offered 2021)

Elective credit
Semester
Grade 9-12

Course Description: Students will develop their social interaction skills and social thinking proficiency.

CAREER READINESS SEMINAR **99201**

Semester long/Elective credit
Grades 11-12

Prerequisite: None - required course for students participating in CBVT Curriculum Based Vocational Training or OJT On the Job Training Program

Course Description: This course will provide students with special needs the opportunity to explore the world of work as they gain the

necessary skills to successfully participate in job experiences. The seminar class will meet two days per week and will be embedded in a class that meets five days per week.

CAREER EXPERIENCE INTERNSHIP 99202

Semester
Grades 11-12
Prerequisite: Career Readiness Seminar 99201

Course Description: This is a structured program through which students in the 11th and 12th grade receive school-site occupational instruction and related work site experience for application in that instruction. Students will have the chance to extend the classroom into a workplace setting, combining classroom activities with actual work experience. The overall purpose is to provide students the opportunity to connect what they learn in school with work site application to enable a smooth transition into the workforce or postsecondary education upon high school graduation. The course provides opportunities to meet and discuss common job-related experiences, cover health and safety issues, on the job employer-employee and relations.

COMMUNITY BASED VOCATIONAL TRAINING 07241

Elective credit-3 Hour block
Semester or Year-long
Grade 11-12
Prerequisite: Career Readiness Seminar

Course Description: Students who are at least 16 years of age will learn skills necessary to gain entry-level employment and/or additional training in their vocational interest areas. Students experience and explore the world of work in a variety of supported, community-based settings.

Other Options

SCHOOL AIDE 20010

Elective credit
Can be either Semester or Year-long
CR/NC only
Grade 11-12
Prerequisite: 2.0 GPA & Counselor approval

Course Description: Students who sign up to be a school aide will complete various tasks assigned by the teacher they are working with. For example a student who is an aide for a gym teacher may be required to help with setting up and taking down equipment, an aide for an art teacher may be required to help clean up the classroom.

OFFICE AIDE 20010

Elective credit
Can be either Semester or Year-long/
CR/NC only
Grade 11-12
Prerequisite: 2.0 GPA & Counselor approval

Course Description: Courses in this classification provide students the opportunity to work in school offices, developing skills related to clerical office work. Duties may include typing, filing, record-keeping, receiving visitors, answering the telephone and duplicating. These courses emphasize appropriate work attitudes, human relations, and proper office procedures.

COUNSELOR AIDE 20010

Elective credit
Can be either Semester or Year-long
Grade 11-12
Prerequisite: 2.0 GPA & Counselor approval

Course Description: Courses in this classification provide students the opportunity to work in the school guidance office. Duties may include typing, filing, record-keeping, assisting students, answering the telephone and duplicating. Students may also act as guides to new students.

